

Thomas University



Education that
Engages...Empowers...*Transforms*

2019-2020 Catalog

Revised: July 2019

Information Directory

<i>Academic Affairs</i>	227-6956
<i>Administration</i>	227-6956
<i>Admissions</i>	227-6925
<i>Athletic Director</i>	226-1621
<i>Business Office</i>	227-6883
<i>Fax</i>	227-6888
<i>Financial Aid</i>	227-6925
<i>Library</i>	227-6959
<i>Communications</i>	227-6903
<i>Registrar</i>	227-6883
<i>Student Affairs</i>	226-1621

Thomas University

(229)226-1621 or 1-800-538-9784

or visit us online

www.thomasu.edu

(Consult web page for individual faculty and staff email addresses.)

Mail correspondence to:

Thomas University | 1501 Millpond Road | Thomasville, Georgia 31792-7636

Thomas *University*

2019-2020 Catalog

Last revised July 2019



1501 Millpond Road
Thomasville, Georgia 31792-7636
Phone # (229) 226-1621 Fax # (229) 227-6888
1-800-538-9784

The catalog of Thomas University, volume 44, Fall 2019 (USPS 015779)
is published annually by Thomas University.

Thomas University Mission

Vision Statement

Thomas University will be a national leader in innovative teaching and interactive technology that engages students in creative problem-solving for the Information Age.

Mission Statement

Thomas University is the school of choice for students in undergraduate and graduate programs to prepare for successful careers and responsible leadership in a rapidly changing and complex world. The faculty and staff value students' individual strengths, capabilities, and will to succeed, providing the means by which they will achieve personal and professional transformation.

Values

Thomas University values

- dynamic learning environments that engage students in their intellectual and personal development;
- rigorous intellectual studies that require creativity, discipline and personal responsibility;
- diversity and its use as a learning tool to teach that the world is a better place when respect for the individual is central to our relationship with others;
- community involvement, including cultural and artistic experiences, that enriches the lives of our students, as well as their fellow citizens;
- individual attention to all students;
- a lifetime connection with our students.

Role and Scope Statement

As a private, not-for-profit, non-sectarian, coeducational institution, Thomas University is committed to providing quality educational opportunities to both traditional and non-traditional, U.S. and international students. The University offers associates, bachelors, and master's and professional degrees. The academic mission focuses primarily on providing students with professional preparation with a strong liberal arts and sciences foundation. Students develop the capability to think critically, discover information, foster community, and communicate effectively, enabling them to adapt to changing demands over time.

Nondiscrimination Policy

Thomas University is an Equal Opportunity University open to any qualified individual without regard to race, religion, sex, age, color, national or ethnic origin, or disability. Pursuant to all applicable federal anti-discrimination laws and regulations, Thomas University does not discriminate against any of the protected categories of individuals in the administration of its policies, programs or activities. This non-discriminatory policy includes admission policies, scholarship and loan programs, employment practices, and athletic and other school-administered programs.

Diversity Statement

At Thomas University, we believe that an environment that fosters respect for the diversity among our faculty, students, and staff strengthens the institution, stimulates creativity, promotes the open exchange of new ideas, and enriches campus and community life. Actions that serve to intimidate others or discriminate against individuals or groups are in conflict with Thomas University's educational mission to maintain and enhance an intellectual, social, and work environment free from intolerance and discrimination. In addition to and including all applicable state and federal laws prohibiting discrimination, Thomas University is committed to creating an educational environment that promotes academic excellence where diversity is valued and individuals are treated with respect, regardless of race, gender, age, sexual orientation, religion, ethnicity, or disability.

Confidentiality of Student Records

Thomas University complies with the Family Educational Rights and Privacy Act of 1974 ("Buckley Amendment," 20 U.S.C. 1230, 1232 g) to better guarantee the rights of privacy and access to student records.

Thomas University complies with the General Data Protection Regulation of the European Union (enacted May 25, 2018) to ensure data protection for students from the European Union.

Students with Disabilities

Students with disabilities are responsible for making sure that the Thomas University Office of Disability Services is made aware of their disability requiring accommodation in their educational process. Any student requiring assistance beyond the regular classroom needs is urged to speak with the instructor about the nature of the disability at the beginning of the term. Not all disabilities are obvious and may require documentation, as is the case with learning disabilities. Students with disabilities should contact Katrina Steele, Director of Disability Services, in Smith-Bonvillian Hall for classroom accommodations. Students are responsible for requesting accommodations in a timely manner so that faculty and coordinators may plan for those accommodations. For more details see [Academic Accommodations for Students with Disabilities](#) on page 33.

Accreditation & Authorization

Thomas University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges 1866 Southern Lane, Decatur, GA 30033 or call 404-679-4500 for questions about the accreditation of Thomas University.

The Master of Science in Clinical Mental Health and Clinical Rehabilitation Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Thomas University is authorized by the Georgia Professional Standards Commission (GaPSC) to offer teacher certification programs for Elementary Education, Middle Grades Education, and Secondary Education. All advanced preparation programs offered by Thomas University as a GaPSC-approved university are accepted by the GaPSC for the purposes of certificate level upgrades.

The Thomas University Bachelor of Science in Medical Laboratory Science Program is fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences.

National Accrediting Agency for Clinical Laboratory Sciences
5600 North River Road, Suite 720
Rosemont, Illinois 60018-5119
Telephone: 773-714-8880

Thomas University's RN-BSN Program has full approval from the Georgia Board of Nursing and is fully accredited by the Accreditation Commission for Education in Nursing (ACEN).

Thomas University's Master of Science in Nursing Program, RN-MSN, MSN-MBA Dual Master's Program, and Graduate Certificates in Nursing Administration and Nursing Education are fully accredited by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Telephone: (404) 975-5000

The Thomas University Bachelor Division of Social Work is fully accredited by the Council on Social Work Education (CSWE).

Thomas University is licensed by the Florida Commission for Independent Education to offer the RN- to BSN program in the state of Florida (#3447) and the Bachelor of Social Work program in the state of Florida (#4348).

Commission for Independent Education
325 W. Gaines St., Suite 1414
Tallahassee, FL 32399-0400
Toll Free Number: 888-224-6684.

This Catalog Supersedes All Previous Catalogs and/or Supplements.

The statements set forth in this catalog are for informational purposes only and are not to be construed as the basis of a contract between a student and the University. Thomas University reserves the right to revise all announcements contained in this publication and, at its discretion, to make reasonable changes in requirements to improve or upgrade academic and non-academic programs, without actual notice to individual students. Every effort will be made to keep students advised of such changes. Information on catalog changes will be available on the Thomas University website and in the Academic Affairs office. Each student has the responsibility to stay informed on current instructional policies and requirements, including current graduation requirements for any particular degree program.

Contents

<i>Thomas University Mission</i>	7
<i>Academic Calendar Fall 2019</i>	12
<i>Academic Calendar Spring 2020</i>	13
<i>Academic Calendar Summer 2020</i>	14
<i>University Facilities</i>	15
<i>Admissions</i>	18
Classification of Students	18
Undergraduate Admissions.....	18
Transfer Admissions	20
Dual Enrollment Students	22
Undergraduate International Admission.....	24
Graduate Admission.....	24
Graduate International Admission	25
<i>Financial Aid</i>	29
Loans and Grants.....	33
Debt Management and Default Reduction	37
Parent or Student Expected Contribution (EFC).....	37
Changes in Your Situation	37
Federal Work Study.....	37
Renewing Aid.....	38
Dropping Courses and the Census Date.....	38
Return of Title IV Funds Calculation and Withdrawal Record.....	39
Summer Term Withdrawals	40
Withdrawals and the Degree Partnership Program (DPP)	40
Student Responsibilities Reporting Changes.....	40
Appeals.....	40
Undergraduate	40
Graduate.....	41
Institutional Aid Policy.....	41
<i>Student Accounts</i>	45
<i>Student Affairs</i>	47
Student Rights and Responsibilities	49
<i>Athletic Programs</i>	54
<i>Academic Affairs</i>	56
Registration Policies	59
Undergraduate Program Policies	61
Graduate Program Policies.....	64
Academic Appeals Processes	65
Experiential Learning Credit.....	66
Academic Honors	68
<i>General Education</i>	72
<i>Programs of Study</i>	76
<i>Associate of Arts</i>	78
Associate of Arts in Liberal Studies	78
<i>Division of Business</i>	82
Bachelor of Science in Administration, Management, or Marketing.....	83
Master of Business Administration	85

<i>Division of Counseling and Psychology</i>	88
Bachelor of Science Psychology	89
Bachelor of Science Rehabilitation Studies	91
Master of Science Clinical Mental Health and Clinical Rehabilitation Counseling	92
<i>Division of Criminal Justice</i>	96
Associate of Science Law Enforcement.....	97
Bachelor of Science Criminal Justice	97
<i>Division of Education</i>	99
Division of Education Conceptual Framework	100
Bachelor of Science Degree.....	100
Bachelor of Science Elementary Education.....	102
Bachelor of Science Middle Grades Education.....	103
Bachelor of Science Secondary English Education	104
Bachelor of Science Secondary Mathematics Education	105
Post Baccalaureate Certification	106
Post Baccalaureate Middle Grades Education	108
Post Baccalaureate Secondary English Education.....	109
Post Baccalaureate in Secondary Mathematics Education	110
Master of Education	111
Education Specialist Teacher Leadership	117
Endorsement Teacher Leadership.....	118
<i>Division of Humanities and Interdisciplinary Studies</i>	120
Bachelor of Arts Humanities	121
Bachelor of Arts, Bachelor of Science Interdisciplinary Studies.....	123
Bachelor of Science Social Sciences	125
<i>Division of Nursing</i>	127
Bachelor of Science Nursing RN-BSN Program.....	128
Master of Science Nursing Program.....	132
MSN-MBA Dual Master’s Degree	139
Graduate Certificate in Nursing Administration or Nursing Education.....	141
<i>Division of Science</i>	142
Bachelor of Science Biology	143
Bachelor of Science Biomedical Laboratory Science.....	144
Bachelor of Science Medical Laboratory Science.....	145
<i>Division of Social Work</i>	149
Bachelor of Social Work Degree Program	150
<i>Minors and Pathway Programs</i>	153
<i>Course Listings</i>	157
MGT-Management.....	192
MKT-Marketing	193
Delivery Mode for Course Offerings.....	226
<i>Campus Directory</i>	227
<i>Faculty Roster</i>	233
<i>Memberships & Recognition</i>	237
<i>Thomas University Alma Mater</i>	239
.....	240

Academic Calendar Fall 2019

August 19 – Sept 20	Term A Classes (5 Week Classes)
August 19 – Oct 11	Term A Classes (8 week classes)
August 19 – Dec 13	Term C Classes (16 weeks)
August 23	Deadline to Settle Student Account (Tuition, Housing, all Fees, Books)
September 2	Labor Day – University Closed
October 7-11	Midterm Week (16 week session)
October 14 - 18	Fall Break
October 14	Grades Due (Term A Session)
October 21- Nov 22	Term B Classes (5 Week Classes)
October 21 – Dec 13	Term B Classes (8 week classes)
October 21 – Dec 20	Spring and Summer 2020 Registration - Continuing Students
October 21 – Jan 17	Spring 2020 Registration – New Students
October 21 – June 5	Summer 2020 Registration – New Students
November 15	Application for Spring and Summer 2019 Graduation Deadline
November 27 – 29	Thanksgiving Holidays – University Closed
December 6	Last Day of Regular Classes
December 9-13	Final Examination (16 week session)
December 16	Grades Due (16 week, Term B sessions)

Session	Session Dates	*Last Day to Drop/Add	**Last Day to Withdraw Without Academic Penalty
Term C (full semester)	August 19 – Dec 13	August 23	October 18
Term A (5 Weeks)	August 19 – Sept 20	August 23	September 9
Term B (5 Weeks)	October 21 – Nov 22	October 26	November 11
Term A (8 Weeks)	August 19 – Oct 11	August 23	September 18
Term B (8 Weeks)	October 21 – Dec 13	October 25	November 18

*Financial Aid may be affected; see Advisor and/or Financial Aid before dropping any classes.

**Financial obligations may still apply; see Advisor and/or Financial Aid before withdrawing from any classes.

Academic Calendar Spring 2020

January 2	Campus Re-opens
January 13-Feb 14	Term A Classes (5 week classes)
January 13- March 6	Term A Classes (8 week classes)
January 13-May 8	Term C Classes (16 week classes)
January 17	Deadline to Settle Student Account (Tuition, Housing, Fees and Books)
January 20	Martin Luther King, Jr. Day – University Closed
March 2-6	Midterm Week (16 week session)
March 9-13	Spring Break
March 9	Grades Due (Term A Session)
March 16- April 17	Term B Classes (5 Week Classes)
March 16 – May 8	Term B Classes (8 week classes)
March 16 – May 15	Fall 20 Registration - Continuing Students
March 16 – Aug 21	Fall 20 Registration – New Students
May 1	Last Day of Regular Classes
May 4-8	Final Examination (16 week session)
May 9	Commencement
May 11	Grades Due (Term B and Term C sessions)

Session	Session Dates	*Last Day to Drop/Add	**Last Day to Withdraw Without Academic Penalty
Term C (full semester)	January 13-May 8	January 17	March 16
Term A (5 Weeks)	January 13- Feb 14	January 17	January 29
Term B (5 Weeks)	March 16- April 17	March 20	April 3
Term A (8 Weeks)	January 13-March 6	January 18	February 13
Term B (8 Weeks)	March 16- May 8	March 20	April 16

*Financial Aid may be affected; see Advisor and/or Financial Aid before dropping any class(es).

**Financial obligations may still apply; see Advisor and/or Financial Aid before withdrawing from any class(es).

Academic Calendar Summer 2020

May 11- July 3	Term A Classes (M.Ed./Ed.S. 8 week classes)
May 15	Deadline to Settle Student Account(Tuition & All Fees) for Term A (M.Ed./Ed.S. programs)
June 1- July 24	Term B Classes (8 week classes)
June 1-August 7	Term C Classes (10 week classes)
June 5	Deadline to Settle Student Accounts(Tuition, Housing, Fees & Books) for Terms B & C
July 4	Independence Day – University Closed
July 6	Grades Due Term A Session
July 27	Grades Due Term B Session
August 10	Grades Due Term C session

Session	Session Dates	*Last Day to Drop/Add	**Last Day to Withdraw Without Academic Penalty
Term A (8 Weeks)	May 11- July 3	May 15	June 11
Term B (8 Weeks)	June 1-July 24	June 5	July 2
Term C (10 Weeks)	June 1-August 7	June 5	July 9

*Financial Aid may be affected; see Advisor and/or Financial Aid before dropping any class(es).

**Financial obligations may still apply; see Advisor and/or Financial Aid before withdrawing from any class(es).

University Facilities

A Tobacco-Free University

Smoking and any other use of tobacco or “tobacco-like” products are prohibited on university property. “Smoking” is defined as the burning of a cigar, a cigarette, pipe or other device containing tobacco or any “tobacco-like” substance. “Other use” includes snorting, chewing or spitting of smokeless tobacco, snuff and similar substances. “University property” includes all real estate owned, leased or controlled by the university, including the grounds, playing fields, walkways, roadways, parking lots and areas in and around the perimeter of any building. This policy also applies to privately owned vehicles on university property.

Campus

Thomas University, founded in 1950, is located on the site of the former Birdwood Plantation. Birdwood was initially developed in 1932 as a winter home for the Right Honorable William Cameron Forbes, former Governor General of the Philippine Islands and Ambassador to Japan. The original buildings are a historical feature of today’s campus. The manor house, which is on the National Historic Register, has been renovated and now serves as the Forbes Administration Building. The original dining room, kitchen, and guest rooms serve as the faculty annex and are connected to the manor house by a colonnade. The annex provides space for administration and faculty offices. The original carriage house has been remodeled for use as the business office. Since 1950, several buildings have been moved onto the campus, including the Birdwood Chapel, which was originally the Mount Carmel Primitive Baptist Church, and several classroom buildings. The campus facilities include sports and recreation areas, and are currently undergoing many expansion projects.

In 2009-10 the campus grounds were extensively upgraded and beautified. New entries, parking lots, sidewalks, lighting, and abundant landscaping contribute to the traditional pastoral campus design. A highlight of this campus design is the John and Beth Wright University Park, complete with a lake.

Campus Facilities

Within about a 2-mile radius, TU has 74 acres. They include the Forbes campus; the Magnolia Campus; the Trails; the Pinetree Residence Hall; and two ball fields.

Buildings located on the **Forbes campus** include:

Academic Complex. The Academic Complex, built in 1985, is comprised of the library; an ARC computer lab; classrooms; and biology, chemistry, and physical science laboratories. In addition to print and electronic research materials, the library houses two computer labs, a computer classroom, a Mac Lab, and the Career Center. The library also houses the offices of the Director of Library and Information Services, university librarians and staff, and the Academic Technology Specialist.

Balfour Chapel. The Birdwood Chapel was moved to the campus of, then, Birdwood Junior College in 1952. It has since been moved, renovated, renamed the Balfour Chapel, and is now part of the Ben Grace Historic Quad, named for the longtime supporter and Trustee Emeritus of the university.

Birdwood Annex. The Birdwood Annex was constructed in 1932 as a guesthouse on the Forbes Estate. It is connected to the Forbes Administration Building by a two-story colonnade. The Birdwood Annex houses the Vice President for Advancement in addition to the offices of Advancement, Compliance, and Alumni Affairs.

Campus Center. Constructed in 1996 and renovated in 2009, this building is located near the Forbes campus entrance. It houses the Hawk’s Nest (food service) and the Campus Connection Center (Spirit Shop, e-bookstore and Student Information Center). The Campus Center Classroom is also housed here.

Education Building. This building houses the Division of Education and was renovated in 2000 and again in 2009. Included in this building are two classrooms and faculty offices.

Forbes Hall. Forbes Hall, located near the west entrance of Forbes Campus, was built in 1932 and was the original summer residence of U.S. Ambassador Cameron Forbes. This building houses the offices of the President, Vice President of Finance and Administration, Vice President of Academic Affairs, and the offices of Human Resources, Budgeting, Accounts Payable, and Institutional Research.

Ireland-Poe Building. The Ireland-Poe Building was renovated in 2007 and again in 2009. It currently houses the Vice President of Enrollment Management and the Offices of the Registrar and Admissions.

Kathryn S. Read Recreational Complex. The Read Recreational Complex, located near the soccer field at the Millpond Road entrance, includes a tennis court and a volleyball court.

Magnolia Building. The Magnolia Building was constructed in 2003, and was renovated in 2010 and again in 2013. It contains 2,688 square feet. This building houses the Academic Resource Center (ARC) and the Geospatial Analysis for Planning and Preservation Center (GAPP), and faculty offices.

Maintenance Building. The maintenance building was constructed in 1993, and is located adjacent to the Thomasville Genealogical Library at Thomas University. The functions of plant operations, maintenance, renovations, and security are the mission of the Director of Physical Plant, maintenance staff, and custodians whose offices are in this building.

Outdoor Playhouse. The outdoor playhouse was constructed in 1995 and was renovated in 2010. It provides an outdoor stage and presentation area for campus plays and other performances.

Philip G. Rust Science Complex. The Philip G. Rust Science Complex was constructed in 1998 and is connected via a breezeway to the Academic Complex. This building includes five classrooms, two laboratories, and a lab preparation room.

Rehberg Soccer Field House. The Rehberg Soccer facility was constructed in 1999. It houses a concession area, public bathrooms, team dressing areas, storage, and showers.

Smith-Bonvillian Hall. This building was constructed in 2013. It is a two-story 19,000 square-foot building creating the western perimeter of the campus's Academic Quadrangle. It includes the Flowers Executive Classroom, a tiered auditorium with 124 seats and state-of-the-art presentation technology for conferences and events, three additional classrooms and three conference rooms. Offices for the Division of Counseling and Psychology, the Division of Criminal Justice, the Division of Nursing, and the Division of Social Work are also housed in Smith-Bonvillian Hall. Connected to the main building by a covered breezeway is the Davis Annex, which houses offices for the Division of Business. The total facility provides 34 faculty offices.

Student Services. In 1976. The building in which the university's business services is located was originally the Carriage House for Ambassador Forbes, an avid polo player. This building is one of the last of the original buildings of Birdwood Plantation and is located on the east side of the campus. It has been remodeled to house the offices of Financial Aid, Student Accounts, and Information Technology.

Thomasville Genealogical Library. Housed on the Forbes Campus of Thomas University, was founded in 1988 by Marguerite Neel Williams, the Library was originally housed in the former "East Side School," now known as the Thomasville Center for the Arts. In 1997, the Library moved to 135 N. Broad Street, which formerly housed both the Thomasville Post Office and the Thomas County Public Library.

The **Magnolia Campus** was purchased in January 2011. It holds:

Gymnasium. The Gymnasium has 1,360-person capacity and includes a basketball court, locker rooms, and a concession area.

Residence Halls. Thomas University has three residence halls. In addition to the Pinetree Residence Hall, located about two miles from the Forbes campus and housing approximately 65 students, two new residence halls opened on TU's Magnolia Campus in the fall of 2016, housing an additional 80 students in apartment suite style units.

Student Life Building. The Student Life building houses Athletics and Student Life offices, a fitness center and training room, the Humanities complex and classrooms, and Pre-College TRiO programs.

The Trails is eight acres located within one mile of the Forbes Campus. It currently is used as a walking trail available to students and the public to explore nature. It has been used in classes to identify various native plant life.

The baseball and softball fields are located approximately 1.5 miles away from the Forbes campus. Currently these fields are owned by the City of Thomasville and maintained by Thomas University.

Admissions

Classification of Students

Students are classified upon entrance as freshmen, transfer, graduate, non-degree seeking, special standing, dual enrolled or audit.

First-Time Freshman: student has completed high school and is entering college. Previously dual enrolled students and those applying for early admission are included in this category.

Transfer Student: one who has terminated enrollment in an academic program at another college or university and who enrolls at Thomas University.

Graduate Student: one who has obtained a bachelor's degree from a regionally-accredited U.S. college or university or an approved foreign university and has been admitted to a specific graduate program at Thomas University.

Transient Student: one who plans to graduate from another institution and is enrolled in a specific course, or courses, at Thomas University with permission of their parent institution. Transient students must present letters of transient permission in lieu of previous educational records. A student who expects to graduate from Thomas University may be granted transient permission by the Thomas University registrar and his/her program division chair to attend another institution.

Special Standing Non-Degree Seeking: student enrolled in classes not leading toward a degree program. Credit is awarded for successful completion of coursework. This category includes: high school dual enrolled students, graduate special standing or bridge program students and those pursuing a certificate program.

Audit: student enrolled in classes not leading toward a degree. No credit is earned.

Undergraduate Admissions

Admission Procedures for First-Time Freshmen

1. Submit an application for admission with required non-refundable fee. (\$35)
2. Provide an official copy of the high school transcript or GED certificate. A minimum high school GPA of 2.0 is required.
3. Submit official SAT and/or ACT scores*

*The SAT/ACT requirement can be waived if the student:

- Submits college level credit for English composition (ENG101 or equivalent) and mathematics (MTH120 or MTH140 or MTH 150 or equivalent).
- Completes Thomas University's mathematics, reading, and/or writing placement tests (see page 16).

Students who submit either an ACT or SAT score at or above the minimum scores in the individual subject areas listed below are eligible to enroll in the corresponding core curriculum courses without any pre-requisite, developmental course work, or any further placement testing. Students submitting scores below the minimum scores listed below will be required to enroll in pre-requisite, developmental course work in the corresponding subject area.

Course	ACT	SAT*
English	English 18	Reading & Writing 490
Math	Mathematics 17	Math 450
Reading	Reading 17	Reading 24

***SAT 2016 criteria. For older versions of the SAT, please contact the Admissions office.**

Thomas University welcomes applications from non-traditional students, those entering college for the first time and those with some previous college coursework and have not recently graduated from high school. An applicant with less than 14 hours of college credit is classified as a first-time, first-year student.

Non-degree seeking undergraduate students must complete **all three** steps.

Admission and financial aid files **must be complete** before financial aid is processed. Incomplete files will result in loss of any financial aid awards.

Admission Procedures for Home-schooled Students

1. An application for admission with required non-refundable fee (\$35)
2. Transcripts of home school course work or GED Certificate
3. Copy of the Declaration of Intent to Home School as filed online with the Georgia Department of Education.
4. Submit official ACT and/or SAT scores

NOTE: If studies are completed through a formal home school program, this record should be an official transcript of the program. If the program is crafted by parents or others, a detailed account of subjects studied, texts used, and other required reading should accompany an evaluation of the student's performance in specific areas. High school credits must include the following:

English	4
Math	3
Natural Science	3
Social Sciences	3

*If the home school transcript does not meet the above requirements, a student can be admitted with the minimum ACT or SAT scores listed below for all three subject areas:

Subject	ACT	SAT*
English	English 18	Reading & Writing 490
Math	Mathematics 17	Math 450
Reading	Reading 17	Reading 24

***SAT 2016 criteria. For older versions of the SAT, please contact the Admissions office**

Placement Testing

Thomas University requires that all first-time students submit scores from the ACT or SAT. However, this admission requirement can be waived if students complete Thomas University placement testing for proper placement and course advisement. These procedures may include Residual ACT and/or institutional-based instruments, ACCUPLACER. This placement testing can be taken on the Thomas University campus or at remote testing centers near the student. The first exam is free. Re-tests are \$35 each. The first re-test may be taken no sooner than 24 credit hours after the first exam. For each additional re-test, the students must wait 30 days from the date of the last exam. Transfer students who have taken the appropriate placement test within the past five years at a prior institution may use these scores. Students may re-take the placement test once, no sooner than 24 credit hours after the first exam. For assistance in setting up an appointment for placement testing, students should contact the Office of Admissions at 229-226-1621 or 229-227-6925.

Developmental Studies Courses

Students scoring below the required level for entrance into college level academic courses are required to register for Developmental Studies courses. Successful completion of appropriate Developmental Studies classes is required before a student is admitted into degree programs. However, students are not restricted to taking only Developmental Studies courses. Certain college-level courses may be taken while completing the Developmental Studies courses.

Students who place into Developmental Studies courses should be aware of the following requirements:

- All students who take two or more Developmental Studies courses at Thomas University must take UNV 102 Student Success Seminar.
- All courses listed with a number less than 101 are taken for institutional credit only.

Transfer Admissions

Thomas University welcomes applications from transfer students.

Admission Procedures for Undergraduate Transfer Students

1. Submit an application with a required non-refundable fee (\$35). Provide official academic transcripts from all colleges and/or universities previously attended.
2. Submit transcripts from all colleges/universities previously attended. Thomas University only transfers credit from regionally accredited post-secondary institutions.
3. Students who have not earned MTH120 or MTH140 equivalent credits, and/or have not earned ENG101 equivalent credits will be required to submit ACT/SAT scores or take Thomas University's math, reading, and writing placement tests.

To be admitted to Thomas University, transfer students must have a cumulative grade point average of 2.0 or greater, calculated on all prior coursework. A cumulative GPA lower than 2.0 may be considered for provisional admission by the Thomas University Admission Committee.

If transferring 14 semester credits or less, transfer students are encouraged to submit an official high school transcript or copy of the GED certificate to ensure appropriate recognition of high school course work.

Transfer Policy for Students with an Associate's Degree

Thomas University will accept an Associate of Arts degree (AA) issued by a regionally accredited post-secondary institution to entirely satisfy the core requirements at Thomas University.

1. Students transferring with other types of degrees may be required to take additional courses to satisfy University General Education Core and program requirements
2. Students with any degree are responsible for meeting prerequisites in their major program.
3. Students with an associate's degree must declare a major at the time of transfer.
4. Students will not have to retake a course that has been transferred from a community/junior college.
5. Up to nine credit hours can be used to satisfy upper division program requirements. Students may not apply credit hours as part of the AA degree and a part of the major degree requirements.

Students who have been enrolled at another institution must report previous college attendance. The applicant must have been honorably released by the last institution attended. Failure to report previous attendance or less than honorable withdrawal may be cause for dismissal. A transfer student must request an official transcript from each college or university previously attended. All previous work done by a student at other institutions will be evaluated by the Registrar of Thomas University. Completed transfer of credit evaluations is final.

Advanced standing for a student will be allowed for work successfully completed at other accredited institutions.

To earn an **associate's degree** from Thomas University, a student must complete a minimum of 15 semester hours at Thomas University.

To receive a **bachelor's degree**, students must earn 30 hours of major program upper division course credit at Thomas University. Twenty-four (24) hours of the last 30 hours of upper division courses within the major must be taken at Thomas University. In addition, 25% of the total hours required for the degree must have been taken at Thomas University. Departmental Credit by Exam and upper division Open Elective credits do not count toward the required 30 major program hours.

Transfer Credit

The registrar will determine the transfer courses which are acceptable toward the student's declared major. Transfer credit may be given for those courses taken at regionally accredited post-secondary institutions provided that the courses are at the college level or contained in an articulation agreement that fall within the scope of Thomas University's curriculum. Acceptability of equivalent courses that fall within the scope of Thomas University's curriculum is subject to the approval of the appropriate division chairperson and Vice President of Academic Affairs. Transfer credit may be accepted from non-regionally accredited schools provided that the institution is accredited by a national accrediting agency that is recognized by both CHEA and USDOE.

Transfer credit will be awarded only for courses with grades of "C" or higher.

Applicants transferring from another institution must be in good standing with a satisfactory grade point average for all work attempted and must be eligible to return to the institution last attended.

Readmitted Students

Students, who have interrupted their studies at Thomas University and have not been enrolled for three consecutive semesters (one full calendar year) or longer and wish to return, must apply for readmission.

To be readmitted to Thomas University, students must have a cumulative grade point average of 2.0 or greater calculated on all prior coursework.

1. A cumulative GPA lower than 2.0 will be considered for provisional admission by the Admission Committee.
2. Students denied admission may submit a letter of appeal to be reviewed by the Admission Review Committee.
3. Students who are readmitted must comply with all requirements of the current catalog, must updated demographic information and be counseled on current programs, policies, and requirements.

Provisionally Accepted Students

Transfer students or students applying for re-admittance to Thomas University who have a cumulative GPA lower than 2.0 will be considered for provisional admission by the Admission Review Committee.

1. Students' ACT and/or SAT scores must meet the minimum scores listed below, or students will be required to take developmental courses. A student must successfully pass any developmental courses with a grade of C or better in order to continue at Thomas University.

Subject	ACT	SAT*
English	English 18	Reading & Writing 490
Math	Mathematics 17	Math 450
Reading	Reading 17	Reading 24

***SAT2016 criteria; For older versions of the SAT, please contact the Admissions office.**

2. Students denied admission may submit a letter of appeal to be reviewed by the Admission Review Committee.
3. Provisionally admitted students will enter on Academic Warning. They must earn at least a 2.0 GPA during their first semester or they will be placed on University Dismissal.

Undergraduate Special Standing Non-degree Seeking Students

Non-degree Seeking Special Standing Student: is a classification assigned to an undergraduate non-degree-seeking student for registration privileges within a specified non-degree or certificate program. Admission as a special student is subject to approval.

To apply for special student status, a completed Thomas University application must be accompanied by a \$35 nonrefundable application fee and official transcripts from all institutions previously attended.

Non Degree Seeking Students

- Special students may enroll for up to a total of 15 undergraduate credit hours under the special student designation.
- All credit hours earned as a special student will be reflected on the student's permanent academic transcript.
- A special student who wishes to take classes in excess of 15 credit hours, or who subsequently decides to pursue a degree at Thomas University may be reclassified as a regular student upon meeting regular admission requirements.
- Enrollment as a special student does not guarantee admission to the University or any academic program.
- In order to ensure adequate preparation for the academic rigor involved in university coursework, it is preferred that special students have at least a minimum of an associate's degree, including English Composition, but transcripts will be evaluated on an individual basis to consider applicants' readiness for college credit courses.
- All registration by special students is on a space-available basis and, in some cases, may require departmental approval.

Certificate Seeking Students

- Up to three credits of prior college coursework may be approved to be applied toward the completion of a certificate program.
- Certificate seeking students may be eligible for federal financial aid.

Dual Enrollment Students

Georgia high school students are eligible to participate in the Dual Enrollment program, which provides scholarship funds for students attending public or private postsecondary institutions as a dual enrollment student.

Dual Enrollment Program

The Georgia Dual Enrollment program provides dual enrollment opportunities for students who are enrolled at participating eligible public, private, or home school programs in Georgia. Participating students take postsecondary coursework for credit towards both high school graduation and postsecondary requirements. Dual Enrollment applicants should complete the Thomas University admission application and the Dual Enrollment application found online at www.gafutures.org. Applicants must be approved by their high school guidance counselor for classification as a dual enrollment student and additional program information.

Thomas University Dual Enrollment Admission Requirements

1. Thomas University application for admission.
2. High School transcript (*counselor recommendation required with high school unweighted GPA less than 3.0*)
3. Students must submit minimum ACT or SAT scores listed below. Students who have not yet taken the ACT or SAT may substitute Residual ACT or Thomas University's placement exam.

Subject	ACT	SAT*
English	English 19	Reading & Writing 550
Math	Mathematics 20	Math 510
Reading	Reading 17	Reading 24

*SAT2016 criteria. For older versions of the SAT, please contact the Admissions office.

Tuition, textbooks, and fees are covered by Georgia Dual Enrollment funding. Students are responsible for their own transportation and any food costs.

Dual Enrollment credit hours do not count against hourly caps for HOPE scholarships or grants.

The local high school may also set specific academic requirements for students who wish to participate.

For further information on the State of Georgia's requirements, please visit the GAFutures a www.gafutures.org.

Thomas University operates Dual Enrollment programs outside the state of Georgia with partner districts. Please contact Admissions for additional information.

Audit Students

The university welcomes, on a space-available basis, individuals who wish to audit undergraduate courses for nonacademic credit. Students are not required to submit transcripts to audit courses. All prerequisites must be met before auditing any course. Division chairs may determine additional restrictions and/or exceptions on a case by case basis. Graduate courses may not be audited. Audit fees will be for tuition and technology fees and the student is responsible for books and special fees. Any person over the age of 65 may audit a class at no charge. A student who elects to change from audit to credit while taking the course will be required to pay all applicable fees and will be required to meet the admissions criteria for the appropriate student type. Students will not be permitted to change from audit to credit or vice versa after the last date of the drop/add period. Students may not take a course for credit that they have already completed as an audit.

Extra-Institutional Learning Credit

Thomas University gives credit for formal training according to the principles established in the ACE National Guide and/or Guide to Evaluation of Educational Experiences.

CLEP or DSST/DANTES Subject Examinations

Information on CLEP and DSST/DANTES examinations, such as courses for which CLEP or DSST/DANTES examinations are accepted, and scores required are available from the registrar.

Advanced Placement and International Baccalaureate Programs

Advanced Placement courses are offered to high school students by some high schools. Students interested in receiving such credit should contact their high school guidance counselor or the university registrar. A score of 3 or above on the AP exam is required to earn college credit.

Undergraduate International Admission

Thomas University will admit international students who meet admission requirements and provide all necessary documentation to enter the United States under an F-1 status student visa. Application for admission should be made at least two months prior to the term in which a student plans to enroll.

Students must complete the following steps and submit all documents to the Office of Admission before an I-20 form may be issued.

To apply to Thomas University as a **first-time undergraduate**, please send the following materials:

- A completed Undergraduate Application for Admission.
- A US \$125 nonrefundable application fee (made payable to Thomas University).
- Official secondary school transcript including notice of graduation and diploma. The transcript and diploma must be translated into English; translation must be certified for accuracy and accompanied by a professional evaluation (see Foreign Transcript section).
- For non-native speakers of English:
 - Test of English as a Foreign Language (TOEFL) minimum score of 79 (internet-based); OR
 - International English Language Testing System (IELTS) minimum 6.
- A signed confidential statement of finances with evidence of sponsorship and support.
- A stamped and signed statement from student's bank certifying finances.
- Copy of current passport

To apply to Thomas University as a **transfer undergraduate (from another United States institution)**, please send the following materials:

- A completed Undergraduate Application for Admission
- A US \$125 nonrefundable application fee (made payable to Thomas University)
- For non-native speakers of English:
 - Test of English as a Foreign Language (TOEFL) minimum score of 79 (internet-based); OR
 - International English Language Testing System (IELTS) minimum 6.
- 4. Official transcripts from all institutions attended. Thomas University only transfers credit from regionally accredited post-secondary institutions.
- A signed confidential statement of finances with evidence of sponsorship and support.
- A stamped and signed statement from student's bank certifying finances.
- Copy of current passport and Visa

Admission decisions will not be made until the application file is complete.

