

AQUINAS COLLEGE

2014-2015

Undergraduate Catalog



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

Founded 1961

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AQUINAS COLLEGE CONTACT INFORMATION

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

Office of the President	615-297-7545, Ext. 423
Office of the Provost and Vice President for Academics	615-297-7545, Ext. 449
Office of the Vice President for Administration	615-297-7545, Ext. 488
Office of the Vice President for Advancement	615-297-7545, Ext. 526
Office of the Vice President for Enrollment Management	615-297-7545, Ext. 442
Office of the Vice President for Student Life	615-297-7545, Ext. 412
School of Arts & Sciences	615-297-7545, Ext. 609
School of Business	615-297-7545, Ext. 609
School of Education	615-297-7545, Ext. 422
School of Nursing	615-297-2008, Ext. 446
Admissions	615-297-7545, Ext. 460
Alumni Relations	615-297-7545, Ext. 492
Catechetics	615-297-7545, Ext. 425
Center for Catholic Education	615-297-7545, Ext. 471
Center for Faith and Culture	615-297-7545, Ext. 458
Center for the Study of Human Dignity and Ethics in Health Care	615-297-7545, Ext. 607
Chaplaincy	615-297-7545, Ext. 220
Community Relations	615-297-7545, Ext. 407
Controller	615-297-7545, Ext. 531
Corpus Christi Perpetual Adoration Chapel	615-297-7545, Ext. 472
Development	615-297-7545, Ext. 543
Financial Aid	615-297-7545, Ext. 257
Information Systems	615-297-7545, Ext. 464
Institutional Research	615-297-7545, Ext. 478
I.T. Helpdesk	615-297-7545, Ext. 555
Library	615-297-7545, Ext. 435
Marketing and Communications	615-297-7545, Ext. 405
Registrar	615-297-7545, Ext. 430
Residential Life	615-297-7545, Ext. 631
Security and Services	615-297-7545, Ext. 437
Student Accounts	615-383-3230, Ext. 540
Student Affairs	615-297-7545, Ext. 436
Student Learning Services	615-297-7545, Ext. 441
Write Reason Center	615-297-7545, Ext. 605

Administrative Office Hours

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

Library Hours

Monday through Thursday (7:30 a.m.-7:30 p.m.)

Fridays (8:00 a.m.-4:00 p.m.)

Saturdays (12:00 p.m.-4:00 p.m.)

Sundays (1:30 p.m.-5:30 p.m.)

Additional Hours as Announced

ACADEMIC CALENDAR

AUGUST 2014

- 1 ACCESS Advisement/Registration, Fall 2014
- 15 Solemnity of the Assumption of the Blessed Virgin Mary
– College Closed
- 19 Final ACCESS Advisement/Registration, Fall 2014
- 20 Computer Competency Test
- 22 New Student Orientation and House Welcome
- 25 Fall Semester Begins**
- 25 Orientation for New A.S.N. Students
- 28 Welcome Back Luncheon and House Competition

SEPTEMBER 2014

- 1 Labor Day Holiday – College Closed
- 7 Mass of the Holy Spirit

OCTOBER 2014

- 13-16 Mid-Term Exams
- 16 Fall Festival
- 21 Mid-Term Deficiencies Posted and Mailed
- 21-30 Students with Deficiencies Must Meet with Advisors
- 21-30 Advisement for Returning Students, Spring 2015
- 21-Nov.21 Online Registration for Returning Students, Spring 2015
- 31 Faculty and Staff Retreat – College Closed

NOVEMBER 2014

- 8 Fall Preview Day
- 17-21 Student End-of-Course Evaluations for Fall Semester
- 21 ACCESS Advisement/Registration, Spring 2015
- 26-28 Thanksgiving Holidays – College Closed

DECEMBER 2014

- 4 Last Day of Fall Semester Classes
- 5, 9-11 Final Exams
- 8 Solemnity of the Immaculate Conception of the Blessed
Virgin Mary – College Closed
- 11 Schools of Nursing Pinning Ceremony
- 18 ACCESS Advisement/Registration, Spring 2015
- 22-31 Christmas Holidays – College Closed

JANUARY 2015

- 1-2 New Year's Holiday – College Closed
- 7 Computer Competency Test
- 8 A.S.N. New Student Orientation
- 9 All New Student Orientation
- 12 Spring Semester Begins**
- 19 Martin Luther King, Jr. Holiday - College Closed
- 22 March for Life (No Classes January 22 and 23)
- 28 St. Thomas Aquinas Mass and Celebration

FEBRUARY 2015

- 18 Ash Wednesday Mass
- 19 Graduation Fair

MARCH 2015

- 2-5 Mid-Term Exams
- 9-13 Spring Break - No Classes
- 10 Mid-Term Deficiencies Posted and Mailed
- 16-27 Students with Deficiencies Must Meet with Advisors
- 16-27 Advisement for Returning Students
- 18-27 Online Registration for Returning Students, Summer 2015
- 21 Spring Preview Day
- 30-Apr. 17 ... Online Registration for Returning Students, Fall 2015

APRIL 2015

- 2 Holy Thursday – No Classes; College Closed ½ Day
- 3 Good Friday – College Closed
- 6 Easter Monday – College Closed
- 7 Tuesday Classes Cancelled, Monday Classes Held Instead
- 20-24 Student End-of-Course Evaluations for Spring Semester
- 23 Spring Fling
- 24 ACCESS Advisement/Registration, Summer 2015 and
Fall 2015

MAY 2015

- 1 Last Day of Spring Semester Classes
- 4-7 Final Exams
- 8 Graduation Practice and Celebration
- 11 **Maymester Begins***
- 5-15 Online Registration for Returning Students, Summer 2015
- 16 Baccalaureate Mass and Awards Ceremony
- 16 School of Nursing Pinning Ceremony
- 16 Commencement at War Memorial Auditorium
- 18 ACCESS Advisement/Registration Summer 2015 and
Fall 2015
- 21 Computer Competency Test
- 25 Memorial Day Holiday– College Closed
- 26 Summer Night Sessions Begin
- 29 Maymester Ends

JUNE 2015

- 1 **Summer Session I Begins***
- 1-Jul. 2 Online Registration for Returning Students, Summer 2015
and Fall 2015
- 20 ACCESS Advisement/Registration, Summer 2015 and
Fall 2015
- 25 Summer Session I Ends

JULY 2015

- 3 Independence Day Holiday (Observed) - College Closed
- 6 **Summer Session II Begins***
- 14-31 Online Registration for Returning Students, Fall 2015
- 30 Summer Night Sessions and Summer Session II End
- 31 ACCESS Advisement/Registration, Fall 2015

** See the Summer Schedule of Courses for summer science courses.*

See pages 11-12 of the Aquinas College Catalog for refund schedule.

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

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

Any calendar date may be subject to change. Any change will be posted on the online calendar for students and faculty. The online calendar can be found on the Aquinas College website.

GENERAL INFORMATION

HISTORY AND HERITAGE OF AQUINAS COLLEGE

Aquinas College, which is located on Harding Pike in West Nashville, is owned and administered by the Dominican Sisters of St. Cecilia Congregation. The College first began in 1928 as a normal school for the education of the Sisters and was affiliated with the Catholic University of America in 1929. In 1961, the normal school was replaced with Aquinas Junior College. Two significant milestones in the institution's history occurred at this point: the College was moved from Saint Cecilia Motherhouse to its present location, and it was opened to the public.

In 1971, the College was welcomed into membership in the regional accrediting agency, the Southern Association of Colleges and Schools, to award the associate degree. In December 1993, the Commission on Colleges of the Southern Association of Colleges and Schools granted Aquinas candidacy to award its first baccalaureate degree: the Bachelor of Arts in Teacher Education. This was followed by full reaffirmation and approval in 1996 by the same accrediting agency. In order to reflect this action, the institution's original charter was officially amended to read *Aquinas College* and academic programs and majors were added in response to the needs of the community and of the Church. The Southern Association of Colleges and Schools Commission on Colleges reaffirmed accreditation in 2001 and again in 2011. In 2012, Aquinas College was granted approval to award master's degrees in Education and in Nursing Education. The same year, Aquinas became a residential college with contracted use of Seton Lodge facilities at St. Thomas Hospital on adjoining property.

Current degrees, certificates, and acknowledgements awarded are

School of Arts & Sciences

A.A. in Liberal Arts
B.A. in English
B.A. in History
B.A. in Liberal Arts
B.A. in Philosophy
B.A. in Theology

School of Education

B.S. in Interdisciplinary Studies, K-6
B.S. in English, 7-12
B.S. in History, 7-12
Education Licensure Track, K-6
Education Licensure Track, 7-12
M.A.T., K-6
M.A.T., 7-12
M.Ed. in Teaching and Learning

School of Business

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

School of Nursing

A.S.N.
R.N.-B.S.N.
M.S.N. in Nursing Education
Post-Master's Certificate in Nursing Education

PHILOSOPHY STATEMENT OF AQUINAS COLLEGE

The Catholic Church, from the beginning of the Order of Preachers in 1217, 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. Aquinas College exists primarily to enable students to learn in a Christ-centered atmosphere of love and truth.

The College reflects the philosophy of the Catholic Church as it pertains to education. Each student is recognized as an individual of eternal worth whose immortal soul is destined for happiness with God. Aquinas College endeavors to nourish the intellectual gifts of its students and to develop their spiritual and physical potential in view of their final end and the good of society.

MISSION STATEMENT OF AQUINAS COLLEGE

The Mission of Aquinas College is unchanging because Truth itself is unchanging. Taking inspiration from St. Dominic and St. Thomas Aquinas, the College exists to serve the Church by transforming lives for the gospel of Christ.

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

CORE PRINCIPLES

Derived from the Catholic and Dominican moral and intellectual tradition, our core principles are:

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

BOARD OF DIRECTORS

The general government of Aquinas College is vested in the Board of Directors. The Board of Directors consists of seventeen directors: 5–8 Dominican Sisters from the Congregation, one of whom shall be the Prioress General of the Congregation, one of whom shall be the President of the College and one of whom shall be the Director of Education of the Congregation; 9-12 lay persons or persons not Dominican Sisters from the Congregation. The Board of Directors operates the College in accordance with the teachings and traditions of the Roman Catholic Church and the Congregation and does all else that is necessary to promote the spiritual, physical and financial well-being of the College. The current members of the Board of Directors are listed on page 89 of this Catalog.

PRESIDENT'S ADVISORY COUNCIL

The President's Advisory Council serves as an advisory group to the President of the College. The President's Advisory Council consists of not more than forty members chosen by the President of the College in consultation with the Board of Directors. The current members of the President's Advisory Council are listed on page 90 of this Catalog.

APPROVALS AND ACCREDITATION

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

The Associate of Science in Nursing and the Registered Nurse to Bachelor of Science in Nursing programs are accredited by the Accreditation Commission for Education in Nursing, Inc. The Master of Science in Nursing Education program has been deemed eligible to participate in the candidacy process leading to accreditation by the Accreditation Commission for Education in Nursing, Inc. The Associate of Science in Nursing, the Registered Nurse to Bachelor of Science in Nursing, the Master of Science in Nursing Education, and the Post-Masters Certificate in Nursing Education programs are approved by the Tennessee Board of Nursing.

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

The College is approved by the Tennessee Higher Education Commission for Veterans Training.

MEMBERSHIPS

Accreditation Commission for Education in Nursing (ACEN)
Alpha Delta Nu
American Association of College of Nursing (AACN)
American Association of College Registrars and Admissions Officers (AACRAO)
American Association of Colleges for Teacher Education (AACTE)
American Library Association (ALA)
Association for Supervision and Curriculum Development (ASCD)
Association of Catholic Colleges and Universities (ACCU)
Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)
Catholic Campus Ministry Association (CCMA)
Catholic Medical Association (CMA)
Coalition for Healthy and Safe Campus Communities (CHASCo)
College and University Professional Association for Human Resource Professionals (CUPA-HR)
College Reading & Learning Association (CRLA)
Council for Exceptional Children (CEC)
Council for Higher Education Accreditation (CHEA)
Delta Epsilon Sigma
International Society for Technology in Education (ISTE)
MSDN Academic Alliance (MSDN AA)
Nashville Area Chamber of Commerce

Nashville Area Library Alliance (NALA) and Project Athena
 Nashville Health Care Council
 National Association of Catholic Nurses (NACN)
 National Association for College Admissions Counselors (NACAC)
 National Association of Independent Colleges and Universities (NAICU)
 National Association of College & University Attorneys (NACUA)
 National Association of College and University Business Officers (NACUBO)
 National Catholic College Admission Association
 National College Learning Center Association (NCLCA)
 National Organization for Associate Degree Nursing
 Phi Beta Lambda
 Sigma Beta Delta
 Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC)
 Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)
 Southern Association of Student Financial Aid Administrators (SASFAA)
 Southern Regional Education Board: Council on Collegiate Education for Nursing
 TENN-SHARE
 Tennessee – Association on Higher Education & Disability (TN-AHEAD)
 Tennessee Association of Deans and Directors of Nursing
 Tennessee Association of Colleges for Teacher Education
 Tennessee Association of Collegiate Registrars and Admissions Officers (TACRAO)
 Tennessee Association of Independent Liberal Arts Colleges for Teacher Education (TAILACTE)
 Tennessee Association of Student Financial Aid Administrators (TASF AA)
 Tennessee Association for the Supervision of Curriculum Development (TASCD)
 Tennessee Clinical Placement System (TCPS)
 Tennessee College Association
 Tennessee Independent Colleges and Universities Association (TICUA)
 Tennessee Intercollegiate State Legislature (TISL)
 The College Board
 The National Catholic Bioethics Center (NCBC)

BUILDINGS AND FACILITIES

The **Main College Building** houses the administrative offices of the President and the Vice Presidents for Academics, Administration, Enrollment Management, and Student Life as well as those of the Deans of the School of Nursing and the School of Business. In addition, it accommodates the offices of the Chaplain, the Director for the Center for Faith and Culture, the Director of Development, the Director of Marketing and Communications, and the Controller as well as offices of Institutional Research, Admissions, Financial Aid, Registrar, Student Accounts, Student Affairs, Security Services. The Main College Building also includes classrooms, faculty offices, and a variety of facilities, such as:

the **St. Jude Chapel**, which hosts daily Mass, daily Sacrament of Reconciliation, weekly Adoration of the Blessed Sacrament, and is available for prayer at any time;

Aquinas Central, a seating area for faculty, staff, and students, where a variety of vending machines and a small kitchenette are available;

Breen Hall, which serves as the student center for the College;

the **Ann and Monroe Carell, Jr. Education Center**, which includes state-of-the-art computers utilizing the latest in software and Internet technologies;

a **Multimedia Nursing Laboratory** as well as science labs;

and the **Write Reason Center**, which provides tutorial assistance for writing assignments.

The **Aquinas Center** houses the **Library** and **Student Learning Services**. The library provides both print and non-print materials. It contains various types of study areas including group study rooms. A small computer lab is housed in the Information Resource Instruction Room and is available to students for course assignments and Internet access when the room is not being used for library instruction.

The **Corpus Christi Perpetual Adoration Chapel** is located in the former Carriage House.

The **Seton Lodge at St. Thomas Hospital** serves as the residential facility for students of Aquinas College.

The *St. Dominic Education Building* houses the offices of the School of Education including the Dean and faculty.

The *St. Joseph Building*, located on the south lawn behind the Main College Building, houses the offices of the Dean of the School of Arts & Sciences, the Director for the Center for Catholic Education, the Office of Catechetics, and several faculty members.

The *St. Martin de Porres Building*, located behind the north wing of the Main College Building, houses the Director of Information Systems, the Nursing Simulation Learning Laboratory, a lecture hall, a conference room, and several faculty offices.

The *White House*, a restored mansion built by Joseph Warner in 1911, houses the offices of the Vice President for Advancement and the Director of Alumni Relations as well as a Board Room and additional meeting rooms.

THE STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY ACT (The Jeanne Clery Act)

The Student Right-to-Know and Campus Security Act of 1990, formally renamed The Jeanne Clery Act in 1998 and subsequently revised, most recently in 2008, requires that institutions that participate in federal financial assistance programs must make available to current and prospective students information about retention and completion/graduation rates and student body diversity. This information can be found on the Aquinas College and College Navigator websites. The Clery Act also requires disclosure of information on current campus crime statistics and campus safety policies and procedures. This information is available in the Student Handbook and on the Aquinas College website.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, sets forth requirements regarding the privacy of student records. FERPA governs the disclosure of education records maintained by an educational institution and access to these records. In accordance with FERPA, Aquinas College students have the right to review the accuracy of information and request amendment to the information kept in their cumulative file by the Registrar upon written request. Students wishing to waive FERPA rights to allow information sharing with designated individuals should complete the “Authorization to Disclose Personal Information (FERPA Release Form)” available from the Registrar and on the Aquinas College website. Additional information regarding FERPA regulations is available in the Student Handbook and on the Aquinas College website.

NON-DISCRIMINATION POLICY

It is the policy of Aquinas College, while reserving its lawful rights where applicable to take actions designed to promote the Dominican and Roman Catholic principles that sustain its mission and heritage, to comply with all federal and state laws prohibiting discrimination in employment and in its educational programs including, but not limited to, Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, and the Americans with Disabilities Act and Amendments Act. Aquinas College admits qualified students of any race, color, national or ethnic origin, sex, age or disability to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national or ethnic origin, sex, age or disability in administration of its education policies, admission policies, scholarships and loan programs. Additional information regarding these policies is available in the Student Handbook and on the Aquinas College website.

ADMISSION TO THE COLLEGE

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

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

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

APPLICATION FOR ADMISSION

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 will be administratively removed from enrollment of the College. Students removed from enrollment of the College will not receive refunds of any tuition and fees.

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 of those offered by the School of Education or the School of Nursing) 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 or Home School Graduates must submit an official transcript from an accredited high school or Home School agency and an official ACT or SAT score report. For admission, applicants must have an overall GPA of at least 2.4 and minimum ACT enhanced scores of: Composite 21, English 21, and Math 21 (minimum SAT scores of: Critical Reading 490 and Math 490).

GED Recipients must have an official copy of their GED with a composite score of 50 or above, or 500 or above on the computerized version. For admission, applicants must have minimum ACT enhanced scores of: Composite 21, English 21, and Math 21 (minimum SAT scores of: Critical Reading 490 and Math 490).

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. 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.

ACT or SAT scores are not required for first-time freshman applicants who graduated from high school more than 10 years prior to the date of application. However, applicants who do not submit these scores will be required to take the English and Math Assessments 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.

Transfer Applicants

Transfer Students must submit official transcripts from all previously attended regionally accredited colleges, universities, or other post-secondary institutions. Transfer students 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.)

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 or SAT scores are required as well. For admission, these transfer applicants must have minimum ACT enhanced scores of: Composite 21, English 21, and Math 21 (minimum SAT scores of: Critical Reading 490 and Math 490).

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 matriculate. (See pages 19-20 for explanations of transfer credit.)

Transfer students who will be entering at the freshman level (fewer than 24 hours of college credit) are required to take IDS 106, College Learning in the Dominican Tradition.

International Students are accepted under the same admission requirements as outlined under the *Admission Requirements* section of this Catalog. In addition to the regular admission requirements, international applicants must satisfy the special requirements for students whose native language is not English. These requirements include the following:

- A required minimum score of 525 on the TOEFL (*Test of English as a Foreign Language*) on the paper test or a 195 on the computerized test or 70 on IBT (Internet Based Test). The grade attained must be at least 85%. The TOEFL may be taken at Prometric Testing Center. For more information call: 615-860-0376 or 615-790-5018.
- Official proof of the ability to pay.

International applicants who are not in compliance with TOEFL criteria may be required to take the English Assessment and/or provide other evidence of proficiency in written and spoken English. These students will then be referred to the Admissions Committee, which, with the approval of the Vice President for Academics, will rule on acceptance into Aquinas. 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.

All credentials must be in English. If credentials require translation, they must be evaluated by a certified translator. Information regarding certified services can be obtained from the Office of Admissions. International students 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. At this time, all the required legal papers must be submitted.

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

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;
- 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.

Dual Enrollment Program provides an opportunity for qualified high school juniors and seniors to enhance their education by enrolling early in college courses. Students may take courses either on the Aquinas College campus or at a participating Catholic high school. Eligible students have completed their sophomore year in high school, have a minimum GPA of 3.2 on a 4.0 scale, and have submitted an application, the application fee, and an official high school transcript. Dual-enrolled students participating in the Dual Enrollment Program must maintain a cumulative grade point average of 2.0 on a 4.0 scale for all college-level courses. Students whose cumulative Aquinas College GPA falls below 2.0 or who receive a grade below C in an individual course are ineligible to continue in the dual enrollment program. Dual-enrolled students may enroll for no more than 6 credit hours per semester.

Licensed Teachers seeking coursework toward renewal of Teacher Licensure must provide a copy of the teaching license and have a copy of the official transcript sent by the principal of the school at which the applicant is teaching, verifying a Bachelor's degree.

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.

READMISSION TO AQUINAS COLLEGE

Students desiring readmission to Aquinas College after more than one semester of absence, not including summer sessions, must re-apply for admission and complete the entire admissions process. 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.

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 complete the entire admissions process. 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.
- **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.). These students are also required to take IDS 106, College Learning in the Dominican Tradition. 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.
- **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.



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. Students are officially registered after all financial arrangements have been completed.

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 Student Accounts located in the Main College Building.

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

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

A charge of \$25.00 will be assessed for returned checks and/or declined credit cards.

Regular Tuition

Tuition (1 to 11 credit hours).....	\$680.00 (per credit hour)
Tuition (12 to 18 credit hours).....	\$9,975.00
Tuition (over 18 credit hours).....	\$9,975.00 + \$680.00 (per credit hour)

Regular Fees

Application Fee (non-refundable)	\$25.00
New student enrollment deposit (refundable until May 1).....	\$200.00
General Fee (per semester)	\$300.00
Service Fee for Late Registration (per transaction)	\$25.00
Change of Schedule Fee (per transaction)	\$25.00
Audit Fee (per course; computer courses may not be audited)	\$275.00
Graduation Fee (non-refundable).....	\$125.00
Payment Plan Fee	\$55.00

Program-Specific Fees

A.S.N. Laboratory Fee (per credit hour).....	\$90.00
A.S.N. Students' Liability Insurance (per year).....	\$40.00
A.S.N. Testing/Screening Fee (1 st semester)	\$140.00
A.S.N. Testing/Screening Fee (2 nd , 3 rd , and 4 th semesters)	\$115.00
R.N.-B.S.N. Health and Physical Assessment Laboratory Fee	\$50.00
R.N.-B.S.N. Senior Practicum and Seminar Liability Insurance (per course)	\$20.00
Computer Laboratory Fee.....	\$50.00
Science Laboratory Fee	\$55.00
Teacher Education Seminar Fee	\$50.00
Teacher Education Student Teaching Fee (per credit hour).....	\$50.00
Teacher Education Students' Liability Insurance (per year).....	\$50.00

Room and Board Fees

Housing Deposit (refundable for new students until May 1; non-refundable for returning students)	\$200.00
Room Cost (per semester)	\$2,750.00
Meal – Flex Account (per semester).....	\$1,600.00

DELINQUENT PAYMENTS

Delinquent payments require cash, cashier's check, or money order. Students with delinquent payments must contact the Student Accounts Office 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. The application fee is not refundable.

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 Student Accounts Office and applied to the student's ledger;
- and any payments by check or credit card must have cleared the bank.

Refund checks and e-refunds, including those associated with financial aid, will be issued when adequate funds have been received and processed and a credit balance exists.

After the initial date for refunds, students' refund checks will be available each week on Thursday in the Student Accounts Office after 2:00 p.m. and Friday until 10:00 a.m. Unclaimed checks will be mailed on Fridays. Students are encouraged to enroll for e-refunds.

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 and science courses:

- 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 required return of financial aid funds both private and federal.

FINANCIAL AID

Aquinas College offers a comprehensive program of financial aid in the form of scholarships, loans, and part-time employment. A student must be provisionally or fully admitted to the College before an award will be made.

The Office of Financial Aid is committed to offering a wide range of financial services to students. Students must be provisionally or fully admitted to the College before a financial aid package may be developed; therefore, students are encouraged to work closely with the Office of Admissions.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

Financial aid is administered in accordance with federal methodology and regulations established by the U.S. Department of Education. Students are required to complete the *Free Application for Federal Student Aid* (FAFSA) at www.FAFSA.ed.gov in order to establish eligibility for financial aid. Once the results from the FAFSA are received and the student's file is complete, an award package will be developed. Students may accept or decline any portion of the aid package.

Students must meet the following criteria to be eligible for federal financial aid:

- submit the *Free Application for Federal Student Aid* (FAFSA) to the processor;
- be a U.S. citizen or eligible non-citizen;
- comply with current Selective Service laws;
- be enrolled in a degree-seeking program;
- maintain satisfactory academic progress toward a degree;
- be enrolled at least half time (6 credit hours) for Stafford Loans and Tennessee State Grants;
- be a Tennessee resident and a Federal Pell Grant recipient to receive a Tennessee State Grant.

VERIFICATION

Verification is the process of checking the accuracy of the information reported on the FAFSA. Students may be selected by the U.S. Department of Education or by the College's Office of Financial Aid for verification. In either case, students will be required to submit copies of tax returns, transcripts, or use the IRS data retrieval tool within the FAFSA, and complete other worksheets for review. Financial aid will not be awarded until the verification process has been completed. Failure to submit requested documents in a timely manner may jeopardize eligibility for financial aid.

DEADLINES

The priority deadline for filing the FAFSA is February 15 for each year the student is in school. Failure to file the FAFSA before February 15 may jeopardize eligibility for the Tennessee Student Assistance Award Program (TSAA) and for certain campus-based funds such as Federal work-study and FSEOG.

Applicants for the President's and Vice President's scholarships are required to be admitted to Aquinas College and to complete the FAFSA and the Aquinas College Scholarship Application prior to February 15. Failure to meet these requirements may result in the loss of scholarship eligibility.

