

AQUINAS COLLEGE

2025-2026

Catalog



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

Founded 1961

TABLE OF CONTENTS

I.	Contact Information	2
II.	Academic Calendar	3
III.	General Information	3
IV.	Admission to the College	7
V.	Financial Information	12
VI.	General Academic Information	17
VII.	Student Services	28
VIII.	Student Life	29
IX.	Undergraduate General Education	30
X.	School of Education	30
XI.	Arts & Sciences	41
XII.	Center for Catholic Education	52
XIII.	Course Descriptions	53
XIV.	Administration and Staff Directory	79
XV.	Faculty Directory	80
XVI.	Index	82

AQUINAS COLLEGE CONTACT INFORMATION

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

Office of the President.....	Ext. 423
Office of the Vice President for Academic Affairs.....	Ext. 449
School of Education	Ext. 422
Arts & Sciences.....	Ext. 478



Admissions	Ext. 432
Advancement	Ext. 608
Campus Security	Ext. 451
Center for Catholic Education.....	Ext. 471
Financial Aid	Ext. 257
Human Resources.....	Ext. 411
Institutional Research.....	Ext. 478
I.T. Helpdesk	Ext. 555
Library.....	Ext. 435
Registrar	Ext. 432
Student Accounts	Ext. 257



Administrative Office Hours

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

Library Hours*

Mondays and Thursdays (8:00 a.m. - 5:00 p.m.)

Tuesdays, Wednesdays, and Fridays (8:00 a.m.- 4:00 p.m.)

Saturday – Sunday (Closed)

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

ACADEMIC CALENDAR

AUGUST 2025

19 New Student Orientation

20 **Fall Semester Begins**

26 Mass of the Holy Spirit

SEPTEMBER 2025

1 Labor Day Holiday – College Closed

OCTOBER 2025

6-10 Mid-Term Week

NOVEMBER 2025

25 Last Day of Fall Semester Classes

26-28 Thanksgiving Break – College Closed

DECEMBER 2025

1-3 **Final Exams**

19 Winter Break - College Closed ½ Day

22 Winter Break – College Closed

JANUARY 2026

1-2 Winter Break – College Closed

5 **Spring Semester Begins**

19 M.L.K. Day – College Closed

28 St. Thomas Aquinas Mass and Celebration

FEBRUARY 2026

23-27 Mid-Term Week

MARCH 2026

16-20 Spring Break – No Classes

APRIL 2026

2-3 Holy Thursday & Good Friday – College Closed

6 Easter Monday – College Closed

23 Last Day of Spring Semester Classes

27-29 **Final Exams**

MAY 2026

1 **Baccalaureate Mass and Commencement**

4 **Maymester Begins**

25 Memorial Day Holiday – College Closed

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

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

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

Aquinas College events and additional calendar items will be posted on the Aquinas College website.

GENERAL INFORMATION

PURPOSE OF THE CATALOG

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

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

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

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

HISTORY AND HERITAGE OF AQUINAS COLLEGE

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

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

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

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

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

Current degrees awarded are

School of Education

- Bachelor of Science in Elementary Education
- Bachelor of Science in English, Secondary
- Bachelor of Science in History, Secondary
- Master of Arts in Teaching, Elementary
- Master of Arts in Teaching, Secondary
- Master of Education in Teaching and Learning

Arts & Sciences programs

- Bachelor of Arts in English
- Bachelor of Arts in History
- Bachelor of Arts in Liberal Arts
- Bachelor of Arts in Philosophy
- Bachelor of Arts in Theology
- Master of Arts in Theology

PHILOSOPHY STATEMENT OF AQUINAS COLLEGE

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

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

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

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

MISSION STATEMENT OF AQUINAS COLLEGE

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

CORE PRINCIPLES

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

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

GOALS OF AQUINAS COLLEGE

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

GOVERNANCE

The entire governance of Aquinas College is vested in the St. Cecilia Congregation, a Tennessee not-for-profit congregation and in the Board of Directors, each body having the duties, powers, privileges and discretion set forth in the Amended and Restated Bylaws of Aquinas College. The College and the Congregation enjoy a cooperative and

mutually beneficial relationship as evidenced chiefly in the furtherance of the Congregation's religious apostolate in relation to the College's mission and goals of service. St. Cecilia Congregation is the sole Member of the College. The Board of Directors consists of 11 to 15 directors, with a majority of persons who are not Dominican Sisters.

ACCREDITATION AND APPROVALS

Aquinas College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate and master degrees. Aquinas College also may offer credential such as certificates and diplomas at approved degree levels. Questions about the accreditation of Aquinas College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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

MEMBERSHIPS

American Theological Library Association (ATLA)
Catholic Higher Education Supporting Catholic Schools (CHESCS)
Dominican Higher Education Council (DHEC)
International Society for Technology in Education (ISTE)
Nashville Area Library Alliance (NALA)
National Catholic Education Association (NCEA)
Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC)
Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)
Tenn-Share
Tennessee Association of Colleges for Teacher Education (TACTE)
Tennessee Association of Collegiate Registrars and Admissions Officers (TACRAO)
Tennessee Association of Independent Liberal Arts Colleges for Teacher Education (TAILACTE)
Tennessee College Association (TCA)
Tennessee Independent Colleges and Universities Association (TICUA)

BUILDINGS AND FACILITIES

The *Aquinas College's Aquinas Main building* houses the offices of the President and the Vice President for Academic Affairs, as well as the offices of the Registrar and Admissions, the School of Education, Information Systems and Technology, and Safety & Security. In addition, it accommodates classrooms, faculty offices, and a variety of facilities, such as:

St. Jude Chapel, which is available for prayer at any time; Mass and Confessions are offered weekly.

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

Ann and Monroe Carell, Jr. Education Center, which includes resources utilized in the educational setting.

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

Siena Hall Conference Center is located behind the Aquinas Main building. This facility is used for hosting both daytime and overnight conferences, workshops and retreats offered through Aquinas College and other organizations in line with the mission of Aquinas College, St. Cecilia Congregation, and the Catholic Church.

The *Aquinas Center* is located on the north side of the campus near Siena Hall Conference Center and provides space for hosting larger scale conferences and workshops offered through Aquinas College and other organizations in line with the mission of Aquinas College, St. Cecilia Congregation, and the Catholic Church. The Holy Child Atria is located inside the Aquinas Center.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

NON-DISCRIMINATION POLICY

It is the policy of Aquinas College, while reserving its lawful rights where applicable, to take actions designed to promote the Dominican and Roman Catholic principles that sustain its mission and heritage and to comply with federal and state laws prohibiting discrimination in employment and in its educational programs. Aquinas College admits qualified students of any race, color, ethnicity, sex, national origin, citizenship, disability, genetic information, veteran status, age, or any other legally protected class, who desire to be part of the faith-based mission of the College to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate based on these protected characteristics in administration of its education policies, admission policies, scholarships and loan programs. Aquinas College does not participate in Federal Title IV or Title IX funding, nor receive and process Institutional Student Information Records (ISIRs); therefore, Aquinas College students are not able to receive federal or state of Tennessee grants and scholarships.

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

ADMISSION TO THE COLLEGE

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

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

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

APPLICATION FOR ADMISSION

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

ADMISSION REQUIREMENTS

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

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

First-time Freshman Applicants

High School Graduates must submit an official transcript from an accredited high school. High School Graduates must submit the [Secondary School Report Form](#) completed by your school counselor and one recommendation ([Academic Recommendation Form](#)). An alternate recommendation type may be accepted at the discretion of the College.

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

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

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

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

First-time freshman applicants who do not comply 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 Academic Affairs, will rule on acceptance into Aquinas College. If the Admissions Committee rules to accept the applicant, the student is admitted on academic probation, the letter of acceptance becomes the legal contract, and any conditions specified therein must be met for a student to continue in subsequent semesters.

Transfer Applicants

Transfer applicants must submit official transcripts from all previously attended regionally accredited colleges, universities, or other post-secondary institutions. Transfer applicants must have a cumulative GPA of at least 2.4 based on all post-secondary credit-bearing coursework at regionally accredited institutions. (Coursework completed more than 10 years prior to application is excluded from the GPA calculation.) Transfer students must have successfully completed (grade of C or higher) a non-developmental/non-remedial course in mathematics at the post-secondary level.

Transfer students must submit the [Transfer College Report Form](#). An alternate recommendation type may be accepted at the discretion of the College.

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

Transfer applicants who do not comply 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 Academic Affairs, will rule on acceptance into Aquinas College. If the Admissions Committee rules to accept the applicant, the letter of acceptance becomes the legal contract, and any conditions specified therein must be met for a student to continue in subsequent semesters.

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

International Applicants*

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

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

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

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

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

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

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

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

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

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

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

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

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

Applicants for the Propaedeutic Studies Certificate

Applicants for the Propaedeutic Studies Certificate must meet the same admission criteria described above for first-time freshman or transfer students.

International applicants for the certificate program must demonstrate they have successfully completed high school or the equivalent. Documentation may be in the form of a high school transcript or a college transcript, provided high school completion is a requirement for admission to the post-secondary institution; documentation to validate high school completion must be in English. International applicants for the certificate program with post-secondary transcripts do not need to submit a WES translation of those credentials unless they intend for credits from those institutions to be transferred to Aquinas College.

STUDENTS NOT SEEKING A DEGREE

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

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

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

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

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

READMISSION TO AQUINAS COLLEGE

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

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

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

Leave of Absence: Current students enrolled in a program of study in need of a temporary leave from their studies notify their advisor. Their advisor communicates to them the impact a leave of absence will have upon the progression of their studies, reminds the students of the College's re-admittance policy and its implications for the continuation of their studies at a later semester, and communicates with the advisee during the Leave of Absence status. Upon return to the College, eligibility for Financial Aid resumes under the terms in effect at the time of return.

ADMISSION STATUS

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

Good Standing: All admission requirements have been met.

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

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

Academic Probation: Students who have not met admissions requirements but have been admitted after review and approval by the Admissions Committee and the Vice President for Academic Affairs are placed on academic probation. On the recommendation of the Admissions Committee, academic restrictions are placed upon these students (e.g., credit hour restrictions, minimum GPA by end of term, successful completion of developmental

courses, etc.). Student records are reviewed at the end of each term and students making satisfactory progress will have their status changed from academic probation to good standing by the Registrar.

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

FINANCIAL INFORMATION

TUITION AND FEES

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

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

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

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

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

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

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

Tuition

Undergraduate Tuition <i>per credit hour</i> (1 to 11 credit hours)	\$1,150
Undergraduate Tuition <i>per semester</i> (12 to 18 credit hours)	\$14,675
Undergraduate Tuition <i>per year</i> (12 to 18 credit hours each semester)	\$29,350
Undergraduate Tuition <i>per credit hour in addition to per year or per semester cost</i> (over 18 credit hours)	\$1,150
Graduate Tuition <i>per credit hour</i>	\$850

Regular Fees

Application Fee (<i>for full-time undergraduate and graduate applicants</i>)	\$25
Undergraduate Audit Fee <i>per credit hour</i>	\$100
Graduate Audit Fee <i>per credit hour</i>	\$175

DELINQUENT PAYMENTS

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

REFUNDS

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

To obtain a refund

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

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

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

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

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

The following refund schedule applies to the summer session:

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

The following refund schedule applies to accelerated courses:

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

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

FINANCIAL AID

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

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

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

SATISFACTORY ACADEMIC PROGRESS POLICY

Students who receive institutional aid must be making satisfactory academic progress (SAP) toward earning a degree. For SAP purposes, progress is measured by the student's cumulative GPA, percentage of credit hours earned in relation to

those attempted, and the length of the academic program. In order to ensure that each student makes satisfactory progress both in terms of the cumulative number of hours completed and the cumulative GPA earned, Aquinas College will use the following satisfactory academic progress policy and analyze student performance at the end of each semester.

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

COMPONENTS OF SATISFACTORY ACADEMIC PROGRESS

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

Cumulative Grade Point Average (GPA)

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

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

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

Financial Aid Warning

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

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

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

Financial Aid Suspension

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

Appeals Process

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

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

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

General Information

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

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

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

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

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

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

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

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

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

Reinstatement of Financial Aid Eligibility

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

AQUINAS COLLEGE SCHOLARSHIP PROGRAM

Aquinas College maintains an extensive scholarship program. Scholarship applicants must

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

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

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

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

Scholarship Application Procedures

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

SCHOLARSHIPS IN THE SCHOOL OF EDUCATION

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

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

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

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

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

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

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

SCHOLARSHIPS IN THE ARTS & SCIENCES PROGRAMS

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

The *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 with financial need pursuing a major in language arts programs. This scholarship is only available in even-numbered years (e.g., the academic year of 2022-2023). The student must maintain a GPA of 3.2 and must enroll in and complete a minimum of 12 credit hours per semester. This scholarship is awarded to a student pursuing a Bachelor of Arts or Bachelor of Science in English or History.

The *Evalyne Howington Scholarship* was named in honor of former St. Cecilia Academy faculty member, Evalyne Howington, and provides financial assistance to one student pursuing a major in the Arts & Sciences programs with a minimum GPA of 3.0. This scholarship is only available in odd-numbered years (e.g. the academic year 2023-2024). The student must enroll in and complete a minimum of 12 credit hours per semester. This scholarship is awarded to a student pursuing a Bachelor of Arts or Bachelor of Science in English.

GENERAL SCHOLARSHIPS

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 in good academic standing.

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

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

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

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

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

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

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

OUTSIDE SCHOLARSHIPS

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

GENERAL ACADEMIC INFORMATION

THE ACADEMIC YEAR

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

CLASSIFICATION OF STUDENTS*

Students are classified as follows:

Freshman: 0 - 23 credit hours earned

Junior: 48 - 71 credit hours earned

Sophomore: 24 - 47 credit hours earned

Senior: 72 or more credit hours earned

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

COURSE SCHEDULES

Prior to the beginning of each academic term a schedule of courses is published on the Aquinas College website. Aquinas College reserves the right to alter the published schedule at any time. It is the student's responsibility to obtain and be aware of the published schedules.

COURSE LISTINGS/OFFERINGS

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

STUDENT COURSE LOAD

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

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

DEVELOPMENTAL COURSES

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

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

DOUBLE MAJOR

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

TRANSFER CREDIT

All transfer credit is granted at the discretion of Aquinas College. Aquinas College reserves the right to reject any course that is contrary to the College's mission. Transfer credit is not considered in the computation of the Aquinas GPA.

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

Once a student begins attending Aquinas College, the student must complete all of the course work required for the degree at Aquinas College. Should special circumstances arise that require a student to take a course or courses at another

institution while attending Aquinas, the student must obtain a [Request for Transfer Credit](#) form from the Office of Academic Affairs to be approved by the Vice President for Academic Affairs. This form serves as confirmation that the credit will be accepted if the required grade is made. Failure to obtain such an agreement jeopardizes the transfer of credit. A maximum of four courses taken at another accredited institution may be used to satisfy degree requirements after a student has enrolled at Aquinas College.

Non-accredited Institutions

Transfer credit is not accepted from institutions lacking accreditation, Transfer of credits from new colleges or universities that are seeking accreditation is dependent upon the review of the course syllabus, as determined by the Dean and/or Vice President for Academic Affairs.

Syllabus Approval

Due to the specialized courses or mission-oriented courses, there is no guarantee that every course will be transferred to Aquinas College. If the Dean or Vice President for Academic Affairs has a question about the transferability of a course, the student may be requested to provide a syllabus from the course. The Dean or Vice President for Academic Affairs 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 can be used to satisfy the Aquinas College degree requirement. The judgment is then communicated to the Dean or Vice President for Academic Affairs who will complete the transfer credit process or who will communicate to the student that the course will not transfer.

Transfer Credit – Extra Institutional Learning

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

Extra-institutional Examples

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

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

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

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

Computer Competency Exam – Aquinas College offers a competency examination for students who believe they have the required knowledge of Microsoft Word, Excel, PowerPoint and Access to meet the objectives of CPU 115, Introduction to Computers. Permission to take the test must be obtained from the student's academic advisor. Students must pass the examination with a score of 70% or higher to be awarded 3 credit hours and a grade of "P".