Graduate Admission

Each of the following must be submitted to the registrar:

1. A completed Graduate Application for Admission.
2. A \$50 non-refundable application fee, made payable to Thomas University.
3. A detailed resume.
4. A personal statement of career and educational objectives (maximum two pages).
5. Official transcripts from all undergraduate and graduate schools attended, to be forwarded directly to the Office of Admission from the schools attended. Thomas University will accept a bachelor's degree or master's degree issued by a regionally accredited post-secondary institution for acceptance into a graduate program.
6. Three academic or professional letters of reference.
7. Candidates for graduate admission must report a minimum GPA of 3.0 on a 4.0 scale in the last 60 hours of their bachelor's degree and relevant graduate coursework or conferred master's degree. (* For Nursing, only the ADN coursework will be considered for RN-MSN applicants and the RN-BSN coursework will be considered for MSN applicants who completed a RN-BSN program;) The GPA will be considered in context of the cumulative GPA for that bachelor's degree, work experience, relevant credentials, other undergraduate and graduate course work, the strength of the student's personal and professional goal statements, reference letters, and academic history. Applicants with a GPA lower than 3.0 may be considered for provisional admission by the prospective graduate division and the Graduate Council. Any student provisionally admitted is a Special Standing student and must

successfully complete the one credit Scholarly Writing course during the semester before taking any Master-level courses; other requirements may be required by the Division and/or Graduate Council. Divisions may require students to take RSC 507 Academic Writing (3 credit hours) if GPA is less than 3.0 or if evidence exists to support the need for writing development.

- The 60 credit cumulative GPA will include relevant graduate coursework or final graduate degree GPA in a relevant program.
8. Students enrolling in a master's degree program may transfer in from another institution no more than 25% of the program hours required for the graduate degree. Graduate program directors must approve any credit for transfer.
 9. Any program specific admissions requirements.

NOTE: Completion of admissions file does not guarantee admission to a graduate program.

Graduate Transfer Credit

Students in a master's degree program may transfer in no more than 25% of the total degree credit hours required to earn the degree at Thomas University, from another institution. Graduate program directors must approve any credit for transfer that fall within the scope of Thomas University's curriculum. Transfer credit may be given for those courses taken at regionally accredited post-secondary institutions.

Graduate International Admission

Thomas University will admit international students who enter the United States under an F-1 status student visa. Application for admission should be made at least two months prior to the term in which a student plans to enroll.

Students must complete the following steps and submit all documents to the Office of Admission before an I-20 form can be issued. To apply to Thomas University as a graduate student, please send the following materials:

- A completed Graduate Application for Admission.
- A completed Supplemental Program Application (if applicable).
- A US \$125 nonrefundable application fee (made payable to Thomas University).
- For non-native speakers of English:
 - Test of English as a Foreign Language (TOEFL) minimum score of 79 (internet-based); OR
 - International English Language Testing System (IELTS) minimum 6.
- Official transcripts from all institutions attended. Any transcript from an institution outside of the United States must be translated into English; translation must be certified for accuracy and accompanied by a professional evaluation (see Foreign Transcript section).
- A signed confidential statement of finances with evidence of sponsorship and support.
- A stamped and signed statement from student's bank certifying finances.
- Copy of current passport and visa (if applicable)

Admission decisions will not be made until the application file is complete.

Foreign Transcript Credit

All foreign transcripts must be accompanied by a professional evaluation and an official transcript, including an English translation if it is not in English, and course descriptions or syllabi. It is the student's responsibility to procure this evaluation, and to assume financial responsibility for it.

International Credit Evaluations (INCREDE)

1200 Grand Blvd., Suite 100

Kansas City, MO 64106 U.S.

Educational Perspectives
P.O. Box 618056
Chicago, IL 60661-8056

FOR COURIER SERVICE
Educational Perspectives
134 N. LaSalle Street, Suite 1900
Chicago, IL 60602
312-421-9300 tel.
312-421-9353 fax
info@edperspective.org

Foreign Credentials Services of America
1 (877) 553-4285
info@foreigncredentials.org
Office Locations
1910 Justin Lane
Austin, TX 78757 (map)

Josef Silny
7101 SW 102nd Ave
Miami, FL 33173
Telephone: (305) 273-1616
E-mail: info@jsilny.com
www.jsilny.com/html/foreign.htm

World Education Services, Inc.
PO Box 745 Old Chelsea Station
New York, NY 10113-0745
Telephone: 212-966-6311
Toll-free 1-800-937-3895
E-mail: info@wes.org
www.wes.org

AACRAO
One Dupont Circle, NW, Suite 520
Washington, DC 20036
Telephone: 202-293-9161
Fax: 202-872-8857
E-mail: info@aacrao.org
www.aacrao.org

Educational Credential Evaluators, Inc.
PO Box 92970
Milwaukee, WI 53202-0970
Telephone: 414-289-3400
www.ece.org

CGFNS International*
3600 Market Street, Suite 400
Philadelphia, PA 19104-2651 USA
Telephone: (215) 222-8454
www.cgfns.org

*Recommended for Nursing Program Applicants

The evaluation should include an explanation that the institution is recognized by the ministry of education in the home country and is generally considered to offer at least the equivalent of U.S. higher education credit. In addition, it should include an explanation of the credits, the grading system, and course levels, as well as a course-by-course evaluation.

The expertise and reliability of a professional evaluation report is recognized worldwide and is likely to be accepted by other academic institutions, employers, and state licensing boards. However, the report is not binding to Thomas University and will be considered a recommendation for independent decision of the credit to be given.

Information and applications are available on the web from the services. If you need further information, please contact the Office of Admissions.

Student Aid Report, and the enrollment status. The Free Application for Federal Student Aid (FAFSA) is required. The Federal Pell Grant is intended to be the first and basic component of an undergraduate student's financial aid package. Students are encouraged to apply online at www.fafsa.gov. Thomas University School Code: 001555.

Academic Accommodations for Students with Disabilities

Thomas University is committed to the requirements of making all programs, services, and facilities accessible to and usable by individuals with disabilities in order for students to obtain maximum benefit from their educational experience. The Director of Disability Services is available to advise students with disabilities and may also act as an advocate and liaison with faculty, staff, and local agencies.

Students who identify themselves and provide documentation may be eligible for academic accommodations and support services as appropriate. Documentation should be provided by a medical doctor, a psychologist, or by a licensed or certified specialist recognized as appropriate to treat the specific disability. Accommodations such as note takers, interpreters, extended time on testing, tutors, adaptive computer lab equipment, and individuated pre-registration assistance are available. Information is available online on our website or through Canvas in the ADA-Connect Office of Disability Services.

Although Thomas University is responsible for notifying faculty, students, and staff of services available, students with disabilities are responsible for requesting academic accommodations and updating their class information every semester. Services are listed in publications, including this bulletin, faculty handbook, brochures, student handbook, and at orientation.

Students may request assistance communicating with their instructors or faculty regarding their academic accommodations from the Director of Student Disability Services. Also, if students encounter any difficulties with an instructor or faculty implementing their academic accommodations or have barriers to their educational experience, they can discuss these issues with the Director of Student Disability Services. The federal law, the Americans with Disabilities Act or ADA, is enforced at Thomas University. Compliance is monitored by the ADA Committee. The purpose of this committee is to ensure all students with special needs are treated fairly and receive reasonable accommodations.

Thomas University grants course substitutions based upon specific student disabilities. These course substitutions are initially discussed between the student with a disability, their advisor, and the Student Disability Support Director.

Any substitution previously granted to a student transferring to Thomas University from an accredited college will be recognized by Thomas University with documentation.

The university campus is handicap accessible and special parking is available. For information and assistance, students should contact the Director of Student Disability Services.

Financial Aid

The Office of Financial Aid and Scholarships is here to help you invest in your future. We have many financial aid options for undergraduate and graduate students. In general, it is a good idea to submit your FAFSA in October every year to maximize your opportunities. Although we won't review your financial aid information until after your admission application is filed, you can still apply for financial aid before you have been admitted to TU. Learn more about your options at TU by choosing a category below so that you can start the process of applying for aid and reaching your goals.

Financial aid is based on the premise that the student and parents are primarily responsible for providing for their education expenses and is intended to supplement student and family contributions toward educational costs. Financial aid comes from many sources, including the federal and state governments, private organizations, and Thomas University's institutional funds. These sources consist of grants, scholarships, Federal Work-Study, subsidized loans, unsubsidized loans, and parent loans.

Contact Information

The Office of Financial Aid and Scholarships
 Student Service Building (D on the map)
 Thomas University
 Thomasville, GA 31792
 229-584-2460

Email: finaid@thomasu.edu

Website: <http://www.thomasu.edu/Content/Default/12/31/0/financial-aid/affording-your-education.html>

Eligibility/Application Procedures

To be eligible for federal financial aid, a student must:

1. Fill out the Free Application for Federal Student Aid (FAFSA), applying as soon as possible after Oct. 1 using previous year tax data (for example the 2018–2019 application will use 2016 tax information). Parents and students may estimate their income information as accurately as possible to complete the form and submit it by the TU priority deadline of February 1 for those hoping to attend in the fall. The FAFSA application process allows for the completion of tax information questions from the IRS directly from your return! Follow the prompts while completing the application to authorize this information exchange. Always remember that there is no fee to apply for federal aid.
2. List Thomas University as a school that you would like your information to be sent to on the FAFSA. Thomas University federal school code is **001555**.
3. The priority FAFSA application deadline for TU is February 1st. This date is used to determine eligibility for some need-based aid programs as well as state and institutional funds. Applications received after the priority deadline will still be eligible for federal aid such as the Pell Grant and Direct Loans. Graduate students do not qualify for federal Title IV grants or subsidized loans.
4. Make sure you are eligible to receive financial aid. To receive federal funding, you must:
 - Have a high school diploma or a General Education Development (GED) certificate, or complete a high school education in a home school setting that is treated as such under state law.
 - Be enrolled or accepted for enrollment in a degree or approved certificate program (e.g., not special admit).
 - Be a U.S. citizen or eligible noncitizen.
 - Have a valid Social Security Number.
 - Register with the Selective Service if required. You can register at <http://www.sss.gov>, or you can call 1-847-688-6888. (TTY users can call 1-847-688-2567.)
 - Maintain satisfactory academic progress as defined by Thomas University once in school.
 - Not be in default on a federal student loan and do not owe money on a federal student grant.

- The Higher Education Act of 1965 as amended (HEA) suspends aid eligibility for students who have been convicted under federal or state law of the sale or possession of drugs, if the offense occurred during a period of enrollment for which the student was receiving federal student aid (grants, loans, and/or work-study).
- Apply for admission to Thomas University: Apply Online. You will not be considered for any financial aid award until you have applied to the university.

Application Procedures

Application for financial aid must be submitted annually for the academic year and/or summer aid. The academic year for financial aid at Thomas University begins with fall term and ends after summer term. While the Office of Student Financial Aid and Scholarships accepts (FAFSA) applications at any time during the year, priority is given to admit applicants who submit their FAFSA in February and who provide all requested information promptly. It is recommended that students apply by February 1st each year. It is not necessary to wait for formal admission to the University before submitting the financial aid application, but you must have applied for admission. Scholarship applications are only accepted within the scholarship application open and close dates.

To be eligible to receive federal, state or institutional financial aid, students must remain in good academic standing as defined in the University Scholastic Standards Policy. Students also must meet the Satisfactory Academic Progress (SAP) Policy requirements described at the end of the Financial Aid section. The student must be officially admitted to an aid-eligible degree or certificate-seeking program and must be a U.S. citizen or be an eligible non-citizen. Students may not receive aid beyond the established limits of each aid program. These limits include both, a maximum time frame as well as an aggregate dollar amount. Information about each aid program is available at <http://www.thomasu.edu/Content/Default/12/5474/899/0/0/0/0/financial-aid/applying-for-financial-aid/types-of-aid.html>.

Undergraduate students

Undergraduate students may receive consideration for financial assistance through the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal TEACH Grant, Federal Work-Study, and Federal Stafford Loan programs. Georgia resident students may also be eligible for the Georgia Equalization Tuition Grant. Parents of students who apply as dependent students may borrow through the Federal PLUS Loan program, described in the Educational Loans section.

Post-baccalaureate/Graduate students

Post-baccalaureate students may receive consideration for financial assistance through the Federal Stafford Loan programs. Parents of post-baccalaureate students who apply as dependent students may borrow through the Federal PLUS Loan program, described in the Educational Loans section.

International students

International students are not eligible to participate in federal financial aid programs but are eligible for scholarships.

What happens AFTER I apply?

Once you have submitted your FAFSA application online, you will receive a confirmation of receipt from Federal Student Aid. They will also send you a Student Aid Report that will give you a summary of your application and inform you of any problems you might need to resolve. You should read this report carefully and resolve problems in a timely manner. If you receive notification that something on your FAFSA is missing or incorrect, you can check your financial aid information through your Hawklink Financial Aid information or email the TU Office of Financial Aid and Scholarships for further information.

Students whose aid application was received by the beginning of February may expect to receive an initial award letter by approximately April 1. Aid applications are then completed on a rolling basis by date of receipt with award notifications being sent out as files are completed.

You will receive an email or letter once your financial aid award has been completed. You will also be notified if you need to provide further information for us to complete your application. All correspondence will be sent to your Hawmlink email account, so be sure to keep your information up to date!

The award notification will show the type and amount of aid available to you for the coming school year. To reserve these funds, the student must read and accept the award within 30 days. The accepted award indicates the student has read and agrees to the terms of the award as outlined.

You can accept, reject, or revise your Financial Aid Award through Hawmlink by completing the following steps:

1. Log in to CAMS with your CAMS ID and Password
2. Select Term
3. Go to My Financial Aid
4. Accept Financial Aid you are requesting.

If you chose to accept any loans, you must go to www.studentloans.gov to complete any necessary Entrance Counseling or Master Promissory Notes. The loan cannot be disbursed until that is done.

Your parents can also apply for a Parent PLUS loan up to the remaining cost of attendance by completing a PLUS loan application and Master Promissory Note available for them through the Federal Student Loans website. The PLUS application for the upcoming aid year is available after July 1.

Please note that PLUS loans are credit based and require a separate application process. Please visit www.studentloans.gov for additional information. PLUS credit checks/applications expire within 180 days, so be sure to wait until 180 days or less before the start of the term you are attending before your parent applies.

You are responsible for notifying the TU Office of Financial Aid and Scholarships in the event that you receive any additional awards from any other source. The TU Office of Financial Aid and Scholarships will then make any required revisions to your aid package. The receipt of additional aid may result in a reduction or elimination of aid from university-administered programs, even if it has already been paid.

Award notification

An Award Notification will advise applicants of the decision on their financial aid application. Award amounts will be displayed on the TU student account at Hawmlink. Students must review and accept the terms and conditions of receiving financial aid and then accept or decline their aid offer.

Receipt of Aid Funds

TU Office of Student Accounts is responsible for disbursing refunds from student accounts once financial aid has been applied. You must be registered and have your tuition and fees billed to your account for financial assistance to be applied. Aid funds are never made available in advance. If a credit balance remains on your student account after current university charges are paid, you will be issued a refund. Federal Work-Study earnings are paid by payroll check to you each month for hours worked. At the time of the refund, your student account bill shows a zero balance. A student can still have an outstanding balance on your account after a refund is issued. For more information about your bill or refund, visit the student account website.

Disbursement Policy

Financial aid can be disbursed to a student's Thomas University revolving charge account starting after the census period of each term. Aid will only disburse at this time if a student's enrollment level matches their award level for the term, and there are no outstanding requirements. Though disbursed to the student's account any refund resulting may not be immediately available. Census dates for the 2018-19 aid year and minimum enrollment requirements for the various sources of aid can be found on the Office of Student Financial Aid and Scholarships Web site at www.thomasu.edu. At the census date of each term, each student's final enrollment is locked. Financial aid for that term is then adjusted, based on the enrollment level at that time. When a reduction in aid is required due to a

student's reduced enrollment level at the census date, the reduction can create a balance due on the student's TU account. If there is a tuition refund because of dropped credits, the tuition refund will be used to reduce the balance due on the student's account.

A student whose census date enrollment is less than half-time is not eligible for federal student loans. In these cases, the entire loan amount for the term will be returned to the Federal Student Loan program. The return of loan funds creates a bill on the student's TU account but also reduces the outstanding principal balance due on the student loan. Any current term aid disbursed after the census date will be based on the student's enrollment on the census date, or their actual number of credits enrolled at the time of disbursement, whichever is less. Credits added after the census date cannot be used to increase aid eligibility. Retroactive aid (aid for a term that has ended before disbursement) must be disbursed based on completed grades/credit hours, or census date registration, whichever is less. This includes retroactive grants and loans. Grades that are considered "complete" for disbursement purposes are A, B, C, D, P, I or IP.

Delayed Disbursements

There are several ways in which your aid may be delayed. Here are the most common reasons:

- You may be required to complete Entrance Counseling and sign a Master Promissory Note (MPN) for your Ford Direct Loans. You would have been notified of these requirements via an email to [Hawklink](#) email account.
- Dropping classes (below 12 for undergraduates, 9 for graduates). All students are assumed to be full-time unless they notify Financial Aid in writing that they will be less. If you are not enrolled at full-time and have not notified us, your aid will not disburse.
- Registering late for classes.
- Being waitlisted for classes. These classes do not count toward your enrollment level until you are actually enrolled in them.
- Having unsatisfied requirements with your financial aid file. Check your status on [Hawklink](#)/ Financial Aid.

You are responsible for managing your Financial Aid experience, so be sure to check [Hawklink](#) frequently and review any emails you receive from us as they may include requests for additional information or action.

Military Policy

In accordance with Title 38 US Code 3679 subsection (e), this school adheres to the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. Thomas University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, the student is required to:

- Produce the VA Certificate of Eligibility (COE) within 90 days of the first day of class;
- Provide a written request to be certified if we do not have the COE on file (TU authorization form);
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

If the student's military benefits do not cover 100% of the student's charges, the student is responsible for the remaining balance and all other institutional policies are to be adhered to.

Requesting Changes

It is understood that you want as much grant and scholarship money as possible. When you are awarded your financial aid, your award will reflect your eligibility for available grant aid. When accepting your award, you may always request a lesser loan amount. Please note that loan funds are divided into equal disbursements, based on your enrollment at TU within the given year. For example, if you were enrolled fall & spring and awarded \$1000, the financial aid office would offer you \$500 in the fall and spring. You may replace your Federal Work-Study funds with a Direct Ford loan. However, this is dependent upon your loan eligibility. Also, if you initially decline loan funds but find later that you, in fact, need them, you may also request that the loan is reinstated up to the total of your original offer. Please ask any changes in writing by submitting a [Loan Revision Request form](#) to the FAO. Be aware that not all budget requests can be accommodated.

Additional Costs

In specific instances, your cost of attendance may be adjusted to include other allowable costs incurred to meet your educational needs. Cost of attendance request is reviewed on a case-by-case basis to determine approval. Documentation of the additional expense must be included for consideration. If approved, other expenses are usually funded with "self-help" assistance in the form of loans. Adjustments are not made for consumer debts, car payments, or private school tuition.

Adjustments may include, but are not limited to:

- Medical or dental cost not covered by insurance
- Computer expense (one-time allowance)
- Child care cost for children 12 and under
- Costs related to students with disabilities

Awarding Sources

Grants and scholarships are free money that you apply for to help you with the cost of school. This type of aid doesn't have to be repaid once you graduate. Grants and scholarships can be based on demonstrated financial need which is usually calculated using the Estimated Family Contribution from the FAFSA, your academic merit (usually your high school or college transfer GPA) or a combination of both financial need and academic merit. Some grants and scholarships can be automatically renewed, but most require you to apply and qualify for each school year. Do your research, ask for any grants or scholarships you might be eligible for and be sure to meet the application deadlines!

Here are the general descriptions, applications and eligibility criteria for the major grants (and some automatic scholarships for qualified students) at Thomas University. Not sure if you are eligible for one of these grants or scholarships? Submit the application or contact the TU Financial Aid Office for assistance.

Loans and Grants**TU Grant**

Description: An institution funded, a need-based grant from Thomas University.

Who can receive this grant? This grant is for undergraduate students only. The Director of Financial Aid makes awards.

Application: Submit the FAFSA each year to apply for this grant. Eligibility for this program and the annual amount of this grant are determined by the FAFSA and included on the award letter. International students can receive this grant.

Limits: The annual grant amount varies and is set each year by Thomas University. Students can receive this grant for up to the equivalent of 6 years of non-consecutive enrollment if they demonstrate financial need and qualify each year.

Eligibility: Students must qualify for federal student aid through the FAFSA or be an international student, maintain Satisfactory Academic Progress and meet all registration and application deadlines. Reduced enrollment during a specific term will reduce the grant amount during that term.

Federal PELL Grant

Description: A federally funded, need-based grant from the U.S. Department of Education.

Who can apply for this grant? Qualified undergraduate students are pursuing their first degree.

Application: Submit the FAFSA each year to apply for this grant. Eligibility for this program and the annual amount of this grant are determined by the FAFSA and included on the award letter.

Limits: The annual grant amount varies and is set each year by the federal government. Students can receive this grant for up to the equivalent of 6 years of non-consecutive enrollment level if they demonstrate financial need and qualify each year. All payments of a federal PELL grant from any school count towards the 6-year maximum limit. Annual limits apply.

Eligibility: Students must qualify for federal student aid through the FAFSA, maintain Satisfactory Academic Progress and meet all registration and application deadlines. Reduced enrollment during a specific term will reduce the grant amount during that term.

Federal Supplemental Educational Opportunity Grant (SEOG)

Description: A federally funded, need-based grant from the U.S. Department of Education.

Who can apply for this grant? Qualified undergraduate students are pursuing their first degree who are eligible for the federal PELL grant and, also, demonstrate exceptional financial need.

Application: Submit the FAFSA as soon as it becomes available each year apply for this grant for the following school year. Federal funding for this grant is limited and does run out at the beginning of each year. Eligibility for this program and the annual amount of this grant are included on the award letter.

Limits: The annual grant amount varies depending on the availability of funds and the overall level of financial need for all aid applicants. Annual limits apply, and this grant is not available during summer term.

Eligibility: Students must qualify for the federal PELL grant through the FAFSA, must demonstrate exceptional financial need, maintain Satisfactory Academic Progress, enroll at least half-time each term and meet all registration and application deadlines. Reduced enrollment during a semester will reduce the grant amount.

Teacher Education Assistance for College and Higher Education Grant (TEACH)

Description: A federally funded grant from the U.S. Department of Education for high achieving students admitted to qualifying education programs studying to become teachers. Students must agree to work full time in a high need subject area, in low-income schools soon after graduation for a designated number of years or; they will be required to repay this grant as a federal student loan.

Who can apply for this grant? Qualified undergraduate students are pursuing a first bachelor's degree or eligible graduate students pursuing a master's degree. Both undergraduate and graduate students must be admitted to a qualified education program.

Application: Submit the FAFSA, TEACH Grant Counseling and TEACH Grant Agreement to Serve each year to apply for this grant. Eligibility for this program and the annual amount of this grant are included on the award letter.

Limits: The annual grant amount is up to \$4,000. However, the current, yearly award is slightly reduced due to federal sequestration. Undergraduate students can receive up to \$16,000 total. A graduate student can earn up to \$8000 total. All payments of a federal TEACH grant from any school count towards the maximum amount. Annual limits apply.

Eligibility: Students must qualify for federal student aid through the FAFSA, must be admitted to a qualifying academic program, have a GPA of 3.25 or higher, maintain Satisfactory Academic Progress and meet all registration and application deadlines. Reduced enrollment during a term will reduce the grant amount.

Georgia Tuition and Equalization Grant (GTEG)

Description: A program that provides grant assistance toward educational costs to residents of Georgia seeking degrees as full-time students at private eligible postsecondary institutions.

Who can apply for this grant? Any legal resident of the State of Georgia that attends a private college or university.

Application: Submit a FAFSA, then submit an online application Georgia Student Finance Application.

Limits: Must not have previously received GTEG payments for more than 127 semester/190 quarter hours.

Recipients receive an award of \$450 per semester and can receive payment for up to three semesters per year.

Eligibility: Student must be a U.S. citizen or certificate of nationalization of the U.S. or have evidence from INS of eligible permanent resident alien status. Maintain satisfactory academic progress, enrolled as a full-time undergraduate student in a program that is leading to a college degree at an eligible private college or university in Georgia.

Dual Enrollment

Description: Dual Enrollment is Georgia's new dual enrollment program that allows high school students (9th – 12th grade) to earn college credit while working on their high school diploma.

Who can apply for this grant? All high school students (9th – 12th grade) attending a public or private high school in Georgia or home study program operated in accordance with O.C.G.A. 20-2-690(c) can participate in Dual Enrollment.

Application: Students attending an eligible public or private high school must complete the Dual Enrollment online application.

Eligibility: Student must be in high school. Check www.gafutures.org for more information.

Educational Loans

Thomas University participates in the federal Direct Loan programs. Under this program, funding for student loans is provided by the federal government through colleges rather than by banks. When loans are due, borrowers repay them directly to the federal government through a loan servicer which is assigned by the U.S. Department of Education to each borrower once the first disbursement of a loan is processed. The assigned loan servicer then services any subsequent loans. Loans are available to students and parents of dependent students through the Direct Loan program. Undergraduate and post-baccalaureate students can borrow Federal Stafford loans; graduate students can borrow Federal Stafford loans and Graduate PLUS loans, and parents of dependent students can acquire a Parent PLUS loan. Graduate students and parents may apply for the Graduate PLUS or the Parent PLUS loan online at www.studentloans.gov or by paper application by contacting the Office of Student Financial Aid and Scholarships.

Students apply to participate in the Direct Stafford Loan program by first completing the FAFSA but, to complete the loan application, a student borrower must then accept the loan(s) as part of their financial aid award acceptance process, sign a Master Promissory Note or have previously signed a Master Promissory Note within the last 10 years and complete new borrower entrance counseling before they may receive the loan disbursement.

Parents apply to participate in the Direct PLUS Loan program by submitting a loan application online at www.studentloans.gov. The student must have completed a FAFSA for their parent borrower to participate in this loan program.

Federal Direct Subsidized Stafford Loan

Subsidized loan eligibility is based upon the demonstration of financial need and in conjunction with other sources of student assistance. The federal government pays the interest on this loan while the student is in school, enrolled at least half-time and, during the six-month grace period directly after a student separates from school. For students who are new borrowers after July 1, 2013, interest is paid by the federal government up to 150 percent of the published length of the academic program. The student is responsible for all interest on the loan once repayment begins or after 150 percent of the published length of the academic program is exceeded.

The federal government has set annual loan limits: \$3,500 for the first academic year of undergraduate study (up to 29 credits); \$4,500 for the second academic year (30–59 credits); and \$5,500 an academic year for the remaining years of undergraduate study. Not all students are eligible for the maximum loan amount. Graduate students do not qualify for Subsidized Stafford loans.

Student borrowers must be enrolled at least half-time in good standing and have been accepted for admission to a program leading to a degree or certificate. Once repayment begins, borrowers are charged a fixed interest rate. For current interest rates, visit the Department of Education's website at <https://studentaid.ed.gov/types/loans/interest-rates>.

Students must complete a FAFSA each year to participate in this loan program.

Federal Direct Unsubsidized Stafford Loan

This program provides unsubsidized federal direct loans to students who do not qualify, in whole or in part, for the subsidized Federal Direct Stafford Loan. All Graduate level Stafford loans are unsubsidized. Unsubsidized loans are not eligible for the federal government payment of interest while the student is in school. The student may make interest-only payments while in school, or the interest will be added to the loan balance. The interest rate for the Federal Direct Unsubsidized Stafford Loan is fixed. For current interest rates, visit the Department of Education's website at <https://studentaid.ed.gov/types/loans/interest-rates>. The student is responsible for the interest that accrues while in school, during their six-month grace period, and any authorized deferment periods. The federal government has set loan limits: \$2,000–\$5,500 for the first academic year of undergraduate study (up to 30 credits); \$2,000–\$6,500 for the second academic year (30–59 credits); and \$2,000–\$7,500 an academic year for the remaining years of undergraduate study. Graduate and doctoral students may borrow up to \$20,500 per year.

Lifetime (aggregate) Stafford Loan borrowing limits by academic program:

A student may borrow up to an aggregate limit of:

\$31,000 (only \$23,000 may be subsidized) as a dependent undergraduate or post-baccalaureate student.

\$57,500 as an independent undergraduate or post-baccalaureate student (only \$23,000 of this amount may be subsidized). This aggregate amount includes all previous loans borrowed as a dependent Undergraduate student.

\$138,500 as a graduate or professional student. This aggregate amount includes all previous loans borrowed as an undergraduate student.

Additional Federal Direct Unsubsidized Stafford Loan

Dependent undergraduate students whose parents are denied access to the Federal Direct Parent Loan for Undergraduate Students program may be eligible for additional Federal Direct Unsubsidized Stafford Loan funding. Students with fewer than 90 credits may borrow a maximum of \$4,000 a year in additional funds above the maximum Federal Direct Stafford Loan annual limits (but may not exceed aggregate limits). Students who have earned 90 credits or more may borrow a maximum of an additional \$5,000 per year (but may not exceed aggregate limits). Not all applicants will qualify for the maximums in additional funding. The Federal Direct Unsubsidized Stafford Loan may be used to replace expected family contribution, but total Direct loan (subsidized and unsubsidized) borrowing cannot exceed the cost of attendance.

Students must complete a FAFSA each year to participate in this loan program.

Federal Direct Parent PLUS Loan (PLUS)

This program provides loans to parents of dependent undergraduate students. Parents may borrow up to an annual amount that is equal to the cost of attendance minus any financial assistance the student receives during the periods of enrollment. The parent borrower may use the amount of the Federal Direct PLUS to replace the expected family contribution and cover the unmet need for the loan period. The Federal Direct PLUS loan is limited to parents who do not have an adverse credit history or who have obtained an endorser who does not have an adverse credit history. A direct loan program servicer, contracted by the federal government, performs the required credit check. The interest on the Federal Direct PLUS is fixed. For current interest rates, visit the Department of Education's website at <https://studentaid.ed.gov/types/loans/interest-rates>.

Parents interested in participating in the Federal Direct PLUS program can obtain application information from the Office of Student Financial Aid and Scholarships or apply online at www.studentloans.gov.

Students must complete a FAFSA each year for their parent to participate in this loan program.

Federal PLUS Loan for Graduate and Professional Students (Graduate PLUS)

This program is offered to credit-qualified students with or without financial need, but the student must have financial aid eligibility. Like the Direct Stafford loans for students, the U.S. Department of Education is the lender of the Graduate PLUS loan. Repayment begins within sixty days after the Graduate PLUS loan is fully disbursed. However, students that meet deferment requirements may obtain an in-school deferment from the U.S. Department of Education. Interest begins to accrue at the time the first disbursement is made at a fixed rate. For current interest rates, visit the Department of Education's website at <https://studentaid.ed.gov/types/loans/interest-rates>.

Students must complete a FAFSA each year and first be considered for the federal Direct Stafford program to participate in this loan program.

Alternative (to the federal student loan programs) Loans

Privately funded education loans are not based on need, and no federal formula is applied to determine eligibility. However, the amount borrowed cannot exceed the cost of attendance minus other financial aid. Interest rates and repayment terms vary by lender but are generally less favorable than those provided through the federal direct lending program. Privately funded education loans are used to supplement the federal programs when the cost of attendance minus the maximum federal aid still leaves unmet need. For information on alternative loans, visit the TU website at www.thomasu.edu

Loan Repayment

Repayment of Federal Direct Stafford Loans (subsidized and unsubsidized) begins after the grace period which is six months after the student separates from school. A student is considered to be separated from school when their enrollment drops below half-time or after graduation. Repayment of Federal Parent PLUS loans begins within sixty days of the last disbursement. There are no penalties for making payments while in school or during the grace period. Students or parents may make payments at any time directly to their loan servicer.

Entrance and Exit Counseling

First-time Federal Direct Stafford and Graduate PLUS loan borrowers must complete student loan entrance counseling. This counseling session focuses on a borrower's rights and responsibilities and provides information about responsible borrowing. Shortly before graduating or enrolling in less than half-time credit hours at Thomas University, Stafford and Graduate PLUS loan borrowers' must also complete student loan exit counseling. Both entrance and exit counseling is required of all borrowers and completed online at www.studentloans.gov

Debt Management and Default Reduction

Information about loans, repayment options, and debt management strategies is available in the Financial Aid Office. Website: www.thomasu.edu

Parent or Student Expected Contribution (EFC)

The information you reported on your FAFSA is used to calculate a number called the Expected Family Contribution (EFC). The school uses the EFC to determine the amount of your federal grants, loans, or work-study awards for which you may be eligible.

Changes in Your Situation

FAO may consider special or unusual circumstances that impact your family situation. Please contact us with any questions you might have regarding your eligibility for a review.

Federal Work Study

This federally funded financial aid program enables students to earn money toward college expenses by working on campus, in the government, or in selected nonprofit agencies serving the community. Students may work up to twenty hours a week while classes are in session and receive a bi-weekly paycheck (based on an hourly wage) that they can use for educational expenses.

Applicants must complete a FAFSA and have an Estimated Family Contribution (EFC) no higher than \$7000 to qualify.

Undergraduates must enroll in 6 credit hours or more for Work Study employment. Graduate students must enroll in 5 credit hours or more for Work Study employment. Students awarded Work-Study must present a Certificate of Eligibility (available in the Office of Student Financial Aid) to their employer.

Students may also be eligible to earn Work Study funds during summer term if they are awarded Work Study for the upcoming award year, the funds of which can be applied to summer. If you have been awarded 2018/2019 Federal

Work-Study, have accepted it and are enrolled at least half-time for Fall 2018, complete a request to begin using your work study in Summer 2018: Summer Work Study Request Form.

Renewing Aid

You must apply for financial aid every year by submitting a FAFSA application. Applications must be received before February 28 at the central processor to be considered for priority funding. You may apply for aid online after Oct. 1 for the following academic year. Be sure to keep on top of managing your award.

Dropping Courses and the Census Date

Dropping courses impacts your financial aid in several ways. Aid assistance is based on your enrollment level each term and may be adjusted accordingly. All students are initially awarded based on full-time enrollment. Full-time undergraduate status is 12 or more credits, 3/4 time is 9–11 credits, 1/2 time is 6–8 credits, and anything below six credits is considered less than halftime. Changes in your enrollment levels may affect your financial aid eligibility.

Your financial aid is paid each term based on your level of enrollment at the "census date." The term Census Date refers to the point at which your enrollment is locked for financial aid purposes, and it happens to coincide with the last date you can add or drop classes for a full tuition refund. This Census Date is used for all terms, including the summer session. At this point in the term, credit hours are locked, and financial aid for the term is adjusted to reflect the student's official enrolled credits. For example, if the student received aid at the beginning of the term based on full-time enrollment and then dropped credits, aid is later revised to match their eligibility based on the number of credits enrolled in as of the Census Date and types of aid that were awarded. Credits added after the Census Date cannot be used to increase financial aid eligibility.

When you drop credits after the census date and your aid has been authorized, you will not need to repay your financial aid unless you completely withdraw from ALL classes for the term. You will instead need to be concerned with meeting Satisfactory Academic Progress, as this will affect your overall PACE (completion rate).

What happens if I withdraw from or Do Not Complete One or More Courses in a Term

The impact of a partial withdrawal (official or unofficial) will vary significantly by the term, student status, and type of aid awarded, participation, and other factors. Students, who plan to drop, withdraw, or not complete one or more course, should contact the Office of Financial Aid and Scholarships for a personalized evaluation of how a partial withdrawal will impact their current and future aid eligibility.

Students are expected to understand the terms, conditions, and requirements that relate to their financial aid award.

What Happens if I Withdraw From All Courses or Do Not Complete Any Courses in a Term

The information below is a summary of the process that takes place when a student withdraws from all courses or fails to receive a passing grade for a given term. The policies and procedure listed are subject to change without advance notice based on changes in federal or institutional policies. This is not an exhaustive list of the rules about the Return of Title IV funds. Further guidance regarding these policies and procedures may be obtained by contacting the Office of Financial Aid and Scholarships. Reference material relating to the federal rules for this process may be found in Volume 5 of the Federal Student Aid Handbook.

Federal financial aid is awarded based on the expectation that a student will participate in all of their courses through the last day of the term. When a student does not complete the term, the Office of Financial Aid is required to review their eligibility for aid that has been or could be disbursed. A student is considered to have earned the full amount of disbursed federal aid if they participated in all courses and completed at least 60% of the term. In cases where full participation and 60% term completion cannot be verified, a return of federal Title IV and other types of aid may be required.

An official withdrawal may impact a student's eligibility for current or pending financial aid. Students who withdraw from the university after the start of the term must complete a Withdrawal Survey through the Registrar's and should contact the Office of Financial Aid and Scholarships regarding the impact on their eligibility. The date of official withdrawal (as reported by the Registrar's Office) may be utilized in the federal Return of Title IV funds calculation. If financial aid funds were used to pay tuition and fees, and a student withdraws, any refundable tuition amount is

returned to the appropriate financial aid sources (refer to the tuition/fee refund schedule in the TU Schedule of Classes).

A student is considered unofficially withdrawn if they fail to receive any passing grades in a given term. In the case of an unofficial withdrawal, the Office of Financial Aid is required to review participation reported by TU and partner school instructors. This participation information is used to establish the last date of participation that may be utilized in the federal Return of Title IV funds calculation.

Return of Title IV Funds Calculation and Withdrawal Record

TU is required to calculate the Return of Title IV financial aid funds for students that officially or unofficially withdraw during the academic term. Students who do not intend to complete the term for which they are enrolled should follow the official withdrawal process as outlined by university regulations.