WITHDRAWAL FROM THE COLLEGE/RETURN OF TITLE IV FUNDS

Students should be aware that their eligibility for financial aid may be jeopardized by dropping courses or by withdrawing from Aquinas College. Therefore, students are urged to seek academic counseling from their advisor and financial aid advising from the Office of Financial Aid before deciding to alter their enrollment status. Institutional, state, and federal (Title IV) funds will be returned based on the number of days (percentage of period) completed. This percentage will be applied to the total amount of Title IV aid for which the student established eligibility before withdrawing (earned aid). The amount of earned aid which was (or could have been) disbursed and the remaining amount will be returned to the Title IV programs.

DISTRIBUTION OF UNEARNED AID

If the Return of Title IV Funds calculation reveals that the student has received funds that were not earned, these funds will be returned to the Title IV programs in the following order:

- unsubsidized Federal Stafford Loan;
- subsidized Federal Stafford Loan;
- Federal Plus Loan;
- Federal Pell Grant;
- Federal Supplemental Educational Opportunity Grant.

SATISFACTORY ACADEMIC PROGRESS POLICY

NOTE: Satisfactory Academic Progress Standards for financial aid apply to all students whether or not they are receiving federal aid, and must be taken into consideration at such time as a student begins to receive federal aid.

Students who receive federal or state financial aid must be making satisfactory academic progress (SAP) toward earning a degree. For SAP purposes, progress is measured by the student's cumulative grade point average, 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 and/or the 67% passing rate, he or she will be placed on satisfactory academic progress probation. The student's financial aid will continue through a probationary period (one semester). If the student fails to meet the minimum requirements at the end of the probationary period, he or she will be placed on satisfactory academic progress suspension and financial aid will be terminated.

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 suspension.

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. Please note each school may have additional program specific requirements to maintain Good Standing (see pages 24-25).

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

67% Completion Rate

Students are required to complete at least 67% of all attempted credit hours in their current degree program.

150% Time Frame

Students are required to complete their program of study within a required time frame of no longer than 150% of the published length of the program. For example, for a baccalaureate degree requiring 120 credit hours, a student may attempt a maximum of 180 credit hours. For an associate degree that requires a total of 71 credit hours, a student may attempt a total of 107 credit hours.

Please note that this component is reviewed independently, and there is no warning period. Students will be notified prior to their final semester of eligibility.

If a student changes from one degree program to another, the cumulative number of credit hours attempted and earned will be adjusted to reflect the requirements of the new program.

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.

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 an appeal is processed and approved.

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 Financial Aid Office 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 and academic advisor.

General Information

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

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 to satisfy satisfactory academic progress standards.

FEDERAL AND STATE GOVERNMENT PROGRAMS

The **Federal Pell Grant** is a federal financial assistance program for undergraduate students who have demonstrated a financial need. These are grant funds that do not need to be repaid.

The **Federal Supplemental Education Opportunity Grant (FSEOG)** is for undergraduate students with exceptional financial need who are also Federal Pell Grant recipients. FSEOG does not need to be repaid and funding is limited.

The **Federal Work-Study (FWS)** provides part-time employment for students who demonstrate financial need. FWS jobs may be on campus or off campus at a non-profit agency. The basic rate of pay may be equal to, but not less than the prevailing federal minimum wage. Funds must be earned and will be paid monthly on an as-worked basis. Funding is limited. Students are expected to use these funds as personal payments applied to existing account balances.

Federal Stafford Loans are low-interest, long-term educational loans made to students attending college with at least 6 credit hours per semester.

Federal PLUS loans are for parents of dependent students enrolled with at least 6 credit hours per semester.

Veterans' Assistance Program

Courses at Aquinas College are approved for Veterans' Training. Information concerning these programs may be obtained from the local Veterans Administration Office or the Registrar at Aquinas College. Veterans are certified to receive benefits beginning with the first day of courses. Students enrolled in any program that is not accredited by the regional accrediting agency may not participate in the Veterans Assistance Program.

The **Tennessee Student Assistance Award (TSAA)** provides non-repayable financial assistance to needy undergraduate students who are residents of Tennessee and are enrolled at an eligible post-secondary institution in Tennessee. Funding is limited; therefore, it is recommended that students

submit a FAFSA as close to January 1st as possible, using a “will file” status for tax information if necessary. The funds are awarded “first come, first served, based on need”. Awards are made until funds are depleted.

Hope Scholarship

To be eligible for the Hope Scholarship a student must be a Tennessee resident for one year prior to the application deadline which is September 1st for the fall semester and February 1st for the spring and summer semesters. Students must enroll in at least 6 credit hours in a Hope-eligible institution within 16 months of graduation from high school, a home school program, or GED program. Students must have a minimum score of 21 ACT (composite), 980 SAT (math & critical reading only), or have a final weighted GPA of 3.0 when graduating from a public or private high school. GED students must have the minimum ACT/SAT scores listed above and 525 on the GED test. Home school graduates must have the ACT/SAT scores listed above and must have been enrolled in a home school for at least one academic year immediately preceding completion.

To renew the scholarship students must have a minimum GPA of 2.75 after 24 and 48 attempted credit hours and a minimum GPA of 3.0 at 72, 96, and 120 attempted credit hours. Students will have their eligibility checked at the end of each semester of continuous enrollment. Students must maintain continuous enrollment to be eligible for the scholarship. Scholarship recipients should never drop a course after the drop/add period without first talking to the Financial Aid counselors about how it will affect the scholarship.

Hope Scholarship for Non-Traditional Students

To be eligible for the Hope Scholarship for non-traditional students, a student must be a resident of Tennessee prior to the application deadlines stated above and be at least 25 years old. Household adjusted gross income must be \$36,000 or less (any year that income exceeds this amount will make a student ineligible for the scholarship for that year). Students must be an entering freshman or have not been enrolled in a postsecondary institution for at least two years. Students earn their way into the Hope Scholarship program by completing 12 credit hours without the scholarship and achieving a 2.75 GPA. The renewal criteria are the same as for the traditional Hope Scholarship.

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;
- register for and complete the minimum credit hours stated;
- maintain Satisfactory Academic Progress (see pages 13-14).

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 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. Scholarship recipients automatically become Student Ambassadors. Scholarships are not retroactive and may not be used for summer sessions.

Students receiving scholarships and grants above the cost of tuition, fees, and books may receive a refund in order to supplement the indirect costs associated with attending college. The amount of any refund resulting from institutional funding may not exceed \$2,000 per semester. In the event that a student receives more than \$2,000 in excess institutional funds each semester, Aquinas College will reduce the total amount of institutional scholarships received.

Scholarship Application Procedures

- Be admitted to Aquinas College by February 15 as a new student.
- Complete the *Free Application for Federal Student Aid* (FAFSA) by February 15 for need based scholarships.
- Complete Aquinas College Scholarship application by February 15 (required only if applying for President’s and Vice President’s Scholarships).

ACADEMIC SCHOLARSHIPS

Academic Scholarships are based on a combination of ACT/SAT score and High School Grade Point Average (GPA). Students who receive the President’s Scholarship or Vice President’s Scholarship are ineligible for other Aquinas College Academic Scholarships.

The *President’s Scholarship* represents the College’s highest recognition of scholastic achievement of the first-time, full-time college student. Full tuition is awarded each year to a limited number of qualified candidates. The President’s Scholarship competition is open to any prospective freshman who has achieved a minimum standard composite of 30 ACT or minimum 1340 SAT combined score in Critical Reading and Math, has a minimum cumulative high school grade point average of 3.5 on a 4.0 scale and demonstrates outstanding leadership potential. Two letters of recommendation are required from the student’s guidance counselor, teacher, Honor Society moderator, and/or community service club sponsor. A

personal interview is required of candidates for this scholarship. The President's Scholarship is renewable for up to four years if a GPA of 3.5 is maintained with full-time attendance.

The ***Vice President's Scholarship*** acknowledges the exceptional scholastic achievement of the first-time, full-time college freshman. A maximum of fifty percent of tuition is awarded each year to a limited number of qualified candidates. The Vice President's Scholarship competition is open to any prospective freshman who has achieved a minimum standard composite of 26 on the ACT or a minimum of 1190 SAT combined score in Critical Reading and Math and has a minimum cumulative high school grade point average of 3.2 or greater on a 4.0 scale and demonstrates leadership ability. Two letters of recommendation are required from the student's guidance counselor, teacher, Honor Society moderator, and/or community service club sponsor. A personal interview is required of candidates for this scholarship. The Vice President's Scholarship is renewable for up to four years if a minimum GPA of 3.0 is maintained with full-time attendance.

The ***Provost's Award, Dean's Award, Distinguished Scholar Award, and Aquinas Scholar Award***, based on a combination of ACT /SAT score and High School Grade Point Average (GPA), are awarded to first-time, full-time college freshmen. Eligibility for these scholarships is nullified if a recipient receives the President's Scholarship or Vice President's Scholarship. Awards range from \$1,000-\$4,000 annually and are renewable for up to four years if a minimum GPA of 3.0 is maintained with full-time attendance.

Transfer Scholarships are granted to college transfer students who have earned at least 12 credit hours at previous institutions and have a minimum 2.75 collegiate GPA. Students must be enrolled full-time and maintain a collegiate cumulative grade point average of 3.0 on a 4.0 scale to continue their eligibility. Awards range from \$1,000-\$2,000 annually and are renewable for up to four years.

Catholic Student Awards are granted to first-time college freshmen and transfer students. The Award is for \$2,000 annually. Award recipients must show proof of active membership at a Catholic Church and enroll in at least 12 credit hours per semester or full-time enrollment in their respective academic program. Recipients must remain in good standing as defined by the College to renew this award for up to eight semesters.

SCHOLARSHIPS IN THE SCHOOL OF ARTS & SCIENCES

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 School of Arts & Sciences and who maintains a minimum grade point average 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 School of Arts & Sciences who demonstrates exceptional academic capability as evidence by a minimum grade point average 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 School of Arts & Sciences with financial need. This scholarship is only available in even-numbered years (e.g. the academic year of 2010-11). The student must maintain a grade point average of 3.2 and must enroll in and complete a minimum of 12 credit hours per semester. Maximum award amount is \$1400.

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 School of Arts & Sciences with a minimum grade point average of 3.0. This scholarship is only available in odd-numbered years (e.g. the academic year 2009-10). The student must enroll in and complete a minimum of 12 credit hours per semester.

SCHOLARSHIPS IN THE SCHOOL OF BUSINESS

The ***Judy and Patrick Sharbel Business Scholarship*** was established by Mr. and Mrs. Sharbel, long time friends, supporters and member of the Aquinas College Board of Directors (Patrick). The four year scholarship is based on financial need and awarded to a maximum of two students per year. Students must be admitted into the School of Business and have earned a minimum composite score of 20 on the ACT. Students must enroll in and complete a minimum of 15 credit hours per semester and maintain a grade point average of 2.8. The amount awarded may be equal to 50% of the annual tuition and may not exceed this amount.

SCHOLARSHIPS IN THE SCHOOL OF NURSING

The ***Terry O'Rourke Scholarship*** was named in memory of John Terrance O'Rourke, Jr., a graduate of the Class of 1976 at Aquinas College and former Aquinas alumni association officer. The scholarship provides financial assistance to a student with a minimum grade point average of 2.5 in the Associate Degree in Nursing Program.

The ***Denis-Shepherd-Sprouse Scholarship Fund*** was established in memory of Miss Magdalene Denis and Miss Hazel Shepherd by Dr. Daphne Sprouse, former member of the Aquinas College Board of Directors. The scholarship provides financial assistance to a student with a minimum grade point average of 2.5 in the Associate Degree in Nursing Program.

The **HCA Scholarship** provides financial assistance to a student taking a minimum of 6 credit hours per semester with a minimum grade point average of 2.5 in the Associate Degree in Nursing Program.

The **Dr. Linda Witherspoon Watlington Scholarship Fund** was established in memory of Aquinas College's R.N.-B.S.N. Program Director, Dr. Linda Watlington, by her family. The scholarship is to be awarded to an R.N.-B.S.N. student.

The **Dr. Daphine Sprouse Bachelor of Science in Nursing Scholarship** was named in honor of Dr. Daphine Sprouse, former Aquinas College Board of Directors Member, and provides financial assistance to a student in the R.N.-B.S.N. Program with a minimum grade point average of 2.5. The student must demonstrate financial need and enroll in and complete a minimum of 6 credit hours per semester.

The **Aquinas College A.S.N Alumni Scholarship for the R.N.-B.S.N Program** was established to promote continuous academic progression in nursing for registered nurses who are graduates of the Aquinas College Associate Degree in Nursing Program. This scholarship provides \$5,000 per year and is applied to the costs of tuition for graduates of the Aquinas College Associate Degree Nursing Program who meet all policies for admission to Aquinas College and to the R.N.-B.S.N. Program. Students must be enrolled full-time in the R.N.-B.S.N. Program. Scholarships will be awarded to students in good standing on a per term basis at the time of registration.

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. A parish priest must recommend the student and submit the *Clergy Recommendation Form* available from the Office of Financial Aid. The scholarship is renewable for a maximum of four academic years with a minimum grade point average of 3.0 and the completion of a minimum of 12 credit hours per semester.

The **Ann and Monroe Carell, Jr. 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 support the education of a Dominican Sister at Aquinas College in the School of Education. Freshmen and sophomores may be awarded a maximum of \$1,000. Awards to juniors and seniors may not exceed \$3,000.

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 **Marianelli Scholarship** was named in honor of Andrew Marianelli, former member of the Aquinas College Advisory Council and is awarded to one student in the School of Education. The applicant must have a minimum grade point average of 3.8 and enroll in and complete a minimum of 12 credit hours per semester. The recipient must be reviewed annually by the Scholarship Committee for renewal.

The **Andrew Marianelli Teacher Education Scholarship** was named in honor of Andrew Marianelli, former member of the Aquinas College Advisory Council. Awarded to a student in the School of Education, the applicant must have a minimum grade point average of 3.8 and enroll in and complete a minimum of 12 credit hours per semester (16 credit hours is preferred). The recipient must be reviewed annually by the Scholarship committee and is renewable for a maximum of four academic years and awarded in increments as follows:

Year 1	25% tuition (excluding fees)
Year 2	50% tuition (excluding fees)
Year 3	75% tuition (excluding fees)
Year 4	100% tuition (excluding fees)

The **Helen Sprouse Teacher Education Scholarship** was named in honor of Miss Sprouse who graciously remembered Aquinas College in her estate plans. It is awarded to one student who has been admitted into the School of Education. The applicant must have a minimum grade point average of 3.6 and must enroll in and complete a minimum of 15 credit hours per semester. The scholarship is renewable for a maximum of four academic years and is awarded in increments as follows:

Year 1	20% tuition (excluding fees)
Year 2	40% tuition (excluding fees)
Year 3	50% tuition (excluding fees)
Year 4	75% tuition (excluding fees)

The **Veterans Elementary Teaching Scholarship** provides 50% of tuition per year to students who have served in active military duty for at least two years. Students must produce proof of an honorable discharge (DD-214) and must agree to teach in a disadvantaged school for three years upon graduation and maintain a 2.0 GPA.

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 grade point average. The scholarship is stackable up to 100% of the cost of tuition; however, federal and state program will be factored first.

The *Marion Beckham and Jim Clayton Scholarship for the Education of the Dominican Sisters* was established in memory of the parents of Jim Clayton, III, an 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.

GENERAL SCHOLARSHIPS

Dual Enrollment Awards are a one-time award granted to first-time college freshman taking a minimum of 12 hours per semester who have participated in the Dual Enrollment program at Aquinas College during the junior and/or senior year. The Award is for \$1,000. Candidates must have a minimum standard composite score of 21 on the ACT or a minimum 990 on the SAT, and a minimum 2.75 high school cumulative grade point average on a 4.0 scale. Recipients must maintain a collegiate cumulative grade point average of 2.75 on a 4.0 scale to continue their eligibility. Eligibility for Dual Enrollment Program is stackable up to 100% tuition; however, federal and state programs (e.g., Hope Scholarship) will be factored first.

Aquinas Scholar Award provides two (2) St. Cecilia Academy students ranking in the top of the junior class the opportunity to be named Aquinas Scholar according to the recommendation of the faculty of St. Cecilia Academy. Such students are entitled to take one course per semester of their senior year at Aquinas College with no tuition beyond the tuition charged at St. Cecilia Academy.

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 enroll in any program, complete a minimum of 12 credit hours per semester and must maintain a minimum grade point average of 2.0.

The *Margaret and Dan Maddox Tuition Assistance Scholarship* was established by Mr. and Mrs. Maddox before their untimely passing and provides tuition assistance to a student in any program who demonstrates financial need and maintains a grade point average of 2.0. The student must enroll in and complete a minimum of 12 credit hours per semester.

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 in 1986 to honor Sr. Dominica Gobel, O.P., former Academic Dean, for her service to Aquinas College since its beginning in 1961. The scholarship provides need-based aid to two students per academic year who have achieved a minimum grade point average of 3.0. Applicants must enroll in and complete a minimum of 12 credit hours per semester.

The *Janet and Bill Bachus Family Scholarship* was established by alumnus and former Board of Directors member, Stephen Bachus '80, in memory of his parents and ensures that students from all financial backgrounds can attend Aquinas College. Scholarship award should not exceed the full cost of tuition and fees.

OUTSIDE SCHOLARSHIPS

Private Sources offer financial assistance and students are encouraged to research the availability of funds from private foundations and organizations. Source information may be obtained through the Aquinas library, other local libraries and the Internet. 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 comprising the academic year. In addition, the College offers summer sessions, evening courses, and an accelerated R.N.-B.S.N. program.

CLASSIFICATION OF STUDENTS

Students are classified as follows:

- * Freshman: 0 - 23 credit hours earned;
- * Sophomore: 24 - 47 credit hours earned;
- * Junior: 48 - 71 credit hours earned; and
- * 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. Aquinas College reserves the right to alter the published schedule at any time. In addition to the course listings, the schedule contains calendar information, registration procedures, financial information and the schedule for drop/add and withdrawal, including the refund policy.

COURSE LISTINGS/OFFERINGS

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

COURSE SCHEDULE CHANGES

During the fall and spring semesters, should a student decide to change his/her schedule, official changes 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 advisor, the Director of Financial Aid, the Financial Services Office and the Office of 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 Student Accounts Office. These students will be automatically deleted from the system according to dates published in the fall, spring and summer session schedules, if financial arrangements are not made by the designated date (or the first day of the course, if no date is specified).

STUDENT COURSE LOAD

For the purposes of determining student financial aid eligibility, students taking 12 or more credit hours per semester are full-time students. Students taking 6 to 11 credit hours are considered part-time students. Students may not enroll for more than 18 credit hours without completing the *Extension of Maximum Number of Semester Hours*. This form may be obtained in the Office of the Registrar 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.

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 Non-Pass (NP) and are indicated on the College transcript. Developmental courses are not considered in GPA computation.

Although developmental courses do not count towards required credit hours for graduation, they do count toward eligibility for financial aid. 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.

TRANSFER CREDIT

All transfer credit is granted at the discretion of the institution. Aquinas College reserves the right to reject any course that is contrary to the College's mission. Transfer credit is not considered in the computation of the Aquinas 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 at least a grade of "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 of the appropriate school in accordance with the degree requirements. Transfer credit is evaluated based on the student's degree requirements and will be awarded if the evaluator can determine that the course is equivalent to the course required at Aquinas College. The determination is made based on comparison of course descriptions, outcomes and/or syllabi from the student's previous institution.

In all degrees except the Associate of Science in Nursing (A.S.N.) degree, science courses must have been completed within the last ten (10) years to be transferable. To be transferrable for the A.S.N. degree, all required science courses must be completed within five (5) years of starting the A.S.N. degree. The ten-year limitation of lower-division science courses for the R.N.-B.S.N degree may be waived if, at the discretion of the Dean of the School of Nursing, the student has been actively involved in the practice of nursing.

Once a student starts attending Aquinas College, the student must complete all of the course work required for the degree at Aquinas College. Should special circumstances arise that require a student to take a course or courses at another institution while attending Aquinas, the student must obtain a Request for Transfer Credit form from the Dean of the appropriate school 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.

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 of the appropriate school, 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 a Dean has a question about the transferability of a course, the student should provide a syllabus from the course. The Dean 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 who will complete the transfer credit process or who will communicate to the student that the course will not transfer.

Transfer Credit – For 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 30 credit hours toward an associate degree and up to 60 credit hours 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.

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 advisor. Students must pass the examination with a score of 70% or higher to be awarded 3.0 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.

ADVISEMENT/REGISTRATION FOR NEW STUDENTS

The Aquinas College new student Advisement/Registration program (ACCESS) is held on specified dates throughout both the summer and the academic year. Students receive an introduction to the College, meet with an Advisor, and register for courses. Students also receive an overview of campus policies and regulations as well as orientations for the Library and academic support services. New students will be notified in advance of Advisement/Registration dates.

ADVISEMENT

Advisement decisions are made on the basis of the student's designated course of study. All students, upon acceptance into the College, will be assigned an advisor. The purposes of advisement are to guide the student in terms of course selection and to provide academic counseling.

The student is entirely responsible for completing the requirements for the degree program in which he/she is registered. It is up to the student, in consultation with his/her 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.

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.

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:

AU	Audit	W	Withdrawal
WP	Withdraw passing	WF	Withdraw failing
I	Incomplete	NG	No grade
P	Passing	NP	Not Passing
R	Course repeated	FN	Failure non-attendance

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 page 22). 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 developmental courses or for successful completion of the Computer Competency Exam (see page 20) and have 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 of the school. (See page 21 of this Catalog regarding attendance.) 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
		F0.000	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, developmental courses registering 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 advisor in the fall and spring semesters, but are not recorded on the transcript. Students who receive mid-term deficiencies must make appointments with advisors 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 available 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 *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 of the School in which the faculty member resides prior to submitting the original to the Registrar’s Office. 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 of the appropriate school. 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 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. When a student receives a “WF” or “FN” in a credit-bearing course that is considered the initial attempt of a course, the student may only repeat the course one more time.

A student enrolled in a specific program of study, e.g. nursing, must be careful to follow the program’s individual stipulation for repeating courses.

CHANGE OF ACADEMIC PROGRAM

Students who wish to change from one academic program to another must submit a copy of the “*Change of Academic Program*” form to the student’s current Dean. All forms can be obtained in the office of the Dean.

DOUBLE MAJOR

Students may earn two majors during the completion of their degree requirements. Students should be aware that a minimum of 67% of the credit hours for each major are required to earn any two majors simultaneously and must be unique (that is, do not overlap the requirements for the second major). In certain circumstances, therefore, it may be impossible to earn two majors if the requirements for the majors under consideration share a number of common courses that would thus prevent the attainment of the required percentage of unique courses. In some instances, due to the large number of credits necessary to complete the obligations of both majors, double majors may not be feasible. In these situations, permission from the Dean(s) of the appropriate school(s) from which the majors are sought will be required.

Students considering the possibility of the double major should consult with their academic advisor and develop a written proposal outlining their request. If one of the proposed majors does not originate from the student's academic school, permission must be sought and granted from the Dean of the School of that major. The Vice President for Academics is responsible for final authorization of the student's request.

DROPPING/ADDING COURSES

The drop/add period for

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

Drop transactions do not appear on the transcript. (*See pages 11-12 of this Catalog for refund policy.*)

WITHDRAWAL FROM COURSES WITHOUT ACADEMIC PENALTY

Once the drop/add period has ended, students are permitted to withdraw without penalty from individual courses(s) 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 II sessions begin the 3rd calendar day of the session and end after the 7th calendar day of the session.
- summer night sessions begin the 2nd day of class and end after the 3rd day of class;
- science courses begin the 3rd day of class and end after the 7th day of class;
- 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. (*See pages 11-12 of this Catalog for refund policy.*)

WITHDRAWAL FROM COURSES WITH ACADEMIC PENALTY

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

- fall and spring semesters begin with the eleventh week and end two weeks before the start of final examinations;
- summer I and II sessions begin the 8th calendar day of the session and end after the 15th calendar day of the session;
- summer night sessions begin the 4th day of class and end after the 7th day of class;
- science courses begin the 8th day of class and end after the 15th day of class;
- 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." (*See pages 11-12 of this Catalog for the refund policy.*)

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

Summer night sessions; under no circumstances may a student withdraw within the last two 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 academic calendar for exact dates. This can be found in the front of this Catalog or the current course schedule.

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 the 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 Advisor, the Registrar and the Director of Financial Aid. Students will receive a grade of “W” and “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 (all fees and 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 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;
 - demonstrated need as determined by the Director of Financial Aid using the FAFSA.

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 Vice President for Academics and the Office of Student Accounts and submitted to the Office of the Registrar. 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 “WP” passing or “WF” failing. “WP” does 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.

Students who withdraw from Aquinas College will be required to complete a withdrawal survey in the Office of the Registrar prior to the finalization of the withdrawal process.

It is important that the student understands it is his/her responsibility to follow the procedure for official withdrawal from courses and/or the College. Failure to do this will result in a grade of “F” for each course in question. Grades of “F” will be reflected in the GPA and no refunds will be given.

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 retention and is not related to disciplinary matters.

Students enrolled in the School of Arts & Sciences 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 Business must maintain a minimum cumulative GPA of 2.0 at all times and must earn at least a “C” in all business core and major courses.

Students enrolled in the School of Education must have a minimum cumulative GPA of 2.6 for formal induction into the Educator Preparation Program. Students must maintain a minimum cumulative GPA of 2.6 through program completion and must attain a grade of “C” or higher in all courses in the major and professional education.

Students enrolled in the School of Nursing must maintain a minimum cumulative GPA of 2.0 at all times and must earn a minimum grade of “C” in all nursing courses and all degree-required science courses.

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 on page 24. 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 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 *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.