If a student fails to pass the competency exam, it is important that the student remember to register for the CPU 115 course as soon as possible. Students should be aware that credit given by Aquinas College for the Computer Competency Exam might not be transferable to other institutions.

Change of Program

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

Quarter Hours Conversion

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

Transfer Credit Handbook

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

ADVISEMENT AND REGISTRATION

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

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

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

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

NEW STUDENT ORIENTATION

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

ATTENDANCE

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

SUBMISSION OF COURSEWORK

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

EXAMINATIONS

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

THE GRADING SYSTEM

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

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

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

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

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

- An **"I"** indicates that work required for a course was not completed and the student was granted a temporary extension to complete course requirements. The **"I"** will be removed from the transcript and a grade assigned when the student fulfills the conditions for completing the course requirements stipulated on the [Intent to Take an Incomplete](#) form (see *Incompletes* below). The **"I"** has no effect on the student's GPA during the period of the extension. If the conditions for removing the **"I"** are not met by the end of the subsequent semester (excluding the summer term), the Registrar will assign a grade of **"F"** for the course.
- A **"P"** (*passing*) and **"NP"** (*not passing*) are awarded for: Enhanced Student Teaching courses and the accompanying seminar course (EDU 401/EDU 435, EDU 402/EDU 436), for the undergraduate education curricula as well as for the Supervised Student Teaching course and accompanying seminar course (EDU 501/EDU 560, EDU 502/EDU 560, EDU 632 Practicum) for graduate curricula, developmental courses, or for successful completion of the [Computer Competency Exam](#) and have no grade point value.
- A **"CR"** indicates credit awarded for [extra-institutional learning](#) and has no grade point value.
- A **"W"** appears on the transcript when a student withdraws from a course or the College during the withdrawal without academic penalty period. The **"W"** has no effect on the student's GPA.

- A **“WP” (withdraw passing)** appears on the transcript when a student withdraws from a course or the College during the withdrawal with academic penalty period. The “WP” has no effect on the student’s GPA.
- A **“WF” (withdraw failing)** appears on the transcript when a student withdraws from a course or the College during the withdrawal with academic penalty period. The “WF” does affect the student’s GPA. It is calculated in the GPA as an “F”.
- An **“FN” (failure non-attendance)** appears on the transcript when a student is determined by an instructor to be in violation of either the instructor’s attendance policy (contained within each course syllabus) or the general [attendance policy](#). The “FN” is calculated into the GPA as an “F”.

QUALITY POINTS

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

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

GRADE POINT AVERAGE

The student’s Grade Point Average (GPA) is computed by dividing the number of Quality Points (PNTS) earned from courses taken at Aquinas College by the number of Credit Hours (HRS) earned from courses taken at Aquinas College. $PNTS \div HRS = GPA$. 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”, a course which receives a grade of “P” or “NP”, courses that have been repeated and replaced, and transfer credit for courses taken at other institutions.

FINAL GRADES

Final course grades are available to the student on the student portal at the end of each academic term. Final grades will not be released until all financial obligations are met.

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

INCOMPLETES

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

REPEATING COURSES

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

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

CHANGE OF ACADEMIC PROGRAM

Students who wish to change from one academic program to another must submit a copy of the [Academic Change Request](#) form to the Office of the School of Education or the Office of Academic Affairs. The *Academic Change Request* form may be obtained from the Office of the School of Education or the Office of Academic Affairs.

CHANGE OF COURSE SCHEDULE

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

Students who fail to make financial arrangements at the time they register for courses will not be considered officially registered until financial arrangements have been made through the Office of Student Accounts. If financial arrangements are not made by the designated date (or the first day of the course, if no date is specified), these students will not be permitted to continue attending classes past the add/drop period.

DROPPING/ADDING COURSES

The drop/add period for

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

Drop transactions do not appear on the transcript.

WITHDRAWAL FROM COURSES WITHOUT ACADEMIC PENALTY

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

- fall and spring semesters begin the second week and end the tenth week. No student may withdraw from any course during the two weeks prior to final examinations;
- summer courses begin the 3rd calendar day of the course meeting and end after the 7th calendar day of the course meeting;

- accelerated courses:
 - 4-week course: must withdraw before the start of the 2nd class;
 - 5-week course: must withdraw before the start of the 2nd class;
 - 6-week course: must withdraw before the start of the 3rd class;
 - 7-week course: must withdraw before the start of the 3rd class;
 - 8-week course: must withdraw before the start of the 4th class.

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

WITHDRAWAL FROM COURSES WITH ACADEMIC PENALTY

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

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

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

For the summer session; under no circumstances may a student withdraw within the last three days of the term.

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

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

WITHDRAWAL PROCESS FOR STUDENTS IN THE RESERVES AND NATIONAL GUARD

This policy ensures minimal financial and educational disruption for Aquinas College students in the Reserves or National Guard who are called to active duty.

Procedure:

1. Notification: Students with active-duty orders should present the original to their academic advisor, who will file a copy with the Registrar’s Office.
2. Withdrawal: Complete the Change of Schedule form through the academic advisor and visit the Financial Aid, Student Accounts, and Registrar’s Offices. Students will receive a grade of “W” or “WP”, depending on withdrawal timing.
3. Financial Adjustments:
 - Federal Aid and VA Benefits: Follow relevant guidelines concerning tuition refunds up to the withdrawal point; note that books are non-refundable.
 - Cash Payments or Employer Assistance: Students will receive credit for future enrollment or a full refund of payments made up to the withdrawal point, honored for five years or ten semesters.

4. Spousal Hardship: If a student must withdraw due to their spouse's call to active duty, the administration may offer academic relief and tuition credit. This requires:
- A copy of the active duty orders.
 - Proof of changed family income.
 - A letter from the commanding officer confirming the hardship.
 - Financial need verification by the Financial Aid Director using the College's application form.
 - This streamlined policy aims to support our students serving in the military while maintaining their academic and financial interests.

WITHDRAWAL FROM THE COLLEGE

A student finding it impossible or inadvisable to continue his/her studies at Aquinas College may withdraw from the College. Such withdrawal is considered official only when the student processes the proper withdrawal forms and satisfies all financial obligations. The withdrawal forms must be approved by the advisor and the Office of Student Accounts and submitted to the Office of the Registrar. Students withdrawing from the College are required to meet with the Director of Student Accounts to review their financial obligations to the College and to receive information and guidance regarding debt obligations, loan repayment requirements and financial management information. Withdrawal beyond the designated period will be permitted only under extreme circumstances as determined by the Vice President for Academic Affairs. The transcript will reflect withdrawal as "W", "WP" (passing), or "WF" (failing). "W" and "WP" do not compute in the GPA. "WF" does compute in the GPA as an "F." If the student fails to officially withdraw from the College, an "F" will appear on the transcript for each registered course and the GPA will be affected. Should the student desire to return to the College, the readmission procedures must be followed. Should a student withdraw with a balance due to the College, the student will be liable for this debt and neither grades nor transcripts will be released until all debts to the College have been cleared.

GOOD STANDING

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

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

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

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

Students enrolled in the School of Education must have a minimum cumulative GPA of 2.75 or 3.0 for graduate students for formal induction into the Educator Preparation Program. Students must maintain a minimum cumulative GPA of 2.75 or 3.0 for graduate students through program completion and must attain a grade of "C" or higher in all courses in the major and professional education.

ACADEMIC PROBATION

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

The student is removed from probation at the end of the probationary semester if he/she earns a semester GPA of at least 2.0 or if the semester GPA is sufficient to bring the cumulative GPA up to the standard for good standing as stated in the chart above. A student may be placed on continued probation for one additional semester with the approval of the

Vice President for Academic Affairs, if considerable progress is evident. If a student fails to meet the criteria for academic progress at the end of the probationary semester, he/she will then be placed on academic suspension.

ACADEMIC SUSPENSION

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

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

DISMISSAL FROM COLLEGE

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

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

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

GRADUATION REQUIREMENTS

1. Credit Hours Minima

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

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

- Candidates for graduate degrees must meet the following graduation requirements.

<u>Degree</u>	<u>Minimum Number of Credit Hours</u>	<u>Final 33% of Total Credit Hours Completed at Aquinas College*</u>
Master of Education in Teaching and Learning	33	11
Master of Arts in Teaching - Elementary	36	12
Master of Arts in Teaching - Secondary	33	11
Master of Arts in Theology	37	13

* Any deviation must be approved by the Vice President for Academic Affairs.

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

2. GPA Requirements*

- School of Education
 - Bachelor of Science – 2.75
 - Master of Arts – 3.0
 - Master of Education – 3.0
- Arts & Sciences programs
 - Bachelor of Arts – 2.0

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

3. Financial Obligations

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

4. Debt and Loan Repayment Counseling

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

5. Degree Conferral and Commencement

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

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

AWARDS AND HONORS

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

3.500 - 3.749 Cum Laude	3.750 - 3.899 Magna Cum Laude	3.900 - 4.000 Summa Cum Laude
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To be eligible for Latin Honors for the baccalaureate degree, students must have earned at least 60 credit hours at Aquinas College. The GPA for awarding Latin Honors is computed based on credit hours completed at Aquinas College and includes only courses that are used to satisfy degree requirements.

Undergraduate students who are full-time (taking at least 12 credit hours in a semester) and earn a term grade point average of 3.5–4.0 are placed on the Dean's List.

TRANSCRIPTS

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

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

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

STUDENT SERVICES

COUNSELING

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

STUDENT LEARNING SERVICES

Student Learning Services enhances the academic performance of students through individual tutorial assistance. Students may request services or be referred by their instructor or advisor. This assistance does not replace the individual student/instructor relationship. Student Learning Services also offers study strategies for any student who is interested. Comprehensive writing support for all types of writing assignments is also available. There is no charge for these services.

To request tutoring or learn more about Student Learning Services, please visit the website at <https://www.aquinascollege.edu/home/current-students/student-learning-services/sls-general-guidelines-faq/>. The Student Learning Services office located in Room #106C of the Aquinas Library. Services include individual sessions with a tutor, academic accommodations for students with learning disabilities, and study skill workshops.

STUDENT DISABILITY SERVICES

Aquinas College is committed to ensuring that students with disabilities have the opportunity to succeed without compromising the quality of instruction or their self-confidence. In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, the College provides reasonable accommodations for students with disabilities.

Procedure:

1. Requesting Accommodations: Students needing accommodations must provide documentation to the Director of Student Learning Services. This documentation, which should be from a licensed professional, needs to:
 - Clearly state each diagnosed disability.
 - Describe current functional limitations and diagnostic methods used.
 - Include recent evaluations (within the last 3 years, except for permanent disabilities).
 - Detail past accommodations and recommendations for current needs.
 - Be on official letterhead and signed by the evaluator, stating their credentials.
2. Implementing Accommodations:
 - After documentation review, students complete the Academic Accommodations Request Form for each course with the Director, detailing necessary accommodations. This form is also signed by the relevant faculty member.
 - Students will receive a copy of the form, as will each instructor involved.
 - The College may request re-evaluation, at the student's expense, if deemed necessary by the Director.
3. Coordination and Follow-up:
 - The student coordinates directly with course instructors to implement accommodations and must follow up with faculty and the Director if adjustments are needed.
 - The Director serves as a liaison and facilitator for acquiring required accommodations, which can include exam adjustments, lecture recordings, help with class scheduling, and referrals for tutoring. Accommodations are term-specific, and students must request them each term they are enrolled.

LIBRARY

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

BOOKSTORE

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

PHOTO IDENTIFICATION CARD

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

STUDENT LIFE

STUDENT RIGHTS AND RESPONSIBILITIES

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

CAMPUS MINISTRY

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

STUDENT ACTIVITIES

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

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

GENERAL

- Student activities are announced via flyers, portal announcements, email, and the College's website.
- Minors may not be brought to or participate in College classes, events, or activities unless approved beforehand.

UNDERGRADUATE GENERAL EDUCATION

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

The General Education outcomes for Aquinas College undergraduate programs are listed below.

General Education at Aquinas College prepares students to:

1. develop knowledge of the teachings of Sacred Scripture as preserved by the Tradition of the Catholic Church and communicated in her magisterial teachings;
2. evaluate the influences of culture, societal institutions and the history of ideas on the flourishing of the human person;
3. produce original written works that are clearly organized, utilize appropriate rhetorical styles and are researched proficiently and cited accurately;
4. demonstrate command of oratorical skills in areas of presentation, persuasion, and graceful public speaking;
5. apply mathematical reasoning and skills to understand natural phenomena and to interpret quantitative data;
6. apply scientific methodology and content to analyze nature and society;
7. perform effective academic research and critically evaluate sources of data and information.

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 Marie Hannah Seiler, O.P.

Dean of the School of Education

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

M.T.S., Providence College

B.A., Aquinas College

The School of Education offers the following academic programs:

Undergraduate

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

Graduate

- Master of Arts in Teaching, Elementary
- Master of Arts in Teaching, Secondary
- Master of Education in Teaching and Learning
- Certificate of Catholic Social Emotional Learning

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

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

ADMISSION TO THE SCHOOL OF EDUCATION

UNDERGRADUATE 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 their first field experience:

- submit evidence to the School of Education Office of having completed required background check(s);
- supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation (TBI) and the Federal Bureau of Investigation (FBI) in accordance with TCA 49-5-5610;
- report any medical or psychological problems that would prohibit a teaching career;
- schedule an interview with the Dean or a person designated by the Dean; and,
- provide proof of individual professional liability insurance (required of all students).

Students must provide evidence of the following prior to program induction:

- complete a Request for Induction Form;
- two (2) letters of recommendation: one professional reference and one personal reference;
- an overall GPA of 2.75; and
- a qualifying score on the 3 subtests of the Praxis Core, ACT, or SAT assessment defined in the State Board's Educator Preparation Policy.

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

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

Students who wish to change from one academic program to another must submit to the Vice President for Academic Affairs a copy of the [Academic Change Request](#) form to the Office of the School of Education or the Office of Academic Affairs. The *Academic Change Request* form may be obtained from the Office of the School of Education or the Office of Academic Affairs.

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

LICENSURE

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

A teacher candidate seeking initial licensure must attain passing scores on all required assessments 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 for licensure upon completion of the program.