The Return of Title IV Funds calculation determines the number of federal funds that must be returned by the institution as well as how much aid the student must return for the period of non-enrollment. For students who completed less than 60% of the term, a pro-rated schedule is used to determine the amount of aid that must be returned. That means the percentage of aid that a student is eligible to retain for the term is based on the percentage of the term that they completed. If a return of aid amount is calculated, the funds must be repaid to the financial aid programs in the following order:

- Federal Direct PLUS Loan
- Federal Direct Unsubsidized Ford Loan
- Federal Direct Stafford Loans
- FSEOG
- Teach Grant
- Federal Pell Grant

The amount of federal aid that you must repay is determined via the Federal Formula for Return of Title IV funds (Section 484B of the Higher Education Act). This law also specifies the order in which funds are to be returned to the financial aid programs from which they were awarded, starting with loan programs.

You may be required to make a repayment when cash has been disbursed from financial aid funds, more than the amount of aid that you earned (based on the date of your total withdrawal or last date of participation) during the term. The amount of Title IV aid earned is determined by multiplying the total Title IV aid (other than FWS) for which you qualified by the percentage of time during the term that you were enrolled.

If less aid was disbursed than was earned, you may submit a request to receive a late disbursement for the difference.

If more aid was disbursed than was earned, the amount of Title IV aid that you must return (i.e., not earned) is determined by subtracting the collected amount from the amount disbursed.

The responsibility for returning unearned Title IV aid is shared between the university and you.

It is allocated according to the portion of disbursed aid that could have been used to cover university charges and the portion that could have been disbursed directly to you once those charges were included. TU will distribute the unearned aid back to the Title IV programs, as specified by law. You will be notified if you owe a repayment due to an official/unofficial withdrawal within 45 days of the date the determination of the withdrawal is made.

You will be billed for the amount that you owe to the Title IV programs, as well as any amount due to the university, as a result of Title IV funds that were returned that would have been used to cover university charges.

Withdrawing (official or unofficially) from a term may also impact a student's eligibility for financial aid in future terms. Students should familiarize themselves with the Satisfactory Academic Progress requirements for federal aid and should contact the Office of Financial Aid and Scholarships regarding how federal and other types of aid may be

impacted.

Summer Term Withdrawals

Withdrawals during the summer term at TU are evaluated differently than the other terms due to the modules that make up this term. During the summer term, a student's completion percentage will be evaluated based on a calendar that encompasses all modules of enrollment.

During all terms, a student's Pell Grant will be adjusted to exclude payments made for courses in which participation cannot be verified. During the summer, the Pell Grant is also adjusted throughout the term to exclude payments for courses from which the student withdrew.

Withdrawals and the Degree Partnership Program (DPP)

In cases of unofficial withdrawal, instructor-reported last date of participation may be required to determine a student's aid eligibility. The TU Office of Financial Aid and Scholarships is not able to contact partner school instructors directly to obtain this information. After a term has ended, DPP students may be contacted with instructions on how to complete this participation verification process. Due to the time-sensitive nature of this process, it is very important for DPP students to check their TU Student (Hawklink) email regularly to look for these financial aid notifications. Failure to verify participation may result in the reduction or full loss of eligibility for financial assistance for the term.

Student Responsibilities Reporting Changes

Your financial aid is based on the information submitted to our office for the current academic year in which you requested aid. To keep your file current and accurate, you are required to report the changes to the TU Office of Financial Aid and Scholarships. You should expect a revision of your award in most cases. Reasons for changes can include but are not limited to:

- Additional financial assistance: scholarships, grants, loans, fee waivers, Tribal Assistance, tuition/book support, social security benefits or any other monetary award not reported previously.
- Receipt of graduate teaching or research assistantship, and/or fellowship.
- Receipt of resident advisor position.
- Changes in enrollment hours and/or withdrawal from the university.
- Changes in residency status for tuition purposes.
- Change in course load if below full time.

Appeals

Students who are not satisfied with a decision of a financial aid staff member may appeal that decision, in writing, and then in person to the following staff in the order indicated: the director of Financial Aid and Scholarships, and then the Financial Aid Appeals Committee. The decision of the director and/or Financial Aid Appeals Subcommittee will be considered final.

Student Enrollment Levels

Federal financial aid eligibility and deferment of student loans are affected by enrollment levels. Summer enrollment levels are the same as other terms.

Undergraduate

Full Time: 12 or more credits in a term Three-Quarter Time: 9 to 11 credits in a term

Half Time: 6 to 8 credits in a term

Graduate

Full Time: 9 or more credits in a term

Half Time: 5 to 8 credits in a term

Satisfactory Academic Progress and Financial Aid

In accordance with the Higher Education Act of 1965, as amended by Congress, Thomas University has established a Satisfactory Academic Progress (SAP) policy for students. All students who wish to receive federal, state or institutional student aid funds must make satisfactory progress toward completion of their program of study. Thomas University monitors the following for all aid recipients:

Course Completion Rate: the percentage of credits taken at TU, or TU plus transfer courses which have passing grades, according to the student level.

Grade point average: for TU courses, or TU plus transfer courses, according to student level.

Maximum Time Frame: TU courses plus accepted transfer credits. The maximum time frame for undergraduate students is 270 attempted credits. The maximum time frame for post-baccalaureate students is 90 attempted credits. The Maximum time frame for graduate students is established according to the degree or program being sought.

Repeated Coursework: Students may only receive aid for a previously repeated course where a passing grade was achieved once.

Multiple Withdraws: Financial aid recipients who withdraw from all classes or received all negative grades twice within the school year are placed in immediate Suspended eligibility status.

Graduate students must take courses applicable to their degree or certificate. At least 67% of all credits enrolled in during each academic year must be graduate level courses.

Students who do not meet all requirements of the Satisfactory Academic Progress policy will have their eligibility for financial aid suspended. Students whose eligibility is suspended may submit a written appeal. The full policy is online at www.thomasu.edu.

Printed copies can be found at the Office of Student Financial Aid and Scholarships in the Student Service Building.

Institutional Aid Policy

The objective of Thomas University's (TU) Financial Aid Office (FAO) is to help students achieve their educational goals by providing financial assistance, wherever possible, in an equitable and timely manner to students who exhibit financial need. Moreover, FAO strives to continue to serve as a responsible steward of institutional aid and to adhere to fiscal constraints as determined in the annual budgeting process.

Thomas University regulations contained in the TU Catalog about financial aid are binding in association with all financial aid offers extended at Thomas University. Institutional aid is contingent upon the undergraduate student satisfying all eligibility requirements (e.g., Thomas University enrollment and academic requirements, and any federal and state requirements) to the extent that any apply.

To receive any financial aid award, the student must first complete a Free Application for Federal Student Aid (FAFSA) with the appropriate information. In order for a student to maintain their financial aid, the student must adhere to all awards must comply with regulations and guidelines for all funds included in the aid package, and any revision to the aid package, where applicable use awarded funds for educational purposes only, and abide by the honor policy of the institution.

Financial aid frequently includes institutional aid, i.e., a reduction in tuition and fee by TU that is not funded explicitly from other sources or private endowments. Athletic scholarships and activity grants are examples of institutional aid.

The following strictly applies to all institutional aid awards:

1. Any institutional aid awarded will be adjusted appropriately so that the combination of all aid received including federal and state grants but not including any loans will not exceed the total of tuition and fees (not including room and board charges).
2. Credit amounts created on a student's account by the receipt of any loans after giving effect to any institutional aid adjustments references about can result in a refund to the student.
3. All institutional aid awarded to a student who has withdrawn from the university for any cause shall be reversed and any remaining charges owed adjusted accordingly.
4. TU reserves the right to adjust the combination of various institutional aid awards so that they do not exceed 50% of tuition and fees (not including room and board charges).
5. Institutional aid cannot be used for the cost of consortium coursework taken by a student at any other institution.
6. Institutional aid can only be awarded to students that are full-time and not receiving any additional discount on their tuition rate.
7. The Director of Financial Aid reviews international institutional aid on annual bases.
8. Institutional aid is for students that are receiving their first bachelor's degree. Post Baccalaureate and graduate students are not eligible to receive institutional aid.
9. International students do not qualify for an endowed or funded scholarship offered by Thomas University.
10. Student may receive athletic scholarships as a graduate student as long as the student is NAIA eligible.

Scholarship Management System (SMS)

To maximize student access to TU scholarship opportunities, we have a searchable database that consolidates all available departmental scholarships into a centralized location. The Scholarship Committee will award the scholarships based on established criteria. The Scholarship Management System consists of a searchable database and an application for scholarships available to continuing TU students. In the database, click on the name of the learning for specific criteria and which department oversees that award. For further information about the Scholarship Management System, please email the Scholarship Office at finaid@thomasu.edu.

SMS Database: <http://www.thomasu.edu/Content/Default/12/3529/32/financial-aid/scholarships/thomas-university-scholarships.html>

FEES and EXPENSES

Thomas University operates on a semester basis. The cost of attendance per semester, for Fall 2018, Spring 2019, and Summer 2019, follows.

One time only fees:

*Undergraduate Application Fee	\$35
*Graduate Application Fee	\$50
*International Application Fee	\$125
*Application for Graduation Fee ¹ (all)	\$175
*Post Baccalaureate Completion Fee	\$30
*Certificate Program Completion Fee	\$30

General Fees: (per semester)

Undergraduate Full-Time Tuition (12-18 credit hours)	\$7,970
Undergraduate Part-Time Tuition (per credit hour, less than 12 hours)	\$630
Undergraduate Overload Tuition (per credit hour)	\$630
Graduate Tuition (per credit hour)	\$655
Audit/Continuing Education (per credit hour)	\$100
Matriculation Fees (12 or more undergraduate credit hours)	\$425
Matriculation Fees (11 undergraduate credit hours or less)	\$275
Matriculation Fees (all graduate students)	\$275
Technology Fee (all students)	\$75
MBA Prep Course	\$300

Reduced tuition rates (per credit hour) may apply for the following programs:

SWK – TCC	\$315
KTA	\$495
MEd	\$495
MLS 2+2	\$504
RN – BSN	\$504
RN – MSN	\$504

See the website for details

Payment Fees:

*Late Fee (when applicable)	\$50
Science Lab Fee	\$75
Visual Arts Studio	\$25
Go React Fee	\$44
BIO 465 Fee	\$35
BUS 417 Fee	\$350
CAEL Self-Paced Course	\$550
EDU 327 Fee	\$150
EDU 428 Fee	\$294
EDU 429 Fee	\$250
MLS 400 Fee	\$75
MLS 401 Fee	\$75
MLS 460 Fee	\$240
NSG 311 Fee	\$50
Proctor U Fee (per exam)	\$25
CAEL Self-Paced Course	\$550
*Computer Competency Exam	\$350
*Credit by Exam	\$350

*Academic Transcript	\$5
*Diploma Re-print fee	\$25
*Return Check Fee	\$35

University Housing Fees (per semester):

Double occupancy -Pinetree (incl. meal plan)	\$3,520
Magnolia Campus - Magnolia	\$3,000
Single Occupancy - Pinetree (incl. meal plan)	\$6,240
Summer semester	\$1,600
Room Reservation Fee*	\$300

*A room reservation fee of \$300 is required by all incoming and returning students. This fee reserves a room in Thomas University housing. It is credited to your student account for the semester the student is assigned a room and moves on campus. Refer to the University Housing Cancellation Policy for information on refund or forfeiture of the Room Reservation Fee.

*Non-refundable fees

¹ The graduation fee covers all costs related to graduation.

Student Accounts

Thomas University's Student Accounts Office is committed to providing assistance in accurately maintaining each student's financial account. It is here that you can discuss the components of your bill, determine whom to contact to correct errors on your account, and make payments on your account. Additionally, your account information is available 24/7 on your Hawklink account.

You are responsible for maintaining a current account with Thomas University. Total charges for each semester (tuition, fees, etc.) net of applied financial aid and other credits must be paid before the first day of classes for each term. For students receiving financial aid, be sure your paperwork is complete with the Financial Aid Office prior to the first day of classes.

To accommodate this payment, the University accepts cash, personal checks, money orders, cashier's checks and credit cards (Visa, MasterCard, American Express and Discover). You can also settle your account by signing up for Thomas University's Payment Plan (TUPP). The TUPP is a sensible alternative to paying education expenses. It allows for smaller payments that more closely match your budget needs. Some of the TUPP features include:

- *No interest charges apply so long as the payments adhere to the plan schedule.*
- We offer a five-payment and a four-payment plan for fall and spring semesters as well as a three-payment plan for summer semester.
- No credit approval is required to sign up.
- There is no plan enrollment fee.

Payment plans are available for all semesters, but the student must apply for the payment plan each semester. Consequently, students must satisfy their current payment plan according to its terms to register for the following semester. When a plan is set up, monthly payments are due on the 15th of each month with the down payment due upon sign-up.

Payment Plan Options

Payments	Fall 4 Pay	Fall 3 Pay (new students starting 2 nd 8 weeks only)	Spring 4 Pay	Spring 3 Pay (new students starting 2 nd 8 weeks only)	Summer
Payment 1	August 15		January 15		May 15
Payment 2	September 15	September 15	February 15	February 15	June 15
Payment 3	October 15	October 15	March 15	March 15	July 15
Payment 4	November 15	November 15	April 15	April 15	

Payment Plan Enrollment

- Students can log on to their Hawklink via the Portal once they have registered to review their billing statement for the semester.
- Log-in to: <https://student.thomasu.edu/login.asp>.
- Go to "My Ledger" under the Administrative Services tab to view your student balance.
- Complete the Payment Plan Application/Promissory Note located in your Hawklink with the amount of your contract based on your current statement/balance. Make sure all your financial aid is in place.
- Complete and submit application with the first payment in the amount that is assigned to the plan you choose.

- You will be contacted by the Student Accounts Office if your plan is incomplete or incorrect via student email with instructions for corrections. If your application is complete and includes the correct contract amount and down payment, you will receive an online promissory note to complete, sign and return.

Some frequently asked questions to assist you in managing your account:

How to pay my bill

1. Mail a check or money order (US\$) to Thomas University,
Student Accounts
1501 Millpond Road
Thomasville, GA 31792.
2. Pay online at the [student's portal](#)
3. Pay in person.
4. Pay by phone by calling 229-584-2461

5. What if there is something wrong with my account?

- If your **classes** are wrong – contact your advisor.
- If your **financial aid** is wrong – contact the Office of Financial Aid.
- If your **tuition and fees** are wrong – contact the Student Account Office.

Refunds

All charges net of any applied financial aid and other credits on the student's account are final at 5:00 p.m. the last day of Drop/Add. Refunds can occur only from adjustments to classes made during Drop/Add or from student loans. Consequently, the Business Office cannot confirm a refundable amount until after the Drop/Add period concludes. If a loan applied to a student's account creates a refundable amount, no refund to the student is made until funds have been received by the University and student refunds are processed.

The Business Office disburses refunds within 14 days of receiving the funds from the lending agency. You can confirm the availability of your requested refund by checking your account on Hawklink. If the line item "Student Refund" appears on your ledger, the date associated with that line item is the date the refund will be ready.

You may pick up your check in person at the Business Office on that date. You may request that the Business Office mail your check to you. Please send that request via email, with confirmation of your mailing address and the last four numbers of your SSN to business.office@thomasu.edu. The best way to receive your refund is to sign up for direct deposit using the direct deposit form.

Withdrawals

If a student withdraws from a class or classes after the drop/add deadline, no refund of tuition or fee is granted. Please check with the office of Financial Aid to determine if your withdrawal will adversely affect your student account.

Textbooks

Textbooks can be purchased through the TU Online Bookstore. After the student's financial aid covers their tuition, fees, and housing, any excess can be used to cover the book charges up to \$1,000.00. If the student does not have financial aid or does not have enough financial aid to cover all their charges, including books, the student will not be allowed to charge books to their student account.

Student Affairs

Disclosure of Student Information

Thomas University students and alumni have the right to inspect their educational records by submitting a written request 48 hours in advance. The right of inspection includes academic records and related support documents maintained in the registrar's office, student support services, the business office, and the financial aid office.

Student Services

Health Services

As independent adults, students are responsible for deciding if they are physically able to participate in university activities. Students are expected to have their own family physicians. If an emergency arises, Archbold Memorial Hospital is located four blocks from the college campus; **there is no university health clinic.**

First-aid kits are available in the Student Affairs Building, Business Office, Library, Campus Center, Student Life Building, and science labs for emergency use. Students requiring emergency medical treatment will have their families contacted to provide transportation home or to a medical facility. In the event the student's family cannot be contacted or cannot provide transportation, an emergency medical service unit will be called. Students are responsible for all expenses incurred.

Counseling Services

Thomas University partners with Archbold Medical Center to offer the Student Assistance Program (SAP). SAP offers:

- identification, assessment, and diagnosis of academic, social, and psychological problems;
- brief consultation and problem resolution; and
- referral to appropriate and accessible services and resources.

SAP services are private and confidential, in accordance with state law. All registered students are eligible for SAP services, and there is no cost to students for utilizing SAP services. There may be fees associated with the other services and resources to which the student may be referred, though the student's health insurance usually defrays the cost of such care. Referrals may be mandated by a Thomas University faculty or staff member.

For Appointments, call toll free 1-877-327-2724.

Academic Accommodations for Students with Disabilities

Thomas University is committed to the requirements of making all programs, services, and facilities accessible to and usable by individuals with disabilities in order for students to obtain maximum benefit from their educational experience. The Director of Disability Services is available to advise students with disabilities and may also act as an advocate and liaison with faculty, staff, and local agencies.

Students must self-identify and provide documentation will be eligible for academic accommodations and support services as appropriate. Documentation should be provided by a medical doctor, a psychologist, or by a licensed or certified specialist recognized as appropriate to treat the specific disability.

Accommodations such as note takers, interpreters, extended time on testing, tutors, adaptive computer lab equipment, and individuated pre-registration assistance are available.

Although Thomas University is responsible for notifying faculty, students, and staff of services available, students with disabilities are responsible for requesting academic accommodations. Services are listed in publications, including this bulletin, faculty handbook, brochures, student handbook, and at orientation.

Students may request assistance communicating with their instructors or faculty regarding their academic accommodations from the Director of Student Disability Services. Also, if students encounter any difficulties with an instructor or faculty implementing their academic accommodations or have barriers to their educational experience they can discuss these issues with the Director of Student Disability Services. The federal law, the Americans with Disabilities Act or ADA, is enforced at Thomas University. Compliance is monitored by the ADA Committee. The purpose of this committee is to ensure all students with special needs are treated fairly and receive reasonable accommodations.

Thomas University grants course substitutions based upon specific student disabilities. These course substitutions are initially discussed between the student with a disability, their advisor, and the Student Disability Director. Any substitution previously granted to a student transferring to Thomas University from an accredited college will be recognized by Thomas University with documentation.

The university campus is handicap accessible and special parking is available. For information and assistance, students should contact the Director of Student Disability Services.

Internet Usage

Internet Services

The Thomas University internet access offers vast, diverse, and unique resources to students. Our goal in providing network services to students is to promote and support educational excellence. Students have access to e-mail, information and news, online classes, and the HawkLink student portal.

Acceptable Use

The use of the Internet, including university technology resources, must be for academic activities consistent with the educational objectives and policies of Thomas University. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening and/or obscene material, or material protected by trade secret. Use for commercial activities is not acceptable.

Privileges

The use of the Internet, including university technology resources, is a privilege. Inappropriate use will result in cancellation of those privileges.

Netiquette

You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Limit use to one hour if others are waiting.
- Be considerate in your choice of sites and graphics. The viewing of sexually explicit materials may constitute sexual harassment under federal law.
- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or use any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal the personal address or phone numbers of students or colleagues.

Note that e-mail is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities. Do not use the network in such a way that you would disrupt the use of the network by other users. All communications and information accessible via the network should be assumed to be private property of the university.

Computer Security

Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you are required to notify an administrator. Do not demonstrate the

problem to other users. Do not use another individual's access without written permission from that individual. Attempts to log on to an unauthorized account will result in cancellation of user privileges.

Vandalism

Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

Student Rights and Responsibilities

Students must assume full responsibility for understanding the policies, procedures, rules, and regulations of the university as outlined in the Student Handbook. Students who accept an offer of admission to Thomas University are expected to be responsible citizens of the college and community, to respect the rights of others, and to observe State and Federal laws.

General Student Complaints

Students have the right to seek a resolution of a dispute or disagreement concerning a university policy or action through a designated complaint procedure.

Students are encouraged to discuss their concern or decision with the person with whom he/she differs and attempt to resolve the. If the complaint cannot be resolved informally, students may file a written complaint to the chairperson or head of the department responsible for the matter in question. Further details of the General Student Complaint Policy may be found in the Student Handbook.

Complaints of Noncompliance

After exhausting all Thomas University complaint procedures, a student who wishes to lodge a complaint of significant noncompliance with standards, policies, or procedures may contact the Commission on Colleges of the Southern Association of Colleges and Schools according to the policy at this location: <http://www.sacscoc.org>. Please note: Because the Commission's complaint procedures are for the purpose of addressing any significant noncompliance with the Commission's standards, policies, or procedures, the procedures are not intended to be used to involve the Commission in disputes between individuals and member institutions, or cause the Commission to interpose itself as a reviewing authority in individual matters of admission, grades, granting or transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters or other contractual rights and obligations.

Once an online student has exhausted all available grievance procedures established by the institution, and the institution of higher education has not responded to the complainant's satisfaction or a satisfactory remedy has not been found, the complainant may contact GA-SARA for further investigation into the issue.

<https://gnpec.georgia.gov/webform/ga-sara-online-student-complaint-form>.

Student Bill of Rights

- Right to Academic Freedom: All Thomas University students have the right to seek knowledge in an environment, which is conducive to free inquiry.
- Right to Fair Academic Evaluation: Thomas University students shall have the right to fair academic evaluation. Students, however, must meet the requirements of the instructors.
- Right to Confidentiality of Student's Records: Thomas University students have the right to have their records kept confidential in accordance with the federally mandated Buckley Amendment.
- Right to Due Process: Thomas University students are to be free from arbitrary and capricious punishment. When charged with misconduct, students have the right to due process. Any administrative action that adversely affects a student may be appealed by the student.
- Right to Inquiry and Expression: Students have the freedom to seek knowledge, debate ideas, examine and discuss all issues of interest, and to express opinions publicly and privately as long as these expressions of opinion do not interfere with the same rights and freedom of others or violate federal, state, or local laws.

Student Conduct

Thomas University expects lawful and reasonable conduct from students both on and off campus. Student Bill of Rights, conduct regulations, sanctions, and due process procedures are described in detail in the Student Handbook, which is available in the student affairs office and on the university website.

Honor Council

The Honor Council has primary responsibility for implementation of the Thomas University Honor Code, which states “As a member of the Thomas University Student body, I will not lie, cheat, or steal in any endeavor related to my academic pursuits, nor will I tolerate this behavior in others.” More information on the structure and responsibilities of the Honor Council is available in the Student Handbook and on the Thomas University website.

Drug and Alcohol Policy

Thomas University is committed to maintaining an alcohol and drug-free campus for students. Under this policy, the unlawful manufacture, distribution, dispensation, possession, or consumption of alcohol or use of any illegal drug by students is prohibited in all areas of Thomas University, including buildings, the Residence Hall, vehicles, and grounds.

Violations of this policy shall be considered sufficient grounds for disciplinary dismissal.

Smoking Policy

Smoking, “vaping,” and any other use of tobacco or “tobacco-like” products are prohibited on university property. “Smoking” is defined as the burning of a cigar, a cigarette, pipe, use of e-cigarettes or any other device containing tobacco or any “tobacco-like” substance. “Other use” includes snorting, chewing, or spitting of smokeless tobacco, snuff, and similar substances. “University property” includes all real estate owned, leased or controlled by the university, including the grounds, playing fields, walkways, roadways, parking lots and areas in and around the perimeter of any building. This policy also applies to privately owned vehicles on university property.

Parking Regulations

There is adequate space for student parking in the parking lots. Students may park in any unreserved parking space. Reserved spaces are 24-hour reserved for the handicapped. Parking in areas marked handicapped requires a handicapped sticker. Parking is prohibited in any reserved space or grassy area.

Student Insurance

Student accident and health insurance is available at a modest cost through a group policy at Thomas University. Students should contact Student Affairs for full details and a sample policy.

International students please contact Thomas University’s Primary Designated School Official (PDSO) for information regarding student insurance options.

Student Activities

Thomas University encourages students to participate in campus activities and student organizations according to their personal interests. Student activities are developed in response to the interests of the student body.

Campus Activity Board

Campus Activity Board (CAB) is a specially selected group of students, under the supervision of the Student Activities Coordinator, responsible for planning and implementing all student activities for Thomas University. This includes all social and educational programs.

Being a member is a great way to make a difference in the campus community. Members will have influence over the type and scope of activities the Student Life Office hosts each year. Thomas University wants to hear student opinions and have student input with planning and implementing events that will be enjoyed and attended by all students.

Duties of CAB members include attending regular meetings. Members are expected to attend all Student Life events as representatives of the Campus Activity Board. CAB members are expected to be role models for the student body and will represent the diversity of our campus. Also, members will attend special meetings and events throughout

the year and may be asked to participate in special research questionnaires to help enrich student life at Thomas University.

To apply to CAB:

1. Contact the Student Activities Coordinator to express your desire to apply.
2. Good academic and behavioral standing with the university.
3. Minimum 2.0 GPA.
4. Complete an interview by the selection committee.

Clubs and Organizations

Alumni Association

Membership in the Alumni Association is open to all graduates of Birdwood College, Thomas County Community College, Thomas College, and Thomas University, as well as all former students who were regularly matriculated in degree credit courses.

Note: The purpose of the association is to support Thomas University with the emphasis on improving the University's programs, creating institutional pride, developing and enhancing the university's image, and meeting the needs of the university through fund-raising.

Association of Social Workers

The Thomas University Association of Social Workers promotes the field of social work both on-campus and through community activities.

Enactus Thomas University

Enactus is an international organization that connects student, academic and business leaders through entrepreneurial-based projects that empower people to transform opportunities into real, sustainable progress for themselves and their communities. The experience not only transforms lives, it helps students develop the kind of talent and perspective that are essential to leadership in an ever-more complicated and challenging world. The mission of Enactus Thomas University is to motivate and inspire communities by implementing a positive global change through pioneering actions and entrepreneurial projects that create a sustainable environment. Membership is open to all majors. We hold weekly regular meetings and devote additional time as needed to plan and implement projects, as well as have fun!

Goalline Ministries

Goalline Ministries uses the powerful medium of athletics to bring the good news of Jesus Christ into the lives of athletes and students on the college level. The dynamic that characterizes Goalline is its commitment to serve the local community by equipping, empowering and encouraging students to make a difference for Christ. For information, contact John Rainey at jrainey@goallineministries.org.

Library Advisory Council

The Thomas University Library Advisory Council is a student led committee that exists to support library initiatives, advise on library improvements, and operate library-sponsored or library-related activities, programs, and events. The LAC meets the first Wednesday of every month at 3 pm in the Thomas University Library.

Older-Wiser Learners

Older-Wiser Learners (OWL) brings together adult students over the age of 30 to share ideas and support each other throughout the learning process. OWL members learn from experienced adult students how to balance school responsibilities with those at work and home.

Psychology Club

The Psychology Club is an organization open to psychology majors and those with a special interest in psychology. Activities include trips to psychology conferences and movie nights.

Rotaract

Thomas University Rotaract, established in 2018, brings together students ages 18-30 to exchange ideas with leaders in the community, develop leadership and professional skills, and have fun through service. Meetings are held on the first Thursday of every month at 4 pm in the Thomas University Library.

Student Veteran Organization

Veterans and students compassionately working together to bring resources, support, advocacy, and awareness for veterans to succeed in higher education and post-graduation. To unite Thomasville and the campus community and bridge the military-civilian gap.

Thomas University Student Counseling Association

Thomas University Student Counseling Association (TUSCA) is a Student Affiliate Organization (SAO) of GA Licensed Professional Counselors Association. TUSCA is open to graduate level counseling students, or any students interested in the mental health field that have an interest in the advancement of the counseling profession. Majors in Clinical Mental Health and Clinical Rehabilitation Counseling, Community Counseling, Criminal Justice, Nursing, Medical Laboratory Science, Social Work, or any human service field are encouraged to join TUSCA. Benefits of membership include a variety of workshops offered year-round and free through GA LPCA.

Creative Writing Club

This club is sponsored by the English faculty and meets weekly during the fall and spring semesters to showcase art, photography, poetry, fiction and essays from the Thomas University community and beyond. It is open to all students. If you like to write poetry, fiction, or non-fiction and/or like to draw, please feel free to come by and be a part of our club!

Arts for the Community at Thomas University

The mission for Arts for the Community at Thomas University (ACTU) is to combine the gifts and energies of Thomas University personnel and students (Act One) with those of community members (Act Two) to provide excellent arts events for the community. For this reason, we have named this organization ACTU – Act Two: Arts for the Community at Thomas University.

Sundays at Four

Monthly Concerts that feature local and regional artists performing a wide range of musical styles held at venues throughout the community and on campus.

Fridays at Noon

Monthly Lunch Concerts (September-November and February-April) that include a complimentary luncheon and feature regional and occasionally national performing artists, usually held in the chapel of the First United Methodist Church or in the Balfour Chapel on campus.

The Thomasville Singers/ Thomas University Community Chorus

The Thomas University Community Chorus is a mixed choral organization performing the best in standard choral literature. The chorus is open to all university students and community members (high school and older) and requires the ability to sing on pitch and a desire to improve singing skills. Rehearsals are once a week for two hours. It is non-auditioned.

TU Book Club

Monthly meetings open to all featuring guest leaders and a mix of classic and modern book selections.

TU Film Club

Regular showings of classic and contemporary films.

Thomas University Jazz Ensemble

Weekly rehearsals open to all as a way to explore both traditional and modern jazz standards with an emphasis on improvisation and performances throughout the region.

TU Theatre

Annual productions open to all that include a musical revue in the fall, and a drama in the spring.

TU Visual Arts

TU Gallery on Magnolia Campus and annual Humanities Student Showcase. Courses available for students and the community in digital photography, drawing, painting and more.

Arts Review

Night Hawk Review is Thomas University's arts review, which publishes the fiction, non-fiction, poetry, and art of those in the Thomas University community. Night Hawk Review is published yearly with a new issue appearing each spring during the annual Humanities Student Showcase.

Athletic Programs

Thomas University currently participates in intercollegiate sports and is nationally affiliated with the National Association of Intercollegiate Athletes. These teams include Men's and Women's Soccer, Men's and Women's Golf, Men's and Women's Basketball, Men's and Women's Swimming, Women's Fast Pitch Softball, Men and Women's Cross Country, Men and Women's Track and Field, and Men's Baseball. In addition to varsity teams, we have junior varsity baseball, junior varsity fast pitch softball, junior varsity men's golf, and junior varsity men's soccer. The teams are members of the NAIA and The Sun Conference.

Philosophy

Thomas University has an intercollegiate athletic program designed to allow student athletes to participate in a number of competitive sports. The philosophy of the Thomas University intercollegiate athletics program is that our student athletes are first, qualified students with their primary goal being that of obtaining their degrees, and second, they are collegiate athletes able to participate in intercollegiate sports.

Athletic Scholarships

Athletic scholarships are provided to student athletes at the discretion of the respective intercollegiate coach. Athletic scholarships are applicable only after the student athlete has completed the FAFSA, and accepted all federal state and federal grants. If a student athlete qualifies for all or any of these grants, only that portion of the athletic scholarship award needed will be applied to the terms of the scholarship agreement. All grants will be applied to tuition and fees only.

A student receiving an athletic scholarship must maintain [satisfactory academic progress](#).

NAIA Regulations

Student athletes and coaches must conform to all of the National Association of Intercollegiate Athletes' regulations. Athletes must maintain full-time student status and must maintain satisfactory academic standing based upon the Thomas University criteria established to determine satisfactory academic progress for all students.

Athletic Facilities

Thomas University is located on a beautiful twenty-five-acre campus within the city limits of Thomasville. Because of its size, the campus is not designed to house all athletic programs.

The Thomas University **Baseball Program** uses Varnedoe Stadium as its home field. This baseball facility offers adequate parking, restroom facilities, bleachers, and those other facilities required of a quality baseball park.

The Thomas University **Softball Program** uses Armory Field located adjacent to Varnedoe Stadium. The Armory Field has been recently renovated and offers all of the amenities that one normally associates with intercollegiate softball. The university has an agreement with the City of Thomasville naming Thomas University as the exclusive managers and users of these facilities.

The Thomas University **Soccer Program** uses the beautifully refurbished soccer field located on campus. This facility has been recently upgraded with the addition of the Rehberg Field House, complete with restrooms, training room, and a locker room as well as two new fields at the Magnolia Campus.

The Thomas University **Golf Team** uses Glen Arven Country Club as their home course. This is a beautifully maintained private golf course located adjacent to the campus.

The Thomas University **Swim Team** will use the competition pool at the Butler-Mason YMCA on Remington Avenue. It is a 25-meter heated pool with starting blocks and a timing system.

The Thomas University **Basketball Teams** use the recently renovated gymnasium on the Magnolia campus. Seating 630 people, it provides locker rooms, restrooms, laundry facilities and ample storage for equipment.

The Thomas University **Cross Country Teams** will use various courses around Thomasville for practice, while the **Track and Field Teams** will use the outdoor track at Thomas County Central High School.

Academic Affairs

Academics at Thomas University

Thomas University operates on the semester system. Two semesters, each approximately fifteen weeks in length plus a final exam week, and a summer session of approximately ten weeks in length comprise an academic year. Both degree and non-degree credits are offered by Thomas University for successful completion of prescribed course work. Non-degree credits (for academic development or personal enrichment) are numbered 000-099. Undergraduate degree and certificate credits (study toward a degree or certificate) are identified by course numbers ranging from 100 to 499. Post-baccalaureate credits (for Post-baccalaureate programs or academic development) are numbered from 500 to 599, and may or may not count toward a degree or certificate, depending upon program requirements. Graduate program credits are numbered from 600 to 699.

In all student academic and financial matters, Thomas University considers notification to the student's required Thomas University email account and/or by regular mail at the last known address of the student to be adequate and sufficient notice. If such mail is not returned, the student is considered to have received notice and has no further recourse if the notice requires an action which is not taken.

Course Delivery and Credit Definition Policy

Thomas University uses a variety of delivery modes for teaching and learning. They are defined as face-to-face (campus-based), hybrid (combination of face-to-face and online), and fully online (via the course learning management system). Regardless of delivery mode or length of academic term, each course credit reflects approximately one hour of instruction/interaction and two hours of student work in addition to class or instructional time per week or the equivalent time depending on the length of the term. Online learning is approximated in relation to the typical weekly face-to-face campus-based contact hour/class period, through requirements for engaged instruction and interaction with the professor, classmates, and course content.

For a practice class (internships, practical, clinical rotations, visual or performing art studio, student teaching, field work, etc.), the number of hours per week in field vary depending on whether the course is an undergraduate or graduate course, students' expected level of skill and knowledge applied in the field, the degree to which course outcomes focus on exposure and observation or intensive work experiences, and the degree to which students are learning in groups or individually with a supervisor. Typically, the higher level the practice course, the more field hours are required to earn course credits. Practice courses may also include face-to-face or online instruction/interaction and/or assignments and projects outside of the practice experience hours. These activities constitute another part of the course credit.

Most laboratory courses are awarded up to four credit hours. One laboratory credit hour represents one hour per week of instruction/interaction plus one to two hours per week of scheduled supervised or independent laboratory work, and two hours of student preparation time.

Course outcomes and requirements for all courses are approved by the relevant academic division and Academic Council for rigor and consistency appropriate to the course type, level, and number of credits.

Grading System

The following grading system has been established by the faculty and approved by the Board of Trustees of Thomas University:

Letter Grade	Numerical Equivalent
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

Grade Point Average

Quality points are used to compute the student's grade point average (GPA) and are determined by multiplying the grade points for each letter grade by the number of hours for each respective course.

Letter Grade	Grade Point
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

The grade point average is computed two ways at the end of each semester. The first time is to determine the semester grade point average. The semester grade point average is computed by dividing the total number of quality points earned that semester by the total number of hours attempted that semester. A sample computation of a student's semester grade point average is shown below.

Course	Semester Hours	Grade	Grade Points	Quality Points
ENG 099*	3	C	0.0	0
MTH 140	3	C	2.0	6
SPE 105	3	B	3.0	9
ENG 101	3	B	3.0	9
Total	9			24

$GPA = 24 \text{ Quality points, divided by } 9 \text{ hours} = 2.66 = \text{Institutional Credit}$

*Non-degree credits are numbered 000-100 and do not count toward the GPA.

The second time the grade point average is computed is to determine the cumulative grade point average.

The cumulative grade point average is computed by dividing the total number of quality points accrued by a student at the university by the total number of hours attempted by that student at Thomas University.

NOTE: Credit hours earned at other institutions and transferred to Thomas University are not included in Thomas University's grade point average.