GRADUATION REQUIREMENTS

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 Arts (B.A.)	120	30
Bachelor of Business Administration (B.B.A.)	120	30
Bachelor of Science (B.S.)**	120	30
Bachelor of Science in Nursing (B.S.N.)	120	30
Associate of Science in Nursing (A.S.N.)	71	18
Associate of Arts (A.A.)	63	16

* Any deviation must be approved by the Dean of the School in which the student is enrolled and by the Vice President for Academics.

** Schools awarding the Bachelor of Science degree may have additional program-specific requirements.

- **GPA Requirements*:**

- School of Arts & Sciences:
 - Bachelor of Arts – 2.0
 - Associate of Arts – 2.0
- School of Business:
 - Bachelor of Business Administration – 2.0
- School of Education:
 - Bachelor of Science – 2.6
 - Education Licensure Track, K-6 – 2.6
 - Education Licensure Track, 7-12 – 2.6
- School of Nursing:
 - Associate of Science in Nursing – 2.0
 - Bachelor of Science in Nursing – 2.0

**See Good Standing on pages 24-25 of this Catalog.*

- **The Collegiate Assessment of Academic Proficiency (CAAP):**
 - must be taken by all student in their final semester prior to graduation
- **Major Field Test in Business II:**
 - must be taken by senior status students seeking the Bachelor of Business Administration degree
- **Fulfillment of all financial obligations to the College.**
- **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

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 the Commencement Ceremonies 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;
- academic regalia have been ordered by the student by the specified deadline.

All graduate candidates are responsible for the following expenses pertaining to graduation:

- a graduation fee of \$125.00 (non-refundable);
- expenses incurred through the ordering of invitations, diploma frames, rings, etc.

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

AWARDS AND HONORS

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

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

To be eligible for Latin Honors for the baccalaureate degree, students must have earned at least 60 credit hours at Aquinas College. To be eligible for Latin Honors for the associate degree, students must have earned at least 30 credit hours at Aquinas College. The GPA for awarding Latin Honors is computed on the basis of 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.

Education Licensure Track students are not eligible for honors since they are not in pursuit of a degree.

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. Current students, alumni, and former students can order official transcripts and remit payment through an online service called Parchment. Requests are fulfilled by the office of the Registrar. 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 charges.

STUDENT SERVICES

COUNSELING

Confidential personal counseling with a therapist is available for students on site, up to six visits, free of charge. Appointments can be made by contacting the counselor at mcgoverne@aquinascollege.edu or the Vice President for Student Life.

STUDENT LEARNING SERVICES

Student Learning Services (SLS) enhances the academic performance of students through individual and group tutorial assistance. Students may request services or be referred by their instructor or advisor. SLS also offers study strategies for any student who is interested. There is no charge for these services. SLS is located in the Aquinas Center Library.

WRITE REASON CENTER

The Write Reason Center at Aquinas College exists to help students express themselves clearly, logically, and elegantly in writing according to the standards of objective truth and the ethical use of rhetoric. The Center provides free one-on-one tutorial assistance for any written assignment associated with any class taught at the College. This service is available to all Aquinas students, and the Center is open every semester in which classes are taught. Tutorial sessions with professional tutors are available to help students at any stage of the writing process, including pre-writing, editing a final draft, or documentation and citation of sources.

STUDENT DISABILITY SERVICES

The 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:

1. Clearly state each diagnosed disability;
2. Clearly describe the current functional limitations resulting from each disability;
3. 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);
4. Describe past accommodations, medications, or services;
5. Include recommendations for accommodations, medications, or services;
6. Submitted on official letterhead and signed by a licensed professional/evaluator who is qualified to make such a diagnosis; and
7. 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 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 faculty advisor); referrals to Student Learning Services for tutoring services; and referral to the Department of Vocational Rehabilitation.

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 houses a collection of more than 70,000 items selected to support the College's curriculum. In addition to books and periodicals, the library provides over 95 databases from information vendors such as OCLC, EBSCO, Gale, JSTOR, Project MUSE, Oxford University Press and several others. These online databases provide access to more than 17, 000 full-text periodicals. Aquinas Library is a member of the OCLC network through which the library has access to the world's largest bibliographic database with over 72,000 members with more than 2 billion holdings. Through OCLC the library catalogs materials as well as lends and borrows items via interlibrary loan. Additionally, Aquinas Library participates in the Nashville Area Library Alliance, Tenn-Share, and Lyrasis. These are local and regional consortiums from which the Library acquires several online databases. The library has an Internet accessible online public access catalog, an integrated library system, and provides Wi-Fi access within the library facility. There are computer workstations in the library to be used for word processing, course projects and programmed instruction by the students. Equipment for viewing and listening to audiovisual materials is likewise available. The library provides photocopy services. The library's special collections include the Monsignor Flanigen Papers, 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 College website. Any books or materials required for courses can be purchased and ordered through this site. The books will arrive at the student's home or specified mailing address. Used books can also be sold back through this virtual bookstore. The Aquinas College virtual bookstore accepts credit/debit cards, checks, money orders, and financial aid/scholarships. If a student intends to use financial aid for his or her books, that student must first visit the Aquinas College Office of Financial Aid for consultation and data input, then, upon approval, may order his or her textbooks online.

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. Nursing students are required to display identification cards at all times during all clinical experiences. 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 Student Handbook before registering for classes.

CAMPUS MINISTRY

Campus Ministry supports the spiritual growth of the student. Mass and the Sacrament of Reconciliation are offered daily in St. Jude Chapel during the fall and spring semesters, and during the summer session as schedules permit. Chapel hours are posted outside of the chapel. Opportunities for retreats, Exposition of the Blessed Sacrament, faith leadership, service and fellowship also are available.

HOUSE LIFE

House Life is a system that uses the Oxbridge model, an ancient design for university life that incorporates all members of the College into smaller group communities in order to support each student through common scholarship, prayer and friendship. There are eight houses, four male and four female, placed under the patronage of eight saints who represent a vast array of ages and experiences throughout the Church. Each College member is placed in a house and participation is voluntary. House Lunches are held each Thursday, and various lectures and events are held throughout the year.

RESIDENTIAL LIFE

Living on campus plays an important role in the spiritual, psychological, and social growth of young adults new to the college experience. Adjusting to college life that first year is often challenging for young adults, if not overwhelming. To help ensure a smooth transition, living on campus in the residential community at Aquinas College is strongly encouraged, though not required, for all students under the age of 21. More information about Residential Life is available on the College's website: <http://www.aquinascollege.edu/admissions/seton-lodge/>.

STUDENT ORGANIZATIONS

Student organizations at Aquinas exist in order to enrich the academic experience and allow for opportunities that cannot be met through House Life. They must be in full accord with the mission of the College and the teachings of the Roman Catholic Church. Activities that are social in nature normally are initiated through House Life or Student Activities Board. Speakers for student organizations or House lectures must be pre-approved by the Director of Student Affairs in consultation with the Vice President for Student Life.

The following clubs and organizations are available to Aquinas students:

- Alpha Delta Nu (Associate Degree Nursing Honor Society) (School of Nursing)
- Aquinas College Association of Nursing Students (ACANS) (School of Nursing)
- Association for Supervision and Curriculum Development (ASCD) - Student Chapter (School of Education)
- Delta Epsilon Sigma (Academic Honor Society)
- Phi Beta Lambda (School of Business)
- Student Activities Board (SAB)
- Sigma Beta Delta (School of Business)
- Synaxis of St. John the Divine (School of Arts & Sciences)
- Tennessee Intercollegiate State Legislature (TISL)
- The Socratic Club (School of Arts & Sciences)

GENERAL

- Student activities are announced through various ways: flyers, portal announcements, e-mail, the College's website and social media.
- All meeting, events and classes at Aquinas 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 in consultation with the Vice President for Student Life.
- Minors may not be brought to or participate in College classes, events or activities unless approved beforehand. Dually enrolled High School students may not participate in College events or activities unless it is specific to the class in which they are enrolled.



SCHOOL OF ARTS & SCIENCES

The School of Arts & Sciences at Aquinas College offers degree 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 School of Arts & Sciences strives to provide integrated college-level curricula which lead students to understand that although the Truth is one, it can be discovered in many dimensions.

Dr. Aaron Urbanczyk

Dean of the School of Arts & Sciences

Director of the Write Reason Center

Associate Professor of English

Ph.D., Florida State University

M.A., Franciscan University of Steubenville

B.A., Franciscan University of Steubenville

The School of Arts & Sciences offers the Associate of Arts (A.A.) in Liberal Arts.

The School of Arts & Sciences also offers the Bachelor of Arts (B.A.) in the following:

Majors

- English
- History
- Liberal Arts
- Philosophy
- Theology

Minors

- Catechetics
- English
- History
- Philosophy
- Psychology
- Theology

GOALS

The School of Arts & Sciences seeks to provide students with

- an understanding of the basic doctrines of Christianity as taught by the Catholic Church;
- a knowledge of the history and principles of philosophy in the Western tradition, emphasizing the relationship between philosophy and theology, and stressing the rational foundation of ethical action;
- the ability to acquire, critically analyze, document, and communicate information effectively;
- the capacity to recognize Truth, Goodness, and Beauty through literature and the arts, and to appreciate the contribution the creative process makes to the development of human culture;
- the ability to reason mathematically and to conceptualize and apply mathematical logic in problem solving;
- an awareness of the major contributions of science as well as the ability to apply scientific method in the acquisition of knowledge;
- a Christian understanding of man and society, emphasizing the history of Western Civilization in general and of the United States in particular;
- a knowledge of other cultures, societies, and religions from the perspective of Christian faith so as to gain a deeper understanding of the forces shaping contemporary persons and societies;
- a practical respect for the good of the human person in his entirety – for his physical, mental and spiritual well-being.

ADMISSION REQUIREMENTS

Meeting the admission requirements to the College satisfies admission to the School of Arts & Sciences.

PROGRAMS OF STUDY

Aquinas College offers two degrees from the School of Arts & Sciences. The Associate of Arts in Liberal Arts is a two-year degree for students wishing to complete a degree for personal or professional advancement. The Bachelor of Arts is a four-year degree that reflects the rich heritage of the Catholic academic tradition and affirms the universality of Truth. For each degree, the faculty of the School of Arts & Sciences emphasize the profound relationships that exist among all forms of knowledge through carefully integrated curricula.

THE BACHELOR OF ARTS DEGREE

The Bachelor of Arts degree has three components: the Bachelor of Arts core, the Major Area of Study, and a Minor Area of Study. The Bachelor of Arts degree requires the completion of 120 credit hours. Of the 120 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.

THE BACHELOR OF ARTS CORE69 Hours

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 (9 hours)	
ENG 110 Speech.....	3 hours
ENG 111 English Composition I.....	3 hours
ENG 112 English Composition II	3 hours
LITERATURE (6 hours)	
Literature elective	3 hours
Literature elective	3 hours
HISTORY – two-semester sequence (6 hours)	
History sequence 1	3 hours
History sequence 2	3 hours
NATURAL SCIENCE (8 hours)	
Science elective with laboratory.....	4 hours
Science elective with laboratory.....	4 hours
MATHEMATICS (6 hours)	
Math elective.....	3 hours
Math elective.....	3 hours
FOREIGN LANGUAGE – two-semester sequence (6 hours)	
Language sequence 1	3 hours
Language sequence 2	3 hours
FINE ARTS (3 hours)	
Fine Arts elective	3 hours
SOCIAL/BEHAVIORAL SCIENCE (3 hours)	
Social/Behavioral Science elective	3 hours
COMPUTER (3 hours)	
CPU 115 Introduction to Computers	3 hours
<i>(must pass computer competency test or take CPU 115)</i>	
INTERDISCIPLINARY STUDIES (1 hour)	
IDS 106 – College Learning in the Dominican Tradition	1 hour

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, History, and Liberal Arts. 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 4 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

Philosophy Major Summary

- 11 courses in Philosophy *beyond* the Bachelor of Arts core requirement
- 9 courses will be upper-level (300 or 400 level); and,
- at least 4 courses will be 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 111 English Composition I	3 hours
ENG 112 English Composition II	3 hours
ENG 213 English Literature I	3 hours
ENG 214 English Literature II	3 hours

(the above five English 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*

English Major Summary

- 11 courses in English *beyond* the Bachelor of Arts core requirement
- 9 courses will be upper-level (300 or 400 level); and,
- at least 4 courses (12 hours) will be 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

The development of influential ideas in literature and philosophy, the evolution of economic and political systems, the maturation and impact of scientific discovery, and Christianity's role in culture and society can all be simultaneously examined from the historical perspective. That is to say, by its very nature, the discipline of history is intrinsically integrative, and thus complements the liberal arts mission of Aquinas College. Toward that end, the History major at Aquinas explores a broad sweep of human history, across geographical space and wide spans of time, while deliberately concentrating on America and its predominant influence - Western Europe.

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 351 The Ancient World	3 hours
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 456 Russian History.....	3 hours

United States History (9 hours)

Choose three of the following courses

HIS 311 Tennessee History.....	3 hours
HIS 331 Early American History	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 War	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 425 Global History Since 1945	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

History Major Summary

- 11 courses in History *beyond* the Bachelor of Arts core requirement
- 9 courses will be upper-level (300 or 400 level); and,
- at least 4 courses will be at the 400 level

LIBERAL ARTS MAJOR

The major in Liberal Arts is interdisciplinary in nature and will extend the natural integration evident in a liberal arts curriculum. This major is designed to reflect the belief that truth is not confined to a single academic discipline and that all disciplines should be "... brought into dialogue for their mutual enhancement" (*Ex Corde Ecclesiae*, #15). Five liberal arts disciplines (Theology, Philosophy, History, Literature and Fine Arts) are thus given detailed consideration toward that end.

MAJOR REQUIREMENTS

Fine Arts: *One* 300-400 level Fine Arts course 3 hours

History: *Two* 300-400 level History courses 6 hours

Literature: *Two* 300-400 level Literature courses 6 hours

Philosophy: *Two* 300-400 level Philosophy courses 6 hours

Theology: *Two* 300-400 level Theology courses 6 hours

Liberal Arts Major Summary

- 9 total courses from five liberal arts disciplines, all of which are upper-level (300 or 400 level)
- at least 4 of those courses (12 hours) will be at the 400 level



BACHELOR OF ARTS MINORS

A required 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, Psychology, and Business Administration. A Catechetics Minor is also available to Theology Majors only. 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 the 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 minor requirements must be completed with a grade of "C" or higher.

BUSINESS ADMINISTRATION MINOR (21 hours)

BUS 360 Business Law	3 hours
ECO 220 Microeconomics.....	3 hours
FIN 215 Principles of Financial Accounting and Analysis	3 hours
MGT 300 Principles of Management.....	3 hours
MGT 460 Personnel Management	3 hours
MKT 302 Principles of Marketing.....	3 hours
PHI 355 Business Ethics and Social Responsibility.....	3 hours

CATECHETICS MINOR (12 hours)

CAT 350 Catechesis: Nature and Mission	3 hours
CAT 370 Craft and Charism of Catechesis	3 hours
CAT 420 Introduction to Catechetical Pedagogy.....	3 hours
CAT 450 Advanced Catechetical Pedagogy	3 hours

ENGLISH MINOR (12 hours)

Any <i>four</i> courses in English/Literature at the 300 or 400 level	12 hours
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HISTORY MINOR (12 hours)

Any <i>four</i> courses in History at the 300 or 400 level	12 hours
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PHILOSOPHY MINOR (12 hours)

Any <i>four</i> courses in Philosophy at the 300 or 400 level	12 hours
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PSYCHOLOGY MINOR (18 hours)

PSY 115 Introduction to Psychology (<i>if not taken for the B.A. core</i>)	3 hours
Any <i>five</i> courses in Psychology at the 300 or 400 level.....	15 hours

THEOLOGY MINOR (12 hours)

Any <i>four</i> courses in Theology at the 300 or 400 level	12 hours
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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.

THE ASSOCIATE OF ARTS IN LIBERAL ARTS

THE ASSOCIATE OF ARTS CORE47-48 Hours

THEOLOGY (6 hours)

Any *two* courses in Theology..... 6 hours

PHILOSOPHY (3 hours)

Any *one* course in Philosophy..... 3 hours

ENGLISH (6 hours)

ENG 111 English Composition I..... 3 hours

ENG 112 English Composition II 3 hours

LITERATURE (3 hours)

Any *one* course in Literature..... 3 hours

HISTORY (6 hours)

HIS 111/112 Western Civilization I & II **OR** 6 hours

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

NATURAL SCIENCE (4 hours)

Any *one* course in Science with laboratory 4 hours

MATHEMATICS (3 hours)

Any *one* course in Mathematics..... 3 hours

NATURAL SCIENCE OR MATHEMATICS (3-4 hours)

One additional course in either Math or Natural Science 3-4 hours

HUMANITIES (6 hours)

Any *two* courses in Humanities..... 6 hours

SOCIAL/BEHAVIORAL SCIENCE (3 hours)

Any *one* course from the social/behavioral sciences 3 hours

COMPUTER (3 hours)

CPU 115 Introduction to Computers..... 3 hours

(*must pass computer competency test or take CPU 115*)

INTERDISCIPLINARY STUDIES (1 hour)

IDS 106 – College Learning in the Dominican Tradition..... 1 hour

GENERAL ELECTIVES

General electives are taken to fulfill the degree requirement of 63 credit hours.

Only students who are in pursuit of The Associate of Arts degree are eligible to earn it by successful completion of all requirements. It is not a degree earned by default when sufficient requirements have been met while pursuing a degree from another academic program.

Faculty, School of Arts & Sciences

Dr. Aaron Urbanczyk

Dean of the School of Arts & Sciences

Director of the Write Reason Center

Associate Professor of English

Ph.D., Florida State University

M.A., Franciscan University of Steubenville

B.A., Franciscan University of Steubenville

Dr. Collin T. Ballance

Professor of Mathematics

Ed.D., Memphis State University

M.Ed., Memphis State University

B.S., University of Tennessee, Knoxville

Dr. Gregory W. Bennett

Associate Professor of Biological Sciences

D.C., Life University

B.A., University of Delaware

Dr. Richard H. Bulzacchelli

Associate Professor of Theology

S.T.D., The Marian Institute

S.T.L., Dominican House of Studies

M.A., Providence College

M.A., Marquette University

B.A., Saint Vincent College

Sister Elinor Gardner, O.P.

Assistant Professor of Philosophy

Ph.D., Boston College

B.A., Saint Anselm College

Dr. Frank M. Hatcher

Professor of Biological Sciences

Ph.D., Louisiana State University

M.S., Northwestern State University

B.S., Louisiana State University

Dr. Katherine V. Haynes

Associate Professor of English

Ph.D., Middle Tennessee State University

M.T.S., Emory University

B.A., Mercer University

Sister Jane Dominic Laurel, O.P.

Assistant Professor of Theology

S.T.D., The Pontifical University of St. Thomas Aquinas, Rome

S.T.L., The Pontifical University of St. Thomas Aquinas, Rome

S.T.B., The Pontifical University of St. Thomas Aquinas, Rome

M.A., University of Dallas

B.A., University of Dallas

Stephen J. McCarthy

Assistant Professor of History

M.A.T., Memphis State University

M.A., Memphis State University

B.A., Benedictine College

Sister Mary Angelica Neenan, O.P.

Assistant Professor of Theology

S.T.D., The Pontifical University of St. Thomas Aquinas, Rome

S.T.L., The Pontifical University of St. Thomas Aquinas, Rome

S.T.B., The Pontifical University of St. Thomas Aquinas, Rome

B.A., Belmont University

Sister Mary Dominic Pitts, O.P.

Professor of English

Ph.D., University of Michigan

M.A., University of Michigan

M.A., Providence College

B.A., Birmingham-Southern College

Dr. Vincent Ryan

Assistant Professor of History

Ph.D., St. Louis University

M.A., St. Louis University

B.A., University of San Francisco

Dr. William C. Smart

Associate Provost

Associate Professor of Biological Sciences

Ph.D., University of Tennessee, Memphis

B.A., University of Tennessee, Knoxville

Dr. Benjamin L. Smith

Assistant Professor of Philosophy

Ph.D., University of St. Thomas, Houston

M.A., The Catholic University of America

B.A., Belmont University

Adjunct Faculty, School of Arts & Sciences

Thomas E. Bianconi

Biological Sciences

M.S., University of Tennessee, Knoxville
B.S., University of Tennessee, Knoxville

Dr. Melanie W. Bishop

Biological Sciences

D.D.S., The University of Tennessee Health Science Center

Kari Byard

Information Systems

B.S., Bethel University

Dr. Karen M. Deal

Biological Sciences

Ph.D., Vanderbilt University
M.D., Vanderbilt University
B.S., University of Pittsburgh

John T. Duckett

Sociology

M.Div., Vanderbilt University
M.S.S.W., University of Tennessee, Knoxville
B.A., Vanderbilt University

Dr. G. Edward Gaffney

Latin

Ph.D., Vanderbilt University
M.A., Vanderbilt University
B.A., Vanderbilt University

Dr. Mary Altani Karpos

Sociology

Ph.D., Vanderbilt University
M.A., Vanderbilt University
M.S., California State University, Long Beach
B.S., California State University, Long Beach

Dr. Walter N. Mann

Music

Ph.D., University of Iowa
M.M., Memphis State University
B.M., Memphis State University

Sister Bernadette Mathieson, O.P.

Theology

M.A., Providence College
M.Ed., University of Southern Mississippi
B.S., Belmont University

Dr. Michael McCaughey

Information Systems

Ph.D., University of Illinois at Urbana-Champaign
M.S., University of Illinois at Urbana-Champaign
B.S., University of Notre Dame

Elizabeth C. McGovern

Sociology

M.S.S.W., University of Tennessee, Knoxville
B.A., University of Kentucky

Katherine J. Morrice

Spanish

M.Ed., Auburn University
M.M., University of Massachusetts Amherst
B.M., North Carolina School of Arts

Joseph Pearce

Writer-in-Residence

Director of the Center for Faith and Culture

Julie N. Petcu

Biological Sciences

M.Ed., Regis University
M.S., University of Pennsylvania
B.S.N., Boston University

Fay K. Renardson

Art

B.A., Vanderbilt University

John M. Rees

English

M.F.A., University of Iowa
B.A., University of Louisiana at Lafayette

Clare D. Rudder

English

M.S.Ed., Baylor University
B.A., Baylor University

Randy W. Rudder

English

M.A., Tennessee State University
B.A., Mount Union College

Vincent J. Ruzzo

Psychology

M.S., State University of New York at Albany
B.S., Union College

Sister Jean Marie Warner, O.P.

History and Philosophy

M.Ed., University of Southern Mississippi
M.A., The Catholic University of America
B.A., Notre Dame College-Ohio

Sister Gabriella Yi, O.P.

Theology

S.T.D., The Pontifical University of St. Thomas Aquinas, Rome
S.T.L., The Pontifical University of St. Thomas Aquinas, Rome
S.T.B., The Pontifical University of St. Thomas Aquinas, Rome
B.A., St. John's College

SCHOOL OF BUSINESS

The School of Business strives to educate intellectually and spiritually developed business professionals who will join the community of work, exceed the expectations of their employers and advance the common good of society. This will be achieved by providing a robust, fully integrated, professional curriculum taught by faculty who are committed to Catholic social teachings.

Dr. Daniel K. Donnelly

Dean of the School of Business

Assistant Professor of Business

Ph.D., George Mason University

M.B.A., University of Maryland

B.Ch.E., The Catholic University of America

The School of Business offers the Bachelor of Business Administration (B.B.A.) with the following Majors:

- Finance
- Management

GOALS

- Instill within the students the motivation and desire to follow sound moral judgment in personal and professional roles.
- Provide students with an understanding of the principles of a market-based, free enterprise economy within the framework of Christian business ethics.
- Strengthen the business judgment of graduates by providing a capability for critical thinking, creative problem solving, and innovative decision-making processes in an organizational setting.
- Develop students' skills in areas such as written and verbal business communication, the application of quantitative tools and technology in a management environment, and the utilization of management science techniques to resolve complex business problems.
- Promote in students an understanding of the relationships among business functions (e.g., finance, marketing, operations), and their respective roles in the overall management of the firm.

ADMISSION TO THE BUSINESS PROGRAM

REQUIREMENTS

Students will be assigned an advisor to plan their program of studies when they are initially accepted into the program. Each student must make subsequent appointments each semester thereafter for advisement prior to registration. Students are responsible for selecting courses that will enable them to make reasonable progress toward the completion of the B.B.A. degree.

- Students are responsible for obtaining and reading all policies contained within the *Aquinas College Catalog* and the *Student Handbook*.
- Students are expected to be familiar with the current academic calendar.
- No more than two elective special topics courses (6 semester hrs.) may be taken for credit.

REPEATING COURSES

Students who are not repeating an upper-division course have priority of enrollment over those who are repeating the course.

NON-BUSINESS MAJORS

Other students within the college may take 300- and 400-level courses with the permission from the instructor provided the following conditions are met.

- Minimum cumulative GPA of 2.0.
- Successful completion of at least 30 semester hours.
- If a course has a prerequisite, it must be met prior to taking the course.

TRANSFER OF CREDIT

Aquinas may, at the discretion of the Dean of the School of Business, accept up to nine hours of transfer credit from a lower-division in another accredited institution, for the following principles courses: Management, Marketing, and Information Systems. Otherwise, Aquinas will not grant upper-division (300- and 400-level) degree credit for any transfer course taken at a lower-division in another accredited institution. Upper-division coursework transferred from an accredited four-year institution will be evaluated on an individual course basis to determine transferability of degree credit. Transfer credit will not be allowed for any course in which the transfer student has earned a grade lower than a "C-."

FEATURES

Aquinas business students consistently characterize the learning environment as supportive, challenging and nurturing, much like a family unit. Small class sizes allow students to develop mentor relationships with faculty and enjoy a more personalized educational experience. At the same time students are earning their business administration degree, they are able to pursue a minor in a Liberal Arts discipline. In their senior year, students look forward to completing an Internship in Business. The Internship course transitions the student from learning core business skills in the classroom to applying them in the business community.

BACHELOR OF BUSINESS ADMINISTRATION DEGREE

The Bachelor of Business Administration (B.B.A.) degree consists of three components: the Liberal Arts Foundation, the Business Core, and a Major area of study. The B.B.A. degree requires 120 semester hours for completion.