NON-LICENSURE

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

BACHELOR OF SCIENCE DEGREE ELEMENTARY EDUCATION MAJOR

ELEMENTARY EDUCATION CORE	56 Hours
COMMUNICATIONS (3 hours)	
ENG 110 Speech	3 hours
COMPUTER (3 hours)	
CPU 115 Introduction to Computers (or computer competency test)	3 hours
ENGLISH (3 hours)	
ENG 130 Research and Rhetoric	3 hours
FOREIGN LANGUAGES (3 hours)	
<i>One</i> three-hour credit foreign language course	3 hours
HISTORY (6 hours)	
Choose <i>one</i> of the following course series	
HIS 111/112 Western Civilization I & II	
HIS 201/202 U.S. History I & II	6 hours
HUMANITIES: FINE ARTS (3 hours)	
<i>One</i> three-hour credit fine arts course	3 hours
LITERATURE (3 hours)	
Choose <i>one</i> of the following courses	
ENG 213 English Literature I	3 hours
ENG 214 English Literature II	3 hours
ENG 215 American Literature	3 hours

MATH (6 hours)*Choose two of the following courses*

MAT 121 College Algebra.....	3 hours
MAT 140 Euclidean Geometry	3 hours
MAT 210 Statistics I	3 hours

NATURAL SCIENCES (8 hours)

Two laboratory science courses	8 hours
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PHILOSOPHY (3 hours)

PHI 225 Philosophy of the Human Person.....	3 hours
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GENERAL ELECTIVE (3 hours)

Any <i>one</i> additional course.....	3 hours
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THEOLOGY (3 hours)*Choose one of the following courses*

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

ADDITIONAL EDUCATOR PREPAREDNESS CORE (9 hours)

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

ELEMENTARY EDUCATION MAJOR REQUIREMENTS.....37 Hours**English (6 hours)**

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

History (3 hours)

HIS 420 Western Civilization and America.....	3 hours
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Literature (3 hours)*Choose one of the following courses*

ENG 311 World Literature: Epic	3 hours
ENG 313 World Literature: Tragedy & Comedy	3 hours
ENG 314 World Literature: Novel.....	3 hours
ENG 315 World Literature: Christian Epic.....	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 315 Educational Psychology.....	3 hours
PSY 400 Tests and Measurements.....	3 hours
PSY 410 Behavior Interventions.....	3 hours
PSY 423 Exceptional Child.....	3 hours

Theology (3 hours)

THE 310 Moral Theology.....	3 hours
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PROFESSIONAL EDUCATION	27 Hours
Professional Core (15 hours)	
EDU 312 Literacy Through Learning	3 hours
EDU 336 Methods in Mathematics & Science Instruction	3 hours
EDU 350 Methods in Language Arts, Social Studies & Culture	3 hours
EDU 418 Reading Assessment and Remedial Strategies.....	3 hours
EDU 425 Media and Technology in Education	3 hours
Student Teaching Experience (12 hours)	
EDU 401 Elementary Education Seminar: Classroom Organization and Management.	1 hour
EDU 435 Enhanced Student Teaching: Elementary Licensure Program	11 hours
TOTAL DEGREE REQUIREMENTS	120 HOURS

BACHELOR OF SCIENCE DEGREE

ENGLISH MAJOR

SECONDARY EDUCATION MINOR

ENGLISH CORE.....	43 Hours
ENGLISH (3 hours)	
ENG 130 Research and Rhetoric	3 hours
MATH (6 hours)	
Any <i>one</i> (credit-bearing) course in Mathematics.....	3 hours
MAT 210 Statistics I	3 hours
COMPUTER (3 hours)	
CPU 115 Introduction to Computers	3 hours
<i>(must pass computer competency test or take CPU 115)</i>	
PHILOSOPHY (3 hours)	
PHI 225 Philosophy of the Human Person.....	3 hours
THEOLOGY (6 hours)	
THE 310 Moral Theology	3 hours
Any <i>one</i> 100 or 200 level course in Theology	3 hours
NATURAL SCIENCE (4 hours)	
<i>One</i> laboratory science course.....	4 hours
HISTORY (6 hours)	
<i>Choose one of the following course series</i>	
HIS 111/112 Western Civilization I & II	
HIS 201/202 U.S. History I & II	6 hours
FOREIGN LANGUAGES (6 hours)	
Two consecutive semesters of the same foreign language	6 hours
FINE ARTS (3 hours)	
<i>One</i> fine arts course	3 hours
GENERAL ELECTIVE (3 hours)	
Any <i>one</i> additional course.....	3 hours

TEACHER EDUCATION CORE.....	15 Hours
EDU 240 Foundations in Education	3 hours
PHI 330 Philosophy of Education	3 hours
PSY 315 Educational Psychology	3 hours
PSY 320 Human Growth and Development	3 hours
PSY 400 Test and Measurements	3 hours
MAJOR IN ENGLISH: SECONDARY LICENSURE REQUIREMENTS.....	39 Hours
ENG 213 English Literature I	3 hours
ENG 214 English Literature II	3 hours
ENG 215 American Literature	3 hours
ENG 311 World Literature: Epic	3 hours
ENG 313 World Literature: Tragedy & Comedy	3 hours
ENG 314 World Literature: Novel.....	3 hours
ENG 315 World Literature: Christian Epic.....	3 hours
ENG 331 Medieval English Literature or ENG 341 Romantic and Victorian Literature	3 hours
ENG 332 Early Modern Literature or ENG 340 18 th Century Literature	3 hours
ENG 403 Adolescent Literature	3 hours
ENG 408 Advanced Grammar and Composition	3 hours
ENG 413 Shakespeare	3 hours
ENG 441 British and American Literature Since 1900	3 hours
PROFESSIONAL EDUCATION	24 Hours
EDU 334 Methods of Instruction for Secondary Education	3 hours
EDU 335 Reading Strategies for Secondary Education.....	3 hours
EDU 402 Secondary Education Seminar: Classroom Organization and Management	1 hour
EDU 424 Instructing Diverse Learners	3 hours
EDU 425 Media and Technology in Education.....	3 hours
EDU 436 Enhanced Student Teaching: Secondary Licensure Program.....	11 hours
TOTAL DEGREE REQUIREMENTS	121 HOURS

BACHELOR OF SCIENCE DEGREE

HISTORY MAJOR

SECONDARY EDUCATION MINOR

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

THEOLOGY (6 hours)

THE 310 Moral Theology	3 hours
Any <i>one</i> 100 or 200 level course in Theology	3 hours

SCIENCE (4 hours)

<i>One</i> laboratory science course	4 hours
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HISTORY (6 hours)

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

Two consecutive semesters of the same foreign language	6 hours
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FINE ARTS (3 hours)

<i>One</i> fine arts course	3 hours
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GENERAL ELECTIVE (3 hours)

Any <i>one</i> additional course	3 hours
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TEACHER EDUCATION CORE..... 18 Hours

EDU 240 Foundations in Education	3 hours
ENG 403 Adolescent Literature	3 hours
PHI 330 Philosophy of Education.....	3 hours
PSY 315 Educational Psychology	3 hours
PSY 320 Human Growth and Development	3 hours
PSY 400 Test and Measurements	3 hours

MAJOR IN HISTORY: SECONDARY LICENSURE REQUIREMENTS 36 Hours

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

United States History (9 hours)

Choose *three* of the following courses

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

European History (9 hours)

Choose *three* of the following courses

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

World History (9 hours)

Choose *three* of the following courses

HIS 351 The Ancient World.....	3 hours
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

PROFESSIONAL EDUCATION 24 Hours

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

TOTAL DEGREE REQUIREMENTS 121 HOURS

GRADUATE STUDIES IN EDUCATION

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

**Applicants may take 6 graduate hours prior to completing the admissions process.*

GRADUATE ADMISSION REQUIREMENTS

Students must provide evidence of the following prior to their first field experience:

- Submit evidence to the School of Education Office of having completed required background check(s);
- Supply a fingerprint sample and submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation (TBI) and the Federal Bureau of Investigation (FBI) in accordance with TCA 49-5-5610;
- Report any medical or psychological problems that would prohibit a teaching career;
- Schedule an interview with the Dean or a person designated by the Dean; and,
- Provide proof of individual professional liability insurance (required of all students).

Requirements for all graduate applicants:

- Submit a completed Aquinas College Graduate application.
- Submit a 2-page essay. Essay topics are available with the Graduate Education Application.
- Submit current resume.
- Submit two (2) recommendations using the forms provided in the Graduate Application Packet. One recommendation must be from an administrator, college supervisor, or former employer. The other recommendation must be from a professional colleague or a former teacher who can evaluate applicant's potential for success in a graduate program.
- Provide (1) official transcript from all previously attended colleges or universities.
- If transcript is from an international institution: applicants must provide an official copy of a third party course-by-course credential evaluation. World Education Services (www.wes.org) or Educational Credential Evaluators (www.ece.org) offer this service.
- An interview is required. Applicant will be contacted by the School of Education.
- Applicants whose native language is not English, must submit a TOEFL score of at least 600 (paper based), or 250 (computer-based), or 100 (Internet-based) test.

In addition:

MASTER OF ARTS IN TEACHING ADMISSION REQUIREMENTS

- Submit proof of a Bachelor degree.
- Submit one additional writing sample.
- Submit passing scores on the appropriate content knowledge exam for licensure.

MASTER OF EDUCATION ADMISSION REQUIREMENTS

- Submit proof of a current or expired Teaching Certificate.
- Submit one additional writing sample.

SOCIAL AND EMOTIONAL LEARNING ADMISSION REQUIREMENTS

- Submit proof of a Bachelor degree.

MASTER OF ARTS IN TEACHING: ELEMENTARY AND SECONDARY

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

LEARNING OUTCOMES FOR INITIAL LICENSURE PROGRAMS

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

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

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

COURSES

MASTER OF ARTS IN TEACHING, ELEMENTARY.....	36 Credit Hours
EDU 600 – Education in the Dominican Tradition.....	3 hours
EDU 620 – Data-Driven Decisions in Education	3 hours
EDU 630 – Modes of Instruction.....	3 hours
EDU 632 – Practicum and Application of Data-Driven Decisions and Modes of Instruction.....	2 hours
EDU 512 – Literacy Through Learning.....	3 hours
EDU 518 – Reading Assessment and Remediation Strategies.....	3 hours
EDU 525 – Media and Technology in Education.....	3 hours

PSY 520 – Human Growth and Development	3 hours
PSY 523 – Exceptional Child	3 hours
ENG 500 – Children’s Literature, Speech and Drama	3 hours
EDU 501 – Elementary Education Seminar: Classroom Organization and Management	1 hour
EDU 560 – Supervised Student Teaching*	6 hours

MASTER OF ARTS IN TEACHING: SECONDARY.....33 Credit Hours

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

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

MASTER OF EDUCATION IN TEACHING AND LEARNING

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

LEARNING OUTCOMES FOR MASTER OF EDUCATION IN TEACHING AND LEARNING

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

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

COURSES

MASTER OF EDUCATION IN TEACHING AND LEARNING (M.Ed.)30 Credit Hours

CORE COURSES15 Credit Hours

EDU 600 – Education in the Dominican Tradition.....	3 hours
EDU 620 – Data-Driven Decisions in Education	3 hours
EDU 630 – Modes of Instruction.....	3 hours
EDU 650 – Scholarly Inquiry and Research	3 hours
EDU 690 – Scholarly Inquiry in Action	3 hours

ELECTIVE COURSES (choose 15 hours from courses below)15 Credit Hours

EDU 518 – Reading Assessment & Remediation Strategies <i>OR</i>	
EDU 535 – Reading Strategies for Secondary Education	3 hours
EDU 525 – Media and Technology in Education	3 hours
EDU 610 – Human Dignity and Diversity in Education	3 hours
EDU 660 – School Law	3 hours
EDU 670 – Education in the Digital Age	3 hours
EDU 680 – Learning and Cognition	3 hours
ENG 500 – Children’s Literature, Speech and Drama <i>OR</i>	
ENG 503 – Adolescent Literature	3 hours
IDS 640 – Moral Communities	3 x 1 hour
PSY 520 – Human Growth and Development	3 hours
PSY 523 – Exceptional Child <i>OR</i>	
PSY 524 – Instructing Diverse Learners.....	3 hours

CERTIFICATE OF CATHOLIC SOCIAL EMOTIONAL LEARNING

Teachers play an important role in collaborating with parents to form their children to be scholars and saints. The Aquinas College Certificate of Catholic Social Emotional Learning was designed to help teachers to fulfill their vocation with courses built not only on solid psychological understanding, but also on the authentic and uniquely Catholic understanding of the dignity of the human person as taught by St. Thomas Aquinas. At the heart of Aquinas’s teaching is the dignity of the human person, made in the image and likeness of God and created to enter into communion with God and other persons. The use of a Thomistic approach allows one to integrate a Christian anthropological view with psychosocial research.

LEARNING OUTCOMES FOR CATHOLIC SOCIAL EMOTIONAL LEARNING CERTIFICATE

- Articulate current psychosocial and educational theories of social and emotional development of children in dialogue with the view of the human person as taught in the tradition of Christian anthropology and articulated by St. Thomas Aquinas.
- Demonstrate ability to: build trusting relationships with students, foster self-reflection in students, foster potential for growth in students, cultivate perseverance in students, create community in the classroom, promote collaborative learning in the classroom, and create unity without uniformity and diversity without division in the classroom.
- Design and implement instruction in social emotional learning to promote the dignity of every human person.

COURSES

CERTIFICATE OF CATHOLIC SOCIAL EMOTIONAL LEARNING.....12 Credit Hours

EDU 520 – Human Growth and Development.....	3 hours
EDU 600 – Education in the Dominican Tradition.....	3 hours
ENG 500 – Children’s Literature <i>or</i> ENG 503 – Adolescent Literature.....	3 hours
PSY 523 – Exceptional Child <i>or</i> EDU 524 – Instructing Diverse Learners.....	3 hours

ARTS & SCIENCES

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

The Arts & Sciences programs offer a Bachelor of Arts (B.A.) degree with majors and minors in English, History, Liberal Arts, Philosophy, and Theology. In addition, Arts & Sciences offers a Certificate of Propaedeutic Studies for men in the process of discernment for the diocesan priesthood and a Master of Arts in Theology for advanced study in the field of theology.

ADMISSION REQUIREMENTS

Meeting the admission requirements to the College satisfies admission to the certificate and baccalaureate-level programs offered from Arts & Sciences. Admission requirements for the Master of Arts in Theology are provided below.

THE BACHELOR OF ARTS DEGREE

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

THE BACHELOR OF ARTS CORE

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

THEOLOGY (9 hours)

THE 110 Fundamental Theology	3 hours
THE 121 Introduction to Sacred Scripture	3 hours
THE 310 Moral Theology	3 hours

PHILOSOPHY (9 hours)

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

ENGLISH (6 hours)

ENG 110 Speech.....	3 hours
ENG 130 Research and Rhetoric	3 hours

LITERATURE (6 hours)

Literature elective	3 hours
Literature elective	3 hours

HISTORY – two-semester sequence (6 hours)

History sequence I	3 hours
History sequence II.....	3 hours

NATURAL SCIENCE (8 hours)

Any <i>two</i> courses in Science with laboratory.....	8 hours
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MATHEMATICS (6 hours)Any *two* courses in Mathematics 6 hours**FOREIGN LANGUAGE – two-semester sequence (6 hours)**

Language sequence I 3 hours

Language sequence II 3 hours

FINE ARTS (3 hours)Any *one* course in Fine Arts 3 hours**SOCIAL/BEHAVIORAL SCIENCE (3 hours)**Any *one* course in Social/Behavioral Science 3 hours**COMPUTER (3 hours)**

CPU 115 Introduction to Computers 3 hours

*(must pass computer competency test or take CPU 115)***TOTAL BACHELOR OF ARTS CORE 65 Hours****BACHELOR OF ARTS MAJORS**

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

THEOLOGY MAJOR

In its earliest use “theology” meant “discourse with God”: “Moses spoke to God face-to-face, as one friend speaks to another” (Exodus 33:11). Now that God has become incarnate, this dialogue with Him continues at an ever more profound level, most especially through those with whom He is closest—the Apostles, their successors, and the members of the Church. Thus, those who study Theology “seek His face” (Psalm 27:8), preeminently in the Sacraments, the Sacred Scriptures, and all that is within the Church’s Sacred Tradition. For the undergraduate Major in Theology, a strong foundation in the dogma and doctrines of the Church is indispensable; this is complemented by study of the Sacred Scriptures and Moral Theology. Finally, students who major in Theology will have the opportunity to bring their studies to a culmination in the Senior Thesis & Seminar course wherein academic research serves the discourse and communion with God that is the goal of all Theology.

THEOLOGY REQUIREMENTS OF THE BACHELOR OF ARTS CORE

Foundation Component (9 hours)

THE 110 Fundamental Theology	3 hours
THE 121 Introduction to Sacred Scripture.....	3 hours
THE 310 Moral Theology	3 hours

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

THEOLOGY MAJOR REQUIREMENTS

Dogmatic/Systematic Component (12 hours)

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

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

Moral Component (6 hours)

THE 421 Virtues & Vices I: The Theological Virtues	3 hours
THE 422 Virtues & Vices II: The Moral Virtues	3 hours

Upper-Level Theology Electives

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

33 total hours in Theology beyond the Bachelor of Arts core

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

PHILOSOPHY MAJOR

Traditionally, philosophy is defined as rational inquiry into first causes and first principles; it considers comprehensive explanations and the most basic truths presupposed by every form of human knowing. Philosophers seek to understand reason, truth, nature, life, being, goodness, and the human person. 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
<i>(The above three courses simultaneously satisfy the Philosophy component of the B.A. core curriculum.)</i>	

PHILOSOPHY MAJOR REQUIREMENTS

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

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

Systematic Philosophy (9 hours)

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

Upper-Level Philosophy Electives

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

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

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

ENGLISH MAJOR

The undergraduate English program emphasizes the intensive study of the beginnings of Western civilization to modern works of English literature. Through these works of literature, students learn to formulate and analyze deep questions about reality and the human person in clear and cogent prose. Courses explore fundamental topics such as the literary history of a period, the achievements of major authors, and the fundamental power of literature.