Symbols on Academic Transcripts:

An "S" (or a "P") will be assigned by the instructor to indicate satisfactory completion of all course requirements in courses designated as Satisfactory/Unsatisfactory or Pass/Fail.

A "U" or "F" indicates failure to adequately satisfy course requirements. No grade ("S", "U", or "P") in a course of this designation calculates into the grade point average.

A “**W**” will be assigned by the registrar to any student who formally withdraws from any class after the last day of the drop/add period, and prior to the last day to withdraw from a course without academic penalty. A “**W**” will be assigned by the registrar to any student that is granted an withdraw by the Vice President of Academic Affairs for extenuating circumstances after the last day to withdraw and prior to the last day of the term in which the course is taken without academic penalty.

An “**AW**” will be assigned by the registrar to any student who is administratively withdrawn from any class by an instructor or division chair due to exceeding the attendance policy. An “**AW**” may be assigned after the last day of the drop/add period, and prior to the last day to withdraw from a course without academic penalty. An “**AW**” may also be assigned by the registrar to any student who is administratively withdrawn by the Vice President of Academic Affairs or his/her designee for extenuating health, or safety-related circumstances

A “**V**” will be assigned to any student who audits a course. Students may not transfer from audit to credit status or vice versa after the drop/add period.

A “**K**” will be assigned to any student who receives credit for the course in an approved institutional credit-by-examination program.

An “**I**” will be assigned by the instructor only to those students who were doing satisfactory work but did not complete the course due to approved extenuating circumstances. An Incomplete may be granted only if the student has attended the majority of class meetings and satisfactorily completed at least 80% of the coursework for the class. Academic Council policy requires a written contract between the instructor and the student be filed before an “**I**” can be given. An “**I**” will be converted to an “**F**” if all course requirements are not completed by the end of the next semester. Completion of requirements to convert an “**I**” to a letter grade is solely the responsibility of the student.

An “**E**” will be assigned to designate credit earned through experiential learning. Thomas University uses the guidelines of ACE and CAEL to determine appropriate credit for training, workshops, military service, etc. that has taken place outside a college setting.

Directed Independent Studies

A student can take no more than eight credit hours in his/her degree program as a directed independent study. Directed independent studies must be recommended by the division chair and approved by the Vice President of Academic Affairs. Students who have taken a course and failed are not permitted to repeat the course as a directed independent study.

Undergraduates Taking Graduate Courses

Undergraduate students interested in taking graduate level courses:

- will not be required to apply for a graduate program;
- must have senior status;
- can only take a total of six credit hours in graduate courses;
- must have an undergraduate GPA of 3.0 or higher; and
- must have approval of their advisor and appropriate graduate division chair.

Graduate courses used to fulfill the requirements for an undergraduate degree cannot be applied to a graduate degree. However, a graduate course taken while an undergraduate may be carried forward if it is not used to fulfill any undergraduate degree requirements. Specifically, the following four conditions must be met in order for a course to be carried forward:

- 1) The student has earned undergraduate credits above and beyond the total required number of credits for their undergraduate degree.
- 2) The graduate course was not used to satisfy any General Education, Major, Minor, or credit hour requirements for the undergraduate degree.
- 3) The student earned a B or better in the course.
- 4) The graduate course is not attributed to the conferred undergraduate degree on the student’s transcript.

If the other conditions required to carry graduate credits forward are not met, but the student did earn a “B” or better in the course, the student is exempt from repeating that course in their graduate coursework. However, the student is not exempt from the required credit hours and must take elective coursework to satisfy the total credits required for the graduate degree.

Transient Authorization

Thomas University students who wish to enroll temporarily in another college or university must obtain prior permission from Thomas University’s Registrar and their academic advisor/chair. All coursework a student wishes to attempt for transient credit must receive prior approval; approved credit earned while in transient status may then be transferred to Thomas University provided such credit carries a grade of “C” or higher and satisfies Thomas University’s curricular requirements. A student cannot receive transient authorization to enroll in a course at another college or university which he or she failed in an attempt at Thomas University.

Academic Renewal

Undergraduate and graduate students who previously attended Thomas University but have not been enrolled for a period of at least five years may enter with a renewed GPA. Students must contact the Office of the Registrar in writing to request Academic Renewal. When Renewal is requested, the student must be enrolled in a degree seeking program. Once a renewal is approved by the Registrar’s Office, all courses previously completed at Thomas University, both successfully and unsuccessfully, will not be calculated in the student’s cumulative GPA as reported on the official transcript. The courses that have Academic Renewal remain on the student academic record, but the final grade is preceded by a “G.” This policy may not apply to all programs. This Renewal does not apply to financial aid and scholarship eligibility, and athletic eligibility. A student may be granted Academic Renewal only once.

Registration Policies

Residential freshman registration policy

All freshmen living in Thomas University housing are required to take either campus based and/or hybrid courses during their first two semesters in attendance.

In cases of extenuating circumstances, an appeal to take an online course during a student’s first two semesters can be made to the Vice President of Academic Affairs.

Add/Drop and Student Accounts Policies

During fall, spring, and summer semesters, students may drop and/or add class/es during the Add/Drop period for each course block (i.e.: full term, 1st 8 weeks, etc.). The Add/Drop period is the first week of each course block and is defined on the Academic Calendar posted online and in the Catalog. A student must drop all courses before the end of the Drop/Add period to receive a refund for all tuition and fees accrued. Any course changes after the first week of the semester are a withdrawal, in part or in full, and full financial obligations apply.

- Students may change their schedules during the published, applicable Add/Drop period after conferring with their student success advisor.
- Classes may not be added or dropped after the first week of classes (Add/Drop).
- The final tuition and fees balance is calculated at the end of the first week of classes (Add/Drop) for all semesters.

A student must pay in full, have their balance covered in full by financial aid, or finalize a payment plan prior to the first day of classes for all semesters or the student will be dropped from all courses.

Attendance Policy

A student in a face-to-face or hybrid class is expected to attend all scheduled classes and laboratory sessions. Absence from 20% or more of regularly scheduled classes or laboratory sessions for any reason may result in an administrative withdrawal or receiving an "F" for that course at the instructor's discretion.

A student in hybrid and online courses is expected to be present in all online classes each week. Presence in the online classroom is assessed through logging in and participating in class activities each week as specified in the course syllabus. Failure to meet these expectations for any reason will result in a recorded absence for the week. Recorded absences equaling 20% or more of the length of the semester/term may result in an administrative withdrawal or receiving an "F" for that course at the instructor's discretion.

It is the student's responsibility to officially withdraw from class in the event that they choose not to complete the course.

Excused Absence

Excused absences, with permission to make up missed work or assessments will be granted for the following reasons:

- Admission to a hospital (verified by appropriate documentation)
- Serious illness/sickness (verified by appropriate documentation)
- Serious emotional illness (verified by appropriate documentation)
- Participation in approved academic events (verified by the advisor or sponsor of the activity or, the academic division chair)
- Participation in scheduled intercollegiate athletic contests (verified by the coach or Athletic Director)
- Death of a family member or hospitalization of an immediate family member (verified by appropriate documentation)
- Very unusual circumstances as determined by the instructor, Division Chair, or the Vice President of Academic Affairs

Students requesting excused absences are responsible for notifying the instructor or other appropriate individual, and providing appropriate documentation verifying the excused absences. Whenever possible, students should inform their instructor(s) in advance of an activity that will cause them to be absent from their class(es). When circumstances do not permit provision of advanced notice, requests for excused absences must be made within one week of returning to classes. Students are responsible for making arrangements with their instructor(s) to make up missed assignments, class projects, or exams.

Academic Withdrawal

Students may withdraw from a course following the drop/add period until the 60% mark of the semester as designated on the academic calendar, and after conferring with their advisor. If a student wishes to withdraw from a course with a "W" as the grade, the student must submit the request by the deadline indicated on the academic calendar for that term. Students who fail to withdraw officially using the formal withdrawal process will receive a grade of "F" in courses for which they have registered.

A withdrawal before the deadline is non-punitive, and a grade of "W" is assigned. Students will not be allowed to withdraw after the withdrawal date published on the academic calendar. However, in cases of extreme hardship and/or extenuating circumstances where an incomplete is not warranted, a student may petition for withdrawal by submitting the appropriate documentation and obtaining approval from the Vice President of Academic Affairs. The student must have been passing the course at the time of the withdrawal petition. If approved, the Registrar may assign a grade of "W". The deadline to request a withdrawal due to extreme hardship and/or extenuating circumstances is the last day of the term in which the course(s) were taken.

Administrative Withdrawal

An instructor may withdraw a student from class administratively under the following guidelines:

1. The student has missed more classes than allowed in the attendance policy stated in the Catalog or course syllabus.
2. The deadline to withdraw with a “W” has not passed.

Under extenuating health, or safety-related circumstances, the Vice President of Academic Affairs or his/her designee may withdraw a student from class administratively. Once a student has been administratively withdrawn from a course they are not permitted back into that course.

Withdrawing and Student Accounts

Refunds will not be granted for a withdrawal (Academic or Administrative) after the drop/add deadline. Students are financially responsible for all tuition and fees accrued.

Withdrawing and Financial Aid

Students receiving financial aid should be aware that withdrawing from courses may affect current and continued financial aid eligibility. Students are encouraged to see the Director of Financial Aid before withdrawing. The student must be withdrawn on or before the deadline to withdraw with a “W.”

Military Service

Thomas University understands members of the United States Armed Services may be required to postpone or put on hold their education to participate in military exercises, deployments, TDY and/or PCS requirements.

In the event that a service member is required to drop from course(s) due to military requirements including deployment, TDY, PCS and/or mobilization, the student must notify the school’s Military and Veteran Resources Point of Contact and the Office of the Registrar, and provide a written statement and documentation indicating the need to drop from the current semester. Service members will be given an opportunity to receive a grade of Incomplete, and have a term of 6 months to complete the course(s). If the service member is unable to complete the course, a drop from the course(s) will be granted.

Undergraduate Program Policies**Academic Advising**

Academic advising ensures proper scheduling for the timely completion of students’ program requirements.

Upon entering TU, students will be assigned a student success advisor in their program of study.

Students are responsible for making appointments with their student success advisor to register by posted deadlines each semester.

Academic Standing

Classification for class standing is determined by the number of academic hours successfully completed. Criteria are shown in the table below:

<u>Classification</u>	<u>Hours</u>
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90-completion

Course Load

Undergraduate students carrying a course load of twelve hours of credit or more are considered full-time; students carrying a course load of six to eleven hours of credit are considered part-time.

The university reserves the right to limit the course load of students who are not showing satisfactory academic progress.

A student may request to take over eighteen hours per semester by completing the Overload Request Form and submitting to the Vice President of Academic Affairs for approval. A student must have a minimum 3.0 cumulative GPA to request an overload. An additional per credit hour charge will be applied to a student's account for each credit hour taken over eighteen hours.

Declaring a Major

Students are required to declare a major after earning 30 credit hours and before completing 60 earned credit hours.

Students seeking to change their major and/or add a major must complete a Change/Add of Major request form.

Request to Opt to a New Catalog

Under certain circumstances, it may benefit a student to opt to a newer version of the University catalog in order to take advantage of changes in the required course of study. Because changing catalogs can have a significant impact on course requirements and time to degree completion, this decision must be made in concert with the student's academic advisor and division chair. If all parties agree that the decision is in the best interest of the student, the student may make a formal petition, including statements of support from the advisor and chair, to the Vice President of Academic Affairs. The decision of the Vice President of Academic Affairs is final.

Major Course Minimum Grade Policy

A "C" or better must be earned in all required courses in a major to satisfy degree requirements. This includes prerequisites as well as all upper division courses, including major electives.

Developmental Studies Courses

All students who place into two or more Developmental Studies courses in English, Reading, and/or Math at Thomas University must take the UNV102 (Integrated Reading and Study Skills for Student Success). All courses listed with a number less than -100 are taken for institutional credit only. Students scoring below the required level for entrance into academic courses are required to register for Developmental Studies classes.

Repeating Courses/Forgiveness Policy

The Forgiveness Policy applies to undergraduate courses only. In order to attempt to improve a course grade and grade point average, a student may repeat courses.

The following stipulations apply:

- A course repeated will not replace the first grade from appearing on the student's transcript.
- The repeated course grade will be entered on the student's official transcript, and the cumulative GPA will be determined using the grade earned for the repeated attempt.
- The original grade will remain on the transcript but will not be counted in the GPA.
- Only one re-attempt is allowed for three separate courses.
- Specific Division policies may apply. A student's advisor must be consulted before registering to repeat a course.
- The student must apply for Grade Forgiveness using the appropriate form and submitting it to the Registrar's Office in order to replace a lower grade with a higher grade earned by repeating a course.

Second Bachelor's Degree

Students who want to earn a second bachelor's degree at Thomas University must meet the following stipulations:

- Must have completed all Core requirements (or an A.A.);
- Can count upper division course work from the previous degree if appropriate;
- Must earn a minimum 30 additional hours to earn the second degree; and
- Must meet any other program requirements for the second degree.

Satisfactory Academic Progress

Thomas University seeks to provide an environment suitable for promoting learning. To ensure this primary goal, the university requires of its students' reasonable academic progress. The retention of those students who repeatedly demonstrate a lack of ability, industry, maturity and preparation would be inconsistent with this requirement.

At the end of each semester, the Registrar will compute the cumulative GPA for each student. The minimum cumulative GPA for Satisfactory Academic Progress (SAP) for an undergraduate student is a 2.0.

Good Standing

Unless provisionally admitted, a student will enter the university on Good Standing. A student will remain on Good Standing as long as the minimum GPA for satisfactory academic progress is met.

Academic Warning

A student will be placed on **academic warning** if at the end of the semester the cumulative GPA falls below the minimum requirements specified for satisfactory academic progress. Even though a student on warning is making progress toward graduation, it should be clearly understood that without immediate academic improvement, suspension will result.

Academic Suspension

While on academic warning, a student will be suspended at the end of any semester if the cumulative GPA stays below the minimums specified for satisfactory academic progress.

Students placed on **academic suspension** may appeal by completing the satisfactory academic progress appeal documents. If approved, a student will be placed on academic probation. If not approved, a student will remain on academic suspension for one regular semester (Fall or Spring). Once a student completes a regular semester on academic suspension they are permitted to be readmitted on academic probation. A student is then required to pass all courses with a "C" or higher until the cumulative GPA reaches the minimum requirement for satisfactory academic progress. Once the minimum requirement is reached a student will be placed on good standing. Failure to pass all courses with a "C" or higher and does not reach the minimum requirements for satisfactory academic progress, will result in university dismissal.

Students are permitted to appeal academic suspension once.

Academic Probation

A student will be placed on **academic probation** once an appeal has been approved by the Satisfactory Academic Progress Appeals (SAP) Committee. A student will remain on academic probation until all terms and conditions set by the SAP Committee have been met. Once conditions have been met, the student will be placed on Good Standing. If a student does not meet the terms and conditions set by the SAP Committee, the student will be placed on university dismissal.

University Dismissal

University dismissal results in a student being barred from the institution due to unsatisfactory academic progress. A student placed on university dismissal will be suspended from the University for a minimum of one calendar year.

Students enrolled in developmental courses may attempt each course a maximum of three times to earn a minimum grade of "C" required for advancing to the next course level. If they have not completed the requirements for the course after three attempts in each course, they will be dismissed from Thomas University.

Readmission to the university after University Dismissal can only be accomplished by appealing to the Vice President of Academic Affairs in writing.

Graduate Program Policies

Course Load

Graduate students carrying nine or more credit hours are considered full-time; graduate students carrying a course load of fewer than nine are considered part-time. Graduate students are considered full time during the summer term if enrolled for a minimum of six graduate credits.

Satisfactory Academic Progress

The Graduate Council sets minimum standards that all graduate students in the university must fulfill. Divisions and programs may have additional requirements that exceed the Graduate Council minimum requirements. Students are advised to read the rules explaining satisfactory progress for the graduate major. The minimum cumulative GPA for Satisfactory Academic Progress (SAP) for a graduate student is a 3.0.

The Graduate Council requires that a student earn a minimum graduate grade of “B” (grade point of 3.0 on a 4.0 scale), “S” (Satisfactory), or “P” (Pass) in each graduate-level course taken as a graduate student.

When a student enrolled in a graduate program receives an unsatisfactory or failing grade (below “B,” “S,” or “P”) in one or more courses, they may be placed on an action plan in order to remediate areas of deficiency before moving forward with additional coursework.

Academic Warning

A student will be placed on **academic warning** if at the end of the semester the cumulative GPA falls below the minimums specified for satisfactory academic progress. Even though a student on warning is making progress toward graduation, it should be clearly understood that without immediate academic improvement, suspension will result.

Academic Suspension

While on academic warning, a student will be suspended at the end of any semester if the cumulative GPA stays below the minimums specified for satisfactory academic progress.

Students placed on **academic suspension** may appeal by completing the satisfactory academic progress appeal documents. If approved, a student will be placed on academic probation. Students are permitted to appeal academic suspension once. The second suspension will result in Program Dismissal.

Academic Probation

A student will be placed on **academic probation** once an appeal has been approved by the Satisfactory Academic Progress Appeals (SAP) Committee. A student will remain on academic probation until all terms and conditions set by the SAP Committee have been met. Once conditions have been met, the student will be placed on good standing. If a student does not meet the terms and conditions set by the SAP Committee, the student will be dismissed for the program.

Readmission

If the student is readmitted, he/she must repeat the course/s in which the unacceptable grade was earned. A course so repeated will not negate the first grade. The repeated course grade will remain on the student’s transcript.

Program Dismissal

Students who were dismissed from one graduate program at Thomas University may apply to another graduate program if minimum admission criteria for that program are met.

Special Standing

Thomas University accepts qualified applicants for graduate study as Special Standing Students (non-degree seeking) to take up to 12 credits of approved graduate-level courses. Applicants must meet the standard of a cumulative undergraduate GPA of 3.0 or higher; provide a resume and personal statement describing their reason for applying and stating specific courses they wish to take; and supply three letters of reference relevant to their ability to do graduate study. We expect applicants to hold an undergraduate (or prior graduate) degree in a related discipline.

Not all courses/programs are open to non-degree seeking students. Course enrollment must be approved by the applicable division chair.

Special Standing Graduate Students (non-degree seeking) must earn a “C” or higher in each Thomas University graduate course taken to be permitted to enroll in additional courses as a Special Standing Student. If a Special Standing Graduate Student applies and is admitted to a graduate degree program, only 12 credits of non-degree seeking coursework for which the student earned a “B” or higher can be applied to the graduate degree requirements.

A student who has been dismissed from a Thomas University graduate program cannot be a non-degree seeking student.

Additional Graduate Policies

In addition to these minimum academic requirements, students are expected to demonstrate behaviors that support and contribute to a positive professional learning environment in the classroom, university and community, in congruence with the mission and philosophy of the university and graduate program. In accordance with the policies of Thomas University, a student’s scholarly (e.g. cheating, plagiarism) or personal misconduct may make it inadvisable to retain the student in the program or university.

Academic Appeals Processes

There are a variety of protections offered students at the university to assure a fair and consistent treatment in academic matters. Issues of alleged discrimination, harassment, sexual harassment, and penalties for student misconduct have their own grievance or appeals procedure, detailed on the TU Campus Safety website.

Student academic grievances may concern:

- Course content that veers significantly and substantively from the content and requirements as set forth in a course syllabus.
- Demonstrably arbitrary and unfair evaluation of student produced course work.

Deviations from the Course Syllabus

Deviation from the syllabus will be considered a grievable situation only if the student can show that significant material, vital to future courses for which this course is a prerequisite, has been eliminated or the expectation of student performance has significantly changed.

In general, any student who has any form of grievance with a faculty member or administrator follows this process:

1. Take that grievance to the person involved. Accordingly, students who have a grievance about major deviations, additions or changes to a course’s syllabus are encouraged to first take up the issue with the course instructor. Significant reasons may have developed – such as a major discovery that necessitates changes in the course content or contextual developments which change the way the course may be delivered or evaluated – to warrant such changes in the curriculum. .
2. If a faculty member is contacted and a resolution does not result, the grievance may then be taken to the division chair. (If the applicable division chair is the instructor in question, the concern should be directed to the Director of Student Success). The purpose of this meeting is primarily informational, although if there is evidence that the course did not generally match with the basic description provided in the University catalog, remedies may be offered to the student, including, but not limited to, re-offering the course to the student, providing an opportunity for mentored independent study, or extending the option of course withdrawal.
3. If the grievance is still not resolved, it may be taken to the Director of Academic Advising for review and final decision. Grievances should be expressed and dealt with at the earliest point in time. Ordinarily students should begin the grievance process no later than two weeks after the initial unresolved experience. Grievances initiated after the end of the semester will be treated as grade appeals.

Demonstrably Arbitrary and Unfair Evaluation of Student Work

Students have a right to expect fair and consistent issuance of course grades. The grading policy employed in each class, including the comparative weight of each component used to determine the final grade, is outlined in each course syllabus. It is the student's responsibility to read and comply with the grading policy outlined in that syllabus.

In general, any student who has any form of grievance with a faculty member or administrator follows this process:

1. Take the grievance to the person involved. Accordingly, students who have questions about grades on projects, tests or final grades for the semester are encouraged to meet with their instructor and review the grades.
2. In the case of a final grade only, if the student still does not understand the basis for the grade or believes that the composition of the semester grade conflicts with the grading policy stated in the syllabus, the student may request an additional meeting with the instructor and the applicable Division Chair (If the applicable Division Chair is the instructor in question, the concern should be directed to the Vice President of Academic Affairs). This meeting must be requested within two weeks of receipt of the final grade, and must take place within 30 days of the beginning of the next semester.
3. At this meeting, the student will be asked to provide evidence to substantiate the claim that the grade was either arbitrary or unfair. The role of the applicable division chair is to facilitate communication and clarify understandings.
4. If the dispute is regarding the accuracy of a grade assignment, and in the opinion of the division chair, evidence substantiates the claim that the grade is either arbitrary or unfair; the division chair will determine a resolution.
5. A further appeal based on merit may be made to the Vice President of Academic Affairs for final determination.

The grade appeal process is not designed to address accusations of discrimination or harassment. If such concerns are the premise upon which the appeal is made, the student is directed to use the processes established by the university to resolve discrimination or harassment charges.

Experiential Learning Credit

Experiential learning course credit is an option for non-traditional college students who bring significant work experience, both in terms of years and responsibility, to obtain course credit if they can demonstrate achievement of course outcomes and competencies obtained through prior learning experiences.

Thomas University has partnered with the Center for Adult Experiential Learning (CAEL) to provide an opportunity for portfolio evaluation in order to earn college-level credit. Through this service, students have the opportunity to earn up to 12 hours of undergraduate-level college credit for prior work/life experiences. Interested students should speak with their advisor about options and eligibility.

Experiential learning course credit is available for:

- NSG 490 Special Topics in Nursing or Related Health Services
- CRJ 390 Criminal Justice Specialization
- NSG 690 Special Topics in Nursing or Related Health Services

A student seeking experiential learning credit must complete a request form supplying and verifying the information required by the appropriate division (see below). The Vice President of Academic Affairs will determine whether the student meets the requirements to proceed with the portfolio.

An assessment committee made up of faculty/administrators in the appropriate Division will determine whether the portfolio merits course credit.

For more information, students should contact their advisor.

Requirements for CRJ 390 Experiential Credits

Students may obtain up to six major elective course credits for specialized skills or careers within the field of criminal justice by providing documentation of training, experience and proficiency within a specific specialization or field of criminal justice. The requirements for experiential learning credit for CRJ 390 Criminal Justice Specialization are:

1. be enrolled in the TU Bachelor of Science in Criminal Justice or transfer into the major as a junior;
2. have a transfer GPA of 2.0 or better;
3. successfully complete or transfer ENG 101 and ENG 102;
4. document at least three full-time equivalent years of relevant employment;
5. pay \$350 fee if materials merit course credit; and
6. submit a portfolio with the understanding that plagiarism, falsification, or misrepresentation are unacceptable and will result in rejection of the portfolio and will be reported to the Honor Council as a violation of the Honor Code.

Requirements for NSG 490 Experiential Learning Elective Credits

Upon acceptance to the Thomas University Nursing Program, students who hold an active professional nursing certification sponsored by a national organization may receive three credit hours for NSG 490 Special Topics in Nursing or Related Health Services as part of their required curricular plan. Additionally, students who receive an initial certification while enrolled in the nursing program can also receive three credit hours. Examples of approved organizations and certifications include American Nurses Credentialing Center, Emergency Nurses Association, Oncology Nursing Certification Organization, American Board of Perianesthesia, Nephrology Certification Commission, and others. Examples that would not meet this requirement include CPR, ACLS, TNCC, PALS, NALS and other similar certifications.

To receive credit, a student must:

1. have the certification approved by his/her nursing advisor and the division chair;
2. submit a copy of the certification to his/her advisor along with a letter requesting the credit;
3. attach a copy of the official certification requirements; and
4. Pay \$350 fee if materials merit course credit.

All of these documents will be filed in the student's academic file. The certification must be current at the time credit is requested in order to receive experiential learning credit. Only one national certification is eligible for experiential learning credit.

Requirements for NSG 690 Experiential Learning Elective Credits

Upon acceptance to the Thomas University MSN nursing program, students who hold an active professional nursing certification sponsored by a National Organization may receive three (3) credit hours for NSG 690 Graduate Elective as part of their required RN-MSN, MSN, MSN MBAS Dual degree or RN-MSN MBA Dual Degree. Examples of approved organizations/certifications include American Nurses Credentialing Center, Emergency Nurses Association, Oncology Nursing Certification Organization, American Board of Perianesthesia, Nephrology Certification Commission, and others. Examples that would not meet this requirement include CPR, ACLS, TNCC, PALS, NALS, and other similar certifications.

To receive credit, a student must:

1. Have the certification approved by his/her nursing advisor and the Division Chair
2. Submit a copy of the certification to his/her advisor along with a letter requesting the credit
3. Attach a copy of the official certification requirements.
4. Attach a 2-3-page Word Processed document describing how this certification has supported his/her current nursing practice and how it will support practice as a MSN.
5. The certification must be current at the time credit is requested in order to receive experiential learning credit.
6. Only one national certification is eligible for experiential learning credit
7. Students who received experiential credit in the Thomas University BSN program are not eligible for this credit.
8. Pay \$350 fee if materials merit course credit.

Foreign Study Opportunities

Thomas University offers several study/travel abroad programs. These programs allow students the opportunity to earn academic credits while participating in an overseas experience. Travel takes place between semesters or during the summer term. For more information about Study Abroad courses, dates and requirements, students may contact their academic advisor.

Thomas University maintains affiliations with the following study abroad agencies:

American Institute of Foreign Study

The Critical Language Scholarship Program

Financial Assistance for Foreign Study Opportunities

Deadlines

- September 1st for fall semester trips
- February 1st for spring semester trips

Application Process and Policy:

- Apply for scholarship aid for travel expenses by filling out the Institutional Scholarship Application and submitting it to the Director of Financial Aid, by the deadline.
- Institutional Scholarship Aid will be awarded if funds are available.
- No funds will be provided to a student who is making a repeat trip to the same country, even if the trip is repeated for a different course.

Academic Honors

President's List

The President's List for each semester will include those full-time undergraduate students who earn a GPA of 4.0. Students enrolled in courses which earn institutional credit only are not eligible for the President's List.

Dean's List

The Dean's List for each semester will include those full-time undergraduate students who earn a grade point average of 3.50 to 3.99. Students enrolled in courses which earn institutional credit only are not eligible for the Dean's List.

Honor Societies

Alpha Chi

Alpha Chi, a national honor society, is open to students with junior or senior standing. Students must be in the top 10% of their class, have a minimum GPA of 3.5, participate in student activities, show evidence of community participation, and be of good character and reputation. Competitive scholarships are available and national and regional conventions are held annually at selected sites.

Alpha Phi Sigma

Alpha Phi Sigma is a national honor society for Criminal Justice undergraduate students with a grade point average (GPA) of 3.2 on a 4.0 scale, must have completed one-third of the total credit hours required for graduation, must rank in the top 35 percent of their class and have completed a minimum of four courses in the Criminal Justice curriculum. The TU chapter of Alpha Phi Sigma is Phi Lambda.

Alpha Sigma Lambda

Alpha Sigma Lambda is an honor society for non-traditional students, age 26 or older, who have earned a minimum 3.2 GPA taking a minimum of 24 graded undergraduate semester credit hours at TU. The TU chapter of Alpha Sigma Lambda is Phi Lambda.

Chi Sigma Iota

Chi Sigma Iota is an international counseling, academic and professional honor society dedicated to promoting excellence in counseling. Students must have a minimum 3.5 GPA and have completed at least 12 credit hours in a graduate counseling program.

Kappa Delta Pi

Kappa Delta Pi is an international honor society in education open to second semester sophomores, juniors, and seniors who rank in the top 20% of their class or have a minimum 3.5 GPA.

Phi Alpha

Phi Alpha is a national honor society for Social Work students. Thomas University is part of the Phi Alpha National Social Work Honor Society as the Omicron Tau chapter. Social Work seniors whose overall college grade point average is in the top 35% of all social work majors are eligible for membership in our chapter. Members wear multi-colored twined honor cords representing the diversity of clients served by social workers.

Psi Chi

Psi Chi is a national honor society in psychology. Membership is an earned life honor. Undergraduates must have an overall CGPA of 3.0, rank in the upper thirty-five percent of their class, must demonstrate superior scholarship in psychology, and demonstrate high standards of personal behavior.

SALUTE

SALUTE is the national honor society for military and veteran students who have earned a minimum GPA of 3.0 for undergraduates or a GPA of 3.5 for graduate students, who have served or who are currently serving in the military, National Guard, or reserves, and who maintain the highest ethical standards. Inducted graduate students are classified as SALUTE Gold Members and must have completed 12 semester credit hours of graduate work or equivalent.

Sigma Beta Delta

Sigma Beta Delta is a national honor society in business. Its purpose is to encourage and recognize scholarship and accomplishment among students of business, management, and administration.

Sigma Theta Tau International

Sigma Theta Tau is an international honor society of nursing whose mission is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. Membership is open to BSN and MSN students with a minimum GPA of 3.5, as well as nursing leaders with a minimum of a bachelor's degree and demonstrated achievement in the profession. The TU chapter of Sigma Theta Tau International is Phi Tau.

Graduation

Thomas University awards associates, bachelors, and master's degrees. Degrees will be conferred summer, fall, and spring, upon the recommendation of the faculty, to students who have successfully completed all program requirements. The Commencement ceremony for all students graduating in summer, fall, and spring of an academic year is conducted following spring semester.

All undergraduate students must have a minimum GPA of 2.0 and all graduate students must have a minimum 3.0 GPA in order to be eligible for recommendation for graduation. At least 25% of all credit hours earned toward any degree must have been earned at Thomas University, and 24 of the last 30 credit hours of upper-division coursework toward a bachelor's degree must have been earned at Thomas University.

Latin Honors

Students who are awarded a Bachelor's Degree may earn the distinction of graduating summa cum laude (3.9 CGPA), magna cum laude (3.7 CGPA), or cum laude (3.5 CGPA).

- The associate's degree honor graduates are those students who graduate with a cumulative grade point average of 3.5 or higher.
- GPAs for graduation honors are calculated using all hours attempted in service to the degree at Thomas University through the end of the fall semester preceding graduation.

- Honors will not be re-calculated after all grades are posted.
- Graduate students, already subject to maintaining a higher GPA as a student in the graduate program, are not issued Latin Honors
- If an Honor Code violation stamp is on a graduating student's transcript at the time of Honors Calculations, the student is excluded from receiving recognition for Honors (e.g.: transcript note, Honors Reception, Latin Honors, commencement program), regardless of GPA, until the requirements of the stamp are met.

Graduation Procedures

Students who expect to graduate must complete the Application for Graduation by the November 15th deadline of the academic year in which they intend to graduate.

In addition to the application for graduation, students are required to pay graduation fees, and clear all accounts in the Student Accounts Office. Official transcripts and diplomas will not be provided until all requirements have been met.

NOTE: Students expecting to graduate in Summer term may have no more than three classes, for a total of 10 credit hours or less, remaining for Summer enrollment in order to participate in the preceding annual Commencement exercises. To receive permission to participate, students must be registered for the remaining courses and courses must be completed during the summer semester after Commencement.

Library Services

The Thomas University Library's mission is "to support the academic needs of the students by providing a dynamic learning environment that engages students in their intellectual and personal development and to provide faculty and students training and resources to ensure the means by which they can achieve personal and professional transformation."

Located on the Forbes Campus in the Rusk Science/Library Complex, the library is a centrally located hub for collaboration, learning, and research. Patrons have access to 26 computers, private study rooms, quiet nooks, collaboration spaces and lounge seating.

The library provides access to print and electronic collections to support the academic programs of the university. The collection consists of over 20,000 print books and 1,000 audiovisual items as well as access to over 160,000 electronic books and hundreds of thousands of full-text articles available through the state-renowned GALILEO collection of academic databases and resources.

The University Librarians offer personalized research assistance; lead workshops on information literacy topics and technology; provide course instruction both face to face and online; and support academic publishing, instructional design, and OER use and development.

The Thomas University Library maintains cooperative agreements with GPALS (Georgia's Private Academic Libraries) and Southern Regional Technical College Library. Articles and books not available in the library may be acquired through the Interlibrary Loan service.

Genealogical Library

The Thomasville Genealogical Library, housed on the Forbes Campus of Thomas University, was founded in 1988 by Marguerite Neel Williams, the Library was originally housed in the former "East Side School," now known as the Thomasville Center for the Arts. In 1997, the Library moved to 135 N. Broad Street, which formerly housed both the Thomasville Post Office and the Thomas County Public Library.

The Library has become a major repository of materials for family research with an emphasis on the Southeastern states, including Georgia, Virginia, South Carolina, North Carolina, Alabama, Tennessee, Mississippi, Florida, and Kentucky, as well as the Mid-Atlantic and New England.

Some of the resources available include family, state and county histories, including the Hopkins Collection and the Singletary Collection; microfilm census records; microfilm probate, marriage and land records; early newspapers and much more.

The Library's hours of operation are Monday through Thursday 8:00 am – 12:30 pm & 1:30 pm – 5:00 pm and Friday 8:00 am until 12:00 noon.

For more information contact Kathy Mills, Library Director, 229-226-9640, kmills@thomasu.edu

Learning Support

Developmental Studies Courses

These English and math courses empower students with the knowledge, skills and dispositions to meet the reading, writing, and quantitative reasoning demands of the Core Curriculum.

Students are placed into Developmental Studies courses based on their scores on the Thomas University placement exam. Students place into Developmental Studies courses for many reasons: they may have never learned some required skills in high school, they may never have planned to go to college, or they may have been out of school for several years before returning to college.

Developmental Studies or college prep courses involve the same amount of time and effort for assignments as college level classes, yet they do not penalize a student if a course needs to be repeated. Grades are not averaged into the cumulative grade point average, but are counted towards financial aid and other eligibility requirements. Each Developmental Studies courses may be attempted a maximum of three times.

Students who take Developmental Studies courses must pass these courses with a "C" or higher to proceed to college-level classes. However, Developmental Studies students are not restricted to taking only developmental courses. Certain college-level courses may be taken while completing the developmental courses. Developmental Studies courses should ordinarily be completed within the first thirty credit hours that a freshman is enrolled.

Learning Support Courses

Thomas University offers support courses for enhancing college Math / Algebra and Writing skills. Students may be required to take these courses based on entrance exam scores or instructor recommendation.

Academic Resource Center

The Academic Resource Center (ARC) empowers students to take personal responsibility for their college success by addressing their knowledge, skills, strategies, and dispositions on an individual basis and through individual course assignments. To achieve this mission, ARC provides all Thomas University students with free assistance from their trained peer tutors and professors in all academic subjects. ARC delivers these services both face to face and online using a variety of technologies. ARC also equips students with wireless access, computers, and a quiet study space.

The Pre-College Program Educational Talent Search

The Pre-College Program (funded by the U.S. Department of Education, under the Educational Talent Search Program) prepares middle and high school students for post-secondary study. This is achieved via tutorials (at the middle school level), cultural enrichment activities, college visits and a variety of workshops on topics such as study and test-taking skills, financial aid preparation and college entry/admissions. The project serves students in four school systems across southern Georgia. They are: Thomas County Schools, Thomasville City Schools, Grady County Schools, and Decatur County Schools.

General Education

The purpose of General Education at Thomas University is to develop literate, creative, and socially responsible citizens capable of exercising independent critical reasoning. Students at Thomas University are required to complete specific groups of courses from a variety of fields to ensure exposure to different ideas and ways of thinking. The General Education curriculum must be completed during the freshman and sophomore years and include courses designated in the categories of Core Skills, Knowledge Foundations, Creativity, and Inquiry as set forth below. Because many of these lower numbered courses must be completed before other courses can be taken, students are advised to complete the General Education courses as early as possible.

All students are required to complete two courses in English Composition (ENG 101 and ENG 102) and one course in Speech Communication (SPE 105).

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

Students are required to be enrolled in English composition courses (ENG 101, and ENG 102) from the time of their initial enrollment at Thomas University until such time as this General Education requirement is satisfied.