THE LIBERAL ARTS FOUNDATION

The business profession necessarily involves interaction with varied stakeholders. The Liberal Arts Foundation of the B.B.A. degree hones important communication and analytic skills necessary for those interactions to be effective. Moreover, because business processes involve and affect diverse groups of people, it is important to have a thorough conception of the human condition—an academic feature unique to liberal arts education.

THE LIBERAL ARTS FOUNDATION56 Hours

COMMUNICATIONS (3 hours)

BUS 215 Business Communications 3 hours

COMPUTERS (3 hours)

CPU 115 Introduction to Computers..... 3 hours

ENGLISH (6 hours)

ENG 111 English Composition I 3 hours

ENG 112 English Composition II 3 hours

FOREIGN LANGUAGE – two semester sequence (6 hours)

Language sequence I 3 hours

Language sequence II 3 hours

HISTORY (6 hours)

HIS 111 Western Civilization I..... 3 hours

HIS 112 Western Civilization II 3 hours

INTERDISCIPLINARY STUDIES (1 hour)

IDS 106 – College Learning in the Dominican Tradition 1 hour

LITERATURE (3 hours)

Any Literature elective 3 hours

MATHEMATICS (9 hours)

MAT 121* College Algebra 3 hours

MAT 210 Statistics I..... 3 hours

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

NATURAL SCIENCE (4 hours)

Science elective – with laboratory 4 hours

PHILOSOPHY (3 hours)

PHI 215 Ethics..... 3 hours

SOCIAL SCIENCE (6 hours)

ECO 220 Microeconomics..... 3 hours

ECO 221 Macroeconomics 3 hours

THEOLOGY (6 hours)

100-200 level Theology elective	3 hours
100-200 level Theology elective	3 hours

*If a student has successfully completed an advanced mathematics course as part of his/her high school curriculum, then a 3 credit hour general elective course may be substituted for the MAT 121 requirement.

THE BUSINESS CORE

The Business Core provides a professional foundation in support of the major area of study. The completion of this component, unique to the B.B.A. degree, will ensure that students will be well-grounded in the larger body of business theory and principles.

BUSINESS CORE REQUIREMENTS..... 25 HOURS

ACC 215 Principles of Financial Accounting & Analysis	3 hours
BUS 111 Fundamentals of Business	1 hour
BUS 360 Business Law	3 hours
BUS 480 International Business	3 hours
BUS 497 Strategic Management in the Good Company	3 hours
FIN 300 Principles of Corporate Finance	3 hours
MAT 211 Statistics II	3 hours
MGT 300 Principles of Management.....	3 hours
MKT 302 Principles of Marketing.....	3 hours

THE MAJOR AREAS OF STUDY

The Liberal Arts Foundation and the Business Core prepare students for the more specialized study required in the major. The majors currently available for the Bachelor of Business Administration degree are Finance and Management.

FINANCE MAJOR*

The Finance major is a professionally oriented major and one that will provide students with a solid understanding of the operation of organizations and the climate in which they must conduct business. In addition, the Finance major will allow students to develop the tools necessary for effective decision-making while at the same time prepare them for careers in the financial services industry and business administration.

MAJOR IN FINANCE REQUIREMENTS27 Hours

BUS 312 Management Science	3 hours
BUS 400 Leadership Seminar	3 hours
BUS 498 Internship in Business	3 hours
FIN 311 Finance Theory	3 hours
FIN 321 Investment Management.....	3 hours
FIN 411 Options and Futures Markets.....	3 hours
FIN 421 Financial Institutions	3 hours
FIN 426 Advanced Corporate Finance.....	3 hours
PHI 355 Business Ethics and Social Responsibility	3 hours

*The revised Finance major will be offered beginning in Fall 2014. The revised upper-level Finance courses will be available beginning in Fall 2015.

MANAGEMENT MAJOR

The Management major at Aquinas helps prepare students to manage people and processes operating within today's organizations. Emphasis is placed on achieving a thorough understanding of the theories and practices that shape the discipline.

MAJOR IN MANAGEMENT REQUIREMENTS.....33 Hours

BUS 312 Management Science.....	3 hours
BUS 400 Leadership Seminar	3 hours
BUS 445 Entrepreneurship	3 hours
BUS 498 Internship in Business	3 hours
MGT 420 Project Management for Business	3 hours
MGT 425 Global Supply Chain Management	3 hours
MGT 460 Personnel Management	3 hours
MGT 491 Management Consulting Capstone	3 hours
MKT 425 Marketing Research	3 hours
MKT 435 Product Development.....	3 hours
PHI 355 Business Ethics and Social Responsibility	3 hours

GENERAL ELECTIVES

Elective courses are completed as necessary to satisfy the Bachelor of Business Administration degree requirement of 120 credit hours.

BUSINESS ADMINISTRATION MINOR

The Business Administration Minor is offered from the School of Business to students pursuing degrees in the other schools within the College who desire a foundation/exposure to basic principles of business theory.

MINOR IN BUSINESS ADMINISTRATION REQUIREMENTS.....21 Hours

BUS 360 Business Law	3 hours
ECO 220 Microeconomics.....	3 hours
FIN 215 Principles of Financial Accounting and Analysis	3 hours
MGT 300 Principles of Management.....	3 hours
MGT 460 Personnel Management	3 hours
MKT 302 Principles of Marketing.....	3 hours
PHI 355 Business Ethics and Social Responsibility.....	3 hours

Faculty, School of Business

Dr. Daniel K. Donnelly
Dean of the School of Business
Assistant Professor of Business
Ph.D., George Mason University
M.B.A., University of Maryland
B.Ch.E., The Catholic University of America

Michael A. Watson
Assistant Professor of Management and Finance
M.S., Massachusetts Institute of Technology
B.S., Lowell Technological Institute

Adjunct Faculty, School of Business

Mark G. G. Barry
Marketing
M.B.A., Vanderbilt University
B.A., Duke University

Teri H. Gordon
Business Law
J.D., University of Louisville
B.A., Vanderbilt University

Michele L. Priddy
Management
M.S., Austin Peay State University
B.A., University of Tennessee, Martin

Deborah A. Rayhab
Marketing
M.B.A., Loyola University Chicago
B.S., Indiana University

Andrew A. Shafer
Business
M.P.A., University of Tennessee, Knoxville
B.A., University of Tennessee, Knoxville

Lindsey R. Silverthorn
Management
M.B.A., Bethel University
B.S., St. Cloud State University

Debra A. Welsh
Business
M.A., Webster University
B.S., University of Missouri–St. Louis



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 Anne Zuberbueler, O.P.

Dean of the School of Education

Assistant Professor of Education

Ed.D., The University of Memphis

M.Ed., Northwestern State University

B.A., Christendom College

The School of Education offers the following degrees:

- Bachelor of Science (B.S)
- Master of Arts in Teaching, K-6 (M.A.T., K-6)
- Master of Arts in Teaching, 7-12 (M.A.T., 7-12)
- Master of Education (M.Ed.)

Please refer to the Aquinas College Graduate Catalog for more information regarding graduate degrees.

The School of Education also offers the following:

Majors:

- Interdisciplinary Studies (Elementary Education K-6)
- English (Secondary Education 7-12)
- History (Secondary Education 7-12)

Education Licensure Tracks:

- Elementary Education K-6
- English (Secondary Education 7-12)
- History (Secondary Education 7-12)

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 student's performance skills in critical thinking, problem solving, and personal achievement;
- design and implement a variety of assessments to evaluate student's 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 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 2.6;
- a completed application form for the School of Education;
- an additional set of official academic transcripts from each college and/or university attended sent to the Dean of the School of Education;
- passing scores on the Praxis I (Pre-Professional Skills test) shown below:

Computerized and Standard Format

Math	173
Reading	174
Writing	173

- 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 Praxis I, if the ACT and SAT were taken in high school;
- 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 of the School of Education or a person designated by the Dean of the School of Education;
- submit evidence to the Education Office of having completed required background check(s).

Note: Completing the signature page in the School of Education's Policy and Procedures Handbook substantiates that the applicant does not have any prior or existing history with regard to felony conviction, substance abuse or medical-psychological problems that would prohibit a teaching profession.

Transfer students applying to the School of Education must have a cumulative grade point average of 2.6. Coursework with a grade point average below a "C-" will not be accepted. The Dean of the School of Education or designee will evaluate transcripts. Credits are accepted only from regionally accredited institutions. Students who do not pass the Praxis I may not enroll in upper-division EDU courses unless they choose to follow the non-licensure track. Transfer students must pass the Praxis I upon the completion of 65 hours (cumulative credit hours, including transfer credit). Students who at a later date pass the Praxis I tests may request induction by writing the Dean of the School of Education and the Education faculty that they have met all the criteria.

An Education Licensure Track: K-6 or 7-12 candidate whose ACT or SAT score is below the cut-off established by the State of Tennessee must take the Praxis I test. A student may not enroll in an upper-division EDU courses until the Praxis I is passed. A student who passes two sections of the Praxis I and is within 2 points of passing the third test may bring an appeal to the TEAC (Teacher Education Advisory Committee).

The Teacher Education Advisory Council (TEAC) for K-6 and 7-12 TEAC includes the Director of the respective program and representatives from the professional education community. Each of these committees is responsible for the overall assessment of candidacy to the School of Education and the Education Licensure Tracks. The Vice President for Academics and the Dean of the School of Education, in consultation with the TEAC and faculty, reserve the right to make exceptions to the admission requirements. Only in rare cases shall exceptions be granted. Written requests for exceptions to the admission requirements, supported by evidence of extenuating circumstances should be submitted to the Dean of the School of Education 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 Teacher Education 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 request form: *Change of Academic Program*. All forms can be obtained in the office of the Dean of the School of Education.

The Office of the Dean of the School of Education is located in St. Dominic Education Center. 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.

MAJORS

In addition to the liberal arts (general education) core courses and the professional education courses, the Tennessee Department of Education requires an academic major, which constitutes approximately 30% of the student's coursework.

BACHELOR OF SCIENCE DEGREE
INTERDISCIPLINARY STUDIES MAJOR (ELEMENTARY EDUCATION K-6)

ELEMENTARY EDUCATION K-6 CORE.....	63 Hours
COMMUNICATIONS (3 hours)	
ENG 110 Speech.....	3 hours
COMPUTER (3 hours)	
CPU 115 Introduction to Computers (<i>or computer competency test</i>).....	3 hours
ENGLISH (6 hours)	
ENG 111 English Composition I.....	3 hours
ENG 112 English Composition II	3 hours
FOREIGN LANGUAGES (3 hours)	
<i>Choose one of the following courses</i>	
Foreign Language - Elementary I	3 hours
Foreign Language - Elementary II	3 hours
Foreign Language - Intermediate I.....	3 hours
Foreign Language - Intermediate II	3 hours
HISTORY (6 hours)	
HIS 111/112 Western Civilization I & II OR	
HIS 201/202 U.S. History I & II	6 hours
HUMANITIES: FINE ARTS (3 hours)	
<i>Choose one of the following courses</i>	
FAR 210 History of Music.....	3 hours
FAR 211 Art History	3 hours
FAR 212 Art Appreciation.....	3 hours
FAR 220 Music History and Appreciation.....	3 hours
INTERDISCIPLINARY STUDIES (1 hour)	
IDS 106 College Learning in the Dominican Tradition.....	1 hour
LITERATURE (3 hours)	
<i>Choose one of the following courses</i>	
ENG 213 English Literature I	3 hours
ENG 214 English Literature II	3 hours
MATH (6 hours)	
<i>Choose two of the following courses</i>	
MAT 121 College Algebra.....	3 hours
MAT 130 Concepts of Geometry	3 hours
MAT 153 Calculus I.....	3 hours
MAT 154 Calculus II	3 hours
MAT 210 Statistics I.....	3 hours
NATURAL SCIENCES (8 hours)	
BIO 111 General Biology I/Lab.....	4 hours
BIO 112 General Biology II/Lab.....	4 hours
PHILOSOPHY (3 hours)	
<i>Choose one of the following courses</i>	
PHI 105 Logic.....	3 hours
PHI 215 Ethics	3 hours
PHI 225 Philosophy of the Human Person.....	3 hours
SOCIAL SCIENCES (3 hours)	
<i>Choose one of the following courses</i>	
ECO 220 Microeconomics	3 hours
SOC 210 Introduction to Sociology	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 TEACHER EDUCATION CORE (12 hours)

EDU 240 Foundations in Education	3 hours
HPE 110 Personal and Community Health	3 hours
PSY 315 Educational Psychology	3 hours
Elective (any 100 or 200 course)	3 hours

MAJOR IN INTERDISCIPLINARY STUDIES..... 37 Hours

English (6 hours)

ENG 400 Children’s Literature, Speech and Drama	3 hours
ENG 393 Linguistics	3 hours

History (3 hours)

HIS 420 Western Civilization and America	3 hours
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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
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Natural Sciences (4 hours)

BIO 310 Ecosystems	4 hours
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Philosophy (3 hours)

PHI 330 Philosophy of Education	3 hours
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Psychology (12 hours)

PSY 320 Human Growth and Development.....	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
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PROFESSIONAL EDUCATION27 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 Education Seminar for K-6: Classroom Organization and Management.	1 hour
EDU 435 Enhanced Student Teaching: K-6 Licensure Program	11 hours

TOTAL DEGREE REQUIREMENTS 127 HOURS

BACHELOR OF SCIENCE DEGREE

ENGLISH 7-12 MAJOR

ENGLISH 7-12 CORE	48 Hours	
ENGLISH (6 hours)		
ENG 111 English Composition I.....	3 hours	
ENG 112 English Composition II	3 hours	
MATH (6 hours)		
MAT 210 Statistics I.....	3 hours	
Any <i>one</i> (credit-bearing) course in Mathematics	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)		
Any <i>one</i> 100 or 200 level course in Philosophy.....	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 (8 hours)		
Any <i>two</i> laboratory science courses	8 hours	
HISTORY (6 hours)		
HIS 111/112 Western Civilization I & II OR		
HIS 201/202 U.S. History I & II	6 hours	
FOREIGN LANGUAGES (6 hours)		
<i>Two</i> consecutive semesters of the same foreign language	6 hours	
FINE ARTS (3 hours).....		3 hours
INTERDISCIPLINARY STUDIES (1 hour)		
IDS 106 College Learning in the Dominican Tradition.....	1 hour	
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: 7-12 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 7-12	3 hours
EDU 335 Reading Strategies 7-12	3 hours
EDU 402 Education Seminar for 7-12: Teaching and Management in the Secondary Classroom	1 hour
EDU 424 Instructing Diverse Learners	3 hours
EDU 425 Media and Technology in Education.....	3 hours
EDU 436 Enhanced Student Teaching: 7-12 Licensure Program.....	11 hours

TOTAL DEGREE REQUIREMENTS **126 HOURS**

BACHELOR OF SCIENCE DEGREE HISTORY 7-12 MAJOR

HISTORY 7-12 CORE..... **48 Hours**

ENGLISH (6 hours)

ENG 111 English Composition I.....	3 hours
ENG 112 English Composition II	3 hours

MATH (6 hours)

MAT 210 Statistics I.....	3 hours
Any <i>one</i> (credit-bearing) course in Mathematics	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)

Any <i>one</i> 100 or 200 level course in Philosophy.....	3 hours
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THEOLOGY (6 hours)

THE 210 Moral Theology	3 hours
Any <i>one</i> 100 or 200 level course in Theology.....	3 hours

SCIENCE (8 hours)

Any <i>two</i> laboratory science courses	8 hours
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HISTORY (6 hours)

HIS 111/112 Western Civilization I & II	6 hours
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FOREIGN LANGUAGES (6 hours)

<i>Two</i> consecutive semesters of the same foreign language	6 hours
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FINE ARTS (3 hours).....

3 hours

INTERDISCIPLINARY STUDIES (1 hour)

IDS 106 College Learning in the Dominican Tradition.....	1 hour
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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 Tests and Measurements	3 hours

MAJOR IN HISTORY: 7-12 LICENSURE REQUIREMENTS 33 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)

Choose three of the following courses

HIS 311 Tennessee History.....	3 hours
HIS 331 Early American History	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 War	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)

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 456 Russian History.....	3 hours

World History (6 hours)

Choose two 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 EDUCATION24 Hours

EDU 334 Methods of Instruction 7-12	3 hours
EDU 335 Reading Strategies 7-12	3 hours
EDU 402 Education Seminar for 7-12: Teaching and Management in the Secondary Classroom	1 hour
EDU 424 Instructing Diverse Learners	3 hours
EDU 425 Media and Technology in Education.....	3 hours
EDU 436 Enhanced Student Teaching 7-12.....	11 hours

TOTAL DEGREE REQUIREMENTS 120 HOURS

EDUCATION LICENSURE TRACKS

ELEMENTARY EDUCATION LICENSURE GRADES K-6

Aquinas College offers an Education Licensure Track in preparation for State of Tennessee licensure in elementary education K-6. The Education Licensure Track: K-6 consists of 45 hours of major and professional courses plus any courses that are deemed to be deficiencies from the previous degree. A person holding a baccalaureate degree and/or higher degree may upon successful completion of the Education Licensure Track, and having fulfilled the standards required by the State of Tennessee be recommended by the Aquinas College School of Education administration and faculty for licensure in elementary education K-6.

**Policies and procedures governing the Education Licensure Tracks are found in the School of Education Policy and Procedure Handbook.*

INTERDISCIPLINARY COURSEWORK.....18 Hours

ENG 400 Children’s Literature, Speech, and Drama	3 hours
PHI 330 Philosophy of Education	3 hours
PSY 400 Tests and Measurements	3 hours
PSY 410 Behavior Interventions	3 hours
PSY 423 Exceptional Child	3 hours
THE 210 Moral Theology	3 hours
<i>(if THE 210 is completed, then THE 420 Catechetics)</i>	

PROFESSIONAL EDUCATION.....27 Hours

Professional Core (15 hours)

EDU 312 Literacy Through Learning	3 hours
EDU 336 Methods in Mathematics and Science Instruction	3 hours
EDU 350 Methods in Language Arts, Social Studies & Culture	3 hours
EDU 418 Reading Assessment and Remediation Strategies	3 hours
EDU 425 Media and Technology in Education	3 hours

Student Teaching Experience (12 hours)

EDU 401 Education Seminar: Classroom Organization and Management	1 hour
EDU 435 Enhanced Student Teaching: K-6 Licensure Program	11 hours

TOTAL EDUCATION LICENSURE TRACK: K-6 45 HOURS

ENGLISH LICENSURE GRADES 7-12

The Education Licensure Track for secondary school English of the School of Education at Aquinas College fulfills the post-baccalaureate teacher education guidelines of the State of Tennessee Department of Education. Teacher candidates will be those individuals who have completed baccalaureate degrees but who did not complete teacher preparation. Candidates will be screened by instructors of Aquinas College and school personnel where candidates will pre-service teach.

The School of Education will incorporate an enhanced student teaching experience (clinical practice), planned by Aquinas College with significant input from principals and teachers who serve as supervisors and mentors to pre-service student teachers and interns. Aquinas College will require candidates to address any gaps in their undergraduate education to ensure the attainment of the knowledge and skills required in general education, professional education, and the English major for the teaching field. Additional course work may be required based upon assessment of the knowledge and skills demonstrated by the candidate when admitted to the Education Licensure Track of the School of Education and through assessment of performance during the induction experience.

Teacher candidates in the Education Licensure Track will complete at least a full semester carrying a full load of course work in professional education including laboratory/field experiences prior to entering an induction experience. Enhanced student teaching will then follow. Additional course work to meet other knowledge and skills required in general education, professional education, or the content area will be completed before the induction experience. When candidates complete a semester of enhanced student teaching, they will be eligible for the first year apprentice licensure.

GENERAL ELEMENTS FOR EDUCATION LICENSURE TRACK: ENGLISH 7-12

- A. The plan will provide for a minimum twelve (12) calendar month program of substantially full-time study. This minimum applies to candidates with no prior professional education study.
- B. The plan requires careful evaluation of applicants’ transcripts assuring that teacher candidates are highly capable individuals with undergraduate degrees who are either seeking to change careers or who have recently graduated from a baccalaureate program but did not complete teacher preparation. Applicants accepted into the program must meet high academic criteria and be able to attain passing scores on tests of knowledge and skills required in Tennessee.
- C. A committee consisting of Aquinas College instructors will screen individual applicants through an interview process and transcript evaluation. The Program of Study for Secondary English Licensure (B.S. in English), will be the criterion for the transcript evaluation. After this process is completed, the Dean of the School of Education or Director of Secondary Education will meet with individual applicants to explain the academic and pre-service teaching plans designed for each of them. The plan will take into consideration the following points:

- i. Candidates will complete at least a full semester carrying a full load of professional education course work prior to entering an induction experience.
- ii. Candidates will continue their academic and clinical requirements as advised to remove deficiencies evident as a result of their initial screenings so that they will gain the knowledge and experience that they need to be proficient 7th-12th grade English teachers.
- iii. Coursework completed at Aquinas College must include Moral Theology (THE 210), Philosophy of Education (PHI 330), and Media and Technology in Education (EDU 425). After the transcript evaluation, Methods of Instruction 7-12 (EDU 334), Reading Strategies 7-12 (EDU 335), and Instructing Diverse Learners (EDU 424) will be required of the candidate if equivalent coursework has not been successfully completed at another undergraduate institution.
- iv. There must be sufficient evidence that the candidates have proficient knowledge from courses comparable to Foundations in Education (EDU 240), Educational Psychology (PSY 315), Human Growth and Development (PSY 320), Tests and Measurements (PSY 400), and Foreign Language I and II or they will need to take those courses in order to begin Enhanced Student Teaching.
- v. Candidates may take the PRAXIS for content knowledge in English grammar and literature, but it is important that they have opportunities to strengthen their knowledge of the subject matter through courses that they take in English at Aquinas College. They will be required to take up to 24 hours of coursework (major for their teaching field), to supplement their studies from the past. Adolescent Literature (ENG 403) is required of all candidates if it has not been successfully completed at another undergraduate institution.

TEACHER EDUCATION CORE.....	18 Hours
THE 210 Moral Theology.....	3 hours
EDU 240 Foundation in Education.....	3 hours
PHI 330 Philosophy of Education.....	3 hours
PSY 320 Human Growth and Development.....	3 hours
PSY 400 Tests and Measurements.....	3 hours
ENG 403 Adolescent Literature.....	3 hours

PROFESSIONAL EDUCATION.....24 Hours

Professional Core (12 hours)

EDU 334 Methods of Instruction7-12.....	3 hours
EDU 335 Reading Strategies 7-12.....	3 hours
EDU 424 Instructing Diverse Learners.....	3 hours
EDU 425 Media and Technology in Education.....	3 hours

Student Teaching Experience (12 hours)

EDU 402 Education Seminar for 7-12: Teaching and Management in the Secondary Classroom.....	1 hour
EDU 436 Enhanced Student Teaching 7-12.....	11 hours

TOTAL EDUCATION LICENSURE TRACK: ENGLISH 7-12..... 42 HOURS

HISTORY LICENSURE GRADES 7-12

The Education Licensure Track for secondary school History of the School of Education at Aquinas College fulfills the post-baccalaureate teacher education guidelines of the State of Tennessee Department of Education. Teacher candidates will be those individuals who have completed baccalaureate degrees but who did not complete teacher preparation. Candidates will be screened by instructors of Aquinas College and school personnel where candidates will pre-service teach.

The School of Education will incorporate an enhanced student teaching experience (clinical practice), planned by Aquinas College with significant input from principals and teachers who serve as supervisors and mentors to pre-service student teachers and interns. Aquinas College will require candidates to address any gaps in their undergraduate education to ensure the attainment of the knowledge and skills required in general education, professional education, and the History major for the teaching field. Additional course work may be required based upon assessment of the knowledge and skills demonstrated by the candidate when admitted to the Education Licensure Track of the School of Education and through assessment of performance during the induction experience.

Teacher candidates in the Education Licensure Track will complete at least a full semester carrying a full load of course work in professional education including laboratory/field experiences prior to entering an induction experience. Enhanced student teaching will then follow. Additional

course work to meet other knowledge and skills required in general education, professional education, or the content area will be completed before the induction experience. When candidates complete a semester of enhanced student teaching, they will be eligible for the first year apprentice licensure.

GENERAL ELEMENTS FOR EDUCATION LICENSURE TRACK: HISTORY 7-12

- D. The plan will provide for a minimum twelve (12) calendar month program of substantially full-time study. This minimum applies to candidates with no prior professional education study.
- E. The plan requires careful evaluation of applicants’ transcripts assuring that teacher candidates are highly capable individuals with undergraduate degrees who are either seeking to change careers or who have recently graduated from a baccalaureate program but did not complete teacher preparation. Applicants accepted into the program must meet high academic criteria and be able to attain passing scores on tests of knowledge and skills required in Tennessee.
- F. A committee consisting of Aquinas College instructors will screen individual applicants through an interview process and transcript evaluation. The Program of Study for Secondary History Licensure (B.S. in History), will be the criterion for the transcript evaluation. After this process is completed, the Dean of the School of Education or Director of Secondary Education will meet with individual applicants to explain the academic and pre-service teaching plans designed for each of them. The plan will take into consideration the following points:
 - vi. Candidates will complete at least a full semester carrying a full load of professional education course work prior to entering an induction experience.
 - vii. Candidates will continue their academic and clinical requirements as advised to remove deficiencies evident as a result of their initial screenings so that they will gain the knowledge and experience that they need to be proficient 7th-12th grade History teachers.
 - viii. Coursework completed at Aquinas College must include Moral Theology (THE 210), Philosophy of Education (PHI 330), and Media and Technology in Education (EDU 425). After the transcript evaluation, Methods of Instruction 7-12 (EDU 334), Reading Strategies 7-12 (EDU 335), and Instructing Diverse Learners (EDU 424) will be required of the candidate if equivalent coursework has not been successfully completed at another undergraduate institution.
 - ix. There must be sufficient evidence that the candidates have proficient knowledge from courses comparable to Foundations in Education (EDU 240), Educational Psychology (PSY 315), Human Growth and Development (PSY 320), Tests and Measurements (PSY 400), and Foreign Language I and II or they will need to take those courses in order to begin Enhanced Student Teaching.
 - x. Candidates may take the PRAXIS for content knowledge in World and U.S. History, but it is important that they have opportunities to strengthen their knowledge of the subject matter through courses that they take in English at Aquinas College. They will be required to take up to 24 hours of coursework (major for their teaching field), to supplement their studies from the past.