ENGLISH REQUIREMENTS OF THE BACHELOR OF ARTS CORE

ENG 110 Speech 3 hours

ENG 130 Research and Rhetoric 3 hours

ENG 213 English Literature I 3 hours

ENG 214 English Literature II 3 hours

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

ENGLISH MAJOR REQUIREMENTS

ENG 215 American Literature 3 hours

World Literature Series (12 hours)

ENG 311 World Literature: Epic 3 hours

ENG 313 World Literature: Tragedy and Comedy 3 hours

ENG 314 World Literature: Novel..... 3 hours

ENG 315 World Literature: Christian Epic..... 3 hours

Author Studies (6 hours)

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

ENG 412 Dante 3 hours

ENG 413 Shakespeare 3 hours

ENG 475 Special Topics: Author..... 3 hours

English Language (3 hours)

*Choose **one** of the following courses*

ENG 393 Linguistics 3 hours

ENG 408 Advanced Grammar and Composition..... 3 hours

ENG 411 History of the English Language 3 hours

Upper-Level English Electives

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

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

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

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

HISTORY MAJOR

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

HISTORY REQUIREMENTS OF THE BACHELOR OF ARTS CORE

HIS 111 Western Civilization I	3 hours
HIS 112 Western Civilization II	3 hours
<i>(The above HIS courses simultaneously satisfy the History component of the B.A. core curriculum.)</i>	

HISTORY MAJOR REQUIREMENTS

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

European History (9 hours)

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

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

United States History (9 hours)

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

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

World History (6 hours)

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

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

33 total hours in History beyond the Bachelor of Arts core

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

LIBERAL ARTS MAJOR

Rooted in the Catholic intellectual tradition, the study of the liberal arts is designed to deepen students' appreciation of goodness, truth and beauty. The interdisciplinary major in Liberal Arts extends the natural integration evident in a liberal arts curriculum, reflecting 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).

LIBERAL ARTS MAJOR REQUIREMENTS

Liberal Arts (4 hours)

LAR 120 A Catholic Introduction to Great Books1 hour

LAR 490 Senior Seminar and Thesis 3 hours

History (6 hours)

Any *two* courses in History at the 300 or 400 level 6 hours

Literature (6 hours)

Any *two* courses in Literature at the 300 or 400 level..... 6 hours

Philosophy (6 hours)

Any *two* courses in Philosophy at the 300 or 400 level 6 hours

Theology (6 hours)

Any *two* courses in Theology at the 300 or 400 level..... 6 hours

28 total hours in Liberal Arts *beyond* the Bachelor of Arts core

BACHELOR OF ARTS MINORS

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

ENGLISH MINOR (12 hours)

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

HISTORY MINOR (12 hours)

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

PHILOSOPHY MINOR (12 hours)

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

EDUCATIONAL PSYCHOLOGY MINOR (15 hours)

PSY 115: Introduction to Psychology 3 hours

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

PSY 320 Human Growth and Development 3 hours

PSY 315 Educational Psychology 3 hours

PSY 400 Tests and Measurements 3 hours

PSY 410 Behavioral Intervention 3 hours

PSY 423 Education of the Exceptional Child 3 hours

THEOLOGY MINOR (12 hours)

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

ELECTIVES

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

THE MASTER OF ARTS IN THEOLOGY DEGREE

The Master of Arts in Theology program at Aquinas College is designed to serve students seeking to further their academic study in the field of theology, their human, spiritual, and cultural formation, as well as their capacity to serve the Church and the local community through an engagement of faith, reason, culture, and tradition.

This academically rigorous program offers a focused and deep formation in the primary theological areas of study: Dogmatic Theology, Moral Theology, and Scriptural Theology, exposing students to the breadth of the discipline, its methods and sources, as well as guiding them in theological thinking, teaching, researching, and writing that is at once discerning as regards the sources, attentive to the needs and circumstances of the time and people, and faithful to the Magisterium of the Church.

ADMISSION REQUIREMENTS

1. Submit a completed Graduate Studies in Theology application.
2. Submit a two-page essay on one of the topics in listed in the Graduate Studies in Theology application.
3. Submit one additional writing sample (preferably on a philosophical or theological topic).
4. Submit current resume.
5. Submit two (2) recommendations using the forms provided by Graduate Studies at Aquinas College.
Recommendations must be from current or former professors or those who can appropriately evaluate the applicant's potential for success in a graduate program. Recommendation forms are available from the Office of Academic Affairs.
6. Submit proof of a Bachelor's degree from an accredited institution, providing two (2) official transcripts from all previously attended colleges or universities. If the transcript is from an international institution, applicants must provide two (2) official copies of a third party course-by-course credential evaluation. World Education Services (www.wes.org) and Educational Credential Evaluators (www.ece.org) offer this service.
7. An interview is required. Applicants will be contacted to schedule an interview after the application is submitted.
8. Applicants whose native language is not English, must submit a TOEFL test score of at least 600 (paper-based), or 250 (computer-based), or 100 (Internet-based).
9. Other qualifying requirements:
 1. A cumulative undergraduate GPA of 3.25 on a 4.0 scale
 2. At least 12 semester hours in undergraduate theology (Scripture, doctrine, history and/or morals)
 3. At least nine (9) semester hours in undergraduate philosophy

Note: Students may take up to six (6) graduate credit hours while completing the undergraduate theology and philosophy prerequisite requirements.

PROGRAM OUTCOMES

1. Exhibit foundational knowledge in the three primary areas of theology, the primary sources belonging to each, as well as a working understanding of other valuable theological resources available.
2. Demonstrate an historical sense in terms of Biblical History, Church History, World History, and the history of theological development—Dogmatic, Moral, and Scriptural.
3. Demonstrate an understanding of the relationship between philosophy and theology as well as an understanding of the contributions of philosophy and theology to the development of doctrine.
4. Critically analyze and appraise theological works in the three primary areas of theology, identifying and explaining problematic elements and distinguishing heterodoxy from legitimate ambiguities or inchoate ideas.
5. Perform academic research at the master's level.

MASTER OF ARTS IN THEOLOGY

PROGRAM REQUIREMENTS

Graduate Level Preparation (1 hour)

IDS 500 Introduction to Graduate Studies 1 hour

Dogmatic/Systematic Theology (15 hours)

THE 516 The Sacraments 3 hours

THE 530 The Church 3 hours

THE 631 Christology 3 hours

THE 641 Theology of the Trinity 3 hours

THE 576 Patristics 3 hours

Moral Theology (9 hours)

THE 510 Moral Theology 3 hours

THE 621 Virtues & Vices I: The Theological Virtues 3 hours

THE 622 Virtues & Vices II: The Moral Virtues 3 hours

Scripture (9-12 hours)

Choose *three* of the following courses if you are writing a Master's Thesis.

Choose *four* of the following courses if you are NOT writing a Master's Thesis.

Old Testament

THE 518 Old Testament Prophets 3 hours

The 528 Wisdom Literature & the Psalms 3 hours

THE 538 Pentateuch 3 hours

New Testament

THE 545 The Synoptic Gospels 3 hours

THE 610 The Writings of John 3 hours

THE 650 New Testament Letters 3 hours

Master's Thesis (3 hours)

THE 690 Master's Thesis 3 hours

You may choose to take an additional Scripture course in lieu of taking this course and writing a thesis.

Comprehensive Examination

All students must successfully complete a comprehensive examination at the conclusion of their coursework to be awarded the Master of Arts in Theology. Procedural details regarding the comprehensive examination will be explicated in the student's first graduate-level course.

37 total hours in the Master of Arts in Theology

CERTIFICATE IN PROPAEDEUTIC STUDIES

The Aquinas College Certificate of Propaedeutic Studies is a foundational program designed for men in the process of discernment for the diocesan priesthood. The program provides intellectual and pastoral formation experiences in preparation for formal, full-time seminary coursework.

PROGRAM OUTCOMES

Successful completion of the Certificate of Propaedeutic Studies will allow students to:

- Acquire the capacity to reflect on one's personal history in light of the Catholic understanding of God's plan for humanity;
- Develop an understanding of the way that man is called to make a gift of himself to God and others, in friendship, and in servant leadership;
- Understand the nature of a call to the diocesan priesthood, both in its perennial identity and its expression in the local context.

CERTIFICATE IN PROPAEDEUTIC STUDIES REQUIREMENTS

Liberal Arts (6 hours)

LAR 120 A Catholic Introduction to Great Books 2 x 3 hours

Foreign Language (2 semester sequence – 6 hours)

SPA 111 Elementary Spanish I 3 hours

SPA 112 Elementary Spanish II 3 hours

Theology (9 hours)

THE 121 Introduction to Sacred Scripture 3 hours

THE 222 Internship in Parish and Priestly Ministry 2 x 3 hours

21 total hours in the Certificate in Propaedeutic Studies

THE CENTER FOR CATHOLIC EDUCATION

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

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

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

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

Sister Elizabeth Anne Allen, O.P.

Associate Professor of Education

Ed.D., The University of Memphis

M.Ed., The University of Southern Mississippi

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

M.A., Middle Tennessee State University

B.S., Middle Tennessee State University

Sister Mary Agnes Greiffendorf, O.P.

Assistant Professor of Education

Ph.D., The Catholic University of America

M.A., Providence College

M.A., University of Notre Dame

B.S., Aquinas College

PILGRIMAGE PROGRAM

The Aquinas College Pilgrimage Program sponsors a summer pilgrimage through sacred sites for those involved in the ministry of Catholic Education (teachers, principals, superintendents, pastors, support staff, and volunteers). Through an encounter with the Saints at the heart of the Church, the celebration of the Holy Sacrifice of the Mass each day, through experiences of community in shared meals, travel, study, prayer, laughter, and reflection together, this pilgrimage offers an opportunity for participants to grow deeper in their knowledge of, appreciation for, and renewed commitment to their role in the evangelizing mission of the universal Church.

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

Director of Pilgrimage Program

Ph.D., University of Notre Dame, Australia

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

B.S., Aquinas College

COURSE DESCRIPTIONS

BIOLOGICAL SCIENCES (BIO)

BIO 111 GENERAL BIOLOGY I (4 credit hours) This is a four-credit hour lab science course, which provides students with a solid foundation of biological principles upon which all other biological life science rests. It begins with a comprehensive study of the basic structure and functions of prokaryotic and eukaryotic cells using selected principles of biochemistry for a more complete understanding. Basic cellular organization and function will be discussed. Some fundamental principles of evolutionary science will be applied to gain a more complete understanding of the diversity that exists in all of life's kingdoms (Monera, Protista, Fungi).

BIO 112 GENERAL BIOLOGY II (4 credit hours) 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

BIO 310 ECOSYSTEMS (4 credit hours) 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*

BIO 275/375/475 SPECIAL TOPICS IN BIOLOGY (1-3 credit hours) (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. *Requires written approval of the Vice President for Academic Affairs*

CATECHETICS (CAT)

CAT 350 CATECHESIS: NATURE AND MISSION (3 credit hours) This course presents a brief history and development of catechesis within the Catholic Church. Through readings, lectures, and study of the General Directory for Catechesis students will gain an understanding of the nature and mission of catechetics. A general overview of the norms, content, curriculum and sources for catechesis will be discussed as well as the essential importance of the catechist's spirituality.

CAT 370 CRAFT AND CHARISM OF CATECHESIS (3 credit hours) This course will describe various components of catechetical pedagogy. The students will be exposed to what is meant by the craft of catechesis. The vital role that the *Catechism of the Catholic Church* gives in both content and pedagogy will be presented. Various topics will be presented in their relationship to and influence upon catechetics, such as a Catholic worldview, knowledge of developmental stages, and the role that nature and grace have in effective catechesis.

CAT 420 INTRODUCTION TO CATECHETICAL PEDAGOGY (3 credit hours) This course will present a variety of catechetical techniques. Students will have the opportunity to create and practice catechetical lessons utilizing various pedagogies incorporating Sacred Scripture, the *Catechism of the Catholic Church*, the saints, and Salvation History. An emphasis will be placed on the vital role that effective communication skills have on catechesis. The Ecclesial Lesson Plan will be described, modeled and used by the students in the formation of catechetical lessons.

CAT 450 ADVANCED CATECHETICAL PEDAGOGY (3 credit hours) 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*

COMPUTER (CPU)

CPU 115 INTRODUCTION TO COMPUTERS (3 credit hours) This course is designed to provide students with an introduction to computers and the basic computer applications of word processing, spreadsheets, databases, and multimedia presentations. The course will also address the basic understanding of computer hardware and its functions.

CPU 340 MULTIMEDIA PRESENTATIONS (3 credit hours) The purpose of this course is to provide students with the knowledge and skills to develop effective multimedia presentations. The course will afford students the opportunity to study, discuss, and apply the use of multimedia for the purposes of presentations, tutorials, and other instructional strategies.

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

EDUCATION (EDU)

EDU 240 FOUNDATIONS IN EDUCATION (3 credit hours) This is a general survey of the development of education in the United States including philosophical, legal, sociological, and historical course. This begins the teacher formation process through research and inquiry into the concepts of “profession”, “gift” and “mission.” Particular emphasis will be given to public, private and parochial school systems in terms of structure, administration, organization and function. All students completing this course should be able to understand the complexities facing education today. All students will be required to complete a special topic report concerning a particular topic in education. Field experience included.

EDU 312 LITERACY THROUGH LEARNING (3 credit hours) This course examines theories of language and literacy development. A variety of instructional strategies and materials for reading and writing across the curriculum will be used to create a literacy environment appropriate within the varied content areas.

EDU 334 METHODS OF INSTRUCTION FOR SECONDARY EDUCATION (3 credit hours) This course is designed to prepare educators of secondary students with methods and materials for teaching, listening, speaking, reading and writing. It also is designed to help students combine theory, research and practice into sound strategies for teaching in middle, junior, and senior high schools. Students will begin to develop a philosophy of secondary teaching; learning how to plan instruction that is consistent with that philosophy and with various national, state and local standards and guidelines. Content typically includes examination and evaluation of textbooks and other curriculum materials; planning of lessons and units; discussion of issues involving professional educators; development of means to assess learning and discussion of methods to teach at the secondary level. Field experiences required. *Prerequisite: Junior standing or permission from the Dean of Education*

EDU 335 READING STRATEGIES FOR SECONDARY EDUCATION (3 credit hours) This course provides a study of current methods, teaching procedures, assessment techniques and materials for teaching reading at the secondary level. The primary emphasis of this course is on reading as a developmental process and on useful strategies to increase comprehension. Field experiences required. *Prerequisite: Junior standing or permission from the Dean of Education*

EDU 336 METHODS IN MATHEMATICS AND SCIENCE INSTRUCTION (3 credit hours) This course emphasizes various methods of instruction including technology, based on content, age, and developmentally appropriate practices. Attention is given to planning, teaching, and assessment strategies related to the elementary school mathematics and science hierarchies. Field experience included.

EDU 350 METHODS IN LANGUAGE ARTS, SOCIAL STUDIES AND CULTURE (3 credit hours) This course is designed as an integral segment of the Educator Preparation Program and focuses on materials, methods, and procedures used in effectively integrating the elements of Language Arts—speaking, reading, writing, listening, visually representing, viewing—into Social Studies. Methodology using the discovery approach, strategies for development of creative and critical thinking, incorporation of technology, and evaluation of resources are applied to the Social Studies content objectives. An emphasis of course content is placed on geography, culture, and values needed to help students become reflective decision makers and citizens. Field experience required.