Students are required to be enrolled in an appropriate mathematics course from the time of their initial enrollment at Thomas University until such time as their mathematics general education requirement is satisfied. To satisfy the Mathematics and Natural Scientific Inquiry requirements, students must complete a minimum of 9 credit hours. Students must take one course from each category, and the remaining course may be taken from either category.

In addition to the requirements described above, students must complete the General Education Program as described below.

I. Thomas University Core Skills (18 credit hours)

The courses in this category are intended to develop and refine students' quantitative and communicative skills, as well as their critical and analytical reasoning abilities. Competency in these areas establishes a foundation for lifelong learning and promotes success across disciplines, as well as in meeting the outcomes of all Thomas University programs of study.

(a) Mathematics (3-6 credit hours)

Any mathematics course(s) at the 120 level or higher

(b) English Composition (6)

ENG 101 Composition I

ENG 102 Composition II

(c) Speech Communication (3)

SPE 105 Oral Communication for Professionals

(d) University Studies (first year) (3)

UNV 101 Thomas University Student Success

This first year seminar is taught by faculty from a variety of disciplines and is designed to help students acclimate to the unique challenges and opportunities of university life. In addition to providing students with proven strategies for effective reading, writing, and communicating, this course will introduce students to University resources and teach self-reflective practices necessary for successful university study and lifelong learning.

II. Cultural Foundations (9 credit hours)

The purpose of the Cultural Foundations category is to prepare students to be informed citizens in a culturally diverse world. Students will develop foundations of culturally literacy and be capable of engaging in appropriate and effective intercultural communication and observation.

(9 credit hours: 3 from the “a” category and 6 from the “b” category)

(a) Western History (3)

HIS 101 Western Civilization I
HIS 102 Western Civilization II
HIS 201 United States History and Government I
HIS 202 United States History and Government II
HIS 203 United States History and Government III

(b) Studies of Cultures and Languages (6)

HUM 105 Intercultural Communication
HUM 200 Interdisciplinary Survey of Humanities I
HUM 201 Interdisciplinary Survey of Humanities II
HUM 202 Interdisciplinary Survey of Humanities III
HUM 203 Interdisciplinary Survey of Humanities IV
IDS 200 Peace Leadership
REL 210 Introduction to World Religion
RHS 215 Cultural Diversity
SPN 101 Beginning Elementary Spanish I
SPN 102 Advanced Elementary Spanish II
SPN 201 Intermediate Spanish
SPN 202 Conversational Spanish
SWK 215 Cultural Diversity

III. Creativity (6 credit hours)

The goals of this category are to enhance understanding of and appreciation for creative expression in all its forms. Creativity is divided into two subcategories: “Creative Comprehension” and “Creative Expression.”

(6 credit hours: 6 from the “a” category OR 3 from the “a” category and 3 from the “b” category)

(a) Creative Comprehension

ART 240 Art Appreciation
HUM 200 Interdisciplinary Survey of Humanities I
HUM 201 Interdisciplinary Survey of Humanities II
HUM 202 Interdisciplinary Survey of Humanities III
HUM 203 Interdisciplinary Survey of Humanities IV
HUM 210 Introduction to Film
MUS 201 Introduction to Music

(b) Creative Expression

ART 210 Introduction to Drawing

ART 212 2-D Design

ART 270 Introduction to Painting

MUS291 Jazz Ensemble

MUS390 Chorus

IV. Inquiry (9 – 12 credit hours)

The courses in this category are designed to help students develop analytic and reasoning skills that apply to a broad range of human experience, both within and outside of the academic environment. These courses challenge students to reflect on and to critically examine their perspectives, beliefs, and values, and introduce them to concepts, theories, and terminology of different disciplines.

(9 credit hours: 6 from the “a” category and 3 from the “b” category)**(a) Social, Behavioral, and Philosophical Inquiry (6)**

BUS 205 Introduction to Business and Entrepreneurship

BUS 215 Introduction to Economics

BUS 290 Legal Environment of Business

CRJ 105 Introduction to Criminal Justice

CRJ 150 Criminology

CRJ 210 Policing in America

CRJ 230 Corrections in America

CRJ 250 Juvenile Justice

CRJ 255 Criminal Procedure

EDU 200 Introduction to the Teaching Profession

PSY 125 Lifespan Development

PSY 201 General Psychology

PSY 230 Psychology of Learning

PSY 205 Psychology of Personal Adjustment

PSY 265 Stress Management

RHS 220 Introduction to Rehabilitation Studies

SOC 201 Introduction to Sociology

SWK 201 Introduction to Social Work

GEO 201 Introduction to Geography

(b) Natural Scientific Inquiry (3-6)

AST 101 Introduction to Astronomy (4)

BIO 101 Principles of Biology I (4)

BIO 102 Principles of Biology II (4)

BIO 105 A Survey of Biology for Non-Majors (4)

BIO 110 Current Issues in Life Science (4)

BIO 250 Human Osteology (4)

BIO 252 Current Issues in Environmental Science (4)

BIO 280 Sport Science (4)

CHM 101 General Chemistry I (4)

CHM 102 General Chemistry (4)

CHM 103 Environmental Systems (4)

GEO 202 Topography and Navigation (4)

GLY 125 Physical Geology (4)

GLY 226 Historical Geology (4)

OCE 220 Oceanography (4)

PHS 220 Principles of Physical Science I (4)

PHS 221 Principles of Physical Science II (4)

Total Credit Hours Required: 42 minimum

Definition of Writing Intensive:

- Writing is comprehensively integrated into the course (writing is tied to the course objectives and learning outcomes)
- Writing is a significant part of course work (a minimum of 2400 words of formal writing)
- Writing is a significant part of the course grade (20-25% of the total grade for the course)
- Writing is learned through revision (with support, a student can revise written work)
- Use of a common grading rubric to ensure consistency in the evaluation of written work (rubric will be created by Humanities faculty)

Definition of Computing Skill:

- Computer-intensive assignments are integrated into the course to provide knowledge and skills that enable students to apply technological solutions in the discipline.
- The computer-intensive assignments constitute the major portion of the course grade and content. At least 50% of the course grade and content is based on these assignments.
- The course instructor teaches the students how to use the technology effectively, efficiently, and ethically to complete the assignments.

Programs of Study

Associate of Arts

Liberal Studies

Associate of Science

Law Enforcement

Bachelor of Arts

Humanities

Concentrations:

English

Music

Art

Film Studies

Interdisciplinary Studies

Bachelor of Science

Biology

Biomedical Laboratory Science

Business Administration

Criminal Justice

Elementary Education

Interdisciplinary Studies

Management

Marketing

Medical Laboratory Science

Middle Grades Education

Concentrations:

Mathematics/Science

Mathematics/Language Arts

Mathematics/Social Science

Science/Social Science

Science/Language Arts

Social Science/Language Arts

Nursing (RN-BSN)

Psychology

Rehabilitation Studies

Secondary Grades Education

Concentrations:

English

Mathematics

Social Sciences

Bachelor of Social Work

Post-Baccalaureate Programs

Middle Grades Education Teacher Certification

Secondary Grades Education Teacher Certification

Master's Programs

Master of Business Administration

Concentrations:

Accounting

Human Resources Management

Master of Science in Clinical Mental Health and Clinical Rehabilitation Counseling

Specialization:

Addictions & Alcoholism Counseling

Master of Education in:

Middle Grades Mathematics

Middle Grades English

Secondary Grades Mathematics

Secondary Grades English

Elementary Education

Curriculum Instruction

Teacher Leadership

Master of Science in Nursing - Traditional and RN-MSN

Concentrations:

Nursing Administration

Nursing Education

MSN-MBA Dual Degree – Traditional and RN-MSN/MBA

Education Specialist

Teacher Leadership

Graduate Certificates and Endorsement Programs

Graduate Certificate in Nursing Administration

Graduate Certificate in Nursing Education

Graduate Endorsement in Teacher Leadership

Associate of Arts

Associate of Arts

Liberal Studies

Associate of Arts in Liberal Studies

All students seeking an Associate of Arts in the Liberal Studies program are required to complete the following general education curriculum. Elective courses should be selected with the help of their advisor and must be appropriate to the major. Make selections based on area of concentration. Consult with your advisor regarding substitutions of electives. *Three credit hours of foreign language are required for completion of the Associate of Arts degree. See [foreign language](#) criteria above for ways that this requirement may be satisfied.

General Education Requirements for an Associate of Arts in Liberal Studies

I. Thomas University Core Skills (15-18 credit hours)

The courses in this category are intended to develop and refine students' quantitative and communicative skills, as well as their critical and analytical reasoning abilities. Competency in these areas establishes a foundation for lifelong learning and promotes success across disciplines, as well as in meeting the outcomes of all Thomas University programs of study.

(a) Mathematics (3-6 credit hours)

Any mathematics course(s) at the 120 level or higher

(b) English Composition (6)

ENG 101 Composition I

ENG 102 Composition II

(c) Speech Communication (3)

SPE 105 Oral Communication for Professionals

(d) University Studies (first year) (3)

UNV 101 Thomas University Student Success

This first year seminar is taught by faculty from a variety of disciplines and is designed to help students acclimate to the unique challenges and opportunities of university life. In addition to providing students with proven strategies for effective reading, writing, and communicating, this course will introduce students to University resources and teach self-reflective practices necessary for successful university study and lifelong learning.

II. Cultural Foundations (6 credit hours)

The purpose of the Cultural Foundations category is to prepare students to be informed citizens in a culturally diverse world. Students will develop foundations of culturally literacy and be capable of engaging in appropriate and effective intercultural communication and observation.

(9 credit hours: 3 from the “a” category and 6 from the “b” category)**(a) Western History (3)**

HIS 101 Western Civilization I
HIS 102 Western Civilization II
HIS 201 United States History and Government I
HIS 202 United States History and Government II
HIS 203 United States History and Government III

(b) Studies of Cultures and Languages (3)

HUM 105 Intercultural Communication
HUM 200 Interdisciplinary Survey of Humanities I
HUM 201 Interdisciplinary Survey of Humanities II
HUM 202 Interdisciplinary Survey of Humanities III
HUM 203 Interdisciplinary Survey of Humanities IV
IDS 200 Peace Leadership
REL 210 Introduction to World Religion
RHS 215 Cultural Diversity
SPN 101 Beginning Elementary Spanish I*
SPN 102 Advanced Elementary Spanish II*
SPN 201 Intermediate Spanish*
SPN 202 Conversational Spanish*
SWK 215 Cultural Diversity
HIS 221 World History I
HIS 222 World History II

III. Creativity (6 credit hours)

The goals of this category are to enhance understanding of and appreciation for creative expression in all its forms. Creativity is divided into two subcategories: “Creative Comprehension” and “Creative Expression.”

(6 credit hours: 6 from the “a” category OR 3 from the “a” category and 3 from the “b” category)**(a) Creative Comprehension**

ART 240 Art Appreciation
HUM 200 Interdisciplinary Survey of Humanities I
HUM 201 Interdisciplinary Survey of Humanities II
HUM 202 Interdisciplinary Survey of Humanities III
HUM 203 Interdisciplinary Survey of Humanities IV
HUM 210 Introduction to Film
MUS 201 Introduction to Music

(b) Creative Expression

ART 210 Introduction to Drawing
ART 212 2-D Design
ART 250 Introduction to Studio Art
ART 270 Introduction to Painting
MUS 291 Jazz Ensemble
THE 250 Introduction to Theatre

IV. Inquiry (9 – 12 credit hours)

The courses in this category are designed to help students develop analytic and reasoning skills that apply to a broad range of human experience, both within and outside of the academic environment. These courses challenge students to reflect on and to critically examine their perspectives, beliefs, and values, and introduce them to concepts, theories, and terminology of different disciplines.

(9 credit hours: 6 from the “a” category and 3 from the “b” category)

(a) Social, Behavioral, and Philosophical Inquiry (6)

BUS 205 Introduction to Business and Entrepreneurship
 BUS 290 Legal Environment of Business
 CRJ 105 Introduction to Criminal Justice
 CRJ 150 Criminology
 CRJ 210 Policing in America
 CRJ 230 Corrections in America
 CRJ 250 Juvenile Justice
 CRJ 255 Criminal Procedure
 EDU 200 Introduction to the Teaching Profession
 PSY 125 Lifespan Development
 PSY 201 General Psychology
 PSY 230 Psychology of Learning
 PSY 205 Psychology of Personal Adjustment
 PSY 265 Stress Management
 RHS 220 Introduction to Rehabilitation Studies
 SOC 201 Introduction to Sociology
 SWK 201 Introduction to Social Work
 GEO 201 Introduction to Geography

(b) Natural Scientific Inquiry (3-6)

AST 101 Introduction to Astronomy (4)
 BIO 101 Principles of Biology I (4)
 BIO 102 Principles of Biology II (4)
 BIO 105 A Survey of Biology for Non-Majors (4)
 BIO 110 Current Issues in Life Science (4)
 BIO 250 Human Osteology (4)
 BIO 252 Current Issues in Environmental Science (4)
 BIO 280 Sport Science (4)
 CHM 101 General Chemistry I (4)
 CHM 102 General Chemistry II (4)
 CHM 103 Environmental Systems (4)
 GEO 202 Topography and Navigation (4)
 GLY 125 Physical Geology (4)
 GLY 226 Historical Geology (4)
 OCE 220 Oceanography (4)
 PHS 220 Principles of Physical Science I (4)
 PHS 221 Principles of Physical Science II (4)

Total General Ed. Curriculum Hours	42
Total Open Elective Hours	18
Total Hours for Degree	60

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

***Note: Students wishing to pursue the Associate of Arts in Liberal Studies which requires three credits in foreign language are required to fulfill the following:**

- a. Students entering with no high school credits in foreign language must take one of the following foreign language or language courses: SPN 101 Elementary Spanish I, SPN 102 Elementary Spanish II, ENG 330 Word Origins, or SPN 202 Conversational Spanish.
- b. Students entering with one year of high school credits in foreign language may exempt the language course or choose to earn credit by exam for a foreign language course. If exempted, they must fulfill these three hours with an elective course.

Division of Business

Bachelor of Science Degrees

Business Administration

Major in Management

Major in Marketing

Major in Administration

Master of Business Administration (MBA)

Business Administration (MBA)

Concentration in Accounting

Concentration in Human Resources Management

MSN-MBA Dual Degree

Mission

In support of the university's mission, the mission of the business division is to provide innovative instruction that educates and challenges students to develop into ethical and competent business leaders with a global focus and to cultivate good relationships with the business community regionally as well as other educational units within the institution.

Enrollment in upper division (300 or 400 level) business courses and the Bachelor of Science program is restricted to students who have been formally accepted into the baccalaureate program. To be accepted into the baccalaureate program the student must have a 2.0 CGPA or better and have completed a minimum of 60 credit hours to include MTH 140, MTH 250, BUS 205, BUS 215, and BUS 220.

Dual Degree

In addition to the Forbes campus in Thomasville, GA, the Bachelor of Science in Business Administration program is also offered with a partner university, Guangzhou College of Southern China University of Technology, in the People's Republic of China. The Thomas University China Program is approved by SACSCOC and the Ministry of Education of the People's Republic of China.

Leadership Council

The Business Division's growing Leadership Council includes top-level executives, from Fortune 500 companies and industry leaders. Our corporate partners represent banking, accounting, manufacturing, and retail. They provide valuable insight for course and curriculum content development, provide internships and job opportunities, and regularly interact with our campus-based and online students through, our Business Event Series and Executive Mentoring Program.

A broad range of experiences are offered to business students, including:

- Project courses providing practical hands-on experiences in real-world application.
- Internships and job opportunities with diverse businesses and organizations.
- Field visits to industry leader organizations.
- "Meet the Experts" Business Series with corporate executives.
- Executive Mentoring Program with successful TU Alumni.
- Membership in the Sigma Beta Delta, International Business Honor Society.
- Membership in ENACTUS, an international service-oriented organization.

Bachelor of Science in Administration, Management, or Marketing

Program Student Learning Outcomes

A graduate of this program will be able to:

1. Students will demonstrate an understanding of the functional areas of business.
2. Students will explain the ethical obligations and responsibilities of business.
3. Students will examine the global dimensions of business.
4. Students will integrate the core areas of business to identify challenges and recommend courses of action.
5. Student will demonstrate professional business communication.
6. Students will demonstrate the ability to work as a team.

The course of study for students who are formally accepted into the baccalaureate program will be predicated on the program of study as outlined in the university bulletin and/or bulletin addendum that is in effect at the time of their acceptance.

Three majors are available in this degree program in management, marketing, and administration. Students are required to complete the Upper Division Business Core in addition to the requirements for each major.

The Core Courses listed below are required for the Bachelor of Science Degree in Business Administration.

Business majors are required to complete the Thomas University General Education Core Curriculum to include:

MTH 140 College Algebra	3
OR MTH 150 Pre-Calculus	
MTH 250 Intro to Statistics	3

Core Program Required Courses 30 Hours

BUS 205 Introduction to Business and Entrepreneurship	3
BUS 215 Principles of Economics	3
BUS 220 Principles of Accounting	3
BUS 290 Legal Environment of Business	3
BUS 320 Principles of Finance	3
BUS 350 Management Information Systems	3
BUS 360 Principles of Marketing	3
BUS 390 Professional Communications	3
BUS 496 Business Research Methods	3
BUS 495 Strategy	3

Management Major (15 Hours)

MGT 340 Management and Organizational Behavior	3
MGT 341 Operations Management	3
MGT 342 Human Resources Management	3
MGT 443 Leadership	3
MGT 490 Best Practices, Strategies & Trends in Management	3

Total Credit Hours General Ed. Core	36
Total Credit Hours Major Requirements	45
Total Credit Hours Open Electives	39

Total Credit Hours for Degree 120

Marketing Major (15 Hours)

MKT 361 E-Commerce Marketing	3
MKT 364 Consumer Behavior	3
MKT 462 Integrated Marketing Communications	3
MKT 481 International Marketing	3
BUS 494 Internship	3

Total Credit Hours General Ed. Core	36
Total Credit Hours Major Requirements	45
Total Credit Hours Open Electives	39

Total Credit Hours for Degree 120

Administration Major (15 Hours)

BUS 440 Labor Relations	3
PSY 400 Industrial/Organizational Psychology	3
BUS 445 Training & Development	3
ELECTIVE (From 300 or 400 level business courses)	3
ELECTIVE (From 300 or 400 level business courses)	3
Total Credit Hours General Ed. Core	36
Total Credit Hours Major Requirements	45
Total Credit Hours Open Electives	39
Total Credit Hours for Degree	120

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

Master of Business Administration

The Thomas University MBA is a professional and applied graduate degree, preparing the student for leadership in the business world of the twenty-first century through readings, research, and case study analysis.

This MBA Program builds from the strong undergraduate program in business administration. The program is open to students with undergraduate majors in any area. Students should be able to complete the program in two years of campus-based classes or one year of online classes. MBA courses are offered in a variety of delivery models.

Program Student Learning Outcomes

1. Students will compare and contrast potential responses to an ethical dilemma.
2. Students will evaluate the global dimensions of business strategy.
3. Students will develop an action plan to implement operational and/or strategic change.
4. Students will demonstrate professional business communications.
5. Students will demonstrate leadership abilities in a team environment.
6. Students will formulate solutions based on quantitative and/ or qualitative analysis techniques.

Entrance prerequisites for Master of Business Administration and MBA/Human Resources Management Concentration: Students who do not hold an undergraduate degree in business or do not have extensive documented business experience must take BUS 205 Introduction for Business and Entrepreneurship.

Any Thomas University professor who observes a student having difficulty with academic writing may refer that student to his or her Division Chair for review. As a result of this review, students may be required to take RSC 507, in addition to other program requirements.

Students may continue their regular program of study while taking RSC 507 with permission of the division chair. After satisfactorily completing RSC 507, students could be referred for a second review, and the course could be required

to be repeated. Failure to satisfactorily complete RSC 507 at the first available opportunity after the requirement is added to the student's program of study may result in program dismissal.

Master of Business Administration

MBA Core Classes highlighted in bold.

MBA 600 Applied Economics	3
MBA 601 Organizational Behavior	3
MBA 614 Accounting and Decision-Making	3
MBA 645 Financial Management	3
MBA 650 Research & Statistics	3
MBA 675 Marketing Management	3
MBA 690 Business Strategy and Policy	3
MBA Electives	9
Total Credit Hours for Degree	30

Master of Business Administration

Accounting Concentration

The MBA with a concentration in Accounting is designed to offer Thomas University accounting graduates with the extra credit hours and education required to become a licensed CPA in most states of the USA.

The Thomas University MBA program with a concentration in Accounting is designed to offer a well-rounded postgraduate education to equip students with not only the knowledge required to pass the exam, but also other critical thinking and reasoning skills that have been shown to foster professional success.

Students seeking an Accounting concentration should have graduated with a Bachelor's degree in Accounting from a regionally accredited institution.

Accounting Concentration

MBA Core Classes highlighted in bold.

Accounting Concentration courses italicized.

MBA 600 Applied Economics	3
MBA 601 Organizational Behavior	3
MBA 614 Accounting and Decision-Making	3
MBA 645 Financial Management	3
MBA 650 Research & Statistics	3
MBA 675 Marketing Management	3
MBA 690 Business Strategy and Policy	3
<i>MBA 611 Tax II</i>	3
<i>MBA 612 Advanced Audit</i>	3
<i>MBA 646 Financial Accounting for Government & Non-Profit Institutions</i>	3
Total Credit Hours for Degree	30

Master of Business Administration**Human Resources Management Concentration**

The MBA with a concentration in Human Resources Management is designed to offer Thomas University HRM graduates with the tools to become a highly qualified and knowledgeable Human Resource professional with great career growth potential. Strong written and oral communication skills and a desire to help people are essential to a successful Human Resources career. Education, however, is the first step in securing a future in the profession.

Candidates with a certification or Master's degree – particularly those with a concentration in human resources management – will possess the credentials that are most sought by employers in this increasingly complex field. Students pursuing this degree will complete the MBA Core Curriculum, along with three Human Resources Courses and two MBA electives.

Human Resources Management Concentration**MBA Core Classes highlighted in bold.**

Human Resource Concentration courses italicized.

MBA 600 Applied Economics	3
MBA 601 Organizational Behavior	3
MBA 614 Accounting and Decision-Making	3
MBA 645 Financial Management	3
MBA 650 Research & Statistics	3
MBA 675 Marketing Management	3
MBA 690 Business Strategy and Policy	3
<i>MBA 632 Human Resources Management</i>	<i>3</i>
<i>MBA 669 Training and Development</i>	<i>3</i>
<i>MBA 673 Current Issues in Human Resources</i>	<i>3</i>
Total Credit Hours for Degree	30

Division of Counseling and Psychology

Bachelor of Science Degrees

Psychology

Rehabilitation Studies

Master of Science Degree (MS)

Clinical Mental Health and Clinical Rehabilitation Counseling

Specialization in Addictions and Alcoholism Counseling

Bachelor of Science Psychology

Psychology is the study of behavior, mental processes, emotions, and their biological bases. Understanding self and others is an extremely valuable tool that can help prepare psychology majors to work in a wide variety of settings. Psychology majors work in medicine, the legal system, law enforcement, education, healthcare, youth services, business, architecture, engineering, wellness, sports, science, and research.

Mission Statement

The purpose of the undergraduate Psychology program is to provide students with a comprehensive background in the basic concepts, theories, findings, and ethical issues in psychology. The Psychology program provides an integrative educational experience by fostering relations among faculty and students through advising, mentoring, and outreach in the local community. In order to help students achieve their individual goals, students are afforded great flexibility in choosing upper-division classes. The main endeavor of the program is to enable students to engage in lifelong education and contribute to their community. Our program's goals and objectives are aligned with the Undergraduate Psychology Learning Goals and Outcomes created by the American Psychological Association.

Vision Statement

The vision of the Psychology program is to enable students and alumni to engage in lifelong education and contribute to their community.

Program Student Learning Outcomes

A graduate of this program will be able to:

1. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
2. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
3. Apply psychological principles critically and creatively to personal, social, and organizational issues.
4. Demonstrate awareness and apply the APA code of ethics, as well as an understanding that psychological explanations vary across complex and diverse populations and contexts.
5. Demonstrate information competence and the ability to use software to exhibit quantitative and qualitative research literacy.
6. Demonstrate effective writing and oral communication skills and collaborate effectively with others.
7. Apply psychological knowledge, skills, and values to current issues and career interests within the discipline of psychology.

Psychology majors are required to complete the Thomas University General Education Core Curriculum to include:

Course	Credit
MTH 250 Introduction to Statistics	3
PSY 125 Lifespan Development	3
PSY 201 General Psychology	3

Upper Division Required Courses: 27 Credit Hours

PSY 320 History of Psychology	3
PSY 330 Psychology of Learning	3
PSY 350 Tests and Measurements	3
PSY 400 Cognitive Psychology	3
PSY 410 Biological Psychology	3
PSY 423 Abnormal Psychology	3
PSY 445 Professional Standards & Ethics	3
STA 450 Quantitative Research Methods	3
STA 471 Qualitative Research Methods	3

Recommended Electives: 33 Credit Hours**Upper Division Electives: Psychological Processes (15 credits)**

PSY 300 Interpersonal Communication	3
PSY 310 Educational Psychological	3
PSY 335 Psychology of Reasoning & Problem Solving	3
PSY 340 Social Psychology	3
PSY 360 Theories of Personality	3
PSY 390 Positive Psychology	3
PSY 401 Counseling Techniques	3
PSY 433 Psychology of Grief Counselling	3
PSY 440 Industrial Organizational Psychology	3
PSY 460 Psychology of Aging	3
SWK 315 Cultural Diversity	3

Upper Division Electives: Applied Psychology (15 credits)

PSY 305 Psychology of Personal Adjustment	3
PSY 345 Psychology of Religion	3
PSY 351 Sport Psychology	3
PSY 365 Stress Management	3
PSY 370 Health Psychology	3
PSY 380 Forensic Psychology	3
PSY 430 Theories of Personal Relationships	3
PSY 450 Research in Psychology	3
PSY 490 Special topics*	3
PSY 495 Psychology Practicum	3

Upper division Elective: Outside of Psychology 3
(approved by advisor)

Total Credit Hours General Ed. Core	42
Total Credit Hours Major Requirements	60
Total Credit Hours Open Electives	18
Total Credit Hours for Degree	120

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

A minor in psychology is available for students majoring in programs outside of psychology and requires completion of 15 upper division credit hours (five courses) in Psychology.

Bachelor of Science Rehabilitation Studies

The Thomas University Rehabilitation Studies program will prepare students to provide rehabilitation services in public and private agencies to persons with various disabilities. This program will also prepare students to attain Advanced Standing status and complete a Master's degree in the Thomas University Clinical Mental Health and Clinical Rehabilitation Counseling graduate program.

Mission Statement

The Rehabilitation Studies program is educating students in a fully online venue to provide rehabilitation services in public and private agencies to persons with various disabilities.

Vision Statement

The vision of the Rehabilitation Studies program is equipping graduates with abilities and skills needed for professional employment in human service agencies.

Program Goals

1. Provide quality education in a fully online setting.
2. Train students to provide effective rehabilitation services to individuals with disabilities.
3. Deliver graduates who have the skills, knowledge, and mindsets to enter the workforce in the public or private sector.
4. Meet the employment needs of public and private rehabilitation and human service agencies throughout the United States.

Program Student Learning Outcomes

1. Students will demonstrate acquisition of knowledge that attitudes and environments cause functional limitations more frequently than an individual's medical/physical condition.
2. Students will identify helping systems and professionals in local communities in the US and the world. Additionally, students will have the skills to identify resources and opportunities in any given catchment area.
3. Students will apply inclusion and integration principles to maximize individual strengths in their work with people with disabilities, and emphasize individual choice in the planning process.
4. Students will demonstrate and analyze communication skills necessary to develop, maintain, and discontinue helping relationships in ways that empower people with disabilities.
5. Students will build collaborative relationships and networks with significant others (including other professionals) as a key to effective rehabilitation.
6. Students will apply a working knowledge of history, pertinent legislation, current trends, and ways to successfully advocate for change. Students will be able to help consumers self-advocate and advocate with and on behalf of persons with disabilities.
7. Students will apply the tenets of ethical professional practice.
8. Students will apply and evaluate theory to practice in the field of rehabilitation services.
9. Students will demonstrate the acquisition, utilization, and evaluation of knowledge, skills, and attitudes related to their area of concentration.

Rehabilitation Studies majors are required to complete the Thomas University General Education Curriculum to include:

MTH 250 Introduction to Statistics	3
------------------------------------	---

Program Required Courses (48 credit hours)

PSY 201 General Psychology	3
RHS 220 Introduction to Rehabilitation Studies	3
RHS 215 Cultural Diversity	3
RHS 285 Assistive Technology	3
RHS 335 Case Management & Community Resources	3
RHS 340 Ethical Practices in Rehabilitation	3
RHS 355 Theoretical Counseling Approaches to Rehabilitation	3
RHS 360 Counseling Practicum	3

RHS 365 Evidence-based Rehabilitation	3
RHS 380 Professional Communication in Rehabilitation	3
RHS 390 Vocational Development	3
RHS 450 Vocational Assessment	3
RHS 460 Medical & Health Issues in Rehabilitation	3
RHS 475 Rehabilitation Research	3
Total Credit Hours Gen Ed. Core	42
Total Credit Hours Program Requirements	48
Total Credit Hours Open Electives	30
Total Credit Hours for Degree	120

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

Master of Science Clinical Mental Health and Clinical Rehabilitation Counseling

The Thomas University Master of Science in Clinical Mental Health & Clinical Rehabilitation Counseling is a professional and applied graduate degree that prepares students for positions as counselors in a wide range of human service settings. Accredited by the Council for Accreditation of Counseling and Related Educational Programs, (CACREP), Thomas University's master's program is among one of the only accredited, dual focused Rehabilitation and Mental Health counseling programs in the country. Upon completion of the 60-credit hour program, students are prepared to apply for licensure as a professional counselor in their state, after completion of post-graduate supervision, as well as have all the requirements needed to become a Certified Rehabilitation Counselor (CRC).

The program is open to students with undergraduate majors in any area. See graduate admissions.

Admissions

To qualify for the Master of Science degree, a student must complete the required 60-credit hour program of study with a 3.0 grade point average. Students are evaluated throughout the program in three major areas:

1. Academic Performance-Each student is expected to demonstrate high academic achievement and maintain at least a 3.0 GPA. Failure to do so may result in dismissal from the program.
2. Interpersonal Skills: Each student is expected to demonstrate effective and professional behavior that is considered requisite to successful counseling practice including:
 - Effective relationships between peers, professors and supervisors.
 - Ability to establish facilitative relationships and build rapport with clients from a variety of sociocultural backgrounds.
 - Flexibility and openness to feedback that effectively develops student professional skills and academic success.
 - Self-awareness, openness to self-examination, and commitment to personal growth.
 - Appropriate attitude and professional behavior in all arenas where students are representatives of Thomas University's Clinical Mental Health and Clinical Rehabilitation Counseling Master's Program.

3. Ethical Behavior-Each student is expected to demonstrate awareness and adherence to the Professional Code of Ethics for counseling practice established by the Commission on Rehabilitation Counseling, the American Counseling Association, and all other related disciplines.

Transfer Credit Policy

Students who have completed graduate coursework prior to admission into Thomas University's Clinical Mental Health and Clinical Rehabilitation Counseling master's program may have their coursework evaluated for up to 15 credit hours of transfer credit.

Mission Statement

The mission of Thomas University's Council for Accreditation of Counseling and Related Educational Programs, (CACREP) accredited graduate program in Clinical Mental Health and Clinical Mental Rehabilitation Counseling is to create a dynamic learning environment that advances the intellectual and personal development goals of our students to work as professionals in the field of rehabilitation and mental health counseling, and to train students to effectively advocate on behalf of the clients they serve. This includes preparing each student to pass the national Certified Rehabilitation Counselor (CRC) exam, as well as providing students with the academic requirements necessary to sit for the professional counselor credential in the state in which they reside. Students will learn through classroom, practicum, internship, and community experiences how to address the needs of persons with physical and mental disabilities and chronic illnesses in a manner that is consistent with the program's mission of advocacy and awareness.

Vision Statement

The vision of the Clinical Mental Health and Clinical Rehabilitation Counseling program is to equip graduates with the practical, theoretical and ethical skills needed for employment in human service agencies as a Certified Rehabilitation Counselor and/or a Licensed Professional Counselor.

Program Goals

1. To prepare each student to take and pass the national certification exam in rehabilitation counseling, as well as the professional counselor licensing exam by engaging them in rigorous intellectual studies that require creativity, discipline and personal responsibility. The Division will provide students with the curriculum content that abides by the CORE requirements for CRC certification, and students are eligible to sit for the CRC exam as early as after successfully completing 75% of the Master's program. This exam is administered by the Commission on Rehabilitation Counselor Certification.
2. To maintain Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation so that students will be graduates of a master's program that meets the highest program, curriculum, and faculty standards in our field.
3. To address professional issues and community needs and the needs of persons with disabilities consistent with the program's mission through classroom, practicum, internship, and community service outreach.
4. To provide students with quality clinical training and understanding of professional issues in the areas of rehabilitation counseling and mental health counseling in order to promote the social, psychological, physical, emotional, and spiritual health of individuals, families, communities, and organizations.
5. To develop students into well rounded professionals by applying knowledge gained through curriculum and research to address emerging problems within the field of rehabilitation counseling and mental health counseling.

Graduates of the Clinical Mental Health and Clinical Rehabilitation Counseling graduate program will also meet state licensure requirements upon graduation and may sit for the professional counselor credential in their state. Students need to make sure that state requirements for licensure in the state in which they reside are completed prior to graduation.

Curriculum Objectives

The Clinical Mental Health and Clinical Rehabilitation Counseling program at Thomas University will provide students with the required coursework to meet CACREP standards, thus ensuring students' ability to obtain the professional counselor licensing credential of their state as well as the Certified Rehabilitation Counselor (CRC) credential. Students

wishing to pursue their CRC will be eligible to sit for the certification exam upon completion of 75% of their coursework in the master's program.

The Clinical Mental Health and Clinical Rehabilitation Counseling program coursework provides rigorous applied and theoretical studies that meet the highest professional curriculum standards in our field. Students demonstrate mastery of knowledge areas through the completion of 60-credit hours of coursework including 100 hours of practicum and 900 hours of Internship fieldwork, as well as satisfactorily passing the master's comprehensive and capstone class. The Capstone serves to extensively prepare students for credentialing exams and demonstrates to program faculty students' readiness to practice in the field upon graduation.

The Clinical Mental Health and Clinical Rehabilitation Counseling program encourages the development of a spirit of service and advocacy by providing students with curricular experiences that require them to address the needs of those in their community who live with physical and or mental disabilities. This is done by helping them understand the barriers these individuals face that prevent total inclusion and/or independent living among persons with disabilities.

Program Student Learning Outcomes

A graduate of this program will be able to:

- 1.) Demonstrate awareness of the professional role of counseling and apply the code of ethics of rehabilitation counseling in a legal and ethical manner, inclusive of international standards and cultural contexts.
- 2.) Identify and articulate an understanding of social, economic, and environmental obstacles which may present barriers to a consumer's rehabilitation.
- 3.) Demonstrate a working knowledge of human development and the needs of individuals with disabilities across the lifespan, including the effect of crises, disasters, trauma, or other events on persons of all ages.
- 4.) Assess and maximize the readiness of individuals with disabilities for gainful employment.
- 5.) Demonstrate and apply a personal philosophy of rehabilitation counseling based on an established counseling theory.
- 6.) Demonstrate a knowledge and use of clinical skills related to directing group processes toward a desired goal.
- 7.) Apply basic measurement concepts and associated statistical terms and comprehend the validity, reliability, and appropriateness of assessments.
- 8.) Understand research methodology and apply evidence-based practice to counseling and rehabilitative services.
- 9.) Apply a working knowledge of the impact of disability on the individual, the family, the environment, and employment.
- 10.) Identify and plan for the provision of rehabilitation services with individuals with a disability and be able to advocate for the rights of these individuals.

Any Thomas University professor who observes a student having difficulty with academic writing may refer that student to his or her Division Chair for review. As a result of this review, students may be required to take RSC 507, in addition to other program requirements. Students may continue their regular program of study while taking RSC 507 with permission of the division chair. After satisfactorily completing RSC 507, students could be referred for a second review, and the course could be required to be repeated. Failure to satisfactorily complete RSC 507 at the first available opportunity after the requirement is added to the student's program of study may result in program dismissal.