TEACHER EDUCATION CORE.....	15 Hours
THE 210 Moral Theology	3 hours
EDU 240 Foundation in Education	3 hours
PHI 330 Philosophy of Education	3 hours
PSY 320 Human Growth and Development.....	3 hours
PSY 400 Tests and Measurements	3 hours

PROFESSIONAL EDUCATION.....24 Hours

Professional Core (12 hours)

EDU 334 Methods of Instruction7-12.....	3 hours
EDU 335 Reading Strategies 7-12	3 hours
EDU 424 Instructing Diverse Learners	3 hours
EDU 425 Media and Technology in Education.....	3 hours

Student Teaching Experience (12 hours)

EDU 402 Education Seminar for 7-12: Teaching and Management in the Secondary Classroom	1 hour
EDU 436 Enhanced Student Teaching 7-12.....	11 hours

TOTAL EDUCATION LICENSURE TRACK: HISTORY 7-12 39 HOURS

Faculty, School of Education

Sister Mary Anne Zuberbueler, O.P.

Dean of the School of Education

Assistant Professor of Education

Ed.D., The University of Memphis

M.Ed., Northwestern State University

B.A., Christendom College

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

B.A., Middle Tennessee State University

Sister Matthew Marie Cummings, O.P.

Professor of Education

Ed.D., The University of Memphis

M.S., The University of Memphis

M.A., Notre Dame Graduate School of Christendom College

B.A., Belmont University

Dr. Hope J. Link

Assistant Professor of Psychology

Ph.D., The University of Memphis

M.S., The University of Memphis

B.S., Samford University

Adjunct Faculty, School of Education

Dr. Megan A. Caughron

English

Ph.D., The Catholic University of America

M.A., University of Missouri–Kansas City

B.A., Thomas Aquinas College

Francis X. Cronin

Education

Ed.D., A.B.D., Columbia University

M.A., Regent University

M.A., University of Connecticut

B.A., State University of New York at Plattsburgh

Dr. Elizabeth R. Donlon

Education

Ed.D., Lipscomb University

M.Ed., Lipscomb University

B.S., Vanderbilt University

Meridith M. Dyer

Psychology

M.A.Ed., Tennessee Technological University

B.S., Tennessee Technological University

John C. Foreman

Education

M.A., University of Notre Dame

B.A., St. Ambrose University

Sister Andrea Marie Graham, O.P.

Education

M.S., University of Tennessee, Knoxville

M.A., University of Notre Dame

B.A., University of Puget Sound

Sister Mary Justin Haltom, O.P.

Education

Ed.D., The University of Memphis

M.Ed., Xavier University

M.A., Notre Dame Graduate School of Christendom College

B.S., Peabody College at Vanderbilt University

Dr. Barbara V. Hessel

Education

Ed.D., Nova Southeastern University

M.Ed., Nova Southeastern University

B.A., Florida International University

Dr. M. Annette Little

Education

Ph.D., Peabody College at Vanderbilt University

M.A., Austin Peay State University

B.S., University of Tennessee, Martin

Michael E. Morris

Education

M.Ed., Trevecca Nazarene University

B.S., Austin Peay State University

Dr. Betty G. Reynolds

Education

Ed.D. Trevecca Nazarene University

M.Ed., Trevecca Nazarene University

B.S., St. Peter's College

Dr. Sarah F. Wannemuehler

Education

Ed.D., Spalding University

M.S., Indiana University

B.S., University of Southern Indiana

SCHOOL OF NURSING

Brother Ignatius Perkins, O.P., Ph.D., R.N., FAAN, FNYAM, FRSM, ANEF

Dean of the School of Nursing

Director of the R.N.-B.S.N. and M.S.N. Programs

Professor

Ph.D., The Catholic University of America

M.A.Ed., Spalding University

M.S.N., The Catholic University of America

B.S.N., Spalding University

The School of Nursing, using an academic progression curriculum model, offers three degree programs, one leading to the Associate of Science in Nursing (A.S.N.), one leading to the Bachelor of Science in Nursing (B.S.N.) and a third program leading to the Master of Science in Nursing (M.S.N.) and Post-Master's Certificate Program in Nursing Education that support and implements the mission and core values of Aquinas College founded on Christian principles of truth and charity in the Catholic- Dominican moral tradition.

Please refer to the Aquinas College Graduate Catalog for more information regarding graduate degrees.

The Faculty of the School of Nursing commits itself

- to provide a culture of learning in an educational community where Christian caring, critical thinking, moral decision-making, quality education, holistic nursing practice, and standards of professional nursing are modeled by faculty and acquired by students; and
- to prepare women and men to practice nursing in a competent, professional, ethical, and effective manner within a culturally diverse society in a variety of settings.

THE ASSOCIATE OF SCIENCE IN NURSING PROGRAM

PURPOSE

The purpose of the A.S.N. Program is to prepare graduates for initial licensure and entry-level roles as a Registered Nurse by: (a) offering an academically challenging nursing curriculum integrated with liberal arts and sciences and, (b) fostering personal and professional growth in a learning environment based on Christian principles.

PROGRAM OUTCOMES

At the completion of the program, graduates will be able to

- provide individualized and holistic nursing care to clients/families/communities that enables them to maintain or restore an optimum level of health based on the integration of the nursing process, critical thinking and professional knowledge and judgment;
- implement effective skills as a leader and manager in multi-disciplinary health care environments by coordinating resources and delegating responsibilities;
- implement prioritized therapeutic nursing interventions that are safe, ethical, effective and efficient, and that integrate the dignity, worth and uniqueness of each client, consistent with his/her socio-cultural and demographic background;
- implement effective written and oral communication skills and the use of information technology systems in a variety of health care settings;
- participate in activities that continue to enhance personal and professional growth and contribute to safe quality care and to the advancement of nursing practice;
- incorporate into ongoing practice the professional behaviors that integrate moral, ethical, legal, cultural and spiritual principles consistent with the Catholic and Dominican Tradition, the application of research findings, and professional engagement;
- advocate for client rights and access to health care resources to empower them to participate in their own care regardless of age, race, gender, culture or creed.

ADMISSION TO THE ASSOCIATE OF SCIENCE IN NURSING PROGRAM

REQUIREMENTS

Some students elect to enter Aquinas College and complete required non-nursing courses prior to official entry into the Associate of Science in Nursing (A.S.N.) Program. For initial entry into the A.S.N. Program, all admission requirements for the College must be fulfilled. It is important to note that acceptance into the College does not guarantee subsequent acceptance into the A.S.N. Program.

In addition to the requirements for admission to the College, the A.S.N. applicant must

- complete the following prerequisite courses with at least a “C” average:
 - *Math: High school Algebra I and II, or college-level math or remedial math course*
 - *Science: High school Chemistry or college-level Chemistry, or Biology or Anatomy and Physiology I*
- have a cumulative GPA of 2.75 or greater based on transcript evaluation of all previous coursework within 10 years of program application or after completing 12 or more credit hours at Aquinas;
- have a grade of “C” or better in corequisite courses;
- submit required nursing admission essay;
- successfully pass the written pre-nursing admission examination. (A fee is required to write the examination.)

Applicants who have graduated over 10 years ago from high school with no post secondary work or applicants who have post secondary work that is over 10 years old, must take at least 12 hours to establish a GPA before being considered for the A.S.N. Program.

Applicants whose latest academic work is greater than 10 years old and have earned an Associate or Bachelor’s degree (with a minimum GPA of 2.75) can be considered for the A.S.N. Program, but the admission GPA is 2.75 regardless of the GPA earned in previous course work.

Admission to the A.S.N. Program will be based upon a comparative evaluation of all applicants’ test scores, transcripts, application information and essays.

The following additional requirements are essential for admission and retention in the A.S.N. Program:

- a clear fingerprint background check, free of felonies and misdemeanors (see A.S.N. Program Policy) is mandatory for clinical participation in the A.S.N. Program affiliated health care agencies;
- the Core Performance Standards (listed below) which identify the physical aptitudes that are essential for admission and progression through the Nursing Program. These Standards must be reviewed by each student upon admission to determine whether accommodation or modifications are necessary.
 - **Motor Coordination:** Gross and fine motor ability sufficient to move from room to room and maneuver in small spaces. Ability to coordinate eyes and hands to fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.
 - **Finger Dexterity:** Ability to move fingers/hands easily and skillfully. To work with the hands in placing and turning motions.
 - **Eye-Hand-Foot Coordination:** Ability to move the hand and foot coordinately with each other in accord with visual stimuli.
 - **Visual:** Ability to perceive pertinent details and objects or in pictorial or graphic material. To make visual comparisons and discriminations in slight differences in the shapes and shadings of figures; and in the width and lengths of lines.
 - **Color Discrimination:** Ability to perceive or recognize similarities or differences in colors, shapes, or other values of the same color; to identify a particular color; or to recognize harmonious or contrasting color combinations; or to match colors accurately.
 - **Spatial:** Ability to comprehend forms in space and understand relationships of plane and solid objects. Frequently described as the ability to “visualize” objects of two or three dimensions, or to think visually or geometric forms.
 - **Olfactory:** Ability to discriminate variances in patients and in the environment, i.e. odors;
 - **Hearing:** Auditory ability sufficient to monitor and assess health needs.
 - **Tactile:** Tactile ability sufficient for physical assessment. Has the ability to perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g. insertions of catheter.
 - **Communication:** Ability to read, write, understand and communicate in English.
 - **Concentration:** Physical, emotional, psychological and intellectual functioning and stability for long periods of concentration and for exercising independent judgments under both routine and emergency conditions.
 - **Physical, Emotional and Intellectual Performance:** Ability to plan, implement and evaluate safe patient care for individuals essential to the student’s ability to perform at the required levels in the clinical components of the nursing program.

Applicants must

- report any arrests/convictions for felonies or misdemeanors other than minor traffic violations;
- report revocation or suspension of a license in any health care field; and
- report any medical or psychological problem that would inhibit nursing practice.

A.S.N. graduates are eligible to write the National Council Licensing Exam for Registered Nurses (NCLEX-RN) for initial licensure.

The Tennessee Board of Nursing may deny licensure to anyone who

- has been convicted of a crime;
- is unfit or incompetent by reason of negligence, habits or other causes;
- is addicted to alcohol or drugs to the degree of interfering with nursing responsibilities;
- is mentally incompetent; and/or
- is guilty of unprofessional conduct.

The Director of the A.S.N. Program, with the approval of the Dean of the School of Nursing and the Vice President for Academics, reserves the right to make exceptions to the admission/readmission requirements. Written requests for exceptions to the admissions requirements, supported by evidence of extenuating circumstances, will be reviewed by the School of Nursing's Academic Standards Committee after an official application for admission has been filed.

TRANSFER STUDENTS

Students seeking transfer to the A.S.N. Program from another nursing program may be considered on an individual basis pending the following criteria:

- acceptance to the college;
- meet all A.S.N. Program admission requirements;
- letter of good standing/recommendation from previous nursing program;
- letter of request identifying reason for transfer and nursing courses to be considered for transfer credit; and
- course descriptions and content outlines of nursing courses to be considered submitted with letter of request.

Applicants seeking admission by transfer should submit all required documents to the School of Nursing for review by the School of Nursing's Academic Standards Committee.

ACCELERATED COURSE SEQUENCE FOR LICENSED PRACTICAL NURSES

In order to be admitted to the accelerated course sequence, a licensed practical nurse must

- meet Aquinas College admission requirements;
- be admitted to the A.S.N. Program;
- be a graduate of a state-approved practical nurse program;
- have at least one year full-time work experience in a health care facility as a Licensed Practical Nurse within the past two years prior to admission to the A.S.N. Program at Aquinas College; and
- declare intent to pursue the L.P.N to A.S.N. Accelerated Course; Sequence at the time of acceptance into the A.S.N. Program at Aquinas College.

Participants in the accelerated course sequence must

- meet all admission requirements to L.P.N. to A.S.N. Accelerated Course Sequence;
- make arrangements with the A.S.N. Program to take the Challenge Exam. A fee is required before taking the exam. The exam may be taken one time only;
- achieve a passing score on the Challenge Exam;
- register for and successfully complete NUR 113 (Transition into Nursing);
- furnish proof of passing NUR 113 to the Office of the Registrar to receive credits for courses that have been challenged. A fee is required to receive credit for one semester of nursing courses; and
- Licensed practical nurses who successfully complete the Challenge Exam take Transition into Nursing (NUR 113; 1 credit hour) and Pharmacology (NUR 135; 2 credit hours) during their first semester at Aquinas. These students join the regular program of studies during the second semester of the first year, taking Medical-Surgical Nursing I and Mental Health Nursing.

DEGREE REQUIREMENTS

LIBERAL ARTS CORE	30/31 hours
BIO 211 Anatomy and Physiology I**.....	4 hours
BIO 212 Anatomy and Physiology II**.....	4 hours
BIO 220 Microbiology**.....	4 hours
ENG 111 English Composition I.....	3 hours
ENG 112 English Composition II*.....	3 hours
IDS 106 College Learning in the Dominican Tradition***.....	1 hour
PHI 215 Ethics.....	3 hours
PSY 115 General Psychology.....	3 hours
SOC 210 Introduction to Sociology.....	3 hours
THE 210 Moral Theology.....	3 hours

* ENG 112 must be completed prior to beginning the second year of study.

** Science courses must be current within the last five (5) years of starting the A.S.N. Program.

*** IDS 106 is required of all freshman-level students entering Aquinas College for the first time.

NURSING COURSES	41 hours
NUR 110 Fundamentals of Nursing.....	6 hours
NUR 115 Mental Health Nursing.....	4 hours
NUR 121 Medical-Surgical Nursing I.....	7 hours
NUR 135 Pharmacology.....	2 hours
NUR 222 Medical-Surgical Nursing II.....	9 hours
NUR 223 Clinical Decision Making.....	2 hours
NUR 225 Parent-Child Nursing.....	9 hours
NUR 232 Trends and Technology in Nursing.....	2 hours

TOTAL DEGREE REQUIREMENTS	71/72 hours
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PROGRAM OF STUDY FALL ADMISSION

FALL

BIO 211 Anatomy & Physiology I.....	4 hours
NUR 110 Fundamentals of Nursing.....	6 hours
NUR 135 Pharmacology.....	2 hours
PSY 115 General Psychology.....	3 hours
SOC 210 Introduction to Sociology.....	3 hours
TOTAL	18 Hours

SPRING

BIO 212 Anatomy & Physiology II.....	4 hours
NUR 225 Parent-Child Nursing.....	9 hours
NUR 232 Trends and Technology in Nursing.....	2 hours
TOTAL	15 Hours

SUMMER

ENG 111 English Composition I.....	3 hours
ENG 112 English Composition II*.....	3 hours
PHI 215 Ethics.....	3 hours
TOTAL	9 Hours

*ENG 112 must be completed prior to beginning the second year of study.

FALL

NUR 115 Mental Health Nursing.....	4 hours
NUR 121 Medical-Surgical Nursing I.....	7 hours
THE 210 Moral Theology.....	3 hours
TOTAL	14 Hours

SPRING

BIO 220 Microbiology.....	4 hours
NUR 222 Medical-Surgical Nursing II.....	9 hours
NUR 223 Clinical Decision Making.....	2 hours
TOTAL	15 Hours

PROGRAM OF STUDY SPRING ADMISSION

SPRING

BIO 211 Anatomy & Physiology I.....	4 hours
NUR 110 Fundamentals of Nursing.....	6 hours
NUR 135 Pharmacology.....	2 hours
PSY 115 General Psychology.....	3 hours
SOC 210 Introduction to Sociology.....	3 hours
TOTAL	18 Hours

SUMMER

ENG 111 English Composition I.....	3 hours
ENG 112 English Composition II*.....	3 hours
PHI 215 Ethics.....	3 hours
TOTAL	9 Hours

* ENG 112 must be completed prior to beginning the second year of study.

FALL

BIO 212 Anatomy & Physiology II.....	4 hours
NUR 225 Parent-Child Nursing.....	9 hours
NUR 232 Trends and Technology in Nursing.....	2 hours
TOTAL	15 Hours

SPRING

NUR 115 Mental Health Nursing.....	4 hours
NUR 121 Medical-Surgical Nursing I.....	7 hours
THE 210 Moral Theology.....	3 hours
TOTAL	14 Hours

FALL

BIO 220 Microbiology.....	4 hours
NUR 222 Medical-Surgical Nursing II.....	9 hours
NUR 223 Clinical Decision Making.....	2 hours
TOTAL	15 Hours

Note: Required non-nursing courses may be taken prior to the semester in which they are listed. If not, they must be taken in the designated semester. The prescribed sequence of nursing courses may change resulting in full-time enrollment with 12 or more nursing credit hours in at least one semester of the A.S.N. Program.

THE BACHELOR OF SCIENCE IN NURSING PROGRAM

The R.N.-B.S.N. Program is an upper division undergraduate academic program designed for the working professional and grounded in the liberal arts and sciences.

PURPOSE

The purpose of the R.N.-B.S.N. Program, consistent with the purposes of the School of Nursing and the Mission Core Values and Goals of Aquinas College is to expand on basic nursing education for the registered nurse by (a) by offering a completion program, that integrates knowledge from the liberal arts, sciences, business, and nursing that fosters personal and professional growth, experience, and identity, in an environment that is based on Christian principles and (b) to prepare registered nurses with baccalaureate degrees in nursing to identify and meet the health needs of a changing society and to continue advanced studies.

PROGRAM OUTCOMES

At the completion of the program, graduates will be able to

- Administer evidence-based, clinically relevant holistic care to individuals, families, groups and multi-dimensional populations with diverse demographic and cultural characteristics in a variety of settings.
- Communicate effectively using oral, written and electronic methods, to transmit the analysis and integration of data required to provide safe quality care and inform nursing practice.
- Integrate critical reasoning and problem-solving methods to make effective nursing judgments and help patients make relevant decisions to improve their health and quality of life.
- Implement interventions that integrate ethical, legal, and Christian principles and behaviors, consistent with the Catholic and Dominican Tradition, in all professional nursing activities in order to advocate for the health, well-being and best interests of nurses, patients, families, significant others and the community.
- Integrate teaching strategies to assist individuals, families and communities to achieve the highest level of health and well-being possible.
- Collaborate in partnership with other healthcare team members to promote, protect, and improve health of patients at any point on the illness/wellness continuum.
- Engage in leadership and management activities in a multi-disciplinary healthcare environment to plan, implement, delegate, evaluate and promote safe quality nursing care that is holistic and cost effective.
- Participate in the ongoing changes in the profession and actions that promote safe quality patient care and engage in their ongoing preparation through continued learning and advanced practice education that advance the goals of the profession.

The 120-semester hour R.N.-B.S.N. Program is offered in the accelerated format. Courses meet weekly with accompanying weekly project group work. The nursing core curriculum is an integrated sequence of courses that build on one another. The curriculum culminates in a capstone course (NUR 442) that allows students to complete a clinical practicum culminating a project that synthesizes all upper division course content.

R.N.s, who earned their diploma in nursing or A.S.N. from an ACEN-accredited School of Nursing outside of Aquinas College or a nursing diploma program, receive 30 block credit hours for their previous nursing course work, upon enrolling in IDS 310.

ADMISSION TO THE BACHELOR OF SCIENCE IN NURSING PROGRAM

REQUIREMENTS

Some students elect to enter Aquinas College and complete required non-nursing courses prior to official admission into the Bachelor of Science in Nursing (R.N.-B.S.N.) Program. For initial admission into the R.N.-B.S.N. Program, all admission requirements for the College must be fulfilled. Admission into the College does not guarantee subsequent admission into the R.N.-B.S.N. Program.

To be admitted into the R.N.-B.S.N. Program, all admission requirements of Aquinas College must be fulfilled. In addition, the applicant must:

- submit a completed R.N.-B.S.N. application;
- submit two (2) letters of recommendations from registered nurses supervisors, preferably with B.S.N. or higher degree, who currently hold an unencumbered registered nurse license;
- General Education / Liberal Arts courses will also be transferred in accordance with Aquinas College transfer credit policy;
- show evidence of an associate degree or diploma in nursing from an NLNAC accredited institution. Thirty (30) credits will be awarded upon enrolling in the first course in the R.N.-B.S.N. Program;

- hold a current unencumbered registered nurse license in Tennessee or a compact state or be eligible for an unencumbered registered nurse license in Tennessee;
- R.N.s seeking admission to the R.N.-B.S.N. Program must have a 2.5 GPA on a 4.0 scale;
- two (2) years of current nursing practice within the last four (4) years or graduation from a nursing program within the last year;
- it is strongly recommended that the general studies courses be completed prior to enrolling in the R.N.-B.S.N. nursing courses; and
- CPU 115 – Introduction to Computers or a comparable course is a prerequisite to IDS 310 Introduction to Accelerated Studies in Nursing.

Aquinas College students in the final semester of the A.S.N. Program may submit an application to the R.N.-B.S.N. Admissions Counselor by the last day of mid-term break. The student must be employed as a registered nurse before beginning the upper division nursing courses.

Aquinas A.S.N. graduates who have been not been enrolled in courses at Aquinas College for more than 1 semester must reapply to the College and meet the requirements for admission to the R.N.-B.S.N. Program.

ADMISSIONS APPEALS

The Office of Admissions and the Director of the R.N.-B.S.N. Program reviews each application carefully. The stated requirements serve as a guideline for admission. The Director of the R.N.-B.S.N. Program reserves the right to exercise discretion in admissions decisions. Candidates, who are not accepted to the R.N.-B.S.N. Program, may submit a formal letter appealing the decision to the Dean of the School of Nursing.

DEGREE REQUIREMENTS

LIBERAL ARTS CORE 55 HOURS

COMPUTERS (3 hours)

CPU 115 Introduction to Computers* 3 hours

ENGLISH (6 hours)

ENG 111 English Composition I* 3 hours

ENG 112 English Composition II* 3 hours

HISTORY (3 hours)

Any *one* course in History 3 hours

HUMANITIES (6 hours)

Choose two courses from the following: Fine Arts, Foreign Language,

History, Philosophy, Literature or Theology 6 hours

LITERATURE (3 hours)

Any *one* course in Literature 3 hours

MATHEMATICS (3 hours)

MAT 210 Statistics I* 3 hours

NATURAL SCIENCES (12 hours)

BIO 211 Anatomy and Physiology I* 4 hours

BIO 212 Anatomy and Physiology II* 4 hours

BIO 220 Microbiology* 4 hours

PHILOSOPHY (3 hours)

PHI 215 Ethics* 3 hours

SOCIAL SCIENCES (6 hours)

PSY 115 General Psychology* 3 hours

SOC 210 Introduction to Sociology* 3 hours

THEOLOGY (3 hours)

THE 210 Moral Theology* 3 hours

ELECTIVE REQUIREMENTS (7 hours)

Choose *three* courses with the approval of the Dean of the School of Nursing 7 hours

INTRODUCTION TO ACCELERATED STUDIES..... 3 HOURS

IDS 310 Introduction to Accelerated Studies in Nursing* 3 hours

UPPER DIVISION NURSING COURSES 32 HOURS**

NUR 315 Advanced Professional Nursing Concepts and Issues* 3 hours

NUR 345 Pathophysiology* 4 hours

NUR 375 Health and Physical Assessment* 4 hours

NUR 380 Current Pharmacotherapy Applications* 2 hours

NUR 415 Nursing Research* 3 hours

NUR 420 Advanced Adult Health Nursing* 4 hours

NUR 426 Family and Community Health Nursing* 4 hours

NUR 435 Leadership and Management of Healthcare Delivery* 4 hours

NUR 442 Senior Practicum and Seminar* 4 hours

BLOCK NURSING CREDIT (awarded upon enrollment in IDS 310)..... 30 HOURS

TOTAL HOURS FOR R.N.-B.S.N. DEGREE 120 HOURS

* Minimum grade of "C" required in each of these courses.

** It is strongly recommended that students earn a minimum of 50 of the 55 general studies credits prior to admission to Upper Division Nursing. The remaining 6 credits must be completed before enrolling in NUR 420.

Faculty, School of Nursing

Brother Ignatius Perkins, O.P., Ph.D., R.N., FAAN, FNYAM, FRSM, ANEF

Dean of the School of Nursing

Director of the R.N.-B.S.N. and M.S.N. Programs

Professor

Ph.D., The Catholic University of America

M.A.Ed., Spalding University

M.S.N., The Catholic University of America

B.S.N., Spalding University

Margaret P. Daniel, R.N., C.N.E.

Director of the A.S.N. Program

Associate Professor

M.S.N., University of Tennessee, Memphis

B.S.N., St. Louis University

Sherry L. Bailey, R.N., F.N.P.

Instructor

M.S.N., University of Phoenix

B.S.N., Austin Peay State University

Catherine A. Cantrell, R.N., O.C.N.

Outcomes Coordinator

Instructor

M.S.N., Tennessee Technological University

B.S.N., Tennessee Technological University

Dr. Elizabeth A. Cooper, R.N.

Assistant Professor

D.N.P., Vanderbilt University

M.S.N., Vanderbilt University

B.S.N., Texas Women's University

Claudia D. Davis, R.N.

Assistant Professor

M.S.N., Vanderbilt University

B.S.N., Coe College

B.A., Coe College

Barbara A. Evans, R.N., C.N.E.

Associate Professor

M.S.N., Vanderbilt University

B.A., Freewill Baptist Bible College

Jennifer N. Goodpaster, R.N.