EDU 401 ELEMENTARY EDUCATION SEMINAR: CLASSROOM ORGANIZATION AND MANAGEMENT (1 credit hour) This course, conducted in a seminar format, examines elementary classroom organization and management, instruction, assessment, evaluation; complementing Enhanced Student Teaching in the elementary grades. *Reserved for students seeking the Bachelor of Science degree or Elementary Education Licensure.*

EDU 402 SECONDARY EDUCATION SEMINAR: CLASSROOM ORGANIZATION AND MANAGEMENT (1 credit hour) This course, conducted in a seminar format, examines secondary classroom organization and management, instruction, assessment, evaluation; complementing Enhanced Student Teaching in the secondary grades. *Reserved for students seeking the Bachelor of Science degree or Secondary Education Licensure.*

EDU 418 READING ASSESSMENT AND REMEDIATION STRATEGIES (3 credit hours) This course introduces the student to formal and informal research-based literacy assessments and appropriate methodologies for remediating pre-reading and reading skills in the elementary classroom setting. Working with one elementary student throughout the semester, the School of Education student will learn how to administer literacy assessments and interpret data for the sake of planning and executing remediation.

EDU 424 INSTRUCTING DIVERSE LEARNERS (3 credit hours) This course examines pedagogical, curricular, and social considerations pertaining to teaching and learning. Areas for discussion will include, yet not be limited to, diversity of culture, ethnicity, language, and exceptional learning needs. Emphasis will be placed on how diversity is represented in each learner and how to design and implement appropriate instructional opportunities for all learners in the classroom. The course will explore the social and emotional development of children with the view of the human person as understood in the tradition of Christian anthropology particularly as articulated by Saint Thomas Aquinas. Field experiences required. *Prerequisite: Junior standing or permission from the Dean of Education*

EDU 425 MEDIA AND TECHNOLOGY IN EDUCATION (3 credit hours) 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: CPU 115 or computer competency*

EDU 435 ENHANCED STUDENT TEACHING: ELEMENTARY LICENSURE PROGRAM (11 credit hours) Enhanced Student Teaching experiences are designed as the culminating course, which synthesizes the total process of educator preparedness. The experiences give the Teacher Candidate the opportunity to plan and execute instruction in an environment, which provides structure for an increasing degree of responsibility. In order to provide both depth and breadth of experience, the professional semester is divided into two modules: a nine-week experience and a seven-week experience. The two experiences may be in varied school settings (urban, rural or suburban), which may be in either public or non-public accredited institutions. The two experiences must be in different grade levels. The evaluation of the Teacher Candidate's performance during the professional semester is both formative and summative in nature; and is carried out by the mentor teachers in cooperation with the Aquinas College Educator Preparation Program. *Reserved for students seeking the Bachelor of Science degree or Elementary Education Licensure.*

EDU 436 ENHANCED STUDENT TEACHING: SECONDARY LICENSURE PROGRAM (11 credit hours) Enhanced Student Teaching in the secondary classroom is designed as the culminating course, which synthesizes the total process of educator preparedness. This professional experience gives the Teacher Candidate the opportunity to plan and execute instruction in an environment which provides structure for an increasing degree of responsibility. Full immersion in the school-based community is provided as well as the analysis of the depth and breadth of each experience. The semester is divided into two modules: a nine-week experience and a seven-week experience. The two experiences may be in varied school settings (urban, rural or suburban), which may be either public or non-public accredited institutions. Student Teaching experiences will be in both middle grades and high school classrooms. The evaluation of the Teacher Candidate's competence during the professional semester is both formative and summative in nature, and is carried out by the cooperating teachers(s) in cooperation with the Aquinas College Educator Preparation Program. *Reserved for students seeking the Bachelor of Science degree or Secondary Education Licensure.*

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

EDU 475/575 SPECIAL TOPICS IN EDUCATION: FIELD EXPERIENCE SEMESTER (Undergraduate 12 credit hours) *All coursework in the program, except for the Clinical Practice Semester; (Graduate 7 credit hours)* The Field Experience Semester is designed to be a support to teacher candidates prior to Clinical Practice. The experiences during this semester will include at least two different classrooms and include classroom observations, assisting with small groups and individual students, planning, teaching and assessing lessons, assisting the teacher with preparation of materials and grading, and planning, teaching and assessing units. The teacher candidate will receive support both from their cooperating teacher and college supervisor as they assume greater responsibility throughout the semester. *Permission of the Dean of the School of Education*

EDU 501 ELEMENTARY EDUCATION SEMINAR: CLASSROOM ORGANIZATION AND MANAGEMENT (1 credit hour) This course, conducted in a seminar format, examines elementary classroom organization and management, instruction, assessment, evaluation; complementing Enhanced Student Teaching in the elementary grades. Students critique implementation of classroom organization and management techniques to determine effectiveness. Pertinent concerns that arise during the student teaching experience are discussed and evaluated in the light of sound educational practices.

EDU 502 SECONDARY EDUCATION SEMINAR: CLASSROOM ORGANIZATION AND MANAGEMENT (1 credit hour) This course, conducted in a seminar format, examines secondary classroom organization and management, instruction, assessment, evaluation; complementing Enhanced Student Teaching in the secondary grades. Students critique implementation of classroom organization and management techniques to determine effectiveness. Pertinent concerns that arise during the student teaching experience are discussed and evaluated in the light of sound educational practices.

EDU 512 LITERACY THROUGH LEARNING (3 credit hours) This course examines theories of language and literacy development. A variety of instructional strategies and materials for reading and writing across the curriculum will be used to create a literacy environment appropriate within the varied content areas. The student will critically examine the research behind current literacy trends, applying this to a comprehensive series of lessons that cover all stages of literacy development.

EDU 518 READING ASSESSMENT AND REMEDIATION STRATEGIES (3 credit hours) This course introduces the student to formal and informal research-based literacy assessments and appropriate methodologies for remediating pre-reading and reading skills in the elementary classroom setting. Working with one elementary student throughout the semester, the School of Education student will learn how to administer literacy assessments and interpret data for the sake of planning and executing remediation. The graduate student will critically evaluate the formal and informal nature of literacy assessments, examining research studies on which the tests are based and develop a program of assessment and remediation for literacy development.

EDU 524 INSTRUCTING DIVERSE LEARNERS (3 credit hours) This course examines pedagogical, curricular, and social considerations pertaining to teaching and learning. Areas for discussion will include, yet not be limited to, diversity of culture, ethnicity, language, and exceptional learning needs. Emphasis will be placed on how diversity is represented in each learner and how to design and implement appropriate instructional opportunities for all learners in the classroom. The course will explore the social and emotional development of children with the view of the human person as understood in the tradition of Christian anthropology particularly as articulated by Saint Thomas Aquinas. The course requires students to design instruction that promotes effective learning for diverse audiences as well as analyze professional education practices to promote the inclusion of sound ethical and moral principles. Field experiences required.

EDU 525 MEDIA AND TECHNOLOGY IN EDUCATION (3 credit hours) This course is designed to provide students with the knowledge and skills to integrate instructional technology into the learning environment. The course addresses the management of different learning strategies, the development of higher order thinking skills using various

instructional technologies, the selection, use and integration of appropriate technology-based resources, and the development of instructional materials which make use of basic computer applications of word-processing, spreadsheets, databases, presentation software and the Internet. Students are required to develop and teach a technology-integrated lesson in a learning environment. Evaluation of hardware, software, and Websites are incorporated into this course. The course requires the completion of the development and teaching of a technology-integrated unit which includes pre/post-test. In addition, students will be required to complete research based on the integration of the ISTE standards into the grade level and subject area they will teach. Practicum included. *Prerequisite: Computer Competency*

EDU 535 READING STRATEGIES FOR SECONDARY EDUCATION (3 credit hours) This course prepares candidates to plan and implement effective reading instruction to increase students' comprehension of content-area material. Candidates will review research and best practices around academic vocabulary, comprehension, background knowledge, and critical thinking to build toward the practical application of techniques that will enable them to plan instruction to meet the need within diverse classroom settings. Particular attention will be given to building capacity around strategies for English language learners. Field experiences required.

EDU 560 SUPERVISED STUDENT TEACHING (6 credit hours) Supervised student teaching allows teaching interns to synthesize all that they have learned in the Master of Arts in Teaching curricula. The experiences give students the opportunity to plan and execute instructions in environments which provide structure for an increasing degree of responsibility. In order to provide both depth and breadth of experience, the professional semester is divided into two modules: a nine-week experience and a seven-week experience. The two experiences may be in varied school settings (urban, rural or suburban). The two experiences must be in different grade levels. The evaluation of the M.A.T. student's performance during the professional semester is both formative and summative in nature, and is carried out by mentor teachers in cooperation with the Aquinas College School of Education supervisors.

EDU 565 JOB-EMBEDDED EXPERIENCE (3 credit hours) *This capstone course must be repeated for two consecutive semesters in the program for a total of 6 credit hours.* This full year experience synthesizes the total process of educator preparedness. The evaluation of the Teacher Candidate's performance during the job-embedded experience is both formative and summative in nature; and is carried out by the mentor teachers in cooperation with the Aquinas College School of Education. The completion of a comprehensive portfolio is part of this experience. This course is taken in conjunction with EDU 501 or EDU 502 during the Fall semester of the job-embedded experience. *Prerequisite: Permission of the Dean of the School of Education.*

EDU 575/675SPECIAL TOPICS IN EDUCATION (1-3 credit hours) Special topics to be indicated. The course may include seminars, conferences, workshops or field activities focused on current issues in education. *Prerequisite: Permission of the Dean of the School of Education.*

EDU 600 EDUCATION IN THE DOMINICAN TRADITION (3 credit hours) Participants in this course will examine the roles of the moral, spiritual, intellectual, physical, psychological, social, and cultural dimensions of education at all levels from the Dominican perspective. These elements will be examined in the light of a Christian anthropology and world view. The importance of the educator as witness and the dignity of the human person will also be emphasized in light of teaching as a vocation. The importance of promoting a culture of learning and the formation of moral conscience and fostering moral courage in dealing with current moral concerns will be integral to this course. This is the first course in the program of study.

EDU 610 HUMAN DIGNITY AND DIVERSITY IN EDUCATION (3 credit hours) Proceeding from the doctrine of human dignity and the unrepeatable and inviolable uniqueness of every person, this course examines the impact of diversity on the effectiveness of advocacy, human relationships, communications, and education. Expressions of diversity considered in this course comprise a wide range, including but not limited to: attribute and behavior diversity; variations of learning styles and challenges; socio-economic diversity; family, community and organizational structures, including ethnic and cultural differences.

EDU 620 DATA-DRIVEN DECISIONS IN EDUCATION (3 credit hours) This course details the processes of using data to make informed decisions regarding student learning, instructional programs, resources, and policies. Instruction will include aspects of information literacy such as methods for collecting meaningful data, analyses of data,

communication of findings, and decision-making based on findings. Particular emphasis will be given to using teacher and student work samples to make instructional decisions based on analyses of student learning gains and related data.

EDU 630 MODES OF INSTRUCTION (3 credit hours) This course is designed to engage students in the study and implementation of the various instructional models and how they relate to the different learning styles and effective classroom management. The role of curriculum, philosophy, and knowledge of the learner will be examined in the selection of teaching strategies. Emphasis will be placed on the practical application of the various models to the specific audience of the student through a culminating project.

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

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

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

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

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

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

ENGLISH (ENG)

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

ENG 111 ENGLISH COMPOSITION I (3 credit hours) 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. **Students must earn a final grade of "C" or better to pass.**

ENG 130 RESEARCH AND RHETORIC (3 credit hours) ENG 130 gives intensive instruction and practice in the habits, techniques, and strategies required to analyze, evaluate, and compose rhetorically effective essays and other formal writing. Students compose several original essays based on important literature from several genres, produce responsible and efficient research projects, compare and critique their writing style relative to published works, and edit their own and their peers' writing. A short research paper is required. **Students must earn a final grade of 'C' or higher to pass.**

ENG 213 ENGLISH LITERATURE I (3 credit hours) This survey course includes representative selections of British literature illustrating various genres from the Anglo-Saxon period to the eighteenth century. Students should be able to analyze a literary text according to its content, structure, and purpose, as well as to understand it as part of a historical, cultural, and literary tradition.

ENG 214 ENGLISH LITERATURE II (3 credit hours) This survey course includes representative selections of British literature illustrating various genres from the Romantic period to the present. Students should be able to analyze a literary text according to its content, structure, and purpose, as well as to understand it as part of a historical, cultural, and literary tradition.

ENG 215 AMERICAN LITERATURE (3 credit hours) This course features a close study of representative works of American literature, aiming to familiarize students with the authors, the movements, and the thematic preoccupations that identify the specific characteristics of American literature and differentiate it from British literature.

ENG 245 CREATIVE WRITING (3 credit hours) This course introduces the form, theory, and practice of writing fiction, poetry, drama, or the essay (at the instructor's discretion), leading to a workshop in which students present their own work for discussion.

ENG 311 WORLD LITERATURE: EPIC (3 credit hours) This course provides a close examination of epic poetry. Authors and works may include Gilgamesh, Homer's *Iliad* and *Odyssey*, and Virgil's *Aeneid*. The persistent themes of the epic – war, homecoming, the founding of a city, the relationship between the human and the divine will be explored.

ENG 312 WORLD LITERATURE: LYRIC (3 credit hours) 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 flourishing within the Psalms, ancient Greece, medieval Europe, seventeenth-century England, and the twentieth century.

ENG 313 WORLD LITERATURE: TRAGEDY & COMEDY (3 credit hours) Through the study of drama, this course explores the depths (tragedy) and heights (comedy) of the human condition. Close attention will be paid to the relationship between the classical and Christian understandings of the human condition and the expression of that understanding within drama. Possible texts include the following: *Prometheus Bound*, *The Oresteia*, *Oedipus Tyrannos*, *Oedipus at Colonus*, *Antigone*, *The Bacchae*, *Frogs*, *Clouds*, *Birds*, *The Book of Job*, *Everyman*, *The Second Shepherd's Play*, *Dr. Faustus*, *Hamlet*, *Othello*, *Macbeth*, *King Lear*, *The Tempest*, *Mourning Becomes Electra*, and *A Raisin in the Sun*.

ENG 314 WORLD LITERATURE: NOVEL (3 credit hours) The study of the novel is also a study in modernism. The great novelists are deeply aware of the literary tradition that spans from Homer to Shakespeare, and of how their own work interacts with and contributes to that tradition. This course focuses upon the novel's unique ability to synthesize the genres of epic, lyric, tragedy, and comedy. Possible works to be studied: *Crime and Punishment*; *Moby Dick*; *The Ambassadors*; *Madame Bovary*; *Great Expectations*; *The Return of the Native*; *Emma*; *Portrait of the Artist as a Young Man*; *Lord Jim*; *Heart of Darkness*; *Go Down Moses*; *Song of Solomon*; *Possession*; *One Hundred Years of Solitude*; and *Midnight's Children*.

ENG 315 WORLD LITERATURE: CHRISTIAN EPIC (3 credit hours) The Christian world took the best of the classical tradition and integrated it into its own story, allowing the epic genre to reach new heights. In this course, students will read Christian epics, such as *Dante's Divine Comedy*, *Milton's Paradise Lost*, *Beowulf*, and *Sir Gawain and the Green Knight*. The persistent themes of the epic – war, homecoming, the founding of a city, the relationship between the human and the divine – will be explored.

ENG 330 MODERN MULTI-CULTURAL WRITERS (3 credit hours) This course includes representative selections of writers from different cultural backgrounds. The choice of ethnic literature is based on American ethnic groups such as African American, Jewish, Native American, Hispanic American, and Asian American. However, modern writers of any nationality may be studied. Student papers will be based on both literary analysis and cultural studies. A research paper is required.

ENG 331 MEDIEVAL ENGLISH LITERATURE (3 credit hours) This course focuses on the range of forms and the vigorous Christian elements in medieval British literature. Works to be included are Anglo-Saxon and Chaucerian epics; saints' lives in prose, the Anglo-Saxon lyric "The Wanderer", Anglo-Saxon and High Medieval devotional lyrics; *Sir Gawain and the Green Knight* and other works of the Pearl Poet; and fifteenth-century drama from the York, Wakefield and Chester mystery cycles. A research paper is required.

ENG 332 EARLY MODERN ENGLISH LITERATURE (3 credit hours) Intended to complement the Shakespeare course, this course focuses on early modern poets and playwrights whose works are not as well known, although some of Shakespeare's work is included in the course. Other authors to be considered include Thomas More, Marlowe, Jonson, Wyatt, Sydney, Spenser, Donne, Herbert, Marvell, Crashaw, Malory and Milton. A research paper is required.