Clinical Curriculum: 60 Credit Hours

RCE 601 Foundations and Techniques of Counseling	
RCE 603 Substance Abuse Counseling Methods	3
RCE 605 Medical Aspects of Disability	3
RCE 607 Crisis and Trauma Counseling	3
RCE 611 Psychosocial and Multicultural Aspects of Disability	3
RCE 620 Theories & Techniques of Counseling	3
RCE 621 The Helping Professional: Case Management & Community Resources	3
RCE 622 Theories and Techniques of Group Counseling	3
RCE 630 Assessment & Evaluation	3
RCE 640 Psychopathology and Diagnosis	3
RCE 645 Ethics and Professional Orientation	3
RCE 655 Foundations of Career Development and Job Placement Services	3
RCE 665 Human Sexuality (Req'd in Florida)	3
OR	
RCE 678 Psychopharmacology	
RCE 672 Research and Program Evaluation	
	3
RCE 680 Counseling Practicum (100 clinical hours)	3
RCE 681 Counseling Internship I (450 clinical hours)	3
RCE 682 Counseling Internship II (450 clinical hours)	3
RCE 685 Marriage and Family Counseling	3
RCE 688 Human Growth & Development	3
	3

Specialization in Addictions & Alcoholism Counseling: 12 credit hours in addition to Clinical Curriculum

RCE 604 Ethics in Addiction & Alcoholism	3
RCE 668 Co-Occurring Disorders	3
RCE 678	3
RCE 683 Counseling Internship III	3

Total Credit Hours for Degree **60-72**

Division of Criminal Justice

Associate of Science Degree

Law Enforcement

Bachelor of Science Degree

Criminal Justice

Mission

The mission of the Division of Criminal Justice is to provide students with a working knowledge of criminology, law, legal procedures and the legal culture of the justice system of the United States while preparing them to become outstanding practitioners, leaders, and scholars in a diverse society.

Associate of Science Law Enforcement

The Associate of Science Degree in Law Enforcement prepares students who are working as law enforcement officers for career enhancement or to pursue professional development at the baccalaureate level

Program Student Learning Outcomes

A graduate of this program will be able to:

1. Demonstrate mastery of knowledge, skills and attitudes required by the Peace Officers Standards and Training Council for Basic Mandate for Law Enforcement, or Corrections.
2. Demonstrate ability to communicate effectively
3. Demonstrate mastery of knowledge in the areas of history and social science.
4. Demonstrate mastery of knowledge and skill in problem solving and reasoning.

For successful graduation from a police academy as a certified law enforcement officer with 600 or more training hours, credit will be given for 40 credit hours of previous course work in Criminal Justice. The following core courses must be taken at Thomas University to receive the associate degree.

Course	Credit
ENG 101 Composition I	3
ENG 102 Composition II	3
MTH 120 or above	3
SPE 105 Oral Communication for Professionals	3
Western History	3
Creative Comprehension	3
Social, Behavioral, Philosophical Inquiry	3

Additional ASLE requirements for POST Basic Corrections Officer Certification:

CRJ 150 Criminology	3
CRJ 210 Policing in America	3
CRJ 250 Juvenile Justice	3
CRJ 255 Criminal Procedure	3

Total Credit Hours for Degree **60**

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

Bachelor of Science Criminal Justice**Program Student Learning Outcomes**

A graduate of this program will be able to:

1. Apply analytical skills to Criminal Justice problems.
2. Identify Ethical implication of Criminal Justice problems and propose potential solutions.
3. Identify and discuss different effects and empathetic treatment of people by and/or within the criminal Justice system based on characteristics of human diversity.

4. Demonstrate ability to research criminal justice issues using scholarly sources and technological resources.
5. Express and interpret thoughts, ideas and knowledge in a clear and coherent manner expected of a criminal justice professional when dealing with the public, the courts and the media.
6. Demonstrate Leadership qualities needed for career advancement.
7. Apply best practices in the profession, to making contributions to the discipline and problem solving.

Criminal Justice Majors are required to complete the Thomas University General Education Core Curriculum.

Program Prerequisite Courses: 18 credit hours

**CRJ 105 Intro to Criminal Justice	3
*CRJ 150 Criminology	3
*CRJ 210 Policing in America	3
**CRJ 230 Corrections in America	3
CRJ 250 Juvenile Justice	3
*Met by Basic Law Enforcement Training	
** Met by Basic Law Enforcement Training, or basic correctional officer training	

CRJ Major Required Courses: 30 credit hours

CRJ 300 CRJ Research and Analysis	3
CRJ 330 Deviance, Crime, and CRJ	3
CRJ 340 Standards & Practices	3
CRJ 370 Constitutional Law	3
CRJ 410 Community Policing	3
CRJ 420 Evidence	3
CRJ 460 Criminal Investigation	3
CRJ 465 Crime Prevention	3
CRJ 470 Criminal Law	3
CRJ 480 Comparative Justice System	3
Total Credit Hours Gen Ed. Core	42
Total Credit Hours Program Requirements	48
Total Credit Hours Open Electives	30
Total Credit Hours for Degree	120

.....

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

A [minor in Criminal Justice](#) is available.

Division of Education

Bachelor of Science Degree

Elementary Education
Middle Grades Education
Secondary English Education
Secondary Mathematics Education

Post-Baccalaureate Certification

Middle Grades Education
Secondary English Education
Secondary Mathematics Education

Master of Education Degree

Elementary Education
Middle Grades Language Arts
Middle Grades Mathematics
Secondary English
Secondary Mathematics
Teacher Leadership
Curriculum and Instruction

Education Specialist Degree

Teacher Leadership

Endorsement

Teacher Leadership

All Division of Education programs are accredited by the Georgia Professional Standards Commission. The Division of Education is dedicated to producing the highest quality professional educators. Currently, the Division offers a Bachelor of Science degree program in Elementary Education, Middle Grades Education, Secondary English Education, and Secondary Mathematics Education, and a Post-Baccalaureate Certification program in Middle Grades Education, Secondary English Education, and Secondary Mathematics Education. The Division also offers Master of Education and Education Specialist Degree programs for PK-12 teachers. In addition to the main Thomasville campus, satellite campuses are located in school districts across the state. All programs are taught through a hybrid model which involves both online instruction and face-to-face meetings. A Bachelor of Science in Education (non-certification) is offered to students who desire a degree in education without being certified. Students pursuing this degree option must meet all admission and satisfactory progress policies of the teacher certification programs. The degree requirements mirror that of the certification program with the exception of student teaching EDU 429 and student teaching seminar EDU 430. The student must have 120 credits to complete the degree.

Division of Education Conceptual Framework

As members of a global community, students today require flexible attitudes, dispositions, and skills to understand themselves and others. Teachers who are responsible for educating such students must be critical thinkers; respect and understand diversity; communicate effectively; possess pedagogical skills, content knowledge, and classroom management skills; demonstrate skills for life-long learning; model professionalism; and effectively use technology. The teacher education program at Thomas University is designed to provide teacher candidates with a wide range of learning opportunities in diverse settings to become highly qualified, effective classroom teachers.

Bachelor of Science Degree

Program Student Learning Outcomes

Coursework and experiences are designed to accomplish the following student learning outcomes:

1. Pass the GACE content test for state certification in the respective specialization area.
2. Demonstrate effective teaching skills in the PK-12 classroom setting which will result in student learning.
3. Demonstrate his/her impact on PK-12 student learning.
4. Pass the EdTPA in his/her major/specialization.
5. Pass the GaPSC Ethics Exit Examination.

Specific Admission and Retention Requirements

Lower Division Core Courses (first two years) Core Curriculum Requirements. Education majors are required to complete the Thomas University Core Curriculum to include:

Elementary Education

EDU 200 Introduction to Education

MTH 110 Concepts of Math: Number Concepts

Middle Grades Education

EDU 200 Introduction to Education

MTH 250 Statistics (Social Studies Concentration)

MTH 140 College Algebra (Science Concentration)

MTH 150 Pre-Calculus (Math Concentration)

Four required content classes

Secondary Education

EDU 200 Introduction to Education

MTH 150 Pre-Calculus (Secondary Math)

Four Required content classes

Admission to Teacher Education

To be admitted to the teacher education programs in the Division of Education, a prospective teacher candidate must:

1. Be admitted to Thomas University.
2. Pass all three tests within the GACE Program Admissions Assessment. Reading (200), Mathematics (201), and Writing (202) are required unless exempted by the following:
 - SAT® (1000 Verbal/Critical Reading and Math prior to 7/1/19; on or after 7/1/19, 1080 on Evidence-based Reading/Writing and Math)
 - ACT® (43 English and Math)
 - GRE® (1030 Verbal and Quantitative; after 8/1/11, 297 Verbal and Quantitative)
3. Complete the lower division coursework requirements (minimum of 60 semester hours) and program specific requirements (listed with each program).
4. Have a cumulative GPA of 2.5 on required lower division coursework.
5. Provide a record documenting at least 20 hours of work with appropriate aged children from experiences in which ongoing supervision has occurred, either volunteer or for compensation. Prospective candidates must provide a description of the work (single or multiple locations) in which they were involved, the number of hours, and the name of their supervisor. Parental responsibilities may not be submitted as hours to meet this entrance requirement.
6. Submit three letters of recommendation which support the teacher candidate's desire and character to become a PK-12 teacher.
7. Submit a criminal background check.
8. Obtain professional liability insurance.
9. PK-12 School Employees must submit the School Administrator Commitment Form. P-12 School Employee candidates applying for admission to the Thomas University Division of Education must discuss their professional plans with their principals and obtain their support for working with the candidates throughout the program to assist them in completing the required field-based learning experiences (multiple grade bands, diverse ethnic groups, and linguistic groups).
10. PK-12 School Employees must submit a Professional School Experience form.
11. Complete the GAPSC Ethics Entry Exam.
12. Obtain an acceptable score on both the oral and written sections of the interview.
13. Submit to the GAPSC pre-service certification application and verification of lawful presence with picture ID to the Division of Education

Admission to Professional Core 4:

To be admitted to Professional Core 4, a teacher candidate must:

1. Complete all required program coursework with a minimum GPA of 2.5.
2. Earn an acceptable rating on the Core Professional Dispositions Student Assessment.
3. Maintain current professional liability insurance.
4. Not have previously been denied admission to, had an unsatisfactory performance rating, or been removed from student teaching at another institution.

Graduation Requirements:

To successfully complete the teacher education program and be recommended for certification a teacher candidate must:

1. Complete all program requirements.
2. Have a cumulative minimum GPA of 2.5.
3. Pass the GACE content exams in the candidate's area(s) of specialization.
4. Pass the EdTPA in the candidate's area of specialization.
5. Pass the GaPSC Ethics Exit Examination.
6. Earn acceptable ratings on the Core Professional Dispositions Student Assessment.
7. Complete program surveys.
8. Submit to the GAPSC certification application and verification of lawful presence with picture ID.

In addition to the above requirements the following teacher education policies are required:

1. All teacher candidates and faculty will abide by the Georgia Professional Practices Code of Ethics.
2. All university coursework is considered to be part of the major requirements. No grade lower than a “C” may be applied toward a degree.
3. Professional dispositions will be assessed each semester. A teacher candidate must maintain an acceptable rating.
4. For any deficiencies that are identified, a Professional Development Plan will be implemented. Professional Development Plans may require more experience, coursework, counseling, or remediation and may be implemented at any time during the student’s career at Thomas University. Satisfactory progress on the Professional Development Plan must be achieved to continue in the program.
5. If a student does not pass the GACE Content exams, edTPA Content Exam, and/or GaPSC Ethics Exit Exam by the end of student teaching, he/she will need to enroll in a 1-credit hour DIS course(s) each continuing semester after student teaching until the exam(s) can be passed (maximum 3 terms). A student not enrolling in the DIS course after student teaching or failure to continuously re-enroll in the program, will be dismissed from the program and will not be able to re-apply or be recommended for the Georgia Certificate of Eligibility.

Bachelor of Science Elementary Education

The Elementary Education Program is designed to prepare educators to teach in grades PK-5. Admission, retention, and graduation requirements are detailed in the section titled Specific Admission and Retention Requirements.

Professional Core Courses 63 Credit Hours

ECE 326 Developmentally Appropriate Practices for Pre-K and Kindergarten	3
ECE 440 Interdisciplinary Teaching through Art, Music, and Physical Education/Health	3
ECE 460 Social Studies Curriculum Development	3
ECE 470 Mathematics Curriculum Development	3
ECE 480 Science Curriculum Development	3
EDU 301 Teacher Candidate Orientation	0
EDU 310 Educational Psychology	3
EDU 316 Teaching Methods & Strategies	3
EDU 320 Teaching Diverse Learners	3
EDU 327 Methods and Strategies for Teaching Early Adolescent Learners	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 350 Instructional Technologies in the PK-12 Classroom	3
EDU 360 Models of Teaching	3
EDU 428 Developing Pedagogical Content Knowledge	3
EDU 429 Student Teaching	10
EDU 430 Student Teaching Seminar	2
EDU 468 Educating Exceptional Learners	3
RDE 452 Teaching Reading	3
RDE 454 Children’s Literature	3
RDE 455 Diagnosing & Remediation Reading Difficulties	3
Total Credit Hours General Ed Core	57
Total Credit Hours Professional Core	63
Total Credit Hours for Degree	120

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

Bachelor of Science Middle Grades Education

The Middle Grades Education program is designed to prepare professional educators to teach grades four through eight. Teacher candidates majoring in Middle Grades Education select two areas of concentration (mathematics, language arts, science, and social studies) and must complete a minimum of fifteen credit hours in each Content Concentration Area. Admission, retention, and graduation requirements are detailed in the section titled Specific Admission and Retention Requirements. Some lower division content course work may count toward the Content Concentration Area (see Content Concentration Requirements Section.)

Professional Core Courses 63 Credit Hours

EDU 301 Teacher Candidate Orientation	0
EDU 310 Educational Psychology	3
EDU 316 Teaching Methods & Strategies	3
EDU 320 Teaching Diverse Learners	3
EDU 327 Methods and Strategies for Teaching Early Adolescent Learners	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 350 Instructional Technologies in the PK- 12 Classroom	3
EDU 360 Models of Teaching	3
EDU 428 Developing Pedagogical Content Knowledge	3
EDU 429 Student Teaching	10
EDU 430 Student Teaching Seminar	2
EDU 468 Educational Exceptional Learners	3
RDE 450 Reading in the Content Area	3
RDE 455 Diagnosing & Remediation Reading Difficulties	3
Content Specialization	18
Total Credit Hours General Ed Core	57
Total Credit Hours Professional Core	63
Total Credit Hours for Degree	120

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

Content Concentration Requirements:**Middle Grades Language Arts (15 Hours)**

ENG 303 Argumentative and Persuasive Writing	3
RDE 454 Child and Adolescent Literature	3
RDE 401 Academic Discourse Applications	3

Choose two of the following:

ENG 311 American Literature Survey I	3
ENG 313 American Literature Survey II	3
ENG 412 British Literature Survey I	3
ENG 414 British Literature Survey II	3

Middle Grades Mathematics (15 Hours)

MTH 340 Set Theory	3
MTH 350 Intro to Probability Theory	3
MTH 360 Geometry	3
MTH 374 Developing Algebraic Concepts	3
MTH 475 Mathematical Problem Solving and Error Analysis	3

Middle Grades Science: (16 Hours)

BIO 101 General Biology I	4
BIO 102 General Biology II	4
PHS 220 Physical Science I	4
PHS 221 Physical Science II	4

Middle Grades Social Studies (15 Hours)

HIS 451 Georgia History	3
HIS 321 Latin American History	3
HIS 421 History of the Middle East	3
HIS 434 African Nationalism	3
HIS 444 Contemporary Asia	3

Bachelor of Science Secondary English Education

The Secondary English Education Program is designed to prepare professional educators to teach English in grades six through twelve. For admission, retention, and graduation requirements, please refer to the section entitled Specific Admission and Retention Requirements.

Upper Division Professional Core Courses 63 Credit Hours

EDU 301 Teacher Candidate Orientation	0
EDU 310 Educational Psychology	3
EDU 316 Teaching Methods & Strategies	3
EDU 320 Teaching Diverse Learners	3
EDU 327 Methods and Strategies for Teaching Early Adolescent Learners	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 350 Instructional Technologies in the PK-12 Classroom	3
EDU 360 Models of Teaching	3
EDU 428 Developing Pedagogical Content Knowledge	3
EDU 429 Student Teaching	10

EDU 430 Student Teaching Seminar	2
EDU 468 Educational Exceptional Learners	3
RDE 450 Reading in the Content Area	3
RDE 455 Diagnosing & Remediation Reading Difficulties	3
Content Specialization	18
Total Credit Hours General Ed Core	57
Total Credit Hours Professional Core	63
Total Credit Hours for Degree	120

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

CONTENT CONCENTRATION REQUIREMENTS

Secondary English Education (30 Hours)

ENG 302 Creative Nonfiction Writing	3
ENG 303 Argumentative and Persuasive Writing	3
ENG 304 Creative Writing	3
ENG 311 American Literature Survey I	3
ENG 313 American Literature Survey II	3
ENG 412 British Literature Survey I	3
ENG 414 British Literature Survey II	3
ENG 425 Shakespeare	3
RDE 401 Academic Discourse Applications	3
RDE 454 Child and Adolescent Literature	3

Bachelor of Science Secondary Mathematics Education

The Secondary Mathematics Education Program is designed to prepare professional educators to teach mathematics in grades six through twelve. For admission, retention, and graduation requirements, please refer to the section entitled Specific Admission and Retention Requirements.

Upper Division Professional Core Courses 63 Credit Hours

EDU 301 Teacher Candidate Orientation	0
EDU 310 Educational Psychology	3
EDU 316 Teaching Methods & Strategies	3
EDU 320 Teaching Diverse Learners	3
EDU 327 Methods and Strategies for Teaching Early Adolescent Learners	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 350 Instructional Technologies in the PK-12 Classroom	3
EDU 360 Models of Teaching	3
EDU 428 Developing Pedagogical Content Knowledge	3

EDU 429 Student Teaching	10
EDU 430 Student Teaching Seminar	2
EDU 468 Educational Exceptional Learners	3
RDE 450 Reading in the Content Area	3
Content Specialization	18

CONTENT CONCENTRATION REQUIREMENTS

Secondary Mathematics Education (30 Hours)

MTH 250 Introduction to Statistics	3
MTH 270 Calculus I	3
MTH 280 Calculus II	3
MTH 320 Introduction to Linear Algebra	3
MTH 340 Set Theory	3
MTH 350 Introduction to Probability Theory	3
MTH 360 Geometry	3
MTH 370 Discrete Mathematics	3
MTH 374 Developing Algebraic Concepts	3
	3

Total Credit Hours General Ed Core	57
Total Credit Hours Professional Core	63
Total Credit Hours for Degree	120

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

Post Baccalaureate Certification

The Post Baccalaureate Certification is for individuals who have a Baccalaureate degree from an accredited institution and want to become certified as teachers. Courses with a grade of "C" or better will be applied toward the Post Baccalaureate Certification.

Program Student Learning Outcomes

Coursework and experiences are designed to accomplish the following student learning outcomes:

1. Pass the GACE content test for state certification in the respective specialization area.
2. Demonstrate effective teaching skills in the PK-12 classroom setting that result in student learning.
3. Demonstrate candidates' impacts on PK-12 student learning.
4. Pass the EdTPA in candidates' areas of specialization.
5. Pass the GaPSC Ethics Exit Examination.

Specific Admission and Retention Requirements

Education Post Baccalaureate students must take the required prerequisite courses indicated below for their teacher education program if they were not part of their previous college course work.

Middle Grades Education

MTH 250 Statistics (Social Studies Concentration and Mathematics)

MTH 140 College Algebra (Science Concentration)

MTH 150 Pre-Calculus (Math Concentration)

Four required content classes

Secondary Education

MTH 150 Pre-Calculus (Secondary Math)

Four Required content classes

Admission to Teacher Education

To be admitted to the teacher education programs in the Division of Education, a prospective teacher candidate must:

1. Be admitted to Thomas University.
2. Pass all three tests within the GACE Program Admissions Assessment. Reading (200), Mathematics (201), and Writing (202) are required unless exempted by the following:
 - SAT® (1000 Verbal/Critical Reading and Math prior to 7/1/19; on or after 7/1/19, 1080 on Evidence-based Reading/Writing and Math)
 - ACT® (43 English and Math)
 - GRE® (1030 Verbal and Quantitative; after 8/1/11, 297 Verbal and Quantitative)
3. Complete the lower division coursework requirements (minimum of 60 semester hours) and program specific requirements (listed with each program).
4. Have a cumulative GPA of 2.5 on required lower division coursework.
5. Provide a record documenting at least 20 hours of work with appropriate aged children from experiences in which ongoing supervision has occurred, either volunteer or for compensation. Prospective candidates must provide a description of the work (single or multiple locations) in which they were involved, the number of hours, and the name of their supervisor. Parental responsibilities may not be submitted as hours to meet this entrance requirement.
6. Submit three letters of recommendation which support the teacher candidate's desire and character to become a PK-12 teacher.
7. Submit a criminal background check.
8. Obtain professional liability insurance.
9. PK-12 School Employees must submit the School Administrator Commitment Form. PK-12 School Employee candidates applying for admission to the Thomas University Division of Education must discuss their professional plans with their principals and obtain their support for working with the candidates throughout the program to assist them in completing the required field-based learning experiences (multiple grade bands, diverse ethnic groups, and linguistic groups).
10. PK-12 School Employees must submit a Professional School Experience form.
11. Complete the GAPSC Ethics Entry Exam.
12. Obtain an acceptable score on both the oral and written sections of the interview.
13. Submit to the GAPSC pre-service certification application and verification of lawful presence with picture ID to the Division of Education

Admission to Professional Core 4:

To be admitted to Professional Core 4, a teacher candidate must:

1. Complete all required program coursework with a minimum GPA of 2.5.
2. Earn an acceptable rating on the Core Professional Dispositions Student Assessment.
3. Maintain current professional liability insurance.
4. Not have previously been denied admission to, had an unsatisfactory performance rating, or been removed from student teaching at another institution.

Post Baccalaureate Certification Completion Requirements:

To successfully complete the teacher education program and be recommended for certification a teacher candidate must:

1. Complete all program requirements.
2. Have a cumulative minimum GPA of 2.5.
3. Pass the GACE content exam in the candidate's area(s) of specialization.
4. Pass the EdTPA in the candidate's area of specialization.
5. Pass the GaPSC Ethics Exit Examination.
6. Have acceptable ratings on the Core Professional Dispositions Student Assessment.
7. Complete program surveys.
8. Submit to the GAPSC certification application and verification of lawful presence with picture ID.

In addition to the above requirements the following teacher education policies are required:

1. All teacher candidates and faculty will abide by the Georgia Professional Practices Code of Ethics.
2. All university coursework is considered to be part of the major requirements. No grade lower than a "C" may be applied toward a degree.
3. Professional dispositions will be assessed each semester. A teacher candidate must maintain an acceptable rating.
4. For any deficiencies that are identified, a Professional Development Plan will be implemented. Professional Development Plans may require more experience, coursework, counseling, or remediation and may be implemented at any time during the student's career at Thomas University. Satisfactory progress on the Professional Development Plan must be achieved to continue in the program.
5. If a student does not pass the GACE Content exams, edTPA Content Exam, and/or GaPSC Ethics Exit Exam by the end of student teaching, he/she will need to enroll in a 1-credit hour DIS course(s) each continuing semester after student teaching until the exam(s) can be passed (maximum 3 terms). A student not enrolling in the DIS course after student teaching or failure to continuously re-enroll in the program, will be dismissed from the program and will not be able to re-apply or be recommended for the Georgia Certificate of Eligibility.

Post Baccalaureate Middle Grades Education

The Middle Grades Education program is designed to prepare professional educators to teach grades four through eight. Teacher candidates enrolled in Middle Grades Education select two areas of concentration (mathematics, language arts, science, and/or social studies) and must complete a minimum of fifteen credit hours in each Content Concentration Area. Admission, retention, and program completion requirements are detailed in the section titled "Specific Admission and Retention Requirements". Some lower division content course work may count toward the Content Concentration Areas. (See Content Concentration Requirements Section below.)

A candidate who has earned a bachelor's degree from an accredited institution of higher education in one of the middle grade content areas may meet some of the content course requirements. A transcript evaluation will be conducted and courses not taken will be required as part of the candidate's post baccalaureate program. Candidates consult with their academic advisor for course selection. Certification is available in the following fields: Middle Grades Language Arts, Mathematics, Science, and Social Science.

Upper Division Professional Core Courses 63 Credit Hours

EDU 301 Teacher Candidate Orientation	0
EDU 310 Educational Psychology	3
EDU 316 Teaching Methods & Strategies	3
EDU 320 Teaching Diverse Learners	3
EDU 327 Methods and Strategies for Teaching Early Adolescent Learners	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 350 Instructional Technologies in the PK- 12 Classroom	3
EDU 360 Models of Teaching	3

EDU 428 Developing Pedagogical Content Knowledge	3
EDU 429 Student Teaching	10
EDU 430 Student Teaching Seminar	2
EDU 468 Educational Exceptional Learners	3
RDE 450 Reading in the Content Area	3
Content Specialization	18

Content Concentration Requirements:**Middle Grades Language Arts (15 Hours)**

ENG 102 Composition II	3
ENG 303 Argumentative and Persuasive Writing	3
RDE 454 Child and Adolescent Literature	3
RDE 401 Academic Discourse Applications	3

Choose two of the following:

ENG 311 American Literature Survey I	3
ENG 313 American Literature Survey II	3
ENG 412 British Literature Survey I	3
ENG 414 British Literature Survey II	3

Middle Grades Mathematics (15 Hours)

MTH 340 Set Theory	3
MTH 350 Intro to Probability Theory	3
MTH 360 Geometry	3
MTH 374 Developing Algebraic Concepts	3
MTH 475 Mathematical Problem Solving and Error Analysis	3

Middle Grades Science: (16 Credit Hours)

BIO 101 General Biology I	4
BIO 102 General Biology II	4
PHS 220 Physical Science I	4
PHS 221 Physical Science II	4

Middle Grades Social Studies (15 Hours)

HIS 451 Georgia History	3
HIS 321 Latin American History	3
HIS 421 History of the Middle East	3
HIS 434 African Nationalism	3
HIS 444 Contemporary Asia	3

Post Baccalaureate Secondary English Education

The Secondary English Education Program is designed to prepare professional educators to teach English in grades six through twelve. For admission, retention, and program completion requirements, please refer to the section entitled "Specific Admission and Retention Requirements".

A candidate who possesses a bachelor's degree in one of the certification fields from an accredited institution of higher education may meet some of the content requirements. A transcript evaluation will be conducted and courses not taken will be required as part of the candidate's post baccalaureate program. Candidates should consult with their academic advisor for course selection.

Upper Division Professional Core Courses 63 Credit Hours

EDU 301 Teacher Candidate Orientation	0
EDU 310 Educational Psychology	3
EDU 316 Teaching Methods & Strategies	3
EDU 320 Teaching Diverse Learners	3
EDU 327 Methods and Strategies for Teaching Early Adolescent Learners	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 350 Instructional Technologies in the PK- 12 Classroom	3
EDU 360 Models of Teaching	3
EDU 428 Developing Pedagogical Content Knowledge for Teaching High School Learners	3
EDU 429 Student Teaching	10
EDU 430 Student Teaching Seminar	2
EDU 468 Educating Exceptional Learners	3
RDE 450 Reading in the Content Area	3
RDE 455 Diagnosing & Remediation Reading Difficulties	3
Content Specialization	18
Total Credit Hours General Ed Core	57
Total Credit Hours Professional Core	63
Total Credit Hours for Degree	120

Content Concentration Requirements**Secondary English Education (30 Hours)**

ENG 302 Creative Nonfiction Writing	3
ENG 303 Argumentative and Persuasive Writing	3
ENG 304 Creative Writing	3
ENG 311 American Literature Survey I	3
ENG 313 American Literature Survey II	3
ENG 412 British Literature Survey I	3
ENG 414 British Literature Survey II	3
ENG 425 Shakespeare	3
RDE 454 Child and Adolescent Literature	3
RDE 401 Academic Discourse Applications	3

Post Baccalaureate in Secondary Mathematics Education

The Secondary Mathematics Education Program is designed to prepare professional educators to teach mathematics in grades six through twelve. For admission, retention, and program completion requirements, please refer to the section entitled “Specific Admission and Retention Requirements”.

A candidate who possesses a bachelor’s degree in one of the certification fields from an accredited institution of higher education may meet some of the content requirements. A transcript evaluation will be conducted and courses not taken will be required as part of the candidate’s post baccalaureate program. Candidates should consult with their academic advisor for course selection.

Upper Division Professional Core Courses 60-63 Hours

EDU 301 Teacher Candidate Orientation	0
EDU 310 Educational Psychology	3
EDU 316 Teaching Methods & Strategies	3
EDU 320 Teaching Diverse Learners	3
EDU 327 Methods and Strategies for Teaching Early Adolescent Learners	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 350 Instructional Technologies in the PK- 12 Classroom	3
EDU 360 Models of Teaching	3
EDU 428 Developing Pedagogical Content Knowledge for Teaching High School Learners	3
EDU 429 Student Teaching	10
EDU 430 Student Teaching Seminar	2
EDU 468 Educating Exceptional Learners	3
RDE 450 Reading in the Content Area Content Specialization	3
	18
Total Credit Hours Professional Core	57-60
Total Credit Hours Program Completion	57-60

Secondary Mathematics Education (30 Hours)

MTH 250 Introduction to Statistics	3
MTH 270 Calculus I	3
MTH 280 Calculus II	3
MTH 320 Introduction to Linear Algebra	3
MTH 340 Set Theory	3
MTH 350 Introduction to Probability Theory	3
MTH 360 Geometry	3
MTH 370 Discrete Mathematics	3
MTH 374 Developing Algebraic Concepts	3
MTH 475 Mathematics Problem Solving & Error Analysis	3

Master of Education

Thomas University's graduate programs for certified teachers are designed to enhance the role of the teacher as a leader in the school community. The programs' professional practices include candidate proficiencies related to expected knowledge, skill, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences are designed to address the following advanced outcomes:

- Advanced Professional and Pedagogical Knowledge—the candidate uses research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- Research and Inquiry Skills—the candidate designs and implements research and assessment practices to improve teaching and learning for all learners.
- Professional and Ethical Practice—the candidate possesses and practices a core set of professional and ethical dispositions, serves as a teacher leader and mentor, and models practices that embrace the importance of life-long learning.

Admission to the Master of Education

Prospective candidates should complete all sections of the Graduate Admissions Application and submit it to the Admissions Office at least six weeks prior to the beginning of the requested term of admission.

Applicants must meet the following criteria:

1. Hold a bachelor's degree in a relevant field from a regionally accredited college or university.
2. Hold a professional teaching certificate in at least one teaching field.
3. Report a minimum GPA of 3.0 on a 4.0 scale in the last 60 credit hours of their bachelor's degree or undergraduate coursework considered in context of the GPA for that bachelor's degree, and in any other graduate coursework. Applicants with a GPA lower than 3.0 may be considered for provisional admission by the prospective Graduate Council. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division and/or Graduate Council.
4. International students seeking admission into a graduate program must refer to international admissions for additional required documents.
5. All applicants to the Teacher Leadership program must have 3 years of teaching experience and a current full time position in a PK-12 school.

Along with proof of the above criteria, prospective candidates are required to submit the following along with their application for Graduate Admissions:

1. A personal statement of career and educational objectives, including the rationale for pursuing a graduate degree (maximum two pages). Applicants must explain the circumstances surrounding any ethics reprimand on their certificates.
2. Official transcripts from all undergraduate and graduate schools attended, to be forwarded directly from the schools attended to the Thomas University Office of Admissions.
3. Three professional or academic references.
4. A \$50 non-refundable application fee made payable to Thomas University.
5. Completed mentor form (Teacher Leadership applicants only).

Any Thomas University professor who observes a candidate having difficulty with academic writing may refer that candidate to the Division Chair for review. Consequently, a candidate may be required to take RSC 507 (Scholarly Writing), in addition to other program requirements. Candidates may continue their regular program of study while taking RSC 507 with permission of the Division Chair. After satisfactorily completing RSC 507, a candidate may be referred for a second review, and the candidate may be required to repeat the course based on the outcome of the review. Failure to satisfactorily complete RSC 507 at the first available opportunity after the requirement is added to the candidate's program of study may result in program dismissal.

MEd Elementary Education**Advanced Professional Knowledge (12 hours)**

EDU 614 Program Planning*	3
EDU 620 Applying Technologies for Effective Instruction*	3
EDU 623 Educational Assessment and Decision Making*	3
EDU 624 Collaborative Classrooms through Social Emotional Learning	3

**Advanced pedagogical coursework*

Mathematics Concentration

MTH 670 Set Theory	3
MTH 674 Developing Algebraic Concepts	3
MTH 675 Developing Geometric Concepts	3
MTH 685 Concepts & Applications of Probability and Statistics	3

Reading Concentration (12 credit hours)	
RDE 651 Foundations of Literacy and Assessment	3
RDE 653 Comprehension, Curricular & Programmatic Strategies for Improving Literacy Across the Content Areas	3
RDE 654 Enhancing Literacy with Literature	3
RDE 656 Patterns of Practice in the English Language Arts	3
Research and Inquiry Skills (6 credit hours)	
EDU 610 Educational Research	3
EDU 612 Teacher as a Researcher	3
Professional and Ethical Practice (3 credit hours)	
EDU 601 Orientation to Advanced Programs in Education	1
EDU 622 Current Issues and Trends in Education	3
Advanced Graduate Professional Dispositions	0
Total Credit Hours for Degree	34

MEd Middle Grades Language Arts

Advanced Professional Knowledge (12 credit hours)	
EDU 614 Program Planning	3
EDU 620 Applying Technologies for Effective Instruction	3
EDU 623 Educational Assessment and Decision Making	3
EDU 624 Collaborative Classrooms through Social Emotional Learning	3
Reading Concentration (12 credit hours)	
RDE 651 Foundations of Literacy and Assessment	3
RDE 653 Comprehension, Curricular & Programmatic Strategies for Improving Literacy Across the Content Areas	3
RDE 654 Enhancing Literacy with Literature	3
RDE 656 Patterns of Practice in the English Language Arts	3
Research and Inquiry Skills (6 credit hours)	
EDU 610 Educational Research	3
EDU 612 Teacher as a Researcher	3
Professional and Ethical Practice (3 credit hours)	
EDU 601 Orientation to Advanced Programs in Education	1
EDU 622 Current Issues and Trends in Education	3
Advanced Graduate Professional Dispositions	0

Total Credit Hours for Degree 34

MEd Middle Grades Mathematics

Advanced Professional Knowledge (12 hours)

EDU 614 Program Planning	3
EDU 620 Applying Technologies for Effective Instruction	3
EDU 623 Educational Assessment and Decision Making	3
EDU 624 Collaborative Classrooms through Social Emotional Learning	3

Mathematics Concentration (12 credit hours)

MTH 670 Set Theory	3
MTH 674 Developing Algebraic Concepts	3
MTH 675 Developing Geometric Concepts	3
MTH 685 Concepts & Applications of Probability and Statistics	3

Research and Inquiry Skills (6 credit hours)

EDU 610 Educational Research	3
EDU 612 Teacher as a Researcher	3

Professional and Ethical Practice (3 credit hours)

EDU 601 Orientation to Advanced Programs in Education	1
EDU 622 Current Issues and Trends in Education	3
Advanced Graduate Professional Dispositions	0

Total Credit Hours for Degree 34

MEd Secondary English

Advanced Professional Knowledge (12 credit hours)

EDU 614 Program Planning	3
EDU 620 Applying Technologies for Effective Instruction	3
EDU 623 Educational Assessment and Decision Making	3
EDU 624 Collaborative Classrooms through Social Emotional Learning	3

English Concentration (12 credit hours)

ENG 603 Argumentative and Persuasive Writing	3
ENG 604 Poetry (Genre Study)	3
ENG 613 Race, Gender, and Culture in Modern American Literature	3
ENG 625 Shakespeare	3

Research and Inquiry Skills (6 credit hours)

EDU 610 Educational Research	3
EDU 612 Teacher as a Researcher	3

Professional and Ethical Practice (3 credit hours)

EDU 601 Orientation to Advanced Programs in Education	1
EDU 622 Current Issues and Trends in Education	3
Advanced Graduate Professional Dispositions	0

Total Credit Hours for Degree 34

MEd Secondary Mathematics**Advanced Professional Knowledge (12 credit hours)**

EDU 614 Program Planning	3
EDU 620 Applying Technologies for Effective Instruction	3
EDU 623 Educational Assessment and Decision Making	3
EDU 624 Collaborative Classrooms through Social Emotional Learning	3

Mathematics Concentration (12 credit hours)

MTH 670 Set Theory	3
MTH 674 Developing Algebraic Concepts	3
MTH 675 Developing Geometric Concepts	3
MTH 685 Concepts & Applications of Probability and Statistics	3

Research and Inquiry Skills (6 credit hours)

EDU 610 Educational Research	3
EDU 612 Teacher as a Researcher	3

Professional and Ethical Practice (3 credit hours)

EDU 601 Orientation to Advanced Programs in Education	1
EDU 622 Current Issues and Trends in Education	3
Advanced Graduate Professional Dispositions	0

Total Credit Hours for Degree 34

MEd Teacher Leadership

The purpose of this program is to develop teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based in their schools and school systems. Completers will also possess the knowledge and skills necessary to use fundamental research methods to address educational problems and to assume leadership roles beyond the classroom. The program results in a Service (S) certificate in Teacher Leadership. Since it is classified as a PK-12, Service (S) certificate, holders of this certificate will provide support and service to all levels of the PK-12 system. Recommendation for certification will be granted upon program completion, but requires a passing score on the Teacher Leadership GACE within 12 months of program completion to maintain certification.