Clinical Coordinator

Instructor

M.S.N., University of Phoenix

B.S.N., University of Phoenix

Lydia L. Grubb, R.N.

Associate Professor

M.S.N., Vanderbilt University

B.S.N., University of Tennessee, Memphis

B.S., University of Tennessee, Knoxville

Casey J. Harvey, R.N.

Instructor

Leave of Absence, 2014-2015

M.S.N., Vanderbilt University

B.S.N., Clemson University

Lori L. Kelly, R.N.

Associate Professor

M.S.N., Bowie State University

M.B.A., Thomas More College

B.S.N., University of Michigan

Tamara R. Legge, R.N.

Assistant Professor

M.S.N., Austin Peay State University

B.S.N., Belmont University

C.N.E., National League for Nursing

Therese A. McLean, R.N.
Associate Professor
M.S.N., Tennessee State University
B.S.N., University of Tennessee, Knoxville

Katrina D. Miller, R.N.
Instructor
M.S.N. University of Alabama
B.S.N., Aquinas College

Margaret S. Rausch, R.N., .A.P.N., P.P.N.P., B.C.
Instructor
M.S.N., Syracuse University
B.S.N., Northern Arizona University

Tina M. Rosetti, R.N., C.C.R.N., C.P.N.
Instructor
M.S.N., Tennessee State University
B.S.N., Austin Peay State University

Sister Maria Sarradet, O.P., R.N.
Assistant Professor
Leave of Absence, 2014-2015
M.S.N., Austin Peay State University
B.S.N., University of South Alabama

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M.B.A., University of Phoenix
B.S.N., University of Tennessee, Knoxville

Donna M. Weiss, R.N.
Program Coordinator, Pathways to Compliance and Confidence in Nursing Education
B.S.N., California State University - Long Beach

Adjunct Faculty, School of Nursing

Celecia L. Cutts, R.N.
M.S.N., Walden University
B.S.N., University of Phoenix

Kerry L. Fite, R.N.
M.S.N., Vanderbilt University
B.S.N., Austin Peay State University

Mary E. Genung, R.N.
D.N.P., University of Tennessee Health Science Center
M.S.N., University of Phoenix
B.S.N., Tennessee State University

Jonathan H. Laster
M.Ed., Vanderbilt University
B.S.B.A., Aquinas College

Carol M. Parsons, R.N., C.N.E., C.C.R.N.
M.S.N., Vanderbilt University
B.S.N., Belmont University

Dr. Anita M. Preininger, R.N.
Ph.D., Northwestern University
B.A., Lewis University



COURSE DESCRIPTIONS

ACCOUNTING (ACC)

210 FUNDAMENTALS OF ACCOUNTING (3) This course is an introduction to accounting principles, the language of business. The course prepares the student to understand financial accounting concepts, and how these concepts are utilized to prepare financial statements. The student is introduced to the various types of business entities, and how financial statements prepared by accounting principles are utilized by owners, investors, and outsiders in evaluating a business. *Prerequisite: MAT 121*

215 Same as FIN 215 PRINCIPLES OF FINANCIAL ACCOUNTING & ANALYSIS (3) This course focuses on the principles employed in the analysis of financial statements rather than their creation. Financial statements, their management information content, their interpretation, and their use in developing financial assessments of publicly held firms will be the pivotal elements of the course, without overlooking the human and moral factors that must also be considered in such evaluations. Analytical techniques employed include trend analysis and deterministic forecasting. This course provides the foundation for corporate finance theory. *Prerequisite: MAT 121 or equivalent*

375/475 SPECIAL TOPICS IN ACCOUNTING (3) Special topics to be indicated. The course may include seminars, conferences, workshops, field activities and/or readings focused on current issues in accounting. *Prerequisites: ENG 112, ACC 210 Requires written approval of the Vice President for Academics*

BIOLOGICAL SCIENCES (BIO)

111 GENERAL BIOLOGY I (4) *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).

112 GENERAL BIOLOGY II (4) *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. *Prerequisite: BIO 111*

200 BIOLOGICAL SCIENCE (4) *Offered Spring Semester* This four-credit hour lab science is specially designed for those not requiring a one-year course of a sequenced science. It begins with an examination of characteristics common to all life, including selected principles of biochemistry, cellular biology and metabolism. Basic genetic principles are also emphasized. A cursory overview of the five kingdoms, including viruses, is addressed. Throughout the course,

major biological issues as they apply to the dignity of life, especially human life, will be addressed. Laboratory sessions will focus on the development of such skills as proper microscopy, scientific measurement, basic principles of experiments including the scientific method, and dissections as they apply to the above.

211 ANATOMY AND PHYSIOLOGY I (4) This laboratory course is the first of two courses that presents the structures and functions of the human body. This course begins with a brief overview of basic biochemistry, cell biology, and histology in preparation for an in-depth study of each of the organ systems. The integumentary, skeletal, muscular, and nervous systems are covered in this first semester. Weekly laboratory activities are integrated with the lectures, including the study of prepared microscopic slides and dissection of mammalian specimens. Current scientific and ethical issues related to the course of study are considered, with a focus on the dignity of the human person.

212 ANATOMY AND PHYSIOLOGY II (4) This laboratory course is a continuation of Anatomy & Physiology I. The endocrine, cardiovascular, respiratory, gastrointestinal, urinary, and reproductive systems are studied. Weekly laboratory activities are integrated with the lectures, including the study of prepared microscopic slides and dissection of mammalian specimens. Current scientific and ethical issues related to the course of study are considered, with a focus on the dignity of the human person. During the study of the human reproductive system, special consideration is given to an integrated understanding of human sexuality and procreation. *Prerequisite: BIO 211*

220 MICROBIOLOGY (4) This four-credit hour lab science addresses such topics as they apply to the microbial world, study of the structures and functions of prokaryotic and eukaryotic microbes, microbial genetics, microbial metabolism and growth requirements, control of their growth through such strategies of antimicrobial agents. Stress will be placed upon various viruses and groups of microorganisms as they relate to the health fields, their prominent characteristics and control measures as they are applied in clinical settings. Some basic principles of disease and immunology will be explored and illustrated using common diseases often encountered in the medical and nursing sciences as examples. The laboratory sessions will serve to reinforce and further illustrate the above by exposing students to such processes as culturing, microscopy, disinfection and sterilization and sterile technique. *Prerequisite: At least one semester of college-level Biology and/or Anatomy and Physiology I.*

310 ECOSYSTEMS (4) 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 *Prerequisites: BIO 111, BIO 112 and ENG 112.*

345 Same as NUR 345 PATHOPHYSIOLOGY (4) This four-credit hour course is designed for practicing nurses or those interested in pursuing medical or dental or other health science studies. It consists of a survey of the principles of the basic mechanisms of disease processes. Much emphasis is placed on the contrast between normal and abnormal states of cells and tissues. The course begins with an examination of the structure and physiology of the cell, cell injuries and various adaptive responses. This is followed by a study of the process of necrosis, inflammation and the immune response, neoplasm's and carcinogenesis and the pathophysiology of vascular disease. Methods of diagnosis, treatment regimens, sequelae and complications are also discussed. Such processes are illustrated by case histories, clinical slides, and studied at a microbiological level, which includes use of pathology quality microscopes. The Christian meaning of human suffering as it relates to various topics of study within this course is addressed *Prerequisites: BIO 211 & 212 or permission of the instructor; ENG 112.*

275/375/475 SPECIAL TOPICS IN BIOLOGY (1–3) 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. *Prerequisite: ENG 112; Requires written approval of the Vice President for Academics*

BUSINESS (BUS)

111 FUNDAMENTALS OF BUSINESS (1) *Offered Fall Semester*
This course introduces the student to the inter-connected pieces that make up the business world and begins to develop an understanding of the teamwork, problem-solving and communication skills required for future business success. The course will expose students to the essential areas of business, including economics, finance, accounting, marketing and sales, information systems, and management.

215 BUSINESS COMMUNICATIONS (3) This course is designed to develop communication skills that are essential in a business environment. The building blocks of effective messages (informative, positive, negative, promotional and persuasive), oral presentations, report writing, and the job search process are emphasized. Students will analyze business communication situations and identify methods of negotiation and conflict resolution in the workplace. The moral implications and the responsible use of each method of communication will also be examined. *Prerequisites: ENG 112, CPU 115*

312 MANAGEMENT SCIENCE (3) This course explores approaches to management decision-making based on the scientific method, which entails extensive use of quantitative analysis. Complex business decisions are reduced to their elemental components and analyzed using techniques such as linear programming, dynamic programming, simulation and Markov processes. The analytical techniques in this course will allow the student to quantify and integrate dimensions of the human person into the decision-making process. *Prerequisites: ENG 112, MAT 211*

360 BUSINESS LAW (3) This course covers the primary substantive bodies of law that pertain to the legal and regulatory environment of business. Primary emphasis is placed on the formation of contracts under the common law and the Uniform Commercial Code. Other topics include the court system, the litigation process, alternatives to litigation, the employer-employee relationship, business organization and regulation, real and personal property, bailment, consumer

protection, landlord-tenant issues, product liability, intellectual property and cyberspace laws. Because merely fulfilling one's legal obligation may not be sufficient to satisfy one's moral obligation, students are encouraged to approach business transactions from an ethical standard of conduct above that of the civil law. *Prerequisites: ENG 112*

400 LEADERSHIP SEMINAR (3) This course will focus on the science of leadership, the history of leadership studies, and the theories that support practices within contemporary organizations. In addition, students will examine their own personal leadership potential through the lens of Catholic Social Teaching. Business entities will be considered not just as a collection of individual workers, but rather as a true community that fosters the growth of people and supports the common good of the larger society. The use of lectures, exercises, readings, and in-class discussion will help students strengthen their own leadership skills. *Prerequisites: junior status*

445 ENTREPRENEURSHIP (3) This course provides an overview of the business environment and challenges that start-up enterprises committed to growth and going public face. It explores the functional roles and responsibilities that successful start-ups have traditionally emphasized from venture capital stage to post-IPO (Initial Public Offering) stage. It also provides the student with a practical exposure to the fast-paced, instant feed-back world of the entrepreneur through the use of an interactive start-up simulation software package. The course examines the roles and expectations of the various stakeholders who constitute the community of work whose common good the firm is committed to serve. *Prerequisites: ENG 112, MGT 300*

460 BUSINESS PRACTICUM (3) This is a clinical experience with a managerial/entrepreneurial emphasis in a retail store environment. The students will be assigned functional (Finance, Marketing, Purchasing, etc., depending on class size) managerial roles and will perform all duties relevant to their position, maintain their functional operating manual, and attend a weekly meeting of the store's management team. At each weekly meeting, the students will provide a written management summary report of the week's activities in their respective functions, which they will present orally. Two special topic projects oriented toward the store's growth or more effective management will be assigned by the practicum instructor to be completed either individually or as a team. In executing their managerial roles, students will strive to attain results that promote the common good of all stakeholders. *Prerequisites: ENG 112, MGT 300, and permission from the Dean of the School of Business.*

480 INTERNATIONAL BUSINESS (3) This course provides an overview of the theories of international trade, foreign investment and economic development. It examines why firms go abroad and emphasizes the seven dimensions along which firms can globalize. Globalization involves more than mere geographical considerations; it is the expansion of the firm's family of stakeholders to include foreign peoples and their human needs. Therefore, this course also explores the impact of international trade and foreign investment on the economic development efforts of third-world countries. *Prerequisites: ENG 112, MGT 300, ECO 221*

497 STRATEGIC MANAGEMENT IN THE GOOD COMPANY (3) This capstone course for the Business Program integrates the broad concepts, methods, and issues of strategic management with principles of natural law and virtue in the pursuit of truly ethical business strategy and practice. The strategic management focus is on the current

methods of building, sustaining and extending competitive advantage through value creation for stakeholders. Characteristics of the good company are generally defined from the functional performance perspectives, and, more specifically, from the perspective of the company's commitment to and solidarity with all of its stakeholders. Students will research and analyze industries and individual companies in detail in pursuit of those that can be defined as strategically and ethically good. **Prerequisites:** *ENG 112, senior standing, and permission from the Dean of the School of Business*

498 INTERNSHIP IN BUSINESS (3) This is a pass/fail applications experience that requires the student to spend 100+ hours in a position. The student intern works under the supervision and guidance of a mentor in a business, governmental, or non-profit organization. The student maintains a daily journal and prepares a formal report on how the various topics studied in the Business curriculum are practiced in the organization. Regular meetings are held with the internship director to discuss the student's observations. The mentor will also evaluate the student's performance. Practical and specific knowledge and skill should be developed during the internship. **Prerequisites:** *ENG 112, senior standing, and permission from the Dean of the School of Business*

375/475 SPECIAL TOPICS IN BUSINESS (1-3) Special topics to be indicated. The course may include seminars, conferences, workshops, field activities and/or readings focused on current issues in business. **Prerequisites:** *ENG 112, BUS 110; Requires written approval of the Vice President for Academics*

CATECHETICS (CAT)

350 CATECHESIS: NATURE AND MISSION (3) 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.

370 CRAFT AND CHARISM OF CATECHESIS (3) 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.

420 INTRODUCTION TO CATECHETICAL PEDAGOGY (3) 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.

450 ADVANCED CATECHETICAL PEDAGOGY (3) 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. **Prerequisite:** *CAT 420*

CHEMISTRY (CHE)

200 CHEMICAL SCIENCE (4) This course is an overview of the fundamental principles of general and organic chemistry as well as biochemistry. Topics include: the metric system; density; chemical equations and reactions; gas laws; proteins; carbohydrates; and acids and bases. The course includes a laboratory component and is designed for non-science majors and nursing students.

275/375/475 SPECIAL TOPICS IN CHEMISTRY (1 – 3) 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. **Prerequisite:** *ENG 112; Requires written approval of the Vice President for Academics*

CLASSICAL STUDIES (CLS)

G-111 Same as GRE 111 ELEMENTARY GREEK I (3) 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 passages and to form selected simple English phrases and words into Greek.

G-112 Same as GRE 112 ELEMENTARY GREEK II (3) 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. **Prerequisite:** *GRE/CLSG 111*

L-111 Same as LAT 111 ELEMENTARY LATIN I (3) 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 a selection of readings in translation. The intent of this course is that the student 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 successful completion of this course, the student should be able to correctly read, translate, and analyze grammatically elementary Latin words, phrases, and sentences and to translate correctly selected simple English words, phrases, and sentences into Latin.

L-112 Same as LAT 112 ELEMENTARY LATIN II (3) 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 selected readings in translation. The intent of this course is that the student acquires practical knowledge of second semester introductory-level college Latin and continues introductory study of Roman history and culture. At the successful completion of this course, the student should be able to correctly read, translate, and analyze grammatically Latin words, phrases and sentences and translate correctly English words, phrases and sentences into Latin. *Prerequisite: CLSL/LAT 111*

L-213 Same as LAT 213 INTERMEDIATE LATIN I (3) 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. *Prerequisites: CLSL 112 or two years of high school Latin. Must be taken in sequence.*

L-214 Same as LAT 214 INTERMEDIATE LATIN II (3) 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. *Prerequisite: Successful completion of Intermediate Latin I or the equivalent as determined by the instructor.*

300 MYTHOLOGY (3) This course is a review of the nature, background and content of Greek mythology and the related mythology of the Romans. It also includes a survey of the characteristics of Greek and Roman religion and a consideration of the survival, transformation and later use of Greek and Roman mythology. The intent of this course is that the student acquires knowledge of the nature, content, and use of selected Greek and Roman myths and of their relation to selected aspects of Greek history and culture. A research paper will be required. *Prerequisite: ENG 112*

COMPUTER (CPU)

115 INTRODUCTION TO COMPUTERS (3) 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.

340 MULTIMEDIA PRESENTATIONS (3) 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. *Prerequisite: ENG 112*

275/375/475 SPECIAL TOPICS IN COMPUTER (1-3) Special topic to be indicated. Seminars, conferences, workshops or field activities focused on current issues in the field of computers. *Prerequisite: ENG 112; Requires written approval of the Vice President for Academics*

ECONOMICS (ECO)

220 MICROECONOMICS (3) This course is concerned with the economic behavior of individual persons, firms and industries and the distribution of production and income among them. It introduces and critiques neoclassical economics and other economic models as mechanisms for allocating society's limited resources among their many alternative uses. The human person, as the supplier of labor and the consumer of the final product, is distinguished from all other factors of production. *Prerequisite: MAT 121 or equivalent*

221 MACROECONOMICS (3) This course is concerned with the aggregate of individual economic behavior. It will provide an overview of the following macroeconomic issues: the determination of output, employment, unemployment, interest rates and inflation. Monetary and fiscal policies are discussed, as well as public and private debt and international economic issues. The course also introduces basic models of macroeconomics and illustrates concepts utilizing the experiences of the United States and other developed economies. Finally, students will assess the impact of macroeconomic policies using the guiding principles of solidarity and the universal destination of goods. *Prerequisite: MAT 121 or equivalent*

445 CATHOLIC SOCIAL TEACHING & ECONOMIC THOUGHT (3) This course employs Catholic Social Teaching to help examine and evaluate economic history and policy. The social encyclicals since *Rerum Novarum* (1891) and select original works from the seminal contributors to economic thought, including, but not limited to, Adam Smith, Karl Marx, Jean Baptiste Say, John Maynard Keynes, and Milton Friedman, will be the primary readings. *Prerequisites: ENG 112, ECO 220 or ECO 221, senior standing, and permission from the Dean of the School of Business*

375/475 SPECIAL TOPICS IN ECONOMICS (3) Special topics to be indicated. The course may include seminars, conferences, workshops, field activities and/or readings focused on current issues in economics. *Prerequisites: ENG 112, ECO 220 or ECO 221; Requires written approval of the Vice President for Academics.*

EDUCATION (EDU)

240 FOUNDATIONS IN EDUCATION (3) 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.

312 LITERACY THROUGH LEARNING (3) 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. *Prerequisite: ENG 112*

334 METHODS OF INSTRUCTION 7-12 (3) This course is designed to prepare educators of grades 7-12 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. *Prerequisite: Junior standing or permission from the Director of Secondary Education*

335 READING STRATEGIES 7-12 (3) This course provides a study of current methods, teaching procedures, assessment techniques and materials for teaching reading in grades 7-12. The primary emphasis of this course is on reading as a developmental process and on useful strategies to increase comprehension. Field experiences required. *Prerequisite: Junior standing or permission from the Director of Secondary Education*

336 METHODS IN MATHEMATICS AND SCIENCE INSTRUCTION (3) 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. *Prerequisite: ENG 112*

350 METHODS IN LANGUAGE ARTS, SOCIAL STUDIES AND CULTURE (3) This course is designed as an integral segment of the Teacher Education 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. *Prerequisite: ENG 112*

401 EDUCATION SEMINAR FOR K-6: CLASSROOM ORGANIZATION AND MANAGEMENT (1) This course, conducted in a seminar format, examines elementary classroom organization and management, instruction, assessment, evaluation, and preparation for Enhanced Student Teaching in grades K-6. *Prerequisite: ENG 112;*

Reserved for students seeking the Bachelor of Science degree or the Education Licensure Track: K-6

402 EDUCATION SEMINAR FOR 7-12: TEACHING AND MANAGEMENT IN THE SECONDARY CLASSROOM (1) This course, conducted in a seminar format, examines secondary classroom organization and management, instruction, assessment, evaluation, and preparation for Enhanced Student Teaching in grades 7-12. *Prerequisite: ENG 112; Reserved for students seeking the Bachelor of Science degree or the Education Licensure Track: 7-12*

418 READING ASSESSMENT AND REMEDIATION STRATEGIES (3) 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 K-6 classroom setting. Working with one elementary student throughout the semester, the teacher education student will learn how to administer literacy assessments and interpret data for the sake of planning and executing remediation. *Prerequisites: ENG 112, EDU 312*

424 INSTRUCTING DIVERSE LEARNERS (3) *Offered Every Fall Semester* 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. *Prerequisite: Junior standing or permission from the Director of Secondary Education*

425 MEDIA AND TECHNOLOGY IN EDUCATION (3) 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. *Prerequisites: ENG 112, CPU 115 or computer competency*

435 ENHANCED STUDENT TEACHING: K-6 LICENSURE PROGRAM (11) Enhanced Student Teaching experiences are designed as the culminating course, which synthesizes the total process of teacher education formation. The experiences give the Teacher Education student 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 Education student'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 Teacher Education Program. *Prerequisite: ENG 112; Reserved for students seeking the Bachelor of Science degree or the Education Licensure Track: K-6.*

436 ENHANCED STUDENT TEACHING: 7-12 LICENSURE PROGRAM (11) Enhanced Student Teaching in the secondary classroom is designed as the culminating course, which synthesizes the total process of teacher education formation. This professional experience gives the Teacher Education student 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 (grades 7-8) and high school (grades 9-12) classrooms. The evaluation of the Teacher Education student'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 Teacher Education Program. **Prerequisite: ENG 112; Reserved for students seeking the Bachelor of Science degree or the Education Licensure Track: 7-12.**

375/475 SPECIAL TOPICS IN EDUCATION (1-3) Special topics to be indicated. The course may include seminars, conferences, workshops or field activities focused on current issues in education. **Prerequisite: ENG 112; Requires written approval of the Vice President for Academics.**

ENGLISH (ENG)

110 SPEECH (3) 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.

111 ENGLISH COMPOSITION I (3) 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. *This course requires personalized instruction outside of class time, including the resources of the Write Reason Center. Students must earn a final grade of "C" or better to pass ENG 111.*

112 ENGLISH COMPOSITION II (3) A further study of the principles of effective writing through rhetorical and critical analysis, the second semester stresses competency in critical reading, argumentative strategies, research skills and the literary analysis of poetry and drama. Students will write persuasive essays, a research paper, and literary analysis based on readings in drama and poetry. **Prerequisite: ENG 111. Students must earn a final grade of "C" or better to pass ENG 112. ENG 112 must be completed prior to beginning the second year of study.**

113 COMPOSITION III: PRACTICAL ACADEMIC WRITING ACROSS THE DISCIPLINES (3) This course, intended for transfer students who have successfully completed the equivalent of ENG 111 and 112, provides additional intensive non-fiction writing practice in composition and research in order to prepare them for upper-division

courses at Aquinas. A workshop format allows concentration on the student's intended discipline. Students will write a short research paper, essays in several genres, and various shorter pieces. The midterm and final examinations will cover research methods, citation styles, critical reading skills, and writing theory.