ENG 340 18th CENTURY BRITISH LITERATURE (3 credit hours) This course examines the "Long Eighteenth Century", which spans from 1660 to 1789. The French Enlightenment's impact upon religion, politics, and philosophy gave rise to the greatest English satirists. Authors may include the poetry and prose satires of Dryden, Pope, Swift, and Johnson. In addition to satire, students will study the development of the following: the rise of the novel, the periodical essay, the biography, and literary criticism. Restoration playwrights such as Gay, Behn, Wycherley, Sheridan, and Congreve will be read as time permits. A research paper is required.

ENG 341 19th CENTURY BRITISH LITERATURE: ROMANTIC AND VICTORIAN (3 credit hours) This course examines English poetry and prose from the French Revolution to circa 1901. The use of lyric, odes and other forms by Romantic poets is noted as an aesthetic and cultural revolution following the Enlightenment. Victorian poets and novelists are studied as the aftermath of the Romantic revolution in the context of late nineteenth-century crises: industrialization, imperialism; Freudian psychology, the Woman Question, and the assault on Christian faith by utilitarianism and Darwin's theory of evolution. Authors may include Blake, Wordsworth, Coleridge, Keats, Shelley, the Bronte sisters, the Brownings, Newman, Tennyson, Hopkins, Carlyle and Mill. A research paper is required.

ENG 342 20th CENTURY LITERATURE (3 credit hours) This course examines a selection of twentieth-century works that may variously include epics, novels, dramas, lyrics, and essays. Representative authors may include Joyce, Woolf, Pound, Eliot, Yeats, Cather, Faulkner, Steinbeck, Ransom, and Stevens, as well as authors spanning from the second half of the century to contemporary times.

ENG 345 ADVANCED CREATIVE WRITING (3 credit hours) This course is an in-depth study of the creation of poetry, short fiction, and drama (at the instructor's discretion), leading to the production of a short story, a one-act play, and several poems in classic forms.

ENG 393 LINGUISTICS (3 credit hours) This course will examine language as systems of sounds, syntax, and small and large units of meaning. Other areas of language study will include writing systems, children's acquisition of language, language and the brain, social and regional dialects, language change over time, and the relationships of world languages to each other.

ENG 400 CHILDREN'S LITERATURE, SPEECH AND DRAMA (3 credit hours) This course is an overview of age-appropriate children's literature. The course develops an awareness of the value of good literature in the education and life of children. Integration of children's literature with various performance technologies, such as storytelling, puppetry, children's theatre and creative dramatics, provides students with effective techniques for the elementary classroom. Reviewed literature offers the student a cross-cultural experience. Field experience included.

ENG 401 CHAUCER (3 credit hours) This course examines the major works of Geoffrey Chaucer, the "Father of English poetry." While the course will primarily focus on *The Canterbury Tales*, a selection of his works will be read as time permits in order to understand literary and historical contexts and allusions, especially in terms of the shaping of

Christian imagination in the formation of culture. Attention is given to Chaucerian dialect and pronunciation. A research paper is required.

ENG 403 ADOLESCENT LITERATURE (3 credit hours) This course is an overview of developmentally appropriate literature for the adolescent student. The content reflects and projects many of life's experiences and demonstrates that significant parallels exist in the literature of global cultures and interrelated genres. Field experience included.

ENG 408 ADVANCED GRAMMAR AND COMPOSITION (3 credit hours) This course examines English grammar through diagramming, writing, and analyzing rhetorical use of grammatical constructions in excerpts from masterful writing. Attention will be given to grammatical usage controversies and valid responses to these arguments. Recommended for students who wish to strengthen their writing and grammatical skills and learn to help others do the same.

ENG 411 HISTORY OF THE ENGLISH LANGUAGE (3 credit hours) Beginning with the German roots of the English language, the course will trace the internal development of English sounds, words, and syntax through the Old English, Middle English, Early Modern and Modern English periods. Attention will also be given to external influences such as the Viking and Norman invasions, Renaissance learning with its influx of classical vocabulary, the rise of standards in the eighteenth century, and the effects of exportation of English to colonies such as North America, India, Australia, New Zealand, and parts of Africa.

ENG 412 DANTE (3 credit hours) This course examines the major works of Dante Alighieri, the medieval Italian poet whose works have been called "Thomism in verse." Most of the course will be spent on the *Divine Comedy* in order to understand its literary and historical contexts and allusions and its theological structure. Minor poetry and essays will also be read as time permits. A research paper is required.

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

ENG 441 BRITISH AND AMERICAN LITERATURE SINCE 1900 (3 credit hours) A study of the major British and American literature of the 20th and 21st centuries. Works studied may include those written by Pound, Stevens, Joyce, Woolf, Eliot, Faulkner, and Beckett.

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

ENG 500 CHILDREN'S LITERATURE, SPEECH AND DRAMA (3 credit hours) This course is a critical consideration of the genres of children's literature and modes of instruction that allow for analysis of that literature. Field experiences include visits to children's sections of libraries, interviews with children's librarians, and attendance at marionette and puppet shows. Emphasis is placed on research through peer-reviewed journals dedicated to children's literature. Each student will learn how to structure and implement a balanced literacy program for elementary grades through planning and instruction.

ENG 503 ADOLESCENT LITERATURE (3 credit hours) This course is a critical consideration of the genres included in adolescent literature and modes of instruction that allow for analysis of that literature. Field experiences include observations in secondary English classes. Emphasis is placed on research through peer-reviewed journals dedicated to the teaching of adolescent literature. Each student will learn how to structure and implement a balanced scope and sequence for secondary grades through planning and instruction.

FINE ARTS (FAR)

FAR 211 ART HISTORY (3 credit hours) This course is a survey of Western art from prehistoric times through the medieval period, with particular emphasis on the development of art and architecture and major iconographic themes in ancient Egypt, Greece, and Rome, and in the early Christian and Byzantine periods.

FAR 212 ART APPRECIATION (3 credit hours) This course is a survey of Western art from the Late Gothic through the modern period, with particular emphasis on the development of art and architecture and major iconographic themes during the renaissance in Italy and the North and the Baroque period.

FAR 220 MUSIC HISTORY AND APPRECIATION (3 credit hours) Music History and Appreciation is a survey course designed to acquaint the student with the general history of music and to foster an appreciation for various types of music. Topics include leading composers and the relationship of music to other aspects of history and cultural development. The student will become familiar with the basic elements of music, the major periods of music, and the greatest composers of these periods.

FAR 221 AQUINAS SINGERS: MAJOR MODES (1 credit hour) 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*

FAR 222 AQUINAS SINGERS: MINOR MODES (1 credit hour) 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 credit hour) 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*

FAR 224 AQUINAS SINGERS: THEORETICAL STUDIES (1 credit hour) 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*

FAR 301 CHRISTIAN THEMES IN ART (3 credit hours) Through formal and iconographic analysis, this course examines religious themes and imagery in primarily Christian traditions, both Western and Eastern. Particularly investigated are the manners in which art, architecture, and sacred sites have served religion and human spirituality throughout the history of civilization.

FAR 275/375/475 SPECIAL TOPICS IN FINE ARTS (1-3 credit hours) Special topic to be indicated. Seminars, conferences, workshops, field activities or projects focused on current issues in the areas art and/or music. *Requires written approval of the Vice President for Academic Affairs.*

FOREIGN LANGUAGE

FRE 111, 112 ELEMENTARY FRENCH I, II (3 credit hours each) *Must be taken in sequence.* This beginning French course places emphasis on conversation, basic grammar, simple dictation, daily oral practice and a geographical and historical perspective of the French people.

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

LAT 111 ELEMENTARY LATIN I (3 credit hours) This course is the first semester of elementary Classical Latin grammar, vocabulary, and syntax. It also includes an introduction to Roman history and culture and, time permitting, a selection of readings in translation. The successful student will acquire practical knowledge of first semester elementary Latin and, in the context of this study, come to know an introductory level of Roman history and culture. At the completion of this course, the student should be able to read, translate, and analyze grammatically basic Latin prose.

LAT 112 ELEMENTARY LATIN II (3 credit hours) 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 111*

LAT 213 INTERMEDIATE LATIN I (3 credit hours) 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 INTERMEDIATE LATIN II (3 credit hours) 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 LAT 213 or the equivalent as determined by instructor.*

SPA 111, 112 ELEMENTARY SPANISH I, II (3 credit hours) *Must be taken in sequence.* This beginning Spanish course includes elements of grammar, composition, dictation and transcription, oral practice, simple reading and a geographical and historical perspective of the Hispanic peoples with emphasis on their cultures, traditions customs and contributions.

SPA 213, 214 INTERMEDIATE SPANISH I, II (3 credit hours) *Must be taken in sequence.* Intermediate Spanish is a second year course that includes an intensive review of Spanish grammar with an emphasis on composition and conversation, with wide reading of Spanish and Latin American authors. *Prerequisite: SPA 112 or two years of high school Spanish.*

FRE/GRE/LAT/LAN/SPA 175, 275, 375, 475 SPECIAL TOPICS IN FOREIGN LANGUAGE (1-3 credit hours) 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. *Requires written approval of the Vice President for Academic Affairs.*

HEALTH AND PHYSICAL EDUCATION (HPE)

HPE 110 PERSONAL AND COMMUNITY HEALTH (3 credit hours) This comprehensive course considers principles of personal and community health, wellness, safety, nutrition, and physical fitness as choices that support a complete and total health profile. Students study overviews of health-related issues and current community programs that target home, work place, school and community environments.

HPE 210 FIRST AID AND SAFETY EDUCATION (3 credit hours) This is an in-depth course in first aid and safety, including CPR. Lectures, demonstrations, and skills-training for emergency first aid procedures and life threatening situations are provided. American Red Cross first aid and CPR certifications are obtainable.

HPE 275/375/475 SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION (1-3 credit hours) Special topics to be indicated. The course may include seminars, conferences, workshops or field activities focused on current issues in health and physical education. *Requires written approval of the Vice President for Academic Affairs.*

HISTORY (HIS)

HIS 111 WESTERN CIVILIZATION I (3 credit hours) Western Civilization I studies the development of Europe from prehistory to the early 18th century and includes the ancient civilizations of the Middle East, Greece, Rome, Medieval Europe, the Renaissance, the Reformation and the Age of Absolutism. Major trends, key personalities and important institutions are investigated and assessed for their historical significance.

HIS 112 WESTERN CIVILIZATION II (3 credit hours) As a continuation of Western Civilization I, this course studies the history of modern Europe from the Age of Reason to the end of the 20th century. The approach is chronological, emphasizing the development of the modern state, the evolution of scientific inquiry in an industrial and technological age, and the role of ideology against a backdrop of war and revolution.

HIS 201 UNITED STATES HISTORY I (3 credit hours) This course studies United States history from pre-Columbian America through the Reconstruction, emphasizing the Colonial Era, the American Revolution, the Early National Period, the Age of Jackson and the Civil War. Major trends, key personalities and important institutions are investigated and assessed for their historical significance.

HIS 202 UNITED STATES HISTORY II (3 credit hours) This course, a continuation of United States History I, studies United States history from the Gilded Age to the present. Some of the topics emphasized are the growth of big business, Progressive Reforms, the Roaring Twenties, the Great Depression, the World Wars and post-World War II America.

HIS 211 HISTORY OF THE CATHOLIC CHURCH I Same as THE 211 (3 credit hours) 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.*

HIS 212 HISTORY OF THE CATHOLIC CHURCH II Same as THE 212 (3 credit hours) 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.*

HIS 311 TENNESSEE HISTORY (3 credit hours) This course is a survey of the history of Tennessee from the early Indian tribes to the present. Students will examine social, cultural, economic and political aspects of the state. All students completing this course should be knowledgeable about the people who helped make Tennessee what it is today. A special research topic that relates to the state is required. This course will include field trips to local sites of historical interest.

HIS 313 DOMINICAN HISTORY Same as THE 313 (3 credit hours) This course explores the history of the Order of Preachers from its beginnings in medieval Europe to the present day. Topics include the life of St. Dominic, the charism of the Order, a selection of Dominican saints, and the major contributions of Dominicans at critical points of Church history.

HIS 332 COLONIAL AMERICA (3 credit hours) This course begins with European exploration and the Spanish and French empires in the Western Hemisphere, as well as their impact on Native American cultures. Special focus will be given to the development of the English colonies and the evolution of the relationship between the colonies and the English state. The course will also examine the origins, development, and impact of the American Revolution. Topics include colonial institutions, the beginnings of slavery, imperial policies and religious, political, social and economic aspects of colonial America.

HIS 333 THE AGE OF JEFFERSON AND JACKSON (3 credit hours) This seminar-style course offers an examination of American History from the American Revolution through the 1830s by focusing on the writings, public careers, and respective presidencies of Thomas Jefferson and Andrew Jackson. Through this immersive study of two of the most towering and controversial figures from this era, students will enhance both their understanding of historiography and their skills in developing a research project. *Prerequisite: at least three hours in a lower-level history course*

HIS 334 CIVIL WAR AND RECONSTRUCTION (3 credit hours) 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*

HIS 335 THE GILDED AGE AND PROGRESSIVISM (3 credit hours) 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. *Prerequisites: at least three hours in a lower-level history course.*

HIS 336 THE UNITED STATES IN THE AGE OF WORLD WARS (3 credit hours) 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. *Prerequisites: at least three hours in a lower-level history course.*

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

HIS 351 THE ANCIENT WORLD (3 credit hours) This course is an examination of the Near Eastern Neolithic Revolution, Pharaonic Egypt, the Hebrew Kingdom, Mycenaean and classical Greece, the Persian and Peloponnesian wars, and the Kingdom Republic and Empire periods in Roman history. Topics include the nature of civilization, sources of political power, and the development of major religions. *Prerequisites: at least three hours in a lower-level history course.*

HIS 352 MEDIEVAL HISTORY (3 credit hours) 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*

HIS 354 THE AGE OF REFORMATION (3 credit hours) 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*

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

HIS 357 EUROPE AND THE WORLD WARS (3 credit hours) 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. *Prerequisites: at least three hours in a lower-level history course.*

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

HIS 420 WESTERN CIVILIZATION AND AMERICA (3 credit hours) 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*

HIS 421 UNITED STATES FOREIGN POLICY (3 credit hours) 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*

HIS 425 GLOBAL HISTORY SINCE 1945 (3 credit hours) This course will examine the major events, ideas, and people in world history since the end of the Second World War. Special attention will be paid to postwar reconstruction, the Cold War, decolonization, the expansion of communism, the growth of globalization, immigration, the Arab-Israeli conflict, and the rise and impact of Islamic radicalism.

HIS 453 THE CRUSADES (3 credit hours) This course is a survey of the origins, events, and impact of the crusading movement. Topics that will be examined include the Islamic response to the Crusades, anti-Jewish programs, the Templars, the Crusader States, the legacy of Saladin, crusading in Europe, modern perceptions of the Crusades, and crusade preaching and spirituality.

HIS 455 STUART ENGLAND (3 credit hours) This course is a survey of the history of England during the era of the Stuart dynasty (1603-1714). Among the major topics examined in the course are the persecution of Catholics and religious non-conformists, the clash between absolutism and constitutionalism, the establishment and development of English colonies in North America, the English Civil War, Restoration literature and culture, and the impact of and the scholarly debate over the Glorious Revolution of 1688. *Prerequisite: one lower-level history survey course or approval from the instructor.*

HIS 456 RUSSIAN HISTORY (3 credit hours) 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*

HIS 459 REVOLUTION IN WORLD HISTORY (3 credit hours) This course examines the history and evolution of revolutionary thought and practice from the Glorious Revolution to the present. Revolutions from across the globe will be considered including the American Revolution, the French Revolution, the Bolshevik Revolution, the Mexican Revolution, and the Islamic Revolution. *Prerequisites: at least three hours in a lower-level history course.*

HIS 460 STUDIES IN AFRICAN HISTORY (3 credit hours) 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*

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

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

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

HIS 490 SEMINAR IN HISTORICAL STUDIES (3 credit hours) 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.*

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

INTERDISCIPLINARY STUDIES (IDS)

IDS 106 COLLEGE LEARNING IN THE DOMINICAN TRADITION (1 credit hour) This course provides an IDS introduction to the nature of higher education and serves as an orientation to the function, mission, identity and resources of Aquinas College with particular focus on the Dominican tradition, the importance of a liberal education and identifying and realizing a vocation. It is designed to strengthen higher level thinking skills needed for academic achievement, including effective written and oral expression, the ability to work with others, the productive use of library resources, and basic information technology skills.