Advanced Professional Knowledge (12 credit hours)

EDU 603 Best Practices in Teaching and Learning	3
EDU 613 Curriculum Design and Development for Student Achievement	3
EDU 615 Educational Law	3
EDU 623 Educational Assessment and Decision Making	3

Research and Inquiry Skills (9 credit hours)

EDU 617 Using Data to Improve Schools	3
EDU 619 Action Research for the Teacher Leader	3

Professional and Ethical Practice (16 credit hours)

EDU 601 Orientation to Advanced Programs in Education	1
EDU 602 Teacher as Leader and Mentor	3
EDU 611 Leading the Professional Learning Community	3
EDU 618 Building Collaborative Teams	3
EDU 630 Teacher Leadership Residency I	3
EDU 631 Teacher Leadership Residency II	3

Total Credit Hours for Degree **34**

MEd Curriculum and Instruction

The purpose of this program is to develop a deeper and broader knowledge of curriculum, pedagogy, and assessment. This program will lead to a Service (S) certificate (PK-12) when it is added to an existing Professional Georgia certificate. Recommendation for certification requires a passing score on the Curriculum and Instruction GACE examination.

Advanced Professional Knowledge (21 credit hours)

EDU 603 Best Practices in Teaching and Learning	3
EDU 613 Curriculum Design and Development for Student Achievement	3
EDU 614 Program Planning	3
EDU 620 Applying Technologies for Effective Instruction	3
EDU 623 Educational Assessment and Decision Making	3
EDU 624 Collaborative Classrooms through Social Emotional Learning	3
EDU 625 Diversity & Exceptionality in the 21st Century Classroom	3

Research and Inquiry Skills (6 credit hours)

EDU 610 Educational Research	3
EDU 612 Teacher as Researcher	3

Professional and Ethical Practice (7 credit hours)

EDU 601 Orientation to Advanced Programs in Education	1
EDU 622 Current Issues and Trends in Education	3
EDU 629 Instruction and Curriculum Capstone	3
Advanced Graduate Professional Dispositions	0

Total Credit Hours for Degree**34****Education Specialist Teacher Leadership**

Thomas University's Education Specialist Teacher Leadership program for certified teachers is designed to enhance the role of the teacher as a leader in the school community. The program's professional practices include candidate proficiencies related to expected knowledge, skill, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences are designed to address the following advanced outcomes:

- Advanced Professional and Pedagogical Knowledge—the candidate uses research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- Research and Inquiry Skills—the candidate designs and implements research and assessment practices to improve teaching and learning for all learners.
- Professional and Ethical Practice—the candidate possesses and practices a core set of professional and ethical dispositions, serves as a teacher leader and mentor, and models practices that embrace the importance of life-long learning.

The purpose of this program is to develop teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based in their schools and school systems. Completers will also possess the knowledge and skills necessary to use fundamental research methods to address educational problems and to assume leadership roles beyond the classroom. The program results in a Service (S) certificate in Teacher Leadership. Since it is classified as a PK-12, Service (S) certificate, holders of this certificate will provide support and service to all levels of the PK-12 system. Recommendation for certification will be granted upon program completion but requires a passing score on the Teacher Leadership GACE within 12 months of program completion to maintain certification.

Admission to the Education Specialist Program

Prospective candidates should complete all sections of the Graduate Admissions Application and submit it to the Admissions Office at least 6 weeks prior to the beginning of the requested term of admission.

Applicants must meet the following criteria:

1. Hold a bachelor's degree in a relevant field from a regionally accredited college or university.
2. Hold a professional teaching certificate in at least one teaching field.
3. Must have a master's degree in a relevant field from a regionally accredited college or university.
4. Report a minimum GPA of 3.0 on a 4.0 scale in the last 60 credit hours of their bachelor's degree or undergraduate coursework considered in context of the GPA for that bachelor's degree, and in any other graduate course work. Applicants with a GPA lower than 3.0 may be considered for provisional admission by the respective Graduate Council. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division and/or Graduate Council.
5. International students seeking admission into a graduate program, please refer to International Admissions for additional required documents.
6. All applicants must have 3 years of teaching experience and a full-time position in a PK-12 school.

Along with proof of the above criteria, teachers are required to submit the following along with their application for Graduate Admissions:

1. A personal statement of career and educational objectives (maximum two pages). Prospective candidates must explain any extenuating circumstances which may have had an adverse impact on previous academic performance. Additionally, applicants must explain the circumstances surrounding any ethics reprimand on their certificates.
2. Official transcripts from all undergraduate and graduate schools attended, to be forwarded directly to the Office of Admissions from the schools attended.
3. Three professional or academic references.
4. A \$50 non-refundable application fee made payable to Thomas University.
5. A completed Designated Mentor form.

Any Thomas University professor who observes a candidate having difficulty with academic writing may refer that candidate to the Division Chair for review. Consequently, a candidate may be required to take RSC 507 (Scholarly Writing), in addition to other program requirements. Candidates may continue their regular program of study while taking RSC 507 with permission of the Division Chair. After satisfactorily completing RSC 507, a candidate may be referred for a second review, and the candidate may be required to repeat the course based on the outcome of the review. Failure to satisfactorily complete RSC 507 at the first available opportunity after the requirement is added to the candidate's program of study may result in program dismissal.

Advanced Professional Knowledge (9 credit hours)

EDU 603 Best Practices in Teaching and Learning	3
EDU 613 Curriculum Design and Development for Student Achievement	3
EDU 616 Education Reform	3

Research and Inquiry Skills (6 credit hours)

EDU 617 Using Data to Improve Schools	3
EDU 619 Action Research for Teacher Leaders	3

Professional and Ethical Practice (19 credit hours)

EDU 601 Orientation to Advanced Programs in Education	1
EDU 602 Teacher as Leader and Mentor	3
EDU 611 Leading the Professional Learning Community	3
EDU 615 Educational Law	3
EDU 618 Building Collaborative Teams	3
EDU 630 Teacher Leadership Residency I	3
EDU 631 Teacher Leadership Residency II	3
Advanced Graduate Professional Dispositions	0

Total Credit Hours for Degree **34**

Endorsement Teacher Leadership

Thomas University's Endorsement Teacher Leadership program for certified teachers is designed to enhance the role of the teacher as a leader in the school community. The program's professional practices include candidate proficiencies related to expected knowledge, skill, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences will be designed to address the following advanced outcomes:

- **Advanced Professional and Pedagogical Knowledge**—the candidate uses research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.

- Professional and Ethical Practice—the candidate possesses and practices a core set of professional and ethical dispositions, serves as a teacher leader and mentor, and models practices that embrace the importance of life-long learning.

Candidates admitted to the Teacher Leadership Endorsement in Teacher Leadership must possess a Georgia professional T-4 or higher certificate. The purpose of this program is to prepare classroom teachers to develop as leaders in their schools and school systems who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. The program results in an Endorsement in Teacher Leadership.

Admission to the Endorsement Program

Prospective candidates should complete all sections of the Graduate Admissions Application and submit it to the Admissions Office at least 6 weeks prior to the beginning of the requested term of admission. A copy of the application can be found on the Thomas University website.

Applicants must meet the following criteria:

1. Hold a bachelor's degree in a relevant field from a regionally accredited college or university.
2. Hold a professional T-4 or higher teaching certificate in at least one teaching field.
3. Report a minimum GPA of 3.0 on a 4.0 scale in the last 60 credit hours of their bachelor's degree or undergraduate coursework considered in context of the GPA for that bachelor's degree, and in any other graduate course work. Applicants with a GPA lower than 3.0 may be considered for provisional admission by the prospective Graduate Council. Any student provisionally admitted may be required to take a 3 credit hour writing course and other requirements may be prescribed by the Division and/or Graduate Council.
4. International students seeking admission into a graduate program, please refer to international admissions for additional required documents.
5. All applicants must have 3 years of teaching experience.

Along with proof of the above criteria, teachers are required to submit the following along with their application for Graduate Admissions:

1. A personal statement of career and educational objectives (maximum two pages). Prospective candidates must explain any extenuating circumstances which may have had an adverse impact on previous academic performance. Additionally, applicants must explain the circumstances surrounding any ethics reprimand on their certificates.
2. Official transcripts from all undergraduate and graduate schools attended, forwarded directly to the Office of Admissions from the schools attended.
3. Three professional or academic references.
4. A \$50 non-refundable application fee made payable to Thomas University.
5. Submit completed mentor form.

Professional and Ethical Practice (19 hours)

EDU 601 Orientation to Advanced Programs in Education	1
EDU 602 Teacher as Leader and Mentor	3
EDU 603 Best Practices in Teaching and Learning	3
EDU 611 Leading the Professional Learning Community	3
EDU 617 Using Data to Improve Schools	3
EDU 618 Building Collaborative Teams	3
EDU 619 Action Research for the Teacher Leader	3

Total Credit Hours for Degree **19**

Division of Humanities and Interdisciplinary Studies

Bachelor of Arts Degree

Humanities

Concentration in Art

Concentration in English

Concentration in Film Studies

Concentration in Music

Interdisciplinary Studies

Social Sciences

Bachelor of Science Degree

Interdisciplinary Studies

Social Sciences

Bachelor of Arts Humanities

The interdisciplinary Bachelor of Arts degree in Humanities provides students an opportunity to concentrate their studies in Art, English, Music, or Film while also gaining experience in the other disciplines.

Humanities majors choose a concentration in Art, English, Music, or Film consisting of 15 credit hours. In addition, they take 9 credit hours in each of the other core Humanities areas of art, English and music, except for the film concentration, which only requires 6 credit hours in each of core Humanities. The degree requires 12 hours of Foreign Language/Language Alternative courses, with release for one elective option per year of high school foreign language credit. All majors must take lower-division Humanities courses and the Senior Thesis. Free electives in the upper division of 18 hours can be selected to achieve a minor in various disciplines or to continue advanced study in the concentration area.

This broad background in the liberal arts appeals to employers looking for candidates who demonstrate the ability to think critically, to make connections, and to create, express, and analyze ideas adeptly. The degree affords excellent preparation for careers in public relations, print and mass media, law, education, and museum work, to name a few.

Mission

To provide students an opportunity to concentrate their studies in Art, English, Music or Film, while also gaining advanced study in each of the disciplines.

Program Student Learning Outcomes

A graduate of this program will be able to:

1. Demonstrate acquisition, utilization, and evaluation of creative knowledge, skills, and perspectives related to their area of concentration (Art, Music, English, or Film).
2. Demonstrate critical skills in research, analysis, synthesis, creative problem solving and evaluation through written and oral presentation.
3. Analyze and articulate the relationship of ideas within and between different cultures, time periods, and modes of artistic expression.
4. Demonstrate an understanding of the essential principles and critical approaches of art, music, literature, and history.
5. Integrate experiential learning from an applied art into their understanding of artistic expression.

All Humanities majors are required to complete the Thomas University General Education Core Curriculum.

Interdisciplinary Core required for ALL Humanities concentrations (12 hours total)

Course	Credit
ART 304 Art History I or	3
ART 305 Art History II or	
ART 306 Art History III	
ENG 301 Professional Communication or	
ENG 302 Creative Nonfiction Writing or	3
ENG 303 Argumentative and Persuasive Writing	
or	
ENG 304 Intro to Creative Writing	
HIS 304 451 20th Century America or	3
HIS 451 Georgia History	
MUS 337 History of Jazz or	3
MUS 340 World Music or	
MUS 344 Pop & Rock Music or	

Required Upper Division Courses, by concentration:**Concentration in Art**

Approved Art courses	12
Approved English courses	6
Approved Music courses	6
Open Elective courses	18
Language courses - High school credit allows for additional electives	12
HUM 417 Senior Thesis	3
HUM 450 Senior Humanities Seminar	3

Concentration in English

Approved English courses	12
Approved art courses	6
Approved music courses	6
Open Elective courses	18
Language courses - High school credit allows for additional electives	12
HUM 417 Senior Thesis	3
HUM 450 Senior Humanities Seminar	3

Concentration in Music

Approved Music courses	12
Approved Art courses	6
Approved English courses	6
Open Elective courses	18
Language courses - High school credit allows for additional electives	12
HUM 417 Senior Thesis	3
HUM 450 Senior Humanities Seminar	3

Concentration in Film

Acceptance into the program requires a faculty review of the student's prior work in film and/or multimedia projects.

Approved Film courses (to include 12 credit hours in applied film making & editing)	15
Music 350 Music & Multimedia	3
ART 380 Digital Photography	3
ENG 339 Film & Literature	3
Open Elective courses	18
Language courses - High school credit allows for additional electives	12
HUM 417 Senior Thesis	3
HUM 450 Senior Humanities Seminar	3

Total Credit Hours Core Ed. Core	42
Total Credit Hours Program Requirement	63
Total Credit Hours Open Electives	15
Total Credit Hours for Degree	120

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a “WI” after the course number, e.g. “HIS 101 WI.”

***Note: Foreign Languages**

Students wishing to pursue a Bachelor of Arts which requires 12 credits of foreign language are required to fulfill the following:

- a. Students entering with no high school credits in a foreign language must take six hours of the same foreign language. In addition, students must take the two following language courses: ENG 330 Word Origins and SPN 202 Conversational Spanish.
- b. Students entering with two years of high school credits in the same foreign language may exempt six hours of foreign language. These six hours must be replaced with elective courses. For the remaining six hours of foreign language, students may choose to earn credit by examination to fulfill these hours; or choose two of the following foreign language or language courses: SPN 101 Elementary Spanish I, SPN 102 Elementary Spanish II, ENG 330 Word Origins or SPN 202 Conversational Spanish.
- c. Students entering with four years of high school credit in the same language are exempt from the requirements above. They may choose to earn credit by examination to fulfill these 12 hours or select other electives.
- d. Students who demonstrate proficiency, such as native speakers of a language other than English (not necessarily one offered by Thomas University), may be exempted or may earn credit by examination. Those who exempt must select other elective courses to fulfill these 12 hours.

Bachelor of Arts, Bachelor of Science Interdisciplinary Studies

The Bachelor of Arts or Bachelor of Science Degree Interdisciplinary Studies program is a flexible course of study that explores the humanities, natural sciences, and social sciences. It is an ideal program for students who want to design much of their program of study, and for transfer students because it allows for the majority of transfer credits to be applied toward the degree.

The IDS degree requires an Interdisciplinary Core of 21 credit hours, in addition to a focus of study that must include at least five courses and 15 credit hours with same prefix, or an approved minor, and the Senior Thesis. Free electives of 21 hours can be selected to achieve a minor in various disciplines or to continue advanced study in the focus of study area. The IDS degree provides students an opportunity to pursue a wide range of intellectual interests through largely self-determined areas of study.

Interdisciplinary Studies teaches ways of thinking, exploring, understanding, and seeing the world from different perspectives with a foundation in the liberal arts. The Interdisciplinary Studies program allows students to help create their degree program and provides a foundation for careers in law, journalism, government, and various fields of public service, or for cultural employment in organizations such as historical societies or museums

Foreign Language is required for B.A. only.

Mission

To provide students an opportunity to pursue a wide range of intellectual interests through largely self-determined areas of study.

Program Student Learning Outcomes

A graduate of this program will be able to:

1. Demonstrate critical skills in research, analysis, synthesis, creative problem solving and evaluation through written and oral presentation.
2. Demonstrate acquisition, utilization, and evaluation of knowledge, skills, and perspectives related to at least one career field.
3. Demonstrate an understanding of the essential principles and critical approaches of art, music, literature, and history.
4. Be prepared for entry into the workforce or graduate school.

All Interdisciplinary Studies majors are required to complete the Thomas University Core Curriculum.

Upper Division Courses (300-400 level courses)

All majors must select a minimum of 21 hours in Humanities (including the 12 Interdisciplinary Core), 30 hours in a secondary area (social science, math/science or career specialty), take six hours of additional foreign language or alternatives, and complete IDS 417 Senior Thesis during the final fall semester. Included in the 30 hours in a secondary area must be 15 hours with the same prefix (career focus) or an approved minor.

All applicable prerequisites must be met prior to selecting a course.

Humanities

Art, English, Foreign Language, History, Music.

Social Sciences

Economics, Criminal Justice, History, Political Science, Psychology, Rehabilitation Studies.

Math/Science

Biology, Chemistry, Geology, Math, Statistics.

Career Specialty

Business, Education, Social Work.

Interdisciplinary Core required for ALL Interdisciplinary Studies (12 hours total)

ART 304 Art History I or	3
ART 305 Art History II or	
ART 306 Art History III	
ENG 301 Professional Communication or	
ENG 302 Creative Nonfiction Writing or	3
ENG 303 Argumentative and Persuasive Writing	
or	
ENG 304 Intro to Creative Writing	
HIS 304 20th Century America or	3
HIS 451 Georgia History	
MUS 337 History of Jazz or	3
MUS 340 World Music or	
MUS 344 Pop & Rock Music or	

Humanities Electives (9 credit hours total)

Art, English, Foreign Language, History, Music (applied music and art courses may be 200+ level)

Focus of Study (15 credit hours total)

Must include 5 courses with same prefix, or approved minor; all courses must be 300+ level

Other Required Courses: 3 credit Hours

IDS 417 Senior Thesis	3
-----------------------	---

Total Credit Hours General Ed. Core	42
Total Credit Hours Program Requirements	39
Total Credit Hours Open Electives	39
Total Credit Hours for Degree	120

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a “WI” after the course number, e.g. “HIS 101 WI.”

***Note: Foreign Languages**

Students wishing to pursue a Bachelor of Arts which requires 12 credits of foreign language are required to fulfill the following:

- a. Students entering with no high school credits in a foreign language must take six hours of the same foreign language. In addition, students must take the two following language courses: ENG 330 Word Origins and SPN 202 Conversational Spanish.
- b. Students entering with two years of high school credits in the same foreign language may exempt six hours of foreign language. These six hours must be replaced with elective courses. For the remaining six hours of foreign language, students may choose to earn credit by examination to fulfill these hours; or choose two of the following foreign language or language courses: SPN 101 Elementary Spanish I, SPN 102 Elementary Spanish II, ENG 330 Word Origins or SPN 202 Conversational Spanish.
- c. Students entering with four years of high school credit in the same language are exempt from the requirements above. They may choose to earn credit by examination to fulfill these 12 hours or select other electives.
- d. Students who demonstrate proficiency, such as native speakers of a language other than English (not necessarily one offered by Thomas University), may be exempted or may earn credit by examination. Those who exempt must select other elective courses to fulfill these 12 hours.

Bachelor of Science Social Sciences

The Bachelor of Science degree in Social Sciences provides students with a broad background in all of the social sciences. Students take a wide range of courses in many different fields.

The Social Sciences degree requires an Interdisciplinary Core of 12 credit hours, in addition to a concentration of 21 credit hours in History, Criminal Justice, Psychology, Rehabilitation Studies or Social Work (typically with same prefix or focus of study), two courses in quantitative and qualitative statistics, and the Senior Thesis. Free electives of 18 hours can be selected to achieve a minor in various disciplines or to continue advanced study in the concentration area.

The program is designed for those seeking a broad background in the social and behavioral sciences. The degree is suitable for traditional students planning to seek entry-level positions in government or private industry or planning to enter graduate school, and non-traditional students such as mid-career professionals seeking broader backgrounds in the study of the causes of human behavior.

Mission

To provide students an opportunity to study in many different fields of the social and behavioral sciences; including history, psychology, sociology, statistics.

Program Student Learning Outcomes

A graduate of this program will be able to:

1. Demonstrate critical skills in research, analysis, synthesis, creative problem solving and evaluation through written and oral presentation.
2. Demonstrate acquisition, utilization, and evaluation of knowledge, skills, and perspectives related to their area of concentration (History, or Psychology).
3. Demonstrate an understanding of the essential principles and critical approaches of art, music, literature, and history.
4. Demonstrate the ability to develop a project using quantitative and qualitative methods.

PROGRAM REQUIREMENTS**Required Interdisciplinary Upper Division Courses (12 credit hours)**

ART 304 Art History I or	3
ART 305 Art History II or	
ART 306 Art History III	
ENG301 Professional Communication or	
ENG 302 Creative Nonfiction Writing or	3
ENG 303 Argumentative and Persuasive Writing	
or	
ENG 304 Intro to Creative Writing	
HIS 304 20th Century America or	3
HIS 451 Georgia History	
MUS 337 History of Jazz or	3
MUS 340 World Music or	
MUS 344 Pop & Rock Music or	

AND**Upper Division courses in one of the following areas (18 credit hours)**

History, Psychology

AND**Research Methods (6 credit hours)**

STA 450 Applications of Statistical Methods	3
STA 471 Qualitative Research Methods	3

AND

Social Science or history related electives (15 credit hours) Must be approved by advisor. Must be in two other areas different than concentrations above.

Appropriate electives may be in History, Psychology, Social Work, English, Art, Business, and Criminal Justice.

AND

Open Electives (6 credit hours)

AND**Degree Capstone Course (3 credit hours)**

SSC 417 Senior Thesis	3
-----------------------	---

Total Credit Hours General Ed. Core	42
Total Credit Hours Program Requirements	48
Total Credit Hours Open Electives	30
Total Credit Hours for Degree	120

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

***Foreign Language Courses—12 HOURS**

B.A. students need 12 foreign language credits. If a student has two years of high school foreign language credit, six credit hours above may be waived. Six additional credit hours must be met through foreign language/language alternative courses.

Division of Nursing

Bachelor of Science Degree

Nursing (RN-BSN)

Master of Science Degree

Nursing

Concentration in Administration

Concentration in Education

RN-MSN

MSN-MBA Dual Master's Degree

RN-MSN MBA Dual Master's Degree

Graduate Certificate Programs

Nursing Administration

Nursing Education

Bachelor of Science Nursing RN-BSN Program

The RN-BSN program is approved by the Georgia Board of Nursing, the Florida Dept. of Education Commission for Independent Education, and fully accredited by the Accreditation Commission for Education in Nursing 3343 Peachtree Rd NE Suite 850 Atlanta Ga 404-975-5000. The RN-BSN program is designed for the registered nurse to complete a Bachelor of Science degree in Nursing while maintaining an active practice. Courses are offered at the Forbes campus in Thomasville, GA, and at our satellite programs in Moultrie, GA, and Tallahassee, FL, through a “hybrid” learning model, using a combination of a traditional classroom environment and online instruction. The RN-BSN program is offered totally online in 8-week sessions. Additionally, 15 hours of field experience and 15 hours of practical experience are completed at times convenient to the student and clinical preceptor. Students may select from over 150 approved health care facilities located throughout Georgia and the north Florida area for their practicum experience.

Thomas University also has partnerships with two universities in the People’s Republic of China, located at Wenzhou Medical University and Inner Mongolia University of the Nationalities to offer the RN-BSN program. Students in these programs complete the same curriculum students in the U.S. in a traditional classroom environment in the People’s Republic of China.

Mission

The mission of the RN-BSN program is to educate registered nurses for enhanced professional nursing practice in a variety of health care settings and to challenge them to continued personal and professional growth

Philosophy

We believe that nursing is a profession that utilizes a holistic, safe, effective, caring and culturally competent approach to promote optimal health potential of individuals, families, groups and communities. Utilizing the roles of health care provider, teacher, advocate, collaborator, leader and member of the profession the nurse applies evidence-based research to the care of individuals, families, groups and communities. We believe that the following are essential to the practice of baccalaureate level nursing:

- Liberal education including courses in the humanities
- Professional values of altruism, autonomy, human dignity, integrity, social justice, caring, culturally sensitive care, and respect for diversity
- Core competencies of critical thinking, communication, assessment and technical skills
- Core knowledge including health promotion, risk reduction, disease prevention, illness and disease management, technology in health care delivery and information, ethics, human diversity, globalization of health care, health care systems and policy, theory and research leading to evidence- based practice.
- Role development as provider / designer, teacher / advocate / collaborator, leader / manager / coordinator of care, and member of the profession of nursing.

We believe that nursing education is a transformational process that is collaborative, interdisciplinary and interactive in nature. Education includes prior learning and experiences that influence responses to new knowledge. Built on research and theory, education is not only formal instruction but self-teaching and incidental learning.

We believe that the faculty facilitates the learning process by creating a learning environment that fosters reflection, creative/critical thinking, open communication, caring and an active interchange of ideas and technological competence. Faculty assists students to attain goals by utilizing a variety of teaching strategies identified to meet the learning needs of students. We believe that the development of a caring, collaborative faculty-student relationship fosters success in students.

Program Student Learning Outcomes

Upon completion of the RN-BSN program graduates should be able to:

1. Apply critical thinking in a variety of health care settings/complex situations.
2. Integrate professional nursing principles and standards to guide practice.
3. Utilize information management and technology to support evidence-based practice.
4. Advocate for social justice in health care.
5. Engage in inter-professional collaborative practice as leaders in health care.
6. Evaluate the application of health promotion and quality improvement principles to optimize the health potential of populations.

Satellite Program

In addition to the Forbes campus in Thomasville, GA, the RN-BSN program is also offered to Registered Nurses in Moultrie, GA and Tallahassee, FL. Classes for these satellite campuses are dependent upon acceptance of a full cohort of students. The RN-BSN program is also offered in the People's Republic of China. The Thomas University China Program is approved by the Ministry of Education of the People's Republic of China.

Admission

Students must be admitted to Thomas University prior to admission to the RN-BSN program. Contact the Office of Admission or the Thomas University website for assistance with university admission procedures and requirements. Please contact the Division of Nursing for advisement related to admission to the RN-BSN program.

The following items are required for admission to the Thomas University RN-BSN program:

- Completion of the Thomas University Undergraduate Application.
- Submission of official transcripts from all universities / colleges attended.
- Current valid Registered Nurse License without limitations or sanctions. Students must hold a R.N. license from the state or country in which they plan to complete any practicum hours. Applicants who have recently (within six months) graduated from an Associate Degree in Nursing (ADN) or diploma program but are not licensed as a Registered Nurse may be admitted conditionally to the RN-BSN program. R.N. licensure must be obtained prior to enrollment in a course with practicum hours in order to remain in the program. Students may not progress in upper division nursing courses if a valid, unencumbered R.N. license has not been obtained. Conditional status will be removed only upon written verification of R.N. licensure.
- College grade point average of 2.5 or higher on a scale of 4.0 in the required core and nursing coursework completed to meet the requirements of an Associate Degree in Nursing from an accredited post-secondary institution at the time of admission to the RN-BSN program. Remaining core coursework required for graduation from Thomas University may be completed at any time following admission to the RN-BSN program.

Technical Standards for Admission

Reasonable accommodations will be made for students with disabilities. However, a candidate is expected to perform the following in a reasonably independent manner.

1. Observation: A candidate must be able to observe a patient/client accurately.
2. Communication: A candidate must be able to communicate effectively, including verbal, nonverbal, and written communication, with patients/clients and other members of the health care team.
3. Motor: A candidate must have adequate motor function to effectively complete nursing care.
4. Behavioral: A candidate must possess the emotional health to function effectively during stressful situations, adapt to ever-changing environments, and interact professionally with others.

Articulation/Advanced Placement

Thomas University participates in the Georgia RN-BSN Articulation Plan. The purpose of this plan is to enable registered nurses to advance their education with minimal loss of credit and/or duplication of knowledge and skills while maintaining the integrity of the educational process and the autonomy of participating programs. The registered nurse articulating to the baccalaureate level will be awarded 36 course credit hours for nursing and 3 hours of University Studies. These credits will be held in escrow until the student has successfully completed nine semester hours of nursing (NSG 306 and NSG 311). Credits held in escrow will then be placed on the transcript. The applicant

must provide the necessary materials to establish proof of compliance with the articulation criteria at the time of admission. These materials include the following:

1. Official transcript of all completed nursing courses from previous nursing school.
2. Documentation of accreditation status of previous nursing school.
3. Undergraduate application fee payment.

Upon completion of these requirements, the student will be awarded the 36 hours of credit for nursing and 3 hours of credit for University Studies held in escrow.

Transfer of Credit

Students who have been enrolled at another institution must submit official transcripts from each college or university previously attended to the registrar. The registrar will determine transfer of non-nursing credits. Transfer credit may be given for those courses taken at accredited institutions provided that the courses fall within the scope of Thomas University's curriculum. Acceptability of non-equivalent courses is subject to the approval of the Chair of the Division of Nursing, Academic Affairs, and the registrar. Students who fail a nursing course at Thomas University and successfully complete a similar course at another institution cannot transfer that course back to Thomas University.

Nursing Majors are required to complete the Thomas University General Education Core Curriculum to include:

ENG 101 Composition I	3
ENG 102 Composition II OR	
SPE 105 Oral Communication for Professionals	3
MTH 250 Introduction to Statistics	3
Social, Behavioral, Philosophical Inq. Studies of Culture & Languages or Creativity	3

Program Requirements

BIO 261 Human Anatomy & Physiology I	4
BIO 262 Human Anatomy & Physiology II	4
BIO 270 Microbiology	4
NSG 311 Advanced Health Assessment	
NSG 370 Ethical Issues in Nursing Practice	3
NSG 452 Evidence-based Practice in Nursing	3
NSG 456 Community Health Nursing	6
NSG 476 Leadership in Nursing	6
NSG 490 Special Topics in Nursing or related Health Services	3

Open Electives

(consult advisor about appropriate electives) 27

Total Credit Hours General Ed. Core	15
Total Credit Hours Program Req.	42
Total Nursing Articulation Credit	36
Total Credit Hours Open Electives	27
Total Credit Hours for Degree	120

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

Experiential Learning Credit

The requirements for experiential Nursing elective credit are as follows:

Upon acceptance to the Thomas University nursing program, students who hold an active professional certification sponsored by a National Organization may receive three (3) credit hours for NSG 490 Special Topics in Nursing or Related Health Services as part of their required RN-BSN curricular plan. Additionally, students who receive an initial certification while enrolled in the nursing program can also receive 3 credit hours. Examples of approved organizations/certifications include American Nurses Credentialing Center, Emergency Nurses Association, Oncology Nursing Certification Organization, American Board of Paraneesthesia, Nephrology Certification Commission, and others. Examples that would not meet this requirement include CPR, ACLS, TNCC, PALS, NALS, and other similar certifications.

To receive credit, a student must:

1. Have the certification approved by his/her nursing advisor and the Division Chair
2. Submit a copy of the certification to his/her advisor along with a letter requesting the credit
3. Attach a copy of the official certification requirements.
4. All of these documents will be filed in the student's academic file.
5. The certification must be current at the time credit is requested in order to receive experiential learning credit.
6. Only one national certification is eligible for experiential learning credit.

Requirements for Progression and Re-Admission

- Students must hold a current R.N. license in the state or country in which they complete a practicum.
- Students who have graduated from an Associate Degree in Nursing (ADN) or diploma program but are not yet licensed as a Registered Nurse must obtain R.N. licensure prior to enrollment in a practicum course in order to remain in the program. Students may not progress in upper division nursing courses if a valid, unencumbered R.N. license has not been obtained.
- Prior to enrollment in a practicum course, the following are required: R.N. licensure without limitations or sanctions; Cardiopulmonary resuscitation certification (Health Care Provider Level); evidence of health insurance; a criminal background check and toxicology (drug) screen (if required by the agency), professional liability insurance with a minimum of \$1 million per occurrence/\$3 million aggregate coverage, and current health record with documentation of immunizations.
- Students are required to obtain a grade of no less than a "C" in all required nursing courses. If a student obtains a grade of less than "C" in a required nursing course, the student may not continue in the program. A student must request re-admission by submitting a written action plan to the Division of Nursing Chair that includes a specific plan designed to promote the student's success if re-admitted. The division chair will review the student's file and written request to determine whether the student will be re-admitted. Readmission is not automatic. If the student is readmitted, he/she must repeat the course for an acceptable grade. A second grade of less than "C" will result in exclusion from the program. The student will be eligible to take other courses not requiring the course in which the student received an unacceptable grade as a prerequisite.
- The student must maintain a cumulative grade point average of 2.0 in all core and upper division nursing courses required for the degree. Students not meeting this requirement will receive a letter from Thomas University indicating academic probationary status. A student may not continue for more than two semesters on academic probationary status in the Nursing Program.
- A student's continued enrollment in the Nursing Program is based on physical as well as emotional health. If the student demonstrates evidence of a physical or emotional illness, the student may be referred to an appropriate resource. If, in the opinion of the faculty, the student's illness impairs ability to implement nursing responsibilities

safely, the student may be asked to withdraw from the program until the student can resolve the situation. Reinstatement will be considered on an individual basis by the division chair.

- Each student is expected to demonstrate behaviors that support and contribute to a positive professional learning environment in the classroom, university, and community in congruence with the mission and philosophy of the university and nursing program. In accordance with the policies of Thomas University, the division chair, upon recommendation of the nursing faculty, reserves the right to dismiss a student whose scholarly (e.g. cheating, plagiarism) or professional conduct, scholastic standing, or violation of laws governing professional licensure make it inadvisable to retain the student in the program.

Graduation

To graduate from the Thomas University RN-BSN Program the student must meet the following requirements:

- 120 total semester hours as required for the baccalaureate degree
- Completion of "Application for Graduation" form by specified date and advisor approval received.
- Payment of all outstanding fees due to the university.

Degrees will be conferred upon the recommendation of the faculty to students who have successfully completed all graduation requirements. The graduation ceremony is held once per year at the completion of the spring semester and all candidates for graduation are encouraged to attend.

***Health Policies**

Required Immunizations/Documentation

1. Rubeola - Documentation of two (2) immunizations with live measles (Rubeola) virus vaccine, administered at least 30 days apart, dated after 1967, and on or after the first birthday; or positive Rubeola titer (blood test) proving immunity or, a written, dated statement by a physician on his/her stationary specifying a history of Rubeola. Measles requirement applies only to students born after 1957.
2. Rubella (German Measles) - Documentation of immunization with live Rubella virus vaccine, dated after 1967, and on or after the first birthday; or positive Rubella titer (blood test) proving immunity.
3. Mumps - Documentation of immunization with live mumps virus vaccine, on or after the first birthday; or positive mumps titer (blood test) proving immunity.
4. Polio - Documentation of immunization to oral polio vaccine, primary series of three doses, or inactivated polio vaccines, primary series of four doses.
5. Varicella (Chickenpox) - Verbal report by student. If the student has not had, or is unsure of having had, this disease, proof of history of illness or titer must be documented. After enrollment in a clinical nursing course, it is the responsibility of each student with a negative history of varicella (chicken pox) to report exposure to varicella or shingles, to the assigned faculty.
6. Hepatitis B - Series of three intramuscular injections or laboratory evidence of immunity. Students may sign a waiver if they do not wish to receive the series.
7. Hepatitis C - testing is recommended
8. PPD - If a history of a positive result occurs, the student must provide documentation of a chest x-ray.
9. Tetanus-booster recommended every 10 years.
10. Meningococcal polysaccharide vaccine documentation or signed waiver form.
11. Other immunizations/vaccinations as required by the clinical agency.

*Thomas University does not provide these services. Please contact your Health Care Provider.

Master of Science Nursing Program

Graduate education is characterized by commitment to the advancement of nursing, theory, practice, and research. Mastery of this advanced knowledge is essential for the empowered decision making, problem solving, and independent functioning of professional nurses.

The Master of Science in Nursing curriculum is based on the AACN Essentials of Master's Education for Advanced Practice Nursing and the Division of Nursing Philosophy and Conceptual Framework. The MSN curriculum presupposes a general, professional preparation in nursing then builds upon, as well as expands, that generalist preparation. The

program also acknowledges that students bring their existing knowledge and experience as practicing registered nurses and have personal and professional goals which are complementary to those of the program.

The organizing framework for the graduate program incorporates theory development, scientific inquiry, leadership strategies, quality management, information technology, program planning, and the ethical-legal dimensions of practice. Emphasis is placed on the use of pertinent nursing and non-nursing theories to develop leadership behaviors that will improve the quality of patient care and environment in which nursing is practiced. This program is congruent with the mission of Thomas University to provide professional programs with a strong liberal arts foundation and the mission of the Division of Nursing to educate registered nurses for professional practice and personal and professional growth.

The MSN program is accredited by the Accreditation Commission for Education in Nursing. 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, P: (404) 975-5000.

Mission

The mission of the Master of Science in Nursing (MSN) program at Thomas University is to prepare nurses who are reflective and critical practitioners of the art and science of nursing; are caring, culturally competent, and politically aware; and who practice within a legal and ethical framework in the advanced roles of leader, advocate, educator, and researcher. The graduate will be an effective communicator, a competent scholar, and a professional role model. Graduates of the MSN program will be equipped with the knowledge, competencies, and values to assume roles as nursing leaders or educators in current and future health care or academic settings. The faculty believes that the following are essential to the practice of master's level nursing:

Professional values of altruism, autonomy, caring, culturally sensitive care, human dignity, respect for diversity, integrity, and social justice.