213 ENGLISH LITERATURE I (3) 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. **Prerequisite: ENG 112**

214 ENGLISH LITERATURE II (3) 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. **Prerequisite: ENG 112**

215 AMERICAN LITERATURE (3) 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. **Prerequisite: ENG 112**

245 CREATIVE WRITING (3) 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.

311 WORLD LITERATURE: EPIC (3) 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. **Prerequisite: ENG 112**

312 WORLD LITERATURE: LYRIC (3) 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. **Prerequisite: ENG 112**

313 WORLD LITERATURE: TRAGEDY & COMEDY (3) 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*. **Prerequisite: ENG 112**

314 WORLD LITERATURE: NOVEL (3) 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*. **Prerequisite: ENG 112**

330 MODERN MULTI-CULTURAL WRITERS (3) 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. **Prerequisite: ENG 112**

331 MEDIEVAL ENGLISH LITERATURE (3) 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. **Prerequisite: ENG 112**

332 EARLY MODERN ENGLISH LITERATURE (3) 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. **Prerequisite: ENG 112**

340 18th CENTURY BRITISH LITERATURE (3) 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. **Prerequisite: ENG 112**

341 19th CENTURY BRITISH LITERATURE: ROMANTIC AND VICTORIAN (3) 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. **Prerequisite: ENG 112**

342 20th CENTURY LITERATURE (3) 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. **Prerequisite: ENG 112**

344 ADVANCED COMPOSITION (3) 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. **Prerequisite: ENG 112**

345 ADVANCED CREATIVE WRITING (3) 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. **Prerequisite: ENG 112**

393 LINGUISTICS (3) 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. **Prerequisite: ENG 112**

400 CHILDREN'S LITERATURE, SPEECH AND DRAMA (3) 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. **Prerequisite: ENG 112**

401 CHAUCER (3) 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. **Prerequisite: ENG 112**

403 ADOLESCENT LITERATURE (3) 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. **Prerequisite: ENG 112**

407 ADVANCED GRAMMAR (3) 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. **Prerequisite: ENG 393**

411 HISTORY OF THE ENGLISH LANGUAGE (3) 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. *Prerequisite: ENG 112*

412 DANTE (3) 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. *Prerequisite: ENG 112*

413 SHAKESPEARE (3) This course provides a study of selected comedies, histories, and tragedies of Shakespeare, with an emphasis on his Christian typology. *Prerequisite: ENG 112*

275/375/475 SPECIAL TOPICS IN ENGLISH (1-3) Special topics to be indicated. The course may include seminars, conferences, workshops, field activities or projects focused on current issues in English. *Prerequisite: ENG 112; Requires written approval of the Vice President for Academics*

FINANCE (FIN)

215 Same as ACC 215 PRINCIPLES OF FINANCIAL ACCOUNTING AND ANALYSIS (3) This course focuses on the principles employed in the analysis of financial statements rather than their creation. Financial statements, their management information content, their interpretation, and their use in developing financial assessments of publicly held firms will be the pivotal elements of the course, without overlooking the human and moral factors that must also be considered in such evaluations. Analytical techniques employed include trend analysis and deterministic forecasting. This course provides the foundation for corporate finance theory. *Prerequisite: MAT 121 or equivalent*

300 PRINCIPLES OF CORPORATE FINANCE (3) This course describes the theory and practice of corporate finance. Topics include valuation of equity and debt, risk and return, practical problems in capital budgeting, financing decisions and market efficiency, dividend policy and capital structure, long-term financial planning and short-term working capital management. Guided by the principle of the priority of labor over capital, the emphasis of the course is the practical application of finance theory to both strategic and tactical corporate decisions. *Prerequisites: ENG 112, ACC 215*

311 FINANCE THEORY (3) Students study the core theories of modern financial transactions, but with a particular emphasis on the role that money, interest rates and financial intermediaries (in particular, the banking system) play in the operation of the U.S. and global economy. Therefore, the aim of the course is to give students an overview of the U.S. financial system and a deeper understanding of the theory and practice of monetary policy. The topics will be a blend

of theory and empirical discourses. Students will examine how historical events have shaped the industry and how current events are reshaping it. Students will also explore the extent to which the current system is structured to serve the common good. *Prerequisite: ECO 221*

321 INVESTMENT MANAGEMENT (3) This course is designed to acquaint the student with the concepts of portfolio analysis in the general area of institutional and personal investment management. Topics include: portfolio theory; equilibrium models of security prices (including the capital asset pricing model and the arbitrage pricing theory); the empirical behavior of security prices; market efficiency; performance evaluation; and behavioral finance. Students will discuss principles for managing financial assets. These principles apply, for example, to managing corporate pension funds as well as individual retirement funds. Students will learn how to establish appropriate investment objectives, develop optimal portfolio strategies, estimate risk-return tradeoffs, and evaluate investment performance, guided by the principle that they are investing in individual firms which are communities of persons who endeavor to satisfy their basic needs while being of service to society. *Prerequisite: FIN 300*

411 OPTIONS AND FUTURES MARKETS (3) This course examines the history of and the economic role of options and futures markets as well as the tools and techniques employed by firms that participate in them. Topics include determinants of forward and futures prices, hedging, uses of options in investment strategies, relation between puts and calls, option valuation using Monte Carlo simulation, advanced hedging techniques, and applications to corporate securities and other financial instruments. Emphasis is placed on the moral considerations inherent in all business decisions, particularly those that impact the stakeholders of the firm. *Prerequisite: FIN 300*

421 FINANCIAL INSTITUTIONS (3) This course provides students with an overview of the basic interaction of financial institutions and the firm. Among the topics covered are capital structure, financial intermediation, initial and seasoned public offerings, corporate reorganization and bankruptcy, and financing in imperfect markets. Students will examine the available corporate securities that firms can use to finance investment, such as corporate and junk bonds, bank loans, common and preferred equity, commercial paper, securitization, as well as some recent innovations. Students will focus on the three critical elements: the design of these securities (e.g. why do bonds have embedded options; what is the role of preferred stock); the issuing process for these securities (e.g. what do investment banks do; is the underwriting process important to the cost of capital); and finally, the pricing of these securities (e.g. how are credit risk in bonds and loans priced). Despite the apparent exclusive focus on capital in this discourse, the course neither abandons nor obscures the fundamental principle of the priority of labor over capital. *Prerequisite: FIN 300*

426 ADVANCED CORPORATE FINANCE (3) The objective of this course is to study the major decision-making areas of managerial finance and some selected topics in financial theory. The course reviews the theory and empirical evidence related to the investment and financing policies of the firm and attempts to develop decision-making ability in these areas. Areas of finance not covered in earlier courses such as leasing, mergers and acquisitions, complex valuations, risk management, security design, and real options are addressed, while other areas that were covered in earlier courses are explored in greater depth and more rigorously. These include investment decision making under uncertainty, cost of capital, static and dynamic capital

structure, pricing of selected financial instruments and corporate liabilities, and dividend policy. Students will also be expanding the definition of stakeholders from the pure finance theory base of shareholders (the firm's owners) to include employees, customers, debt holders, vendors, and community. Finance theory does not readily lend itself to addressing the interests of this expanded stakeholder base, but finance practice, if properly formed, can embrace the principle of the common good. **Prerequisite:** FIN 300

375/475 SPECIAL TOPICS IN FINANCE (1-3) Special topics to be indicated. The course may include seminars, conferences, workshops, field activities and/or readings focused on current issues in finance. **Prerequisites:** ENG 112, FIN 300; **Requires written approval of the Vice President for Academics**

FINE ARTS (FAR)

210 HISTORY OF MUSIC (3) 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.

211 ART HISTORY (3) 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.

212 ART APPRECIATION (3) 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.

215 MUSIC THEORY (3) This course is designed to acquaint the beginning student with the rudiments of music such as basic notation, elementary harmony, and ear training.

220 MUSIC HISTORY AND APPRECIATION (3) 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.

221 AQUINAS SINGERS: MAJOR MODES (1) A course designed to introduce the basic principles of choral singing, including correct diction, vocal production, correct posture and many other related topics. Emphasis will be on learning to read music in solfege', particularly in major keys. The choir will perform music literature appropriate to the choral skills acquired in class. This course was previously titled "The Aquinas Singers". May be repeated for credit. **Prerequisite:** voice placement with instructor

222 AQUINAS SINGERS: MINOR MODES (1) In addition to the principles of proper choral singing, participants are introduced to

singing in minor keys, using solfege' methodology and the moveable Do system in particular. The choir will perform music literature appropriate to the choral skills acquired in class. May be repeated for credit. **Prerequisite:** voice placement with instructor

FAR 223 AQUINAS SINGERS: RHYTHMIC STUDIES (1) A performance based course culminating in public Christmas concert. In this course, students will focus on a program of rhythmic studies, allowing them to sing more complex literature. May be repeated for credit. **Prerequisite:** voice placement with instructor

224 AQUINAS SINGERS: THEORETICAL STUDIES (1) A performance based course culminating in a spring concert at an advanced level, combining many choral principles. Students receive added instruction in basic music theory with emphasis on programmed instruction in key recognition in both major and minor modes. May be repeated for credit. **Prerequisite:** voice placement with instructor

301 CHRISTIAN THEMES IN ART (3) 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. **Prerequisite:** ENG 112

410 DISCERNING THE VIRTUES IN ART AND MUSIC (3) 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. **Prerequisites:** ENG 112, and previous course credit in *Theology or Philosophy*, and either previous course credit in *Fine Arts* or permission of the instructor.

275/375/475 SPECIAL TOPICS IN FINE ARTS (1 – 3) Special topic to be indicated. Seminars, conferences, workshops, field activities or projects focused on current issues in the areas art and/or music. **Prerequisite:** ENG 112; **Requires written approval of the Vice President for Academics**

FOREIGN LANGUAGE

FRE 111, 112 ELEMENTARY FRENCH I, II (3 ea.) 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. **Must be taken in sequence.**

FRE 213, 214 INTERMEDIATE FRENCH I, II (3 ea.) Intermediate French is a second year course with emphasis on conversation, advanced grammar, simple composition, daily oral practice and cultural readings. **Prerequisite:** FRE 112 or two years of high school French. **FRE 213, 214 must be taken in sequence.**

GRE 111 Same as CLSG 111 ELEMENTARY GREEK I (3) 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 Same as CLSG 112 ELEMENTARY GREEK II (3) 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. *Prerequisite: GRE/CLSG 111*

LAT 111 Same as CLSL 111 ELEMENTARY LATIN I (3) 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 Same as CLSL 112 ELEMENTARY LATIN II (3) 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. *Prerequisite: LAT/CLSL 111*

LAT 213 Same as CLSL 213 INTERMEDIATE LATIN I (3) 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. *Prerequisite: LAT 112 or two years of high school Latin*

LAT 214 Same as CLSL 214 INTERMEDIATE LATIN II (3) 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. *Prerequisite: Successful completion of Intermediate Latin I or the equivalent as determined by instructor.*

SPA 111, 112 ELEMENTARY SPANISH I, II (3 ea.) 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. *Must be taken in sequence*

SPA 213, 214 INTERMEDIATE SPANISH I, II (3 ea.) 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. *Prerequisite: SPA 112 or two years of high school Spanish. Must be taken in sequence.*

FRE/GRE/LAT/LAN/SPA 175, 275, 375, 475 SPECIAL TOPICS IN FOREIGN LANGUAGE (1 – 3) 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. *Prerequisite: ENG 112: Requires written approval of the Vice President for Academics*

GEOGRAPHY (GEO)

200 WORLD GEOGRAPHY AND CULTURE (3) This course will take a penetrating look at the geographic framework of the contemporary world: the grand design that is the product of thousands of years of human achievement and failure, movement and stagnation, revolution and stability, interaction and isolation. The primary goal of the course will be to examine the realms of the world focusing on the impact environmental characteristics have on the development of cultural traits and economic systems. All students completing this course should be able to understand their own cultural values and beliefs as well as be able to imagine the viewpoints and feelings of others. A research topic is required.

275/375/475 SPECIAL TOPICS IN GEOGRAPHY (1 – 3) Special topics to be indicated. The course may include seminars, conferences, workshops, field activities and/or readings focused on current issues in world geography. *Prerequisite: ENG 112; Requires written approval of the Vice President for Academics*

HEALTH AND PHYSICAL EDUCATION (HPE)

110 PERSONAL AND COMMUNITY HEALTH (3) 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.

210 FIRST AID AND SAFETY EDUCATION (3) 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.

275/375/475 SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION (1 – 3) Special topics to be indicated. The course may include seminars, conferences, workshops or field activities focused on current issues in health and physical education. *Prerequisite: ENG 112; Requires written approval of the Vice President for Academics*

HISTORY (HIS)

111 WESTERN CIVILIZATION I (3) 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.

112 WESTERN CIVILIZATION II (3) 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.

201 UNITED STATES HISTORY I (3) 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.

202 UNITED STATES HISTORY II (3) 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.

211 Same as THE 211 HISTORY OF THE CATHOLIC CHURCH I (3) 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. *This course will not satisfy the General Education requirements for two sequential History courses.*

212 Same as THE 212 HISTORY OF THE CATHOLIC CHURCH (3) 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. *This course will not satisfy the General Education requirements for two sequential History courses.*

311 TENNESSEE HISTORY (3) 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. *Prerequisite: ENG 112*

331 EARLY AMERICAN HISTORY (3) 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 placed on the development of the English colonies up to the French and Indian War. Topics include colonial institutions, the beginnings of slavery, imperial policies and religious, political and economic aspects of colonial America. *Prerequisite: HIS 111 & HIS 112 or HIS 201 & HIS 202; ENG 112*

333 THE AGE OF JEFFERSON AND JACKSON (3) This course begins with Washington's first term in office and includes an in-depth study of foreign affairs, the legacies of Thomas Jefferson, the Industrial Revolution, westward expansion and its effects on Native Americans, Jacksonian democracy, and the institutionalization of slavery. Special emphasis will be placed on the social and cultural life of the early republic. *Prerequisite: ENG 112 and at least three hours in a lower-level history course*

334 CIVIL WAR AND RECONSTRUCTION (3) 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. *Prerequisites: HIS 111 & HIS 112 or HIS 211 & HIS 212; ENG 112*

335 THE GILDED AGE AND PROGRESSIVISM (3) 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. *Prerequisite: ENG 112 and at least three hours in a lower-level history course*

336 THE UNITED STATES IN THE AGE OF WAR (3) 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. *Prerequisite: HIS 111 & HIS 112 or HIS 211 & HIS 212; ENG 112*

337 THE UNITED STATES SINCE 1945 (3) 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. *Prerequisites: HIS 111 & HIS 112 or HIS 211 & HIS 212; ENG 112*

351 THE ANCIENT WORLD (3) This course is an examination of the Near Eastern Neolithic Revolution, Pharaonic Egypt, the Hebrew Kingdom, Mycean 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. *Prerequisite: ENG 112 and at least three hours in a lower-level history course*

352 MEDIEVAL HISTORY (3) 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. *Prerequisites: HIS 111 & HIS 112 or HIS 211 & HIS 212; ENG 112*

354 THE AGE OF REFORMATION (3) 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. *Prerequisites: HIS 111 & HIS 112 or HIS 211 & HIS 212; ENG 112*

356 THE FRENCH REVOLUTION AND NINETEENTH CENTURY EUROPE (3) 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. *Prerequisites: HIS 111 & HIS 112 or HIS 211 & HIS 212; ENG 112*

357 EUROPE AND THE WORLD WARS (3) 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. *Prerequisite: ENG 112 and at least three hours in a lower-level history course*

358 POST WORLD WAR II EUROPE (3) 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. *Prerequisites: HIS 111 & HIS 112 or HIS 211 & HIS 212; ENG 112*

420 WESTERN CIVILIZATION AND AMERICA (3) 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. *Prerequisites: HIS 111 & HIS 112 or HIS 201 & HIS 202; ENG 112*

421 UNITED STATES FOREIGN POLICY (3) 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. *Prerequisites: HIS 111 & HIS 112 or HIS 201 & HIS 202; ENG 112*

425 GLOBAL HISTORY SINCE 1945 (3) 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. *Prerequisite: ENG 112*

453 THE CRUSADES (3) 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. *Prerequisite: ENG 112*

456 RUSSIAN HISTORY (3) 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. *Prerequisites: HIS 111 & HIS 112; ENG 112*

460 STUDIES IN AFRICAN HISTORY (3) 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. *Prerequisites: HIS 111 & HIS 112 or HIS 201 & HIS 202; ENG 112*

464 STUDIES IN EAST ASIAN HISTORY (3) 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. *Prerequisites: HIS 111 & HIS 112 or HIS 201 & HIS 202; ENG 112*

472 STUDIES IN LATIN AMERICAN HISTORY (3) 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. *Prerequisites: HIS 111 & HIS 112 or HIS 201 & HIS 202; ENG 112*

476 STUDIES IN MIDDLE EASTERN HISTORY (3) 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. *Prerequisites: HIS 111 & HIS 112 or HIS 201 & HIS 202; ENG 112*

490 SEMINAR IN HISTORICAL STUDIES (3) 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. *Prerequisite: History major students of senior standing or permission of instructor*

275/375/475 SPECIAL TOPICS IN HISTORY (1 – 3) Special topics to be indicated. The course may include seminars; conferences, workshops, field activities and/or readings focused on current issues in history. *Prerequisite: ENG 112; Requires the written approval of the Vice President for Academics*

INTERDISCIPLINARY STUDIES (IDS)

106 COLLEGE LEARNING IN THE DOMINICAN TRADITION (1) 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. **THIS COURSE IS REQUIRED OF ALL FIRST TIME FRESHMAN STUDENTS ENTERING AQUINAS COLLEGE AS WELL AS ALL STUDENTS ENTERING AQUINAS COLLEGE ON ACADEMIC PROBATION.**

310 INTRODUCTION TO ACCELERATED STUDIES IN NURSING (3) This course is designed to orient students to the adult learning environment and requirements at Aquinas College and the accelerated R.N.-B.S.N. Program consistent with the Catholic-Dominican Tradition. Students learn to establish positive and effective patterns of learning, relationships, and commitment that empower them to be successful. Effective presentation and written communication are essential and students have opportunities to improve these competencies. Students learn to engage more effectively in group dynamics, the effects on project teams, and the successful completion of collaborative projects. They learn these competencies by participating in several activities that promote self-awareness, self-disclosure, and opportunities to engage productively with others. Obstacles to achievement of academic goals, including college level study skills, effective use of library and other resources for research study are explored. Students engage in interactive reviews of the *Student Handbook & Catalog*, including policies unique to academe, and a thorough review of the *Publication Manual of the American Psychological Association*, all of which provide guidelines required for writing assignments at Aquinas College. Achievement of competencies is validated through standardized assessment methods including projects, as well as written and clinical performance examinations. *Prerequisites: ENG 112; CPU 115; admitted to the R.N.-B.S.N. Program or permission from the Dean of the School of Nursing*

275/375/475 SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES (1–9) 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. *Requires written approval of the Vice President for Academics. Some preparatory work may be required if the course is designated at the upper level.*

MANAGEMENT (MGT)

300 PRINCIPLES OF MANAGEMENT (3) This course examines the fundamental practices involved in the management of people who comprise a community of work. It explores the dual goal of satisfying the basic needs of employees while being of service to society. The four basic management functions of planning, organizing, leading and controlling are discussed in detail. Historical approaches and modern developments are considered in their contexts, along with the many management tools and techniques currently available to address both common and complex business situations. *Prerequisite: ENG 112*

420 PROJECT MANAGEMENT FOR BUSINESS (3) This course provides the basic project management framework encompassing life cycle, scope, risk, scheduling, cost, and quality. Within the framework, the student learns the methodologies and quantitative tools necessary to manage each aspect of the process, as well as the theories on which these are based. The intent of the course is to enable the student to adapt and apply the framework to the wide variety of project situations that exist in the business environment, while never losing sight of the subjective dimension of human work. *Prerequisites: ENG 112, MAT 211, MGT 300*

425 GLOBAL SUPPLY CHAIN MANAGEMENT (3) This course focuses on the supply chain's primary activities of inbound logistics, operations, and outbound logistics in the global business environment. Strategic sourcing and supplier relationships, capacity planning and control, multi-facility production optimization, warehousing and distribution efficiency are all considered in the continent/government-spanning context of international operations. Students will be exposed to the latest modeling and analytical decision-making techniques employed to deal with such considerations in a manner consistent with the principles of stewardship and solidarity. *Prerequisites: ENG 112, MGT 300*

460 PERSONNEL MANAGEMENT (3) This course will aid the student in understanding that those who work and those who manage the workers must in some way be united in their efforts to achieve the common good. From this perspective, students will create and analyze personnel policies and critique labor-management practices. A particular emphasis will be placed on the Civil Rights Act of 1964 and its amendments, the National Labor Relations Act of 1935 and its amendments, and other key federal regulation governing employer-employee relations. *Prerequisites: ENG 112, MGT 300*

491 MANAGEMENT CONSULTING CAPSTONE (3) Management consulting firms provide business clients with functional expertise and in-depth industry knowledge that enables them to provide solutions to business problems that the client had viewed as inscrutable. This course is intended to confront the students with actual business issues, in case study format, where they will be asked to sort through the plethora of useful and useless data that typically accompany misunderstood business problems and extract meaningful management information upon which the necessary business decisions can be based. The business issues will encompass all of the functional disciplines which the student has studied, and require that the student bring to bear all of the management tools and techniques that they have been taught. This course will be the Management major capstone course. *Prerequisite: Senior status*

375/475 SPECIAL TOPICS IN MANAGEMENT (1 -3) Special topics to be indicated. The course may include seminars, conferences, workshops, field activities and/or readings focused on current issues in management. *Prerequisite: ENG 112, MGT 300; Requires written approval of the Vice President for Academics*

MARKETING (MKT)

302 PRINCIPLES OF MARKETING (3) This course focuses on three predominant marketing themes: building and managing profitable customer relationships, building and managing strong brands to create brand equity, and marketing in a morally and socially responsible way. Topics include: the marketing environment, managing information, consumer & business buyer behavior, segmentation, targeting and positioning, branding strategies, distribution channels, advertising and sales promotion, direct marketing and the global marketplace. *Prerequisite: ENG 112*

425 MARKETING RESEARCH (3) This course examines the use of the critical-thinking problem-solving process in understanding marketing problems and challenges. The student will learn and use various techniques for gathering consumer/customer/client data and demographics, survey methods, preference determination, market pattern analysis, and data presentation and analysis. *Prerequisites: Junior Status*

435 PRODUCT MANAGEMENT (3) This course will focus on how the marketing mix is utilized in developing product concepts as part of the overall marketing strategy planning process. Customer value and targeting market segments will be incorporated into product management and new product development. Brand management and cross functional teams are incorporated to understand problem solving and decision making. *Prerequisites: ENG 112, MAT 211, MKT 302*

375/475 SPECIAL TOPICS IN MARKETING (1-3) Special topics to be indicated. The course may include seminars, conferences, workshops, field activities and/or readings focused on current issues in marketing. *Prerequisite: ENG 112, MKT 302; Requires written approval of the Vice President for Academics*

MATHEMATICS (MAT)

013 ELEMENTARY ALGEBRA WITH APPLICATIONS (3) This is a developmental course and is non-credit. The course contains a study of real numbers, algebraic expressions, linear equations and inequalities, operations with polynomials, factoring polynomials, operations and equations with rational expressions (with an emphasis on ratio and proportion), and graphing linear equations. A passing grade ("P") is achieved with an average score of 80%. If required, this course must be taken within the first semester of attendance. See additional information under "Developmental Courses" within this Catalog.

121 COLLEGE ALGEBRA (3) 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.

125 TRIGONOMETRY (3) This is a rather in-depth study of the trigonometric. Emphasis is placed on the trigonometric ratios within

right triangles, trigonometric functions of any angle in standard position, graphing trigonometric functions, inverse trigonometric functions, equations and identities with trigonometric functions, solving right triangles using trigonometric ratios, solving oblique triangles using the Law of Sine and Law of Cosines, and the study of complex numbers. Trigonometry is extremely helpful in the study of calculus. *Prerequisite: MAT 121 or equivalent*

130 CONCEPTS OF GEOMETRY (3) 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; and similarity of polygons. MAT 130 is required for all students seeking licensure in Elementary Education K-6.

153 CALCULUS WITH ANALYTIC GEOMETRY I (3) This is a study of limits and continuity; the derivative; applications of the derivative in determining maximum, minimum and concavity and integrals to determine area and volume. *Prerequisite: MAT 121 or equivalent*

154 CALCULUS WITH ANALYTIC GEOMETRY II (3) Calculus II is a continuation of Calculus I. It includes volumes generated by function rotation, the study of the derivative of natural logarithms and exponential functions, integration using natural logs and exponential functions, l'Hôpital's Rule, integration by parts, trigonometric integrals. *Prerequisite: MAT 153 or equivalent*

210 STATISTICS I (3) 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. *Prerequisite: MAT 121 or equivalent*

211 STATISTICS II (3) 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. *Prerequisite: MAT 210*

240 THE NATURE OF MATHEMATICS (3) 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. *Prerequisite: MAT 121*

275/375/475 SPECIAL TOPICS IN MATHEMATICS (1-3) Special topics to be indicated. The course may include seminars, conferences, workshops, field activities and/or readings focused on current issues in mathematics. *Prerequisite: ENG 112; Requires the written approval of the Vice President for Academics*

NURSING (NUR)

110 FUNDAMENTALS OF NURSING (6) In this course, students learn basic concepts considered essential to nursing practice: man, environment, health, and nursing. Basic needs of the human person are introduced in relation to health and illness, and internal and external

systems that influence health across the lifespan. Students learn to implement the nursing process and to integrate, at a beginning level, essential competencies that promote holistic care of patients consistent with the Catholic and Dominican Tradition. The particular competencies students learn include all elements of the nursing process, as well as advocacy, communication, critical thinking, and human caring relationship skills. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity as they apply principles related to legal, moral and ethical situations in healthcare and essential principles of nutrition and pharmacology in patient care. They learn the protocols for drug calculation and critical elements of safe and effective medication administration. In the clinical component of the course, students practice and apply theoretical knowledge and competencies in the simulation laboratory, then integrate the knowledge and competencies while providing care to patients across the health-illness continuum in various healthcare settings. Throughout the course, students demonstrate competence of fundamental principles of nursing practice and validated through standardized competence performance assessments and competence performance examinations. **Corequisite: NUR 135**

113 TRANSITION INTO NURSING (1) L.P.N.s who successfully complete the challenge examination for Fundamentals of Nursing continue by taking this course. As part of this course, students also must attend specified classes in NUR 110 to learn basic concepts and competencies that are essential to professional nursing practice, as described in that course. Students learn to apply knowledge and competencies through practice in the simulation lab and scheduled experiences in the clinical setting. Achievement of competence is validated through standardized assessment methods including projects, written and clinical performance examinations. **Corequisite: NUR 135**

115 MENTAL HEALTH NURSING (4) In this course, students learn basic principles of promoting optimal mental health and of caring for clients with alterations in mental health. They use the nursing process to systematically integrate knowledge and core competencies to provide holistic, comprehensive nursing care, including assessment and intervention, therapeutic communication and human caring relationships, critical thinking, teaching and health management skills consistent with the Catholic and Dominican Tradition. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity as they learn to integrate legal, moral, ethical, cultural and spiritual principles and knowledge of pharmacology and nutrition to promote optimal mental health of clients and families. Students incorporate knowledge and competencies through supervised observation and experiences in a variety of clinical health care settings. They learn to work as an essential member of the multidisciplinary team, using a variety of resources to provide care to individuals and families across the life span and within diverse communities. Achievement of competence is validated through standardized assessment methods including projects, written and clinical performance examinations. **Corequisite: NUR 121; Prerequisites: NUR 110 or NUR 113, NUR 135, NUR 225, NUR 232**

121 MEDICAL-SURGICAL NURSING I (7) In this course, students learn to provide holistic care to clients from different cultures, from younger to geriatric adults who are confronted with alterations in health along the wellness-illness continuum. They learn to apply the basic knowledge and competencies required to assist clients with common acute and chronic alterations in fluid and electrolyte balance, the cardiovascular, neurological respiratory and digestive systems, and selected alterations in the endocrine and genitourinary systems. They

use the nursing process to systematically integrate knowledge and the core practice competencies to provide comprehensive nursing care, including: assessment and intervention, therapeutic communication and human caring relationships, critical thinking, teaching, and management skills consistent with the Catholic and Dominican Tradition. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity as they continue to learn to be the client's advocate as they integrate legal, moral, ethical, cultural, and spiritual principles and knowledge of pharmacology and nutrition in the care of adult clients and their families. As a member of the multi-disciplinary team, students have relevant experiences to use nursing process and the application of knowledge and core competencies required to care for adults with chronic or acute alterations in health in various clinical settings. Achievement of competence is validated through standardized assessment methods including projects as well as written and clinical performance examinations. **Corequisite: NUR 115; Prerequisites: NUR 110 or NUR 113, NUR 135, NUR 225, NUR 232**

135 PHARMACOLOGY (2) In this course, students learn basic concepts of major medication classifications and apply these concepts to patient care using the nursing process and principles consistent with the Catholic and Dominican Tradition. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity as they learn to integrate eight core competencies as well as the safe, legal, ethical, moral, and professional standards and principles into the practice of medication administration. In the clinical setting, students practice and apply theoretical knowledge and competencies while administering medications to patients. Throughout the course, students demonstrate competence of the principles of pharmacology through standardized competence performance assessments and competence performance examinations. **Corequisite: NUR 110 or NUR 113**