IDS 211 SOCIAL NATURE OF THE HUMAN PERSON (3 credit hours) This interdisciplinary course explores social issues as they relate to the human person and human nature as understood in the tradition of Christian anthropology, particularly as articulated by the thought of Saint Thomas Aquinas and developed in Catholic social doctrine. The course begins with a review of the philosophy of the human person with exploration of the notion of human nature, articulating these concepts as presented by Aristotle, sacred scripture, Aquinas, and further developed in the 20th century especially in the writings of John Paul II. Identifying the human person as essentially social in nature, the course develops with a discussion of human dignity, freedom, rights, and the fundamental principles of society. Topics explored include gender, race, marriage, family, work, business, economy, the political community, civil society, religious freedom, the environment, and international relations. Matters related to social conflict will include racism, gender and marriage issues, slavery and human trafficking, labor disputes, poverty, and conscience violations, among others.

IDS 275/375/475 SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES (1-9 credit hours) 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 Academic Affairs. Some preparatory work may be required if the course is designated at the upper level.*

IDS 410 TOPICS IN LITERACY (3 credit hours) This 400-level course combines elements of basic English grammar with the History of the English Language from Anglo-Saxon to modern periods. The course will reintroduce students to the basic levels of correct spelling, parts of speech, word analysis (including inflectional endings), and sentence structure through diagramming. An examination of the modern lexicon of Anglo-Saxon words and of Latin- and Greek-based word formation strengthens the students teaching background knowledge for the classroom. The students learn the correspondence between modern spelling and pronunciation and to the formation and classification of new and existing words. The focus is for students to apply the course to English instruction in the classroom through reading, writing, speaking, and grammar. An Action Research paper on a classroom issue in literacy is required and developed in this course.

IDS 500 INTRODUCTION TO GRADUATE STUDIES (1 credit hour) This course is designed to prepare students for graduate-level research and writing. The course will begin by providing an in-depth review of library organization, collections, services, and online resources, presenting the methodologies of information searching, strategy development, and evaluation. It will include the evaluation of sources and referencing styles for specific discipline areas. It will include the purpose of a scholarly research paper (especially a literature review) and the foundational skills needed including developing a thesis, research question, synthesizing sources, and constructing paragraphs. *Prerequisite: Graduate-level student standing*

IDS 640 MORAL COMMUNITIES (1 credit hour) *Course must be repeated for three consecutive semesters after the first semester in the program for a total of 3 credit hours.* Participants in these seminar courses will examine contemporary moral issues and concerns facing educators. Topics will include but not be limited to: community and family relations; formation of moral conscience; promotion of a culture of learning; formation and fostering of moral courage; the role of freedom in education and society; promotion of virtuous living; and the integration of Gospel values into personal and professional practice.

LIBERAL ARTS (LAR)

LAR 120 A CATHOLIC INTRODUCTION TO THE GREAT BOOKS (1-3 credit hours) This course will examine significant texts from the perspective of the Catholic intellectual tradition. Students will take an active role in analyzing these 'great books', considering particularly what these texts reflect about the human condition, the western heritage, and the mysteries of God himself.

LAR 490 SENIOR SEMINAR AND THESIS (3 credit hours) This course is the capstone to the Liberal Arts major, which includes a weekly seminar and thesis. Under the direction of a faculty member in one of the Liberal Arts disciplines, students will develop a topic to serve as the basis of their senior thesis. In their reading and writing throughout the semester, they will study their respective thesis topic from a perspective that reflects an integration of elements from multiple Liberal Arts disciplines, culminating in the thesis paper and research presentation. Weekly seminar-style discussions will support students' research projects through exploration and critical review of the contributions of the Catholic intellectual tradition to liberal learning.

MATHEMATICS (MAT)

MAT 085 PRE-ALGEBRA (3 credit hours) This is a developmental course and college level credit is not awarded for this course. This course contains a study of real numbers, integer, algebraic expressions, equations, fractions and decimals, ratios, portions, percent, polynomials, measures and graphing. A passing grade ("P") is achieved with an average score of 80%. MAT 085 is required of students who do not present at least a score of 21 on the mathematics portion of the ACT or who do not score 80% on the Math Assessment. If required, this course must be taken within the first semester of attendance.

MAT 121 COLLEGE ALGEBRA (3 credit hours) This course covers the study of basic concepts of algebra including real numbers, polynomials, rational expressions, complex numbers, equations and inequalities, relations, functions and coordinate geometry and systems of equations. Students enrolled in programs requiring College Algebra will be exempt from College Algebra if they present a score of 27 or above on the mathematics portion of the ACT. *Prerequisites: Minimum MATH ACT of 21, pass the qualifying test for MAT 085, or successfully complete MAT 085.*

MAT 130 CONCEPTS OF GEOMETRY (3 credit hours) Basic concepts of geometry are studied including linear and angle measurement, construction, triangles and other polygons, circles, perimeter, area and volume measures; deductive reasoning and proofs; similarity of polygons and elementary trigonometry. *Prerequisite: MAT 121*

MAT 140 EUCLIDEAN GEOMETRY (3 credit hours) This course is a careful examination of the first six books of Euclid's Elements, which serves as a means of learning the principles of geometry and number theory. The course begins with a reflection on definitions, axioms, and postulates, and then turns to the demonstrations that establish and explore plane geometry and arithmetic. As part of these explorations, students take up the questions of ratio and proportion, incommensurability, the distinction between magnitude and multitude, and the modes of argument proper to mathematics.

MAT 210 STATISTICS I (3 credit hours) This course introduces techniques of data analysis used in descriptive statistics, inferential statistics, and selected non-parametric statistical tests. Emphasis is placed on methods for collecting data, processing data, and interpreting the results. Computer assignments using statistical software are required.

MAT 211 STATISTICS II (3 credit hours) 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*

MAT 240 THE NATURE OF MATHEMATICS (3 credit hours) 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*

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

MAT 291 CALCULUS AND ANALYTICAL GEOMETRY I (4 credit hours) This is an introductory course in calculus and analytical geometry covering limits and their properties, differentiation, applications of derivatives, and integration. *Prerequisite: MAT 121*

MAT 292 CALCULUS AND ANALYTICAL GEOMETRY II (4 credit hours) This is the second course in a calculus series and covers applications of the integral, differentiation and integration of transcendental functions and applications, methods of integration, coordinate geometry, differentiation and integration of hyperbolic functions, polar coordinates, infinite series, indeterminate forms and power series. *Prerequisite: MAT 121*

PHILOSOPHY (PHI)

PHI 105 LOGIC (3 credit hours) Exploring valid and invalid patterns of deductive inference, with secondary consideration of inductive reasoning, this course examines the principles of Aristotelian material and formal logic, including signs and signification, abstraction and universals, predication and judgments, and syllogistic reasoning. Informal fallacies are covered as well. The applicability of basic logical principles to both dialectical and rhetorical argumentation is treated in the latter half of the course.

PHI 211 INTRODUCTION TO PHILOSOPHY (3 credit hours) This course introduces the student to philosophy by addressing basic concepts of the philosophy of nature: substance, matter/form, change, causes, chance, space/time, and the problem of the Unmoved Mover. On these topics, we note the views of various philosophers over the course of time, but with special emphasis on the views of Aristotle and St. Thomas Aquinas. The second half of the course addresses the properties of man from the Thomistic philosophical perspective: his vegetative, animative, and cognitive operations; the nature of the human soul; the unity of soul and body; the nature, act, and objects of the human intellect; the necessity and freedom of the human will; and the interaction of the intellect and will in the free human act.

PHI 215 ETHICS (3 credit hours) This course introduces the student to ethics as a practical science based on reasoning derived from experience. St. Thomas Aquinas is used as a guide to investigate the purpose of human life, the nature of human actions, the use of right reason to distinguish good from bad action, the role of moral law and conscience, patterns of moral reasoning and the perfecting of character by acquisition of moral virtues. From this study, the student should come to understand the rational basis of moral doctrine, to appreciate its profound significance for the human person, and to develop a personal commitment to act always so as to promote his true good.

PHI 225 PHILOSOPHY OF THE HUMAN PERSON (3 credit hours) This course is a speculative study of the nature and faculties of the human person and closely related anthropological questions. Topics covered include the body/soul distinction and substantial unity of the body/soul composite, sensation, affectivity, types of knowing and willing, freedom vs. determinism, subjectivity and personhood, human origins and destiny, and the question of immortality.

PHI 301 HISTORY OF PHILOSOPHY I: ANCIENT (3 credit hours) This course covers the development of philosophy in the ancient world, from the pre-Socratic period to the end of the late Hellenic and Roman period. It includes philosophers and topics such as Plato, Aristotle, Stoicism, Neo-Platonism, and Augustine.

PHI 302 HISTORY OF PHILOSOPHY II: MEDIEVAL (3 credit hours) This course covers the development of philosophy in the medieval world, from the end of the late Hellenic and Roman Period to the Renaissance. It includes philosophers and topics such as the ancient sources of medieval philosophy, the rise of early scholasticism in the Cathedral schools and monasteries, Bonaventure, Albert Magnus, Scotus, and Ockham.

PHI 303 HISTORY OF PHILOSOPHY III: MODERN (3 credit hours) This course covers the development of philosophy in the modern world, from the Renaissance to the end of the 19th century. It focuses on philosophers and topics such as the emergence of the scientific revolution, Descartes, Locke, Hume, and Kant.

PHI 315 MEDICAL ETHICS Same as THE 315 (3 credit hours) 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: PHI 215, THE 310*

PHI 330 PHILOSOPHY OF EDUCATION (3 credit hours) This course investigates the philosophical basis of educational thought from classical to contemporary times. After first establishing the nature of philosophy, the course examines the major philosophical systems and ideologies that have shaped educational theory. The course affords students the opportunity to critique educational philosophies and to begin to develop their own. Field experience included.

PHI 355 BUSINESS ETHICS AND SOCIAL RESPONSIBILITY (3 credit hours) 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: PHI 215*

PHI 365 PHILOSOPHY OF RELIGION (3 credit hours) 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: one previous course in Philosophy at Aquinas College.*

PHI 370 PHILOSOPHY OF KNOWLEDGE (3 credit hours) 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: one previous course in Philosophy at Aquinas College.*

PHI 415 CONTEMPORARY MORAL ISSUES (3 credit hours) 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. *Prerequisite: PHI 215*

PHI 445 MODERN PROBLEMS IN PHILOSOPHY (3 credit hours) This course introduces the student to Modern Philosophy and the effect it is having on society today. The study traces the development of philosophical thought as great philosophers have laid it out from the 13th Century to the present day. It examines Modern philosophy in light of Thomistic philosophical principles and highlights the relevance of sound philosophical reasoning to the Christian faith. From this study, the student should be able to analyze the truth of various philosophical views and to realize the impact these views have had on modern man.

PHI 450 POLITICAL PHILOSOPHY (3 credit hours) 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: one previous course in Philosophy at Aquinas College.*

PHI 451 PHILOSOPHY OF SCIENCE (3 credit hours) 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: one previous course in Philosophy at Aquinas College.*

PHI 452 PHILOSOPHY OF LAW (3 credit hours) 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: one previous course in Philosophy at Aquinas College.*

PHI 460 METAPHYSICS (3 credit hours) 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: one previous course in Philosophy at Aquinas College.*

PHI 465 PHILOSOPHY OF GOD (3 credit hours) 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 *Prerequisite: PHI 460*

PHI 490 SENIOR SEMINAR AND THESIS (3 credit hours) 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.*

PHI 275/375/475 SPECIAL TOPICS IN PHILOSOPHY (1-3 credit hours) Special topics to be indicated. The course may include seminars, conferences, workshops or field activities focused on current issues in philosophy. *May be repeated. Requires written approval of the Vice President for Academic Affairs.*

PSYCHOLOGY (PSY)

PSY 115 GENERAL PSYCHOLOGY (3 credit hours) This course offers the student an introductory survey on the biological, psychological and social aspects of human behavior as viewed from the scientific perspective. Major topics include the physiological basis of behavior, personality development, fundamental concepts in learning and memory, research methods, consciousness, motivation, emotions, human relationships and social influences. The student can expect to become an educated consumer of research findings, and to develop an appreciation for the complexity of human behavior as well as the dignity of being human.

PSY 300 HISTORY OF PSYCHOLOGY (3 credit hours) This course provides a comprehensive overview of the history of psychology. The course traces the discipline from its origins and first philosophers to the diverse nature of today's approaches to psychology. The course provides a deeper understanding for further study in contemporary psychology.

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

PSY 315 EDUCATIONAL PSYCHOLOGY (3 credit hours) This course analyzes and applies psychological principles of learning to the elementary school-age child. Various learning theories are discussed and researched. Application of theory is viewed through a variety of educational situations and settings. Field experience included.

PSY 320 HUMAN GROWTH AND DEVELOPMENT (3 credit hours) This course is a detailed study of the physical, intellectual, moral, social, and emotional growth and development of the human person, covering the entire life-span. The course will explore developmental and educational issues as they relate to the human person as understood in the tradition of Christian anthropology, particularly as articulated by the teachings of Saint Thomas Aquinas. All stages of human life from conception to the aged are considered. Particular emphasis will be placed on how individuals learn in the context of their environment. In addition to studying the entire life-span, each teacher candidate will engage in a focused study of one phase of development. Field experiences required.

PSY 400 TESTS AND MEASUREMENTS (3 credit hours) This course is an overview of assessment as it relates to student learning and achievement. Teacher candidates will be introduced to formal and informal methods of collecting meaningful data: analysis of data, evaluation, interpreting results, communicating results to students, parents, and other professionals, and using findings to make instructional decisions. Instruction will include the essentials of standardized achievement testing and the relevance in supporting student learning needs. Field experience included. *Prerequisite: MAT 240*

PSY 410 BEHAVIOR INTERVENTIONS (3 credit hours) This course builds on the tenets of applied behavior analysis. Topics to be studied include the applied behavior approach, functional analysis, behavioral objectives, behavior assessment techniques, self-management, and structuring the environment. Specific attention will focus on intentional strategies that involve instruction or change in the environment designed to help a behavioral adaptation and development. These techniques are applicable to various settings. Field experience included.

PSY 423 EXCEPTIONAL CHILD (3 credit hours) Acknowledging that each child is unique, and in this sense, exceptional, this course focuses on the needs of a variety of children, including those with learning disabilities, physically and/or mentally limiting conditions, intellectual gifts and emotional or behavioral difficulties. This course will explore the social and emotional development of children with the view of the human person as understood in the tradition of Christian anthropology, particularly as articulated by Saint Thomas Aquinas. The main emphasis is on empowering the teacher candidate to enable each child to strive for and reach full personal potential. Field experience included.

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

PSY 520 HUMAN GROWTH AND DEVELOPMENT (3 credit hours) This course is a detailed study of the physical, intellectual, moral, social, and emotional growth and development of the human person, covering the entire life-span. The course will explore developmental and educational issues as they relate to the human person as understood in the tradition of Christian anthropology, particularly as articulated by the teachings of Saint Thomas Aquinas. All stages of human life from conception to the aged are considered. Particular emphasis will be placed on how individuals learn in

the context of their environment. In addition to studying the entire life-span, each teacher candidate will engage in a focused study of one phase of development. Field experiences required.

PSY 523 EXCEPTIONAL CHILD (3 credit hours) Acknowledging that each child is unique, and in this sense, exceptional, this course focuses on the needs of a variety of children, including those with learning disabilities, physically and/or mentally limiting conditions, intellectual gifts and emotional or behavioral difficulties. This course will explore the social and emotional development of children with the view of the human person as understood in the tradition of Christian anthropology, particularly as articulated by Saint Thomas Aquinas. The main emphasis is on empowering the teacher candidate to enable each child to strive for and reach full personal potential. Field experience included.