215 PERI-OPERATIVE NURSING (4) In this elective course, students with a special interest in peri-operative nursing learn the roles and responsibilities of the nurse in this specialty area and the care of the surgical patient. Students build on previous learning with additional knowledge and competencies specific to safe and effective nursing care of patients, pre-, intra- and post-operatively in clinical Operating Rooms. They incorporate specific aspects of the core practice competencies with surgical clients, including assessment and intervention, communication, critical thinking, human caring relationships, teaching, management, and knowledge integration skills. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity as they continue to learn to be the client's advocate and apply principles of ethical, legal, moral, spiritual, and professional practice relevant to peri-operative nursing care consistent with the Catholic and Dominican Tradition. Students have 3 weeks of theory followed by 6 weeks of clinical experience under the supervision of an operating room nurse preceptor. Achievement of competence is validated through standardized assessment methods including projects as well as written and clinical performance examinations. **Prerequisites: NUR 110, NUR 135, NUR 121, NUR 115**

222 MEDICAL-SURGICAL NURSING II (9) In this course, students continue to implement holistic nursing care of clients and their families from different cultures, who range from younger to geriatric adults who are adapting to complex alterations along the health-illness continuum. They learn to incorporate essential principles related to acute and chronic complex alterations in the immune system,

musculoskeletal system, neurological system, hematologic system, urological system, cardio-respiratory system, and the endocrine and exocrine systems. They apply critical thinking in assessment and in making clinical decisions that prioritize interventions. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity as they continue to learn to be the client's advocate and to implement the legal, ethical, moral, spiritual, and professional principles required for safe and effective care of clients with complex alterations in health consistent with the Catholic and Dominican Tradition. They incorporate additional knowledge and skills in the core practice competencies and integrate additional principles in the use of therapeutic nutrition and pharmacology. Students also learn to implement basic principles of management and leadership as a member of the multidisciplinary team during this clinical experience in acute and chronic health care settings and in selected community agencies. Achievement of competence is validated through standardized assessment methods including projects as well as written and clinical performance examinations. **Corequisite:** *NUR 223*; **Prerequisites:** *NUR 110 or NUR 113, NUR 135, NUR 121, NUR 115, NUR 225, NUR 232*

223 CLINICAL DECISION MAKING (2) In this course, students learn more fully the roles and responsibilities of the associate degree nurse as a member of the health care team in a variety of settings. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity as they practice independently and with others in complex situations that require more acute clinical decision-making and integration of knowledge from diverse sources. Students become more confident and competent in communication and critical thinking as they work collaboratively with the healthcare team to assess, respond to and provide care in response to clients' needs and determine the most effective interventions consistent with the Catholic and Dominican Tradition. They gain experience in advocacy and management of client care and opportunities to develop leadership abilities. They are guided in further development of the eight core practice competencies through study of a particular area of interest in nursing care. Achievement of competence is validated through standardized assessment methods including projects and written performance examinations. **Corequisite:** *NUR 222*; **Prerequisites:** *NUR 110 or NUR 113, NUR 135, NUR 121, NUR 115, NUR 225, NUR 232*

225 PARENT-CHILD NURSING (9) In this course, students learn to provide holistic nursing care for child-bearing and child-rearing families from diverse cultures and across the health-illness continuum. They learn the family-centered basic needs approach in applying the knowledge and all eight core practice competencies essential for safe and effective care. The core competencies are the same but they are incorporated with specific attention to the needs of this client population. Students integrate the principles of growth and development, nutrition and pharmacology that are essential for these clients; they also implement principles related to legal, ethical, moral, spiritual and professional issues consistent with the Catholic and Dominican Tradition. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity as the client's advocate, as they learn skills required in dealing with ethical, legal and professional dilemmas and learn to separate personal from professional perspectives. In the clinical experience, students learn to implement the collaborative role of the nurse as essential member of the multi-disciplinary health care team in the acute care setting and in selected community agencies. Achievement of competence is validated through standardized

assessment methods including projects, as well as written and clinical performance examinations. **Corequisite:** *NUR 232*; **Prerequisites:** *NUR 110 or NUR 113, NUR 135*

232 TRENDS AND TECHNOLOGY IN NURSING (2) In this course, students expand their knowledge of informatics and computer-based learning applied in clinical practice. They learn the basic structure and methods of research and become more competent in applying research findings of evidence-based best practices to promote comprehensive, safe, and effective client care. They use multiple digital resources to explore research that improves their competence in assessment and interventions, communication, critical thinking, and leadership skills. With this enhanced knowledge and competence they can engage more effectively as the client's advocate in the multidisciplinary team. In this course, students also explore major trends and health care issues that influence society and nursing practice. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity as they gain insight into their responsibility as members of the profession to integrate meaningful changes in client care and their own practice consistent with the Catholic and Dominican Tradition. They explore strategies of career planning and responsibility for continuing professional development. They create a systematic plan to pursue improvement in their core competencies and specialty abilities and their confidence as practicing professional nurses. Achievement of competence is validated through standardized assessment methods, including projects as well as written performance examinations. **Corequisite:** *NUR 225*; **Prerequisites:** *NUR 110 or NUR 113, NUR 135*

275 SPECIAL TOPICS IN NURSING (1-3) Special topics to be indicated. This course may include seminars, conferences, independent study or clinical experience focused on a particular topic, current issue or practice area in nursing. **Prerequisites:** *NUR 110, ENG 112*; **Requires the written approval of the Vice President for Academics**

315 ADVANCED PROFESSIONAL NURSING CONCEPTS AND ISSUES (3) In this course students learn the additional roles and responsibilities of the BSN-prepared nurse. They assess personal and professional expectations and goals that enable the transition into another level of professional development. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity as they engage in critical discussions of the conceptual models and theories; concepts; issues; ethical, legal, and professional standards pertinent to current healthcare systems. Within this context they learn the significance of implementing the comprehensive core practice competencies in professional practice and the importance of collaboration within the healthcare team consistent with the Catholic and Dominican Tradition. Through this knowledge and experiential background they develop additional abilities to influence improvements in patient safety and quality care. Achievement of competence is validated through standardized assessment methods including projects, as well as written and clinical performance examinations. **Prerequisites:** *IDS 310*; **or permission from the Dean of the School of Nursing**

345 Same as BIO 345 PATHOPHYSIOLOGY (4) In this course, students in nursing or other health related sciences analyze principles of the basic mechanisms of disease processes with emphasis on the contrast between normal and abnormal states of cells and tissues. Students engage in critical examination of the structure and physiology of the cell, cell injuries and various adaptive responses. They study the process of necrosis, inflammation and the immune response system,

neoplasms, carcinogenesis and the pathophysiology of vascular disease. They also learn methods of diagnosis, treatment regimens, sequelae and complications that are illustrated by case histories and clinical slides at a microbiological level. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity and engage in collaborative discussions related to the Christian meaning of human suffering and ethical and legal issues in the Catholic and Dominican Tradition that are relevant to content in this course and to those in health professions. Achievement of competence is validated through standardized assessment methods including projects, as well as written and clinical performance examinations. **Prerequisites:** *ENG 112; BIO 211 & 212 or permission from the Dean of the School of Nursing*

375 HEALTH AND PHYSICAL ASSESSMENT (4) In this course students develop a higher level of knowledge and competence in conducting a health history and physical assessment of persons across the lifespan and the health-illness continuum. Based on classroom interaction and practice in the Nursing Simulation Learning Laboratory, they develop additional communication skills with emphasis on systematic and focused interview, data collection techniques, and comprehensive documentation of the history and physical examination. They incorporate critical thinking in determining accuracy of findings and discriminating abnormal from normal findings. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity as they integrate legal, ethical and professional standards and relevant cultural, spiritual, and demographic factors consistent with the Catholic and Dominican Tradition related to obtaining, interpreting, and transmitting personal data. Achievement of competence is validated through standardized assessment methods including projects, as well as written and clinical performance examinations. **Prerequisites:** *NUR 315; NUR 345; admitted to the A.S.N. or R.N.-B.S.N. Program; or permission from the Dean of the School of Nursing*

380 CURRENT PHARMACOTHERAPY APPLICATIONS (2) In this course students analyze drugs currently being used for the pharmacological treatment of major disease processes. They build on previous knowledge by incorporating current evidence-based information in order to develop competence in clinical reasoning and decision-making. They collaborate with other care providers and clients in the management and safe use of pharmacotherapy and prevention of unintended consequences. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity as they apply legal, ethical, spiritual and professional codes of conduct consistent with Catholic and Dominican Tradition in pharmacotherapy. They teach clients and others the safe and accurate use of prescribed drugs. Students engage in classroom interaction and projects and integrate new learning to increase competence in the application of pharmacotherapy in clinical settings. Achievement of competence is validated through standardized assessment methods including projects, as well as written and clinical performance examinations. **Prerequisites:** *Enrolled in the R.N.-B.S.N. Program; or permission from the Dean of the School of Nursing*

415 NURSING RESEARCH (3) In this introductory research course students become more knowledgeable consumers of research and related findings. They study the scientific orientation of the research process and elements of healthcare research studies. Emphasis is on critical and reflective thinking about the integrity of any particular research and the accuracy and applicability of findings to the implementation of evidence-based nursing practice. In all care

situations and environments, students integrate the value and dignity of the human person, and respect for diversity consistent with the Catholic and Dominican Tradition. Students integrate the accepted standards of research including legal, ethical, spiritual, cultural, and professional principles; informed consent; and full disclosure as these apply to research subjects, the public, the profession, and dissemination of findings. Students learn the importance of collaboration, integrity and responsibility in the development and management of the research process. They evaluate and implement nursing and other research and relevant findings by conducting oral and written critiques and other interactive practice-related projects as individuals or in collaboration with others. Achievement of competence is validated through standardized assessment methods including projects, as well as written and clinical performance examinations. **Prerequisites:** *ENG 112; MAT 210; NUR 315; or permission from the Dean of the School of Nursing*

420 ADVANCED ADULT HEALTH NURSING (4) Students in this course learn additional nursing management of the critically ill hospitalized adult patient through the study of relevant current advanced therapies and treatments. They synthesize previous study of anatomy, physiology, microbiology, pharmacology and nursing as the foundation for integrating advanced study of the care of critically ill patients. Focus is on learning more pathophysiology of both single organ and multi-organ system dysfunction in the critically ill patient. Particular focus is on the cardiovascular, respiratory, renal, and neurological systems, with a review of contemporary care for burn and trauma patients. Students engage in additional study of ICU pharmacological agents, psychosocial and spiritual family needs and support, transplantation, and acute palliation and end-of-life care. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity in spiritual, cultural, ethnic and other demographic factors consistent with the Catholic and Dominican Tradition. As students engage in learning about and administering holistic care to patients with complex acute and chronic illnesses, they gain a greater respect for the challenge to multi-disciplinary health care teams of providing competent and compassionate care to patients and families and integrating all core practice competencies as part of evidence-based practice. Achievement of competence is validated through standardized assessment methods including projects, as well as written and clinical performance examinations. **Prerequisites:** *NUR 375; NUR 380; NUR 415; completion of general studies requirements; or permission from the Dean of the School of Nursing*

426 FAMILY AND COMMUNITY HEALTH NURSING (4) Students in this course integrate theory and practice focused on the application of family and community assessment, diagnosis, planning, and intervention. They develop competence in health promotion, prevention, and improvement for the client as an individual, a family, an aggregate, and a population. They incorporate the determinants of health, including epidemiology, environment, socio-economic and political conditions, diversity of characteristics, individual and group behavior, and genetics. By implementing the eight core practice competencies in a variety of community health care environments, students gain experience in the role and responsibilities required of the professional nurse in such settings. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity consistent with the Catholic and Dominican Tradition. They integrate legal, ethical, moral, spiritual and professional principles essential in the role of the community health nurse as a compassionate and competent health care provider, an

advocate for public policy, and a promoter and protector of public health. Achievement of competence is validated through standardized assessment methods including projects, as well as written and clinical performance examinations. *Prerequisites: NUR 420; or permission from the Dean of the School of Nursing*

435 LEADERSHIP AND MANAGEMENT OF HEALTHCARE DELIVERY (4) Students in this course learn to integrate concepts, theories, and strategies of leadership and management when engaged in the roles and responsibilities of the professional nurse leader or manager in the health care system. They expand abilities in all eight core practice competencies with special emphasis on assessment, communication, problem solving, teaching, human caring relationships, management, and leadership, which may involve clients or members of the healthcare team. They continue to expand competence in using health informatics and technology in the delivery of nursing and health care through independent or group projects that integrate knowledge and analytic thinking and problem solving in a leadership or management role. Consistent with the Catholic and Dominican Tradition and through guided experience students collaborate with members of the healthcare team to provide holistic compassionate care to patients and families. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity within the context of legal, ethical, and professional standards and spiritual and cultural principles that value human diversity and preferences. In addition students create plans for continued professional development and engagement in nursing practice. Achievement of competence is validated through standardized assessment methods including projects, as well as written and clinical performance examinations. *Prerequisites: NUR 426; completion of general studies requirements; or permission from the Dean of the School of Nursing*

442 SENIOR PRACTICUM AND SEMINAR (4) In this capstone course, students focus their study on a clinical area of particular interest. In collaboration with faculty they develop an individualized clinical learning plan with designated outcomes and learning strategies consistent with their career goals. They integrate previous learning and expand abilities in the core practice competencies and the concepts and principles required for professional practice as a baccalaureate prepared nurse. In all care situations and environments, students integrate the value and dignity of the human person, and respect for diversity consistent with the Catholic and Dominican Tradition. They integrate legal, ethical, and professional standards and spiritual, cultural, and other individual preferences that promote safe and effective care. Achievement of competence is validated through standardized assessment methods including projects, as well as written and clinical performance examinations. *Prerequisites: Completion of all other nursing courses and general studies requirements; permission from the Dean of the School of Nursing*

PHILOSOPHY (PHI)

105 LOGIC (3) *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.

211 INTRODUCTION TO PHILOSOPHY (3) 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.

215 ETHICS (3) 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.

225 PHILOSOPHY OF THE HUMAN PERSON (3) 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.

301 HISTORY OF PHILOSOPHY I: ANCIENT (3) 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.

302 HISTORY OF PHILOSOPHY II: MEDIEVAL (3) 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.

303 HISTORY OF PHILOSOPHY III: MODERN (3) 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.

315 Same as THE 315 MEDICAL ETHICS (3) 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. *Prerequisites: ENG 112, PHI 215 and THE 210*

330 PHILOSOPHY OF EDUCATION (3) 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. *Prerequisite: ENG 112*

355 BUSINESS ETHICS AND SOCIAL RESPONSIBILITY (3) 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. *Prerequisites: ENG 112, PHI 215*

365 PHILOSOPHY OF RELIGION (3) 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. *Prerequisites: ENG 112 and one previous course in Philosophy at Aquinas College*

370 PHILOSOPHY OF KNOWLEDGE (3) 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. *Prerequisites: ENG 112, and one (1) previous course in philosophy at Aquinas College*

415 CONTEMPORARY MORAL ISSUES (3) 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. *Prerequisites: ENG 112, PHI 215*

445 MODERN PROBLEMS IN PHILOSOPHY (3) 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. *Prerequisite: ENG 112*

450 POLITICAL PHILOSOPHY (3) 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. *Prerequisites: ENG 112 and one previous course in Philosophy at Aquinas College*

451 PHILOSOPHY OF SCIENCE (3) 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. *Prerequisites: ENG 112, and one (1) previous course in philosophy at Aquinas College*

452 PHILOSOPHY OF LAW (3) 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. *Prerequisites: ENG 112, and one (1) previous course in philosophy at Aquinas College*

460 METAPHYSICS (3) 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. *Prerequisites: ENG 112, and one (1) previous course in philosophy at Aquinas College*

465 PHILOSOPHY OF GOD (3) 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. *Prerequisites: ENG 112, PHI 460.*

490 SENIOR SEMINAR AND THESIS (3) 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. **Requires senior standing in Philosophy and permission of the Instructor.**

275/375/475 SPECIAL TOPICS IN PHILOSOPHY (1 – 3) Special topics to be indicated. The course may include seminars, conferences, workshops or field activities focused on current issues in philosophy. May be repeated. **Prerequisite: ENG 112; Requires written approval of the Vice President for Academics.**

PHYSICAL SCIENCE (PHS)

200 PRINCIPLES OF PHYSICAL SCIENCE (4) This is a survey course of the physical sciences and how they affect everyday life and the physical environment. The main emphases are on mechanics including motion, Newton's Laws of Motion, momentum and energy, gravity and satellite motion, fluid mechanics, thermal heat, heat transfer, sound waves, light waves, and properties of light. This course includes 3 hours of lecture and 2 hours of lab each week.

275/375/475 SPECIAL TOPICS IN PHYSICAL SCIENCE (1-3) 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. **Prerequisite: ENG 112; Requires written approval of the Vice President for Academics**

PSYCHOLOGY (PSY)

115 GENERAL PSYCHOLOGY (3) 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.

315 EDUCATIONAL PSYCHOLOGY(3) 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. **Prerequisite: ENG 112**

320 HUMAN GROWTH AND DEVELOPMENT (3) This course is a detailed study of the physical, intellectual, moral, social, and emotional growth and development of the human person, covering the entire life-span. All stages of human life from conception to the aged are considered. Particular emphasis will be placed on how individuals learn in the context of their environment. In addition to studying the entire life-span, each student will engage in a focused study of one phase of development. Field experiences required. **Prerequisite: ENG 112**

325 ABNORMAL PSYCHOLOGY (3) This course offers the student an introductory survey on the biological, psychological and social aspects of maladaptive behavior. Major topics include causation and DSM-IV classification of maladaptive behavior, and disorders of mood, anxiety, thought, chemical addiction and personality. Theory and practice of treatment interventions are central to the course format. **Prerequisite: ENG 112**

400 TESTS AND MEASUREMENTS (3) This course is an overview of assessment as it relates to student achievement. Students will be introduced to formal and informal methods of evaluation; interpreting results; communicating results to students, parents, and other professionals; and using results to make instructional decisions. Emphasis will be placed on comprehension of the essentials of standardized achievement testing. Field experience included. **Prerequisites: ENG 112, MAT 240**

410 BEHAVIOR INTERVENTIONS (3) 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. **Prerequisite: ENG 112**

423 EXCEPTIONAL CHILD (3) Acknowledging that each student is unique, and in this sense, exceptional, this course focuses on the needs of a variety of children, including those with learning disabilities, physically and/or mentally limiting conditions, intellectual gifts and emotional or behavioral difficulties. The main emphasis is on empowering the student to enable each child to strive for and reach full personal potential. Field experience included. **Prerequisite: ENG 112**

275/375/475 SPECIAL TOPICS IN PSYCHOLOGY (1-3) Special topics to be indicated. The course may include seminars, conferences, workshops, field activities or readings focused on current issues in psychology. **Prerequisite: ENG 112; Requires written approval of the Vice President for Academics**

SOCIOLOGY (SOC)

210 INTRODUCTION TO SOCIOLOGY (3) 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.

220 Same as THE 220 MARRIAGE AND THE FAMILY (3) 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.

445 Same as THE 445 SOCIAL TEACHINGS OF THE CATHOLIC CHURCH (3) 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. Before registering for this course, students are required to successfully complete six (6) credit hours of theology. **Prerequisites:** *ENG 112, 6 hours of Theology*

275/375/475 SPECIAL TOPICS IN THE SOCIAL SCIENCES (1–3) Special topics to be indicated. The course may include seminars, conferences, workshops or field activities focused on current issues in social science. **Prerequisite:** *ENG 112; Requires written approval of the Vice President for Academics*

THEOLOGY (THE)

110 FUNDAMENTAL THEOLOGY(3) 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."

121 INTRODUCTION TO THE SACRED SCRIPTURE (3) 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.

210 MORAL THEOLOGY (3) 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. **Prerequisite:** *ENG 112*

211 Same as HIS 211 HISTORY OF THE CATHOLIC CHURCH I (3) 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. **This course will not satisfy the General Education requirements for two sequential History courses.**

212 Same as HIS 212 HISTORY OF THE CATHOLIC CHURCH II (3) 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. **This course will not satisfy the General Education requirements for two sequential History courses.**

213 DOMINICAN HISTORY (3) 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.

216 THE EUCHARIST (3) 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.

220 Same as SOC 220 MARRIAGE AND THE FAMILY (3) 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.

230 SPIRITUAL THEOLOGY (3) This introductory course surveys the ascetical and mystical stages of the spiritual life experienced by the human soul 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. From this course, the student should acquire not only a greater knowledge of the spiritual life but also a deeper thirst for union with God.

305 PRAYER (3) 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. **Prerequisite:** *ENG 112, THE 110*

315 Same as PHI 315 MEDICAL ETHICS (3) 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. **Prerequisites:** *ENG 112, PHI 215, and THE 210*

316 THE SACRAMENTS (3) 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. **Prerequisite:** *ENG 112, THE 110*

318 OLD TESTAMENT PROPHETS (3) 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. *Prerequisites: ENG 112, THE 121*

328 WISDOM LITERATURE AND THE PSALMS (3) 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. *Prerequisites: ENG 112, THE 121*

330 THE CHURCH (3) 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. *Prerequisite: ENG 112, THE 110*

338 PENTATEUCH (3) 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. *Prerequisite: ENG 112, THE 121*

345 THE SYNOPTIC GOSPELS (3) 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. *Prerequisites: ENG 112, THE 121*

376 PATRISTICS (3) 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. *Prerequisites: ENG 112, THE 110, THE 121*

410 THE WRITINGS OF JOHN (3) 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. *Prerequisites: ENG 112, THE 110, THE 121*

420 CATECHETICS (3) This course combines an 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.

Prerequisite: ENG 112, THE 110

425 ST. THOMAS AQUINAS (3) 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. *Prerequisite: ENG 112, THE 110, THE 121, THE 210*

426 AQUINAS ON FAITH, REVELATION AND GRACE (3) 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. *Prerequisite: ENG 112, THE 110, THE 121, THE 210*

427 MORALITY AND THE HUMAN ACT (3) 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. *Prerequisite: ENG 112, THE 110, THE 210*

428 VIRTUES AND VICES (3) Using St. Thomas Aquinas' *Summa Theologiae* I-II, Qq.49-89 as a guide, the course focuses on the nature, kinds and causes of virtues and vices and on the fall from Original Justice. *Prerequisite: ENG 112, THE 110, THE 210*

431 CHRISTOLOGY (3) 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. *Prerequisite: ENG 112, THE 110, THE 121*

435 MARIOLOGY (3) 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. *Prerequisite: ENG 112, THE 110*

441 THEOLOGY OF THE TRINITY (3) 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. *Prerequisite: ENG 112, THE 110*

445 Same as SOC 445 SOCIAL TEACHINGS OF THE CATHOLIC CHURCH (3) 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. *Prerequisite: ENG 112, and 6 hours of Theology*

450 NEW TESTAMENT LETTERS (3) 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. *Prerequisites: ENG 112, THE 121*

490 SENIOR SEMINAR AND THESIS (3) *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. *Prerequisite: Senior standing and permission from the Dean of the School of Arts & Sciences*

275/375/475 SPECIAL TOPICS IN THEOLOGY, CATECHETICS AND RELIGIOUS EDUCATION (1–3) 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. *Prerequisite: ENG 112*



CATECHETICS

The Office of Catechetics at Aquinas College exists to form catechists so that they may faithfully participate in the Church's mission of evangelization to "make disciples of all nations." The Office of Catechetics strive to prepare catechists who possess a confident knowledge of Church doctrine; who have a proper understanding and skill in right pedagogy; and who are themselves faithful disciples of the Lord.

Presently, the Office of Catechetics directs three main programs:

- Catechist Formation Program
- St. Thomas Aquinas Theological & Catechetical Forum
- Catechesis of the Good Shepherd Training

CATECHIST FORMATION PROGRAM

Aquinas College developed the Catechist Formation Program in collaboration with the Diocese of Nashville to 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 the College in light of its overall mission. Currently, the CFP is offered in the Diocese of Nashville, Knoxville, and Lexington.

ST. THOMAS AQUINAS FORUM

The St. Thomas Aquinas Theological & Catechetical Forum at Aquinas College offers an intensive study of a particular point of Roman Catholic doctrine or devotion, led by Aquinas College faculty members and invited speakers. The Forum offers a variety of lectures as well as opportunities for Mass, personal prayer, Eucharistic Adoration, and sacramental Reconciliation. Attendance can be counted toward hours needed for diocesan catechist certification programs.

CATECHESIS OF THE GOOD SHEPHERD

The Catechesis of the Good Shepherd is an approach or method of faith formation for young children 3-12 years old. It is a systematic method of Catholic faith formation for children which is rooted in the Bible, the Liturgy of the Church, and the educational principles of Maria Montessori. Training sessions are hosted on site at Aquinas College and at other locations during the year and each summer by nationally recognized and certified CGS trainers.

Other formation programs that the Office supports include:

- Catechetical Conferences
- Bible Study Trainings, Workshops, and Conference Presentations

CATECHETICAL CONFERENCES

The Diocese of Nashville Catechetical Conference provides on-going formation for diocesan catechists. The Office of Catechetics works in collaboration with the Diocese to host the conference. The goal of the conference is to provide catechist with a solid formation in the teachings of the Catholic Church and to inspire within the catechist a deeper love of Christ. There is also a desire to provide ideas and inspiration and the practical skills needed for effective catechesis and evangelization.

BIBLE STUDY TRAININGS, WORKSHOPS, AND CONFERENCE PRESENTATIONS

The staff in the Office of Catechetics has been involved in and is available to give presentations or host a variety of trainings, workshops, and talks at conferences. The Office of Catechetics periodically hosts training sessions or workshops at Aquinas College. The staff is also available to give workshops and talks for school faculty, religious education catechist, at retreats or conferences.

Sister Mary Rose Bingham, O.P.
Director of Catechesis of the Good Shepherd
M.A., Franciscan University of Steubenville
M.Ed., University of Southern Mississippi
B.A., Belmont University

Appointment Pending
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