SOCIOLOGY (SOC)

SOC 210 INTRODUCTION TO SOCIOLOGY (3 credit hours) This course is a study of the nature, origin, basic principles, methods and conclusions of modern scientific sociology. Particular emphasis will be given to sociology's contribution to the understanding of human society. All students completing this course should be able to understand how social institutions, such as family, education, religion, and government affect their lives. A term paper within a selected area of interest is required.

SOC 445 SOCIAL TEACHINGS OF THE CATHOLIC CHURCH Same as THE 445 (3 credit hours) 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. *Prerequisites: successful completion of six (6) credit hours of Theology*

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

THEOLOGY (THE)

THE 110 FUNDAMENTAL THEOLOGY (3 credit hours) This course provides an introduction to the foundational dogmatic content of Christianity as a response to humanity's drive to make sense of the world and the enigma of our own existence. While the starting point of our inquiry is the philosophical quest for truth and meaning in the face of the most troubling mysteries of our world, the answer given is properly theological, as, "reason is summoned to make its own a logic which brings down the walls within which it risks being confined" (John Paul II, *Fides et Ratio* §80). Themes include, the God of Faith, the idea of "creation," the Incarnation, the covenantal life of the Church, and the "eschaton" or "culmination-point of reality."

THE 121 INTRODUCTION TO THE SACRED SCRIPTURE (3 credit hours) This basic course introduces the students to Catholic exegesis of the Old and New Testaments. Students use tools such as the historical-critical method and literary criticism to interpret Scripture according to the living Tradition of the Church. Selections from the Old and New Testaments are explicated to show the continuity of Salvation History. The content and structure of both the Hebrew Scriptures and the New Testament are explored, and the history of the formation of both canons is studied.

THE 211 HISTORY OF THE CATHOLIC CHURCH I Same as HIS 211 (3 credit hours) 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.*

THE 212 HISTORY OF THE CATHOLIC CHURCH II *Same as HIS 212 (3 credit hours)* 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.*

THE 216 THE EUCHARIST *(3 credit hours)* This introductory course explores the nature of the Sacred Liturgy, its place in the life of the Church and the principles governing its celebration. At the heart of the liturgy is the Mass, which is studied both in its history and in contemporary Church practice. The course concludes with a brief overview of the Liturgy of the Hours and Eucharistic worship outside of Mass. Students should come to appreciate the importance of the Liturgy as an act of worship of the entire Body of Christ to our Heavenly Father.

THE 220 MARRIAGE AND THE FAMILY *(3 credit hours)* This introductory course focuses on marriage and the family as a vocation written in the very nature of man and woman by their Creator. The prime importance of the family as the central unit of the Church and of society is highlighted from both the theological and sociological points of view. Special attention is given to Pope John Paul II's "theology of the body" and its marital implications, as well as to those sexual issues which relate to marriage and the family. From this course, students should come to appreciate the Christian family as the sign and image of the loving communion of the Blessed Trinity.

THE 222 INTERNSHIP IN PARISH AND PRIESTLY MINISTRY *(3 credit hours)* This course will expose the students to a variety of priestly and parish ministry experiences in the Diocese of Nashville. Students will collaborate with leaders of various ministries in the Diocese as they plan, prepare and implement faith programs. Students will also gain operational knowledge of administrative structures at both the parish and diocesan levels with experiences in offices and programs such as Faith Formation, Youth and Young Adult Ministry, Finance and Operations, Hispanic Ministry, liturgy, and charitable outreach, among others. With an orientation towards future seminary formation, students will gain foundational skills both in self-knowledge and in assessment of the challenges and demands of ministry.

THE 230 SPIRITUAL THEOLOGY *(3 credit hours)* This introductory course surveys the doctrinal foundations for the ascetical and mystical stages of the spiritual life experienced by the human person in achieving an ever-deepening relationship with God the Father through Jesus Christ under the action of the Holy Spirit. Topics include the roles and characteristics of virtue, prayer and vocation in the purgative, illuminative and unitive ways. In this course, the student is offered formative texts for a greater knowledge of the spiritual life that fosters deeper thirst for union with God.

THE 231 APPLIED SPIRITUAL THEOLOGY *(3 credit hours)* Building on the doctrinal foundations for the spiritual life presented in THE 230, this course explores various means for growth in holiness, including conversion from sin, progressive purification, sacraments, theological virtues, moral virtues, and gifts from the Holy Spirit. The emphasis will be on practical application of spiritual principles to one's spiritual life and life of prayer. Various methods of prayer, as taught by saints and mystics of the Church, will be discussed. *Prerequisite: THE 230*

THE 305 PRAYER *(3 credit hours)* 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: THE 110*

THE 310 MORAL THEOLOGY *(3 credit hours)* The theological and philosophical basis of Christian morality as a "call to perfection" (Matt. 5:48) is the subject of this course. In addition to the general principles of moral theology, specialized moral applications will be investigated.

THE 313 DOMINICAN HISTORY *Same as HIS 313 (3 credit hours)* This course explores the history of the Order of Preachers from its beginnings in medieval Europe to the present day. Topics include the life of St. Dominic, the charism of the Order, a selection of Dominican saints, and the major contributions of Dominicans at critical points of Church history.

THE 315 MEDICAL ETHICS *Same as PHI 315 (3 credit hours)* 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: PHI 215, THE 310*

THE 316 THE SACRAMENTS *(3 credit hours)* 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: THE 110*

THE 318 OLD TESTAMENT PROPHETS *(3 credit hours)* 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. *Prerequisite: THE 121*

THE 328 WISDOM LITERATURE AND THE PSALMS *(3 credit hours)* 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. *Prerequisite: THE 121*

THE 330 THE CHURCH *(3 credit hours)* 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: THE 110*

THE 338 PENTATEUCH *(3 credit hours)* 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. *Prerequisite: THE 121*

THE 345 THE SYNOPTIC GOSPELS *(3 credit hours)* 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. *Prerequisite: THE 121*

THE 376 PATRISTICS *(3 credit hours)* 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: THE 110, THE 121*

THE 410 THE WRITINGS OF JOHN *(3 credit hours)* 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: THE 110, THE 121*

THE 420 CATECHETICS *(3 credit hours)* This course combines a historical perspective of the role of catechists in the life of the Church with pedagogical applications and implications. Particular attention is given to the relationship of theology and catechetics; to theories of faith development and their impact on religious education; to the sacraments, including catechesis related to sacramental preparation; and to contemporary issues which influence the teaching of religion. Coursework is applicable to Diocesan Catechetical Certification. *Prerequisite: THE 110*

THE 421 VIRTUES AND VICES I: THE THEOLOGICAL VIRTUES *(3 credit hours)* Using St. Thomas Aquinas' *Summa Theologiae* II-II, Q. 1-46 as a guide, along with select secondary sources, this course focuses on the Theological Virtues of Faith, Hope, and Charity, their related virtues and their opposing vices. Reference to virtue theory and the fall from the state of Original Justice will be included. *Prerequisite: lower-level coursework in Theology*

THE 422 VIRTUES AND VICES II: THE MORAL VIRTUES (3 credit hours) Using St. Thomas Aquinas' *Summa Theologiae* II-II, Q. 47-170 as a guide, along with select secondary sources, this course focuses on the Moral, or Cardinal, Virtues of Prudence, Justice, Fortitude, and Temperance, some of their related virtues, and opposing vices. Reference will be made to the nature, kinds, and causes of virtue (virtue theory) especially with regard to the moral life and the effects of the fall from the state of Original Justice. *Prerequisite: lower-level coursework in Theology*

THE 425 ST. THOMAS AQUINAS (3 credit hours) 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. *Prerequisites: THE 110, THE 121, THE 310*

THE 426 AQUINAS ON FAITH, REVELATION AND GRACE (3 credit hours) 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. *Prerequisites: THE 110, THE 121, THE 310*

THE 427 MORALITY AND THE HUMAN ACT (3 credit hours) 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. *Prerequisites: THE 110, THE 310*

THE 431 CHRISTOLOGY (3 credit hours) 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. *Prerequisites: THE 110, THE 121*

THE 435 MARIOLOGY (3 credit hours) 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: THE 110*

THE 441 THEOLOGY OF THE TRINITY (3 credit hours) 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: THE 110*

THE 445 SOCIAL TEACHINGS OF THE CATHOLIC CHURCH Same as SOC 445 (3 credit hours) 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: 6 hours of Theology*

THE 450 NEW TESTAMENT LETTERS (3 credit hours) 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. *Prerequisite: THE 121*

THE 490 SENIOR SEMINAR AND THESIS (3 credit hours) 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 Theology faculty.*

THE 275/375/475 SPECIAL TOPICS IN THEOLOGY, CATECHETICS AND RELIGIOUS EDUCATION (1-3 credit hours) Special topics to be indicated. The course may include seminars, workshops, field activities and/or readings and research. The focus will be on current issues in theology, catechetics or religious education.

THE 510 MORAL THEOLOGY (3 credit hours) The theological and philosophical basis of Christian morality as a “call to perfection” (Matt. 5:48) is the subject of this course. In addition to the general principles of moral theology, specialized moral applications will be investigated. Rooted in scriptural truth of the human person and moral acts transformed by grace. Emphasis will be placed on the perennial moral theology of St. Thomas Aquinas, whose principles will be elucidated as a basis for moral reasoning and the life of virtue unto beatitude.

THE 516 THE SACRAMENTS (3 credit hours) 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. Students will explore the nature and effects of each of the sacraments, as well as their interrelationship. Sacred Scripture, writings of the Church Fathers and St. Thomas Aquinas, magisterial documents, and recent writings on sacramental theology will be included in course readings.

THE 518 OLD TESTAMENT PROPHETS (3 credit hours) 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. Students will also study the major themes found in the prophets from the perspective of Jewish life, history, theology, culture, and worship. Thereby, they will attain more of the requisite background to contend with the complexities of a faithful scriptural exegesis.

THE 528 WISDOM LITERATURE AND THE PSALMS (3 credit hours) 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. Moreover, students will investigate pertinent elements of Jewish life, history, culture, theology, and worship in order to understand the role of wisdom in contrast to that of the Torah as well as the meaning of the most important of the Megilloth in their theological and liturgical contexts.

THE 530 THE CHURCH (3 credit hours) 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. Students will investigate and analyze the various major ecclesiologies put forward from the Patristic, Medieval, and Modern Periods with an emphasis on the development of the Church's self-understanding, as well as the contrast between the Reformation's understanding of the Church and the Second Vatican Council's key ecclesiological insight of the Church as *communio*.

THE 538 PENTATEUCH (3 credit hours) 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. Particular attention will be given to the developing moral and doctrinal elements of Israel's faith as well as to the preparatory elements in Israel's ceremonial practices that will find their transformation and completion in the Sacraments of the New Covenant. Finally, this course will also address the seeming incompatibility between a loving God and the violent evil of Biblical events through nuanced interpretations of some “dark passages” (*Verbum domini* 42).

THE 545 THE SYNOPTIC GOSPELS (3 credit hours) 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. Given the Modernist crisis and skeptical biblical criticism, special emphasis will be placed on an ecclesial canonical exegesis of the Synoptic Gospels with a detailed examination of the contributions of the French school.

THE 576 PATRISTICS (3 credit hours) 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. Students will critically engage primary patristic sources (in translation), analyzing and explaining especially the influence of Classical culture and philosophy on the thought, the controversies, and the development of dogma found therein.

THE 610 THE WRITINGS OF JOHN (3 credit hours) 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. Particular attention will be given to John's high Christology and sacramental theology, as well as his theological symbolism and literary artistry.

THE 621 VIRTUES AND VICES I: THE THEOLOGICAL VIRTUES (3 credit hours) Using St. Thomas Aquinas' *Summa Theologiae* II-II, Q. 1-46, this course focuses on the Theological Virtues of Faith, Hope, and Charity, their related virtues and their opposing vices. Reference to virtue theory and the fall from the state of Original Justice will be included. Students will read the *Summa Theologiae* in depth, including a study of the Gifts of the Holy Spirit, and become conversant with the primary texts of Aquinas and his thought.

THE 622 VIRTUES AND VICES II: THE MORAL VIRTUES (3 credit hours) Using St. Thomas Aquinas' *Summa Theologiae* II-II, Q. 47-170 as the primary text, this course focuses on the Moral, or Cardinal, Virtues of Prudence, Justice, Fortitude, and Temperance, some of their related virtues, and opposing vices. Reference will be made to the nature, kinds, and causes of virtue (virtue theory) especially with regard to the moral life and the effects of the fall from the state of Original Justice. Students will be expected to read the primary texts of Aquinas, including a study of the Gifts of the Holy Spirit, and become conversant in his thought.

THE 631 CHRISTOLOGY (3 credit hours) 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. Development of the Christological doctrines will be explored, including research on and analysis of the methodology of diverse ages and approaches to formulation of the mystery of the Incarnate Son of God. *Prerequisites: THE 110, THE 121*

THE 641 THEOLOGY OF THE TRINITY (3 credit hours) 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. Students will critically examine the cultural and philosophical underpinnings of the heterodox teachings and articulate how the Fathers and Doctors of the Church were able to transform rather than conform to the thought of the time in order to give a faithful and increasingly profound expression to this most revered mystery of the Christian faith.

THE 650 NEW TESTAMENT LETTERS (3 credit hours) 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. Students will trace major thematic developments in the Pauline letters and do close reading and exegetical research on select letters and passages.

THE 690 MASTER'S THESIS (3 credit hours) Students will develop a formally researched thesis of approximately 50-75 pages in Scriptural, dogmatic, or moral theology. In this course, the student will work with a thesis director to develop a particular question, research the state of that question, develop a formal thesis proposal, and write the thesis for the evaluation and approval of two faculty readers. *Prerequisite: Permission from the Theology Faculty.*

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INDEX

A

Academic Calendar	3
Academic Year	17
Accreditation	6
Admission for First-Time Freshman Applicant	8
Admission for G.E.D. Recipient	8
Admission for Graduate Studies	37
Admission for Home Schooled Student	8
Admission for International Student	9
Admission for Non-Degree Seeking Student	10
Admission for Transfer Student	9
Admission Status	11
Admission to the College	7
Advanced Placement	19
Advisement	20
Arts & Sciences programs	41
Attendance	20
Awards and Honors	27

B

Bookstore	29
Buildings and Facilities	6

C

Center for Catholic Education	52
Change of Academic Program	23
Change of Course Schedule	23
Classification of Students	17
CLEP	19
Counseling	28
Course Descriptions	53
Course Load	18

D

Delinquent Payments	12
Developmental Courses	18
Dismissal from College	26
Drop/Add	23
Double Major	18

E

Examinations	21
------------------------------	----

F

Family Educational Rights and Privacy Act (FERPA)	7
Fees	12
Final Grades	22
Financial Aid	13
Financial Information	12

G

Good Standing	25
Governance	5
Grade Point Average	22
Grading System	21
Graduate Studies in Education	37
Graduation Requirements	26

H

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

I-J

Incompletes	22
International Baccalaureate (IB)	19

K-L

Leave of Absence	11
Library	29

M

Memberships	6
Military Credit	19
Ministry, Campus	29
Mission Statement	5

N

Non-Degree Seeking Students	10
Non-Discrimination Policy	7

O

Orientation, New Students	20
---	----

P

Philosophy Statement	4
Pilgrimage Program	52
Principles, Core	5
Probation, Academic	25

Q

Quality Points	22
Quarter Hour Conversion	20

R

Readmission to Aquinas College	11
Refunds	13
Registration	20
Repeating Courses	23
Rights and Responsibilities, Student	29

S

Satisfactory Academic Progress Policy	13
Schedule, Course	18
Scholarships	15
School of Education	30
Student Activities	29
Student Disability Services	28
Student Learning Services	28
Student Services	28
Suspension, Academic	26

T-U-V

Transcripts	27
Transfer Credit	18
Tuition	12

W-X-Y-Z

Withdrawal from Courses	23
Withdrawal from the College	25