- Professional values of altruism, autonomy, caring, culturally sensitive care, human dignity, respect for diversity, integrity, and social justice.
- Core competencies of critical thinking and analysis; communication skills; assessment, planning, intervention, and evaluation of clients / patients (individuals, families, and communities); the ability to analyze, synthesize, and utilize knowledge from a variety of sources to inform decision-making and practice.
- Core knowledge including health care policy, organization, and financing of health care; theoretical frameworks relevant to nursing leadership, practice, and education; utilization of sound research methods to analyze the outcomes of nursing interventions, initiate change, and improve practice; health promotion, risk reduction, disease prevention practices in a global society; principles, values, and beliefs that provide a framework for ethical nursing practice; and the utilization of technology in health care delivery and information management.
- Role development as a change agent within the health care system; an advocate for patients, consumers, and the nursing profession; a leader within a collaborative, interdisciplinary health care team; a reflective and critical practitioner practicing within a legal and ethical framework in the advanced role of leader, advocate, educator, and researcher.

Program Student Learning Outcomes

Upon successful completion of the MSN program, the graduate should be able to:

1. Apply theories, concepts, strategies, and research findings in nursing and other disciplines to enhance the quality of health care and improve the environment in which health care is provided.
2. Analyze the impact of health care policies on health care delivery systems and the health care needs of specific populations.
3. Utilize information technology to assess, analyze, evaluate, and improve the quality of nursing care and patient care outcomes.
4. Articulate and analyze the ethical, legal, financial, social, and political issues impacting health care, nursing practice, and education and identify and implement strategies for resolution.
5. Collaborate with other health care professionals, consumers, and other key stakeholders to effect needed change in health care delivery systems.
6. Function effectively in the advanced professional nursing roles of leader, advocate, educator, and researcher.

This 36 credit program consists of core courses (24 credits) in nursing leadership, with additional concentration in the areas of nursing administration (12 credits) or nursing education (12 credits). The program is designed to allow students to maintain an active nursing practice while attending classes on campus one half-day per month. Courses

are offered through a “hybrid” learning model, using a combination of a traditional classroom environment and online instruction. Internship hours are arranged at times and locations convenient to students and preceptors.

Any Thomas University professor who observes a student having difficulty with academic writing may refer that student to his or her Division Chair for review. As a result of this review, students may be required to take RSC 507, in addition to other program requirements. Students may continue their regular program of study while taking RSC 507 with permission of the division chair. After satisfactorily completing RSC 507, students could be referred for a second review, and the course could be required to be repeated. Failure to satisfactorily complete RSC 507 at the first available opportunity after the requirement is added to the student’s program of study may result in program dismissal.

Core MSN Courses (24 credit hours)

These are foundational courses of the program and are required of all candidates. Courses focus on the policies which shape the organization and financing of health care and the influence of such policies on access, quality and affordability of health care services to specific populations at the local, state, national and international level; theories and concepts related to health, leadership, and education; research methodology and the utilization of research to inform practice and improve the quality of health care; issues and trends related to health care technology and informatics; community health service or education program planning and development to improve quality and access to health care; the legal, ethical, political, and social environments that influence health care policy and decision-making for health care professionals; and leadership/management strategies designed to improve the quality of care and professional practice environments.

Nursing Administration Concentration (12 credit hours to include one 3-hour elective)

An internship provides opportunities to apply management principles, theories, and strategies in a variety of health care settings. The capstone experience is the Capstone Project in nursing administration/leadership, which entails the development, implementation, and evaluation of one or more strategies to enhance the quality of care and patient outcomes; effectively manage human and/or financial resources associated with the provision of care; and/or improve the professional practice setting in which care is provided.

Elective coursework is tailored to the student’s interests and career goals. Elective courses expand and build on the core courses and may include such topics as financial management / analysis, marketing, strategic planning, human resource management, and community health systems / policy development. Students are encouraged to pursue electives in the M.B.A. program at Thomas University.

Nursing Education Concentration (12 credit hours)

Courses focus on the process of curriculum planning, development, and program evaluation, as well as teaching, learning, and assessment strategies. An internship in nursing education provides an opportunity to implement teaching and learning strategies in an academic setting. The capstone experience is the Capstone Project in nursing education, which entails the development, implementation, and evaluation of one or more approaches to improve or enrich nursing education programs and/or academic settings.

Core MSN Courses

NSG 604 Information Technology in Nursing Administration and Education

NSG 606 Advanced Theoretical Foundations

NSG 608 Research Design and Methodologies

NSG 610 Policy, Law and Ethics in Nursing

NSG 612 Program Planning for Nursing

Leadership and Education

NSG 614 Global Perspectives on Population-Based Health

NSG 616 Leadership & Financial Management

Strategies

NSG 690 Nursing Elective

Nursing Administration Track (12 credit hours)

NSG 632 Human Resources Management
for the Nurse Administrator
NSG 644 Nurse Administration Internship
NSG 646 Capstone Project in Nursing
Administration
NSG 690 Special Topics in Nursing Administration

Nursing Education Track (12 credit hours)

NSG 620 Teaching Strategies in Nursing
NSG 622 Curriculum Development, Assessment,
and Evaluation in Nursing Education
NSG 640 Nursing Educator Internship
NSG 642 Capstone Project in Nursing Education

Total Credit Hours for Degree 36

Experiential Learning Credit- MSN

The requirements for experiential Nursing elective credit are as follows:

Upon acceptance to the Thomas University MSN program, students who hold an active professional certification sponsored by a National Organization may receive three (3) credit hours for NSG 690 Graduate Elective as part of their required RN-MSN, MSN, MSN MBA Dual degree or RN-MSN MBA Dual Degree. Examples of approved organizations/certifications include American Nurses Credentialing Center, Emergency Nurses Association, Oncology Nursing Certification Organization, American Board of Paraneesthesia, Nephrology Certification Commission, and others. Examples that would not meet this requirement include CPR, ACLS, TNCC, PALS, NALS and other similar certifications.

To receive credit, a student must:

- Have the certification approved by his/her nursing advisor and the Division Chair
- Submit a copy to the certification to his/her advisor along with a letter requesting the credit
- Attach a copy of the official certification requirements.
- Attach a 2-3-page Word Processed document describing how this certification has supported h/her current nursing practice and how it will support practice as a MSN.
- All of these documents will be filed in the student's academic file.
- The certification must be current at the time credit is requested in order to receive experiential learning credit.
- Only one national certification is eligible for experiential learning credit
- Students who receive experiential credit in the Thomas University BSN program are not eligible for this credit.

Admission Requirements

Thomas University offers two entry options for the Master of Science in Nursing Program:

1. Traditional track, following completion of a bachelor's degree in Nursing or a related field, or
2. RN-MSN track, for Registered Nurses who hold an Associate Degree or Diploma in Nursing. A Bachelor of Science in Nursing is not awarded as part of the RN-MSN program.

General Graduate Admission Requirements

Candidates for Graduate Admission to Thomas University MUST submit to the Office of Admissions each of the following:

- Application for Graduate Admission
- A non-refundable application fee
- A detailed resume
- A personal statement of career and educational objectives (not to exceed two pages)

- Transcripts from all undergraduate and graduate schools attended, to be forwarded directly to the Office of Admissions at Thomas University
- Three professional or academic references

Program Specific Admission Requirements for the Traditional MSN Program:

The candidate must be a graduate of an accredited Bachelors of Science in Nursing program OR hold a Bachelor's degree in a related field AND an Associate Degree or Diploma in Nursing.

If the candidate holds a BA or BS in a field other than nursing and is a graduate of an accredited diploma or Associate Degree Program in nursing, he or she MUST meet the admission requirements and complete an interview with the Academic Advisor and/or Division Chair of Nursing. Upon review and approval by the Nursing Division, the applicant may be admitted to the Master in Science nursing program. Additional courses in baccalaureate upper division nursing may be required as a "bridge" to the MSN degree.

Additional General MSN Admission Requirements:

- Candidates must have a minimum undergraduate cumulative GPA of 3.0 (on a 4.0 scale) for the most recent 60 hours of college-level coursework.
- Candidates must provide evidence of completion of an undergraduate statistics course
In addition to the general admission requirements, students who are accepted for admission into Thomas University's MSN program must submit the following prior to beginning the internship course:
- One current Passport or driver's license type photo
- Current, valid Registered Nurse licensure (without limitations or sanctions) in the state or country in which they plan to complete internship hours.
- Current Cardiopulmonary Resuscitation certification from American Red Cross or American Heart Association (Health Care Provider Level).
- Evidence of health insurance.
- Current professional liability insurance with a minimum of \$1 million per occurrence/\$3 million aggregate coverage
- Criminal background check and toxicology (drug) screen (if required) by the internship facility
- Record of current immunizations and health record.

Program Specific Admission Requirements for the RN-MSN Program:

- The candidate must be a graduate of an accredited ADN or Diploma program in Nursing. In addition, candidates must meet the General Graduate Admission Requirements.
- Evidence of a current unencumbered (without limitations or sanctions) Registered Nurse License. Applicants who have recently (within six months) graduated from an Associate Degree in Nursing (ADN) or Diploma program but are not licensed as a Registered Nurse may be admitted conditionally to the RN-MSN program. R.N. licensure must be obtained prior to enrollment in a practicum or internship course in order to remain in the program. Students may not progress if a current, unencumbered R.N. license has not been obtained. Conditional status will be removed only upon written verification of R.N. licensure.
- Undergraduate grade point average (GPA) of 3.0 or higher on a scale of 4.0 in the required nursing coursework completed to meet the requirements of an Associate Degree or Diploma in Nursing from an accredited post-secondary institution.
- Completion of English 101 and 102 or equivalent prior to enrollment in the RN-MSN program. All remaining undergraduate core curriculum coursework required for graduation from Thomas University may be completed prior to or during enrollment in the RN-MSN program. Prerequisite course requirements must be met. CSC 120 and SPE 105 are not required as part of the Core Curriculum for the RN-MSN or RN to MSN-MBA degree.
- Competency in basic computer skills (Microsoft Word, PowerPoint, Email [including attachments]) is expected of all students. Students must verify basic computer competency by the first day of class.

Any Thomas University professor who observes a student having difficulty with academic writing may refer that student to his or her Division Chair for review. As a result of this review, students may be required to take RSC 507, in addition to other program requirements. Students may continue their regular program of study while taking RSC

507 with permission of the division chair. After satisfactorily completing RSC 507, students could be referred for a second review, and the course could be required to be repeated. Failure to satisfactorily complete RSC 507 at the first available opportunity after the requirement is added to the student's program of study may result in program dismissal.

Transfer of Credit

Students who have been enrolled at another institution must submit official transcripts from each college or university previously attended to the registrar. Transfer credit may be given for those courses taken at accredited institutions provided that the courses fall within the scope of Thomas University's MSN curriculum. The division chair must approve any credit for transfer. Students who fail a Nursing course at Thomas University and successfully complete a similar course at another institution cannot transfer that course back to Thomas University.

Satisfactory Academic Progress - Graduate Council Policy

The Graduate Council sets minimum standards that all graduate students in the university must fulfill. See the Graduate Admission and Progression policies of this University Catalog for specific information.

In addition to these minimum academic requirements, students are expected to demonstrate behaviors that support and contribute to a positive professional learning environment in the classroom, university and community, in congruence with the mission and philosophy of the university and graduate program. In accordance with the policies of Thomas University, a student's scholarly (e.g. cheating, plagiarism) or personal misconduct may make it inadvisable to retain the student in the program or university.

Progression and Re-admission – Traditional MSN Program

In addition to the Graduate Council policies:

- Students applying for re-admission must meet all of the admission requirements of Thomas University and the MSN program.
- Students must hold a current R.N. license in the state or country in which they complete an internship (clinical practice). Internships sites must have prior written approval by the Division of Nursing.
- A student's continued enrollment in the Nursing Program is based on physical as well as emotional health. If the student demonstrates evidence of a physical or emotional illness, the student may be referred to an appropriate resource. If, in the opinion of the faculty, the student's illness impairs ability to implement nursing responsibilities safely, the student may be asked to withdraw from the program until the student can resolve the situation. The division chair will consider reinstatement on an individual basis.
- In accordance with the policies of Thomas University, the faculty of the Division of Nursing reserves the right to dismiss a student whose scholarly (e.g. cheating, plagiarism) or professional conduct, scholastic standing, or violation of the laws governing professional licensure make it inadvisable to retain the student in the program.
- A full-time student is expected to complete the traditional MSN program within four calendar years from the first day of enrollment in MSN courses. In order to remain enrolled in the program beyond four calendar years, the student must submit a request for extension in writing to the division chair detailing a plan of action to complete the program of study within a specified time frame. This detailed plan of action must be submitted prior to registration for any courses beyond the expected semester of completion. The division chair will determine whether the student may continue in the program. If the student fails to complete the program within the specified time frame, the student will be academically excluded from further coursework in the program.

A student may enroll in NSG 699 Independent Study and Research a maximum of three consecutive semesters in order to complete the Capstone Project. The student must remain continuously enrolled in the fall and spring semesters. Failure to complete the Capstone Project after three consecutive (continuous) semesters of enrollment in NSG 699 Independent Study and Research will result in academic exclusion from the MSN program.

Progression and Re-admission- RN-MSN Program

In addition to the Graduate Council policies:

1. Students applying for re-admission must meet all of the admission requirements of Thomas University and the MSN program.

2. All policies regarding progression and readmission for the Traditional MSN program also apply to the RN-MSN program. In addition, prior to enrollment in a practicum/internship course:
 - Students must submit evidence of current, unencumbered (no limitations or sanctions) license to practice as a Registered Nurse. Students who have graduated from an Associate Degree in Nursing (ADN) or Diploma program but are not yet licensed as a Registered Nurse must obtain R.N. licensure prior to enrollment in a practicum or internship course in order to remain in the program. Students must hold a current R.N. license in the state or country in which they complete a practicum or internship (clinical practice). Practica / Internships sites must have prior written approval by the Division of Nursing.
 - Cardiopulmonary Resuscitation certification (Health Care Provider Level); evidence of health insurance; a criminal background check at the student's expense (some clinical sites require a criminal background check through another agency – see advisor for details); toxicology (drug screen) if required by the practicum facility, at the student's expense; professional liability insurance with a minimum of \$1 million per occurrence/\$3million aggregate coverage, and current health record with documentation of immunizations.
3. All remaining undergraduate core curriculum coursework required for graduation from Thomas University may be completed prior to or during enrollment in the RN-MSN program. **CSC 120 and SPE 105 are not required as part of the Core Curriculum for the RN-MSN or RN to MSN-MBA degree.**
4. Students are required to obtain a grade of no less than "C" in all undergraduate nursing "bridge" courses (NSG 306, NSG 311, NSG 456, NSG 452) and a grade of "B" in all required graduate level nursing courses (500 or 600 level). If a student obtains a grade of less than "C" in a required "bridge" course or a "B" in a required graduate nursing course, the student may not continue in the RN-MSN program. A student must request re-admission by submitting a written action plan to the Division of Nursing Chair that includes a plan of action designed to promote the student's success if re-admitted. The division chair will review the student's file and written plan of action to determine whether the student will be re-admitted. Re-admission is not automatic. If the student is re-admitted, he/she must repeat the course for an acceptable grade. A second grade of less than "C" in a required "bridge" course or "B" in a required graduate course will result in exclusion from the RN-MSN program. The student will be eligible to take other courses not requiring the course in which the student received an unacceptable grade as a prerequisite. The student may also opt to apply to the RN-BSN degree program. Any previously completed coursework that meets the requirements of the RN-BSN degree will be applied toward the RN-BSN degree. All requirements for the RN-BSN degree must be met.
5. A student's continued enrollment in the Nursing Program is based on physical as well as emotional health. If the student demonstrates evidence of a physical or emotional illness, the student may be referred to an appropriate resource. If, in the opinion of the faculty, the student's illness impairs ability to implement nursing responsibilities safely, the student may be asked to withdraw from the program until the student can resolve the situation. Reinstatement will be considered on an individual basis by the division chair.
6. Each student is expected to demonstrate behaviors that support and contribute to a positive professional learning environment in the classroom, university, and community in congruence with the mission and philosophy of the university and nursing program. In accordance with the policies of Thomas University, the Nursing Division Chair, upon recommendation of the nursing faculty, reserves the right to dismiss a student whose scholarly (e.g. cheating, plagiarism) or professional conduct, scholastic standing, or violation of the laws governing professional nursing practice make it inadvisable to retain the student in the program.

Graduation

To graduate from the Thomas University MSN Program, the RN student will be required to meet the following requirements:

- Completion of all total semester hours as specified in the catalog for the Master of Science in Nursing degree
- Completion of the Application for Graduation form by specified date and approval received
- Payment of all outstanding fees to the university.

Degrees will be conferred upon the recommendation of the faculty to students who have successfully completed all course requirements. All candidates for graduation are encouraged to attend the graduation ceremony, which is held once per year at the completion of the spring semester.

Health Policies*Required Immunizations/Documentation**

1. **Rubeola**—Documentation of two (2) immunizations with live measles (Rubeola) virus vaccine, administered at least 30 days apart, dated after 1967, and on or after the first birthday; or positive Rubeola titer (blood test) proving immunity or, a written, dated statement by a physician on his/her stationary specifying a history of Rubeola. Measles requirement applies only to students born after 1957.
2. **Rubella (German Measles)**—Documentation of immunization with live Rubella virus vaccine, dated after 1967, and on or after the first birthday; or positive Rubella titer (blood test) proving immunity.
3. **Mumps**—Documentation of immunization with live mumps virus vaccine, on or after the first birthday; or positive mumps titer (blood test) proving immunity.
4. **Polio**—Documentation of immunization to oral polio vaccine, primary series of three doses, or inactivated polio vaccines, primary series of four doses.
5. **Varicella (Chickenpox)**—Verbal report by student. If the student has not had, or is unsure of having had, this disease, proof of history of illness or titer must be documented. After enrollment in a clinical nursing course, it is the responsibility of each student with a negative history of varicella (chickenpox) to report exposure to varicella or shingles, to the assigned faculty.
6. **Hepatitis B**—Series of three intramuscular injections or laboratory evidence of immunity. Students may sign a waiver if they do not wish to receive the series.
7. **Hepatitis C**—testing is recommended
8. **PPD**—If a history of a positive result occurs, the student must provide documentation of a chest x-ray.
9. **Tetanus-booster**—recommended every 10 years.
10. **Meningococcal polysaccharide vaccine**— documentation or signed waiver form.

*Thomas University does not provide these services. Please contact your Health Care Provider.

MSN-MBA Dual Master's Degree

Thomas University's MSN-MBA program prepares Registered Nurses (R.N.s) for the complex demands of administrative leadership positions. Through this dual degree graduate program, Registered Nurses earn a Master of Science in Nursing and a Master of Business Administration (dual degree). All graduate admission policies apply to this program and all entry/progression options.

Three MSN-MBA Program Options are available:

1. R.N.s with an earned bachelor's degree in Nursing or a related field must complete the 54 credits of MSN-MBA coursework. All MSN and MBA admission and progression policies apply to this entry option.
2. R.N.s with an earned associate degree in Nursing must complete all of the coursework required in the RN-MSN program plus the required 24 credits in the MBA program to earn the MSN-MBA dual degree. All RN-MSN and MBA admission and progression policies apply to this program. A BSN degree is not awarded.
3. Registered Nurses with a prior MBA or MSN degree from Thomas University must complete the course requirements for the MSN-MBA dual degree. Prior MSN or MBA coursework is applied to the dual MSN-MBA degree under one of the three progression options listed below.

Option A: A student holding an MSN with a Nursing Administration concentration will be required to complete the required 24 credits of MBA courses. Applicable MBA course substitutions from the MSN degree may be applied toward the MSN-MBA dual degree.

Option B: A student holding an MSN with a Nursing Education concentration will be required to complete the required 24 credits of MBA courses and NSG 644 Nursing Administration Internship. Applicable MBA course substitutions from the MSN degree may be applied toward the MSN-MBA dual degree.

Option C: A student holding an MBA must take the following 24 credit hours of MSN courses: NSG 606, NSG 608, NSG 612, NSG 614, NSG 644, NSG 646, and two NSG electives. Applicable course substitutions may be made for the NSG electives. The student will not be required to take NSG 604, NSG 610, or NSG 616, but any of these courses may be taken to satisfy the NSG electives.

Prerequisite Undergraduate Requirements for the MSN-MBA program:

Completion of an undergraduate statistics course is required.

In addition, students who do not hold a prior undergraduate business degree must complete content-specific BUS 205 *Introduction to Business* (3 credits) in order to be prepared for corresponding MBA level coursework (MBA 600, 614, and 645).

Any Thomas University professor who observes a student having difficulty with academic writing may refer that student to his or her Division Chair for review. As a result of this review, students may be required to take RSC 507, in addition to other program requirements. Students may continue their regular program of study while taking RSC 507 with permission of the division chair. After satisfactorily completing RSC 507, students could be referred for a second review, and the course could be required to be repeated. Failure to satisfactorily complete RSC 507 at the first available opportunity after the requirement is added to the student's program of study may result in program dismissal.

Undergraduate Prerequisite Course in Business Administration:

BUS 205 Introduction to Business

MSN COURSES: 30 Credit Hours

NSG 604 Information Technology in Nursing Administration and Education

NSG 606 Advanced Theoretical Foundations

NSG 608 Research Design and Methodologies

NSG 610 Policy, Law and Ethics in Nursing

NSG 612 Program Planning for Nursing Leadership and Education

NSG 614 Global Perspectives on Population-based Health

NSG 616 Leadership and Financial Management Strategies

NSG 644 Nursing Administration Internship

NSG 646 Capstone Project in Nursing Administration

NSG 690 Nursing Elective

MBA COURSES: 24 Hours

**Note: MBA CORE Classes are in bold*

MBA 600 Applied Economics

MBA 601 Organizational Behavior

MBA 614 Accounting and Decision-Making

MBA 632 Human Resource Management

MBA 645 Financial Management

MBA 663 Operations Management or MBA 669 Training and Development

MBA 675 Marketing Management

MBA 690 Business Strategy & Policy

Graduation

To graduate from the Thomas University MSN-MBA Dual Degree Program the RN student will be required to meet the following requirements:

- Completion of total semester hours as specified in the catalog for the MSN-MBA dual degree, including all required undergraduate coursework;
- Completion of the Application for Graduation form by specified date and approval received;
- Payment of all outstanding fees to the university.

Degrees will be conferred upon the recommendation of the faculty to students who have successfully completed all course requirements. All candidates for graduation are encouraged to attend the graduation ceremony, which is held once per year at the completion of the spring semester.

Graduate Certificate in Nursing Administration or Nursing Education

Thomas University offers Nursing Education and Nursing Administration Graduate Certificate programs with graduate-level academic credit in either field of study. The purpose of the certificate program is to provide a graduate-level academic foundation for bachelor's or master's-prepared Registered Nurses interested in these fields.

Admission Requirements:

Minimum of a Bachelor's of Science in Nursing (BSN) degree from an accredited institution.

- Minimum grade point average of 3.0/4.0
- Active Registered Nurse (R.N.) licensure without restrictions.
- Students who are currently enrolled in the Nursing Administration Track at Thomas University are eligible to earn a graduate certificate in nursing education by completing 9 additional credit hours: NSG 620, NSG 622, and NSG 640.
- Students who are currently enrolled in the Nursing Education Track at Thomas University are eligible to earn a graduate certificate in nursing administration by completing 9 additional credit hours: NSG 632, NSG 644, and one graduate level approved administration course.
- Three years is the maximum time allowed for completion of the certificate program beginning at the first day of the first course in the graduate sequence.
- Three semester credit hours of graduate course work may be transferred from another university with the approval of the Division Chair of Nursing.
- No undergraduate credits may be applied toward the certificate.
- Prior to the internship, the student must provide evidence of current CPR certification (health-provider level); health record with immunizations; health insurance, criminal background check (if required by the agency); toxicology (drug) screen (if required by the agency); professional liability insurance (\$1million per occurrence/\$3 million aggregate in coverage).

Certificate in Nursing Education

Completion Requirements

The certificate will require 12 semester credit hours with a grade of "B" or better.

NSG 604 Information Technology in Nursing Administration and Education	3
NSG 620 Teaching Strategies in Nursing	3
NSG 622 Curriculum Development, Assessment, and Evaluation in Nursing Education	3
NSG 640 Nursing Education Internship	3

Certificate in Nursing Administration

Completion Requirements

The certificate will require 12 semester credit hours with a grade of "B" or better.

NSG 604 Information Technology in Nursing Administration and Education	3
NSG 632 Human Resource Management for the Nurse Administrator	3
NSG 616 Leadership & Financial Management Strategies	3
NSG 644 Nursing Administration Internship	3

Course substitutions may be possible at the discretion of the Division Chair based on prior graduate courses completed and/ or experiential learning credit.

Division of Science

Bachelor of Science Degree

Biology

Biomedical Laboratory Science

Medical Laboratory Science

Bachelor of Science Biology

Mission

Biology majors at Thomas University design their curriculum to meet personal career and advanced study goals. Students interested in medicine, dentistry, pharmacy, veterinary medicine, teaching or biomedical research take process-oriented courses at the molecular and cellular level such as biochemistry, microbiology, genetics, cellular biology, and physiology. These and related subjects will prepare students for advanced training in the medical profession and provide the background to qualify for examinations such as the MCAT and PCAT.

Students interested in natural resource protection, wildlife management, or environmental issues take courses that deal with resource issues such as conservation biology, ecology, and environmental science. These and related subjects will prepare students for advanced study at the graduate level or for a career in resource management, environmental planning, or environmental regulation with local, state, Federal governments, or an environmental consulting firm.

Regardless of emphasis, all biology majors are required to take basic coursework in botany, zoology, evolution, and principles of biology, as well as mathematics, and chemistry. In addition, a wide range of independent study opportunities are available each semester including an internship program, advanced research, and directed readings. Biology students will be required to take ETS Biology Major Fields Test prior to graduation administered in BIO 401 Evolution, and taken ideally during last semester. ETS test score will be part of course grade. Students are required to earn a C or better in all prerequisite and major courses.

Program Student Learning Outcomes

A graduate of this program will be able to:

1. Demonstrate fundamental content knowledge in broad areas of biology, including, zoology, botany, genetics, microbiology, chemistry and evolution.
2. Express clearly biological terminology and understanding of major biological concepts when writing or speaking about biology.
3. Perform laboratory and field techniques to examine data using the process of science.
4. Evaluate and summarize biological data, draw reasonable conclusions, and effectively communicate data to peers.
5. Understand his/her part in the scholarly scientific community through interaction with scholarly scientific literature and application of knowledge to personal, community, and scientific problems.

All Biology majors are required to complete 42 hours of Thomas University General Education Core

Curriculum to include:

MTH 140 College Algebra OR	
MTH 150 Pre-Calculus	3
MTH 250 Statistics	3

Biology major must include the following required courses:

BIO 101 Principles of Biology I	4
BIO 102 Principles of Biology II	4
CHM 101 General Chemistry I	4
CHM 102 General Chemistry II	4
BIO 270 Microbiology	4
BIO 308 Ecology	4
BIO 315 Zoology	4
BIO 323 Botany	4
BIO 401 Evolution	4
BIO 407 Writing in Biology	3
BIO 412 Genetics	4
BIO 465 Senior Seminar	2

Total Credit Hours General Ed. Core	42
Total Credit Hours Program Requirements	45
Total Credit Hours Open Electives	33
Total Credit Hours for Degree	120

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

Bachelor of Science Biomedical Laboratory Science

A degree in Biomedical Laboratory Science includes a course of scientific study related to biology as it affects healthcare. It is designed as a degree completion program for students who have earned an Associate Degree in Medical Laboratory Technology and do not intend to take the MLS (ASCP) BOC exam.

**This degree path does not culminate in the student's ability to sit for the Medical Laboratory Science certification exam.

Admission Requirements

- Associate Degree in Medical Laboratory Technology or admission to the traditional MLS program and approval of the MLS Program Director.

All Biomedical Laboratory Science majors are required to complete 48 hours of Thomas University Core Curriculum to include:

**MTH 120 or higher	3
*MTH 250 Statistics	3
*CHM 101 General Chemistry I	4
CHM 102 General Chemistry II	4
SOC 201 Sociology	3
PSY 201 General Psychology	3

Required Lower Division Courses

(24 hours beyond Core):

BIO 101 Principles of Biology I or equivalent	4
*CHM 107 Survey of Organic Chemistry	4
BIO 261 Anatomy & Physiology I	4
BIO 262 Anatomy & Physiology II	4
Biology elective* I	4
Biology elective* II	4

Required Upper Division Courses: (53 hours)

MLS 301 Clinical Laboratory Methodologies	3
MLS 405 Parasitology, Mycology and Virology	3
MLS 411 Urinalysis & Body Fluids	2
MLS 414 Immunology & Molecular Diagnostics	4
MLS 321 Clinical Microbiology I	4
MLS 421 Clinical Microbiology II	4
MLS 331 Clinical Hematology & Coagulation I	4
MLS 431 Clinical Hematology & Coagulation II	4

MLS 341 Clinical Immunohematology I	4
MLS 441 Clinical Immunohematology II	4
MLS 351 Clinical Chemistry I	4
MLS 451 Clinical Chemistry II	4
MLS/BIO elective I	3
MLS/BIO elective II	3
Required Electives	3

***MLS/Biology elective choices:**

BIO 201 Biochemistry, MLS Tract	3
BIO 270 Microbiology	4
BIO 310 Cell & Molecular Biology, MLS Tract	3
BIO 312 Genetics, MLS Tract	3
MLS 452 Research Methods and Project	3
MLS 470 Lab Management and Supervision	3
BIO 409 Pathophysiology	3

Total Credit Hours General Ed. Core	53
Total Credit Hours Program Requirements	72
Total Credit Hours for Degree	125

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

Bachelor of Science Medical Laboratory Science

The Thomas University MLS program is accredited by:

National Accrediting Agency for Clinical Laboratory Sciences
5600 North River Road Suite 720
Rosemont, Illinois 60018-5119
773.714.8880
www.NAACLS.org

Program Goals and Philosophy

The purpose of the Thomas University Medical Laboratory Science program is to provide educational opportunities to individuals that will enable them to obtain the knowledge, skills, abilities, and attitudes necessary to succeed as medical laboratory scientists. General goals of the program include the following:

1. To provide education, which acknowledges individual differences and respects the right of individuals to seek fulfillment of educational needs.
2. To provide an environment which encourages the individual to benefit and contribute as a partner in the economic progress, development, and stability of their communities.
3. To provide education which develops the potential of each student to become a productive, responsible, and upwardly mobile member of society.
4. To provide quality medical laboratory science education in an atmosphere that fosters interest in and enthusiasm for learning.
5. To prepare graduates to function as accountable and responsible members within their field of endeavor.
6. To prepare graduates to function as safe and competent practitioners in the medical laboratory science field.
7. To prepare graduates with the highest level of competence possible given the constraints of the interests and ability levels of the individual.

8. To provide educational and related services without regard to race, color, national origin, religion, sex, handicapping condition, academic disadvantage, or economic disadvantage.
9. To foster employer participation, understanding, and confidence in the instructional process and the competence of medical laboratory science graduates.
10. To provide guidance to medical laboratory science students to assist them in pursuing educational opportunities that maximize their professional potential.
11. To encourage graduates to recognize and to act upon individual needs for continuing education as a function of growth and maintenance of professional competence.

Program Student Learning Outcomes:

A graduate of the Medical Lab Science program will be able to:

1. Demonstrate professional conduct and interpersonal communication skills with patients, laboratory professionals, and other healthcare professionals and the public.
2. Provide quality medical laboratory science procedures in an atmosphere that fosters interest in and enthusiasm for the profession.
3. Relate laboratory findings to common disease processes through case presentation.
4. Attain MT/MLS certification by a national certification agency (ASCP or AMT).

Important attributes for success of program graduates are analytical thinking, problem solving, and the ability to apply technology to the work requirement. Medical Laboratory Science is a dynamic profession; therefore, careful attention to current curriculum and up-to-date instructional equipment is required. The program promotes the concept of change as the technology evolves and nurtures the spirit of involvement in lifelong professional learning.

Thomas University accepts the following concepts concerning education in medical laboratory science:

1. The scientist is a skilled person who performs laboratory tests on body fluids under the direction of a qualified physician, pathologist or laboratory director.
2. The scientist evaluates and correlates medical laboratory test results performed on a patient but does not make a diagnosis from these results.
3. The student scientist should be educated to assess the needs of the patient and provide laboratory data within the scope of his/her training.
4. The educational standards and administrative policies of the program in medical laboratory science should conform to those approved by the National Accrediting Agency for Clinical Laboratory Sciences.
5. All instruction should be geared to the educational level and experience of the individual.

An advisory committee, which is representative of the professionals concerned with the training and employment of medical laboratory scientists, should provide guidance in the planning, organizing, and operation of the program.

The medical laboratory science major also functions as a pre-medical curriculum for those interested in medical school, and provides a basis for graduate study in medical laboratory science or related areas such as clinical chemistry, immunology, molecular biology, toxicology, forensic sciences, management, or medical laboratory science education.

MLS 2+2 Program

The program is a bridge program designed for the clinical/medical laboratory technician. A student must possess an Associate of Applied Science or an Associate of Science Degree from a NAACLS accredited CLT/MLT program and national MLT certification. To achieve junior status at Thomas University, a student must take approximately one semester of core courses. Students will be accepted each semester, to begin a structured curriculum that includes on line courses and supervised clinical experience. Students graduating with the B.S. degree from Thomas University in MLS will be eligible to sit for the national certification examination in Medical Laboratory Science. Successful completion of the exam will lead to certification as an MLS. Once accepted, students are required to submit the following documents prior to the first day of class:

Complete physical exam, criminal background check, drug screen documentation, immunization records with Hepatitis B and PPD and essential functions declaration. Specific information regarding this documentation can be

found in the MLS Handbook. Handbook and forms will be provided to the student upon acceptance to the MLS program.

Alternate Status

The maximum number of MLS students accepted each year is fifteen. Students will be admitted in order of admission requirements completion. If more than 15 students apply to the MLS program, an alternate list will be generated. Students may be admitted as alternates provided they have met basic MLS program admission requirements. Any student readmitted into the MLS program will be readmitted as an alternate.

**Conditional admission status may be granted to students who do not have acceptable clinical sites or appropriate certification upon admission. Upon receipt of these items, students will be fully accepted; however, if not attained after two semesters of conditional acceptance, students will be diverted to the B.S. degree in Biomedical Science.

Articulation/Advanced Placement

The Medical Laboratory Science student articulating to the baccalaureate level will be awarded 24 course credit hours for Medical Laboratory Science. These credits are specific to the MLS Program and are awarded for technical/clinical courses successfully completed in a NAACLS accredited Associate Degree Clinical Laboratory Technology/Medical Laboratory Technology program.

The applicant must provide the necessary materials to establish proof of compliance with the articulation criteria at the time of admission. These materials include the following:

- Certified transcript of all completed CLT/MLT courses from previous CLT/MLT program.
- Documentation of NAACLS accreditation status of previous CLT/MLT program.
- Documentation of CLT/MLT national registry licensure.

All MLS Majors are required to complete the following Thomas University General Education Courses:

ENG 101 Composition I (WI)	3
ENG 102 Composition II (WI)	3
MTH 120 Mathematical Modeling or higher	3
MTH 250 Introduction to Statistics	3
Creative Comprehension	3
Social, Behavioral and Philosophical Inquiry	3
BIO 101 Principles of Biology I or equivalent	4
CHM 101 Chemistry I	4
CHM 107 Survey of Organic Chemistry	4
<u>Science Electives (Choose two)</u>	
BIO 261 Human Anatomy and Physiology I	4
BIO 262 Human Anatomy and Physiology II	4
BIO 310 Cell and Molecular Biology, MLS Track	3
BIO 312 Genetics, MLS Track	3
BIO 409 Pathophysiology	3
CHM 201 Biochemistry, MLS Track	4

Articulation/Advanced Placement: 24 Credit Hours

Required Medical Lab Science Courses: 38 Credit Hours

MLS 405 Parasitology, Mycology and Virology	3
MLS 411 Urinalysis and Body Fluids II	3
MLS 414 Clinical Immunology & Molecular Diagnosis II	3
MLS 421 Clinical Microbiology	4
MLS 431 Hematology and Coagulation	4

MLS 441 Clinical Immunohematology	4
MLS 451 Clinical Chemistry I	4
MLS 452 Research Methods & Project	3
MLS 460 Senior Seminar	3
MLS 470 Lab Management & Supervision	3
MLS 495 Advanced Clinical Internship	4

Total Credit Hours General Ed. Core	36-38
Total Credit Hours Program Requirements	38
Total Articulation Credit Hours	24
Total Credit Hours for Degree	120- 122

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

Division of Social Work

Bachelor of Social Work Degree

Social Work

Bachelor of Social Work Degree Program

The Division of Social Work is committed to preparing skilled BSW graduates to serve the needs of southwest Georgia and north Florida. We are a growing program and have been fully accredited by the Council on Social Work Education.

Mission and Goals

The mission of the Division of Social Work is to develop competent, ethical, and productive professional social workers who are able to meet human needs, enhance human wellbeing, and promote social and economic justice through generalist social work practice and social action. To accomplish this, the Division has set the following goals representing the educational competencies established by our accrediting body—The Council on Social Work Education (CSWE):

- **Goal 1: Ethics and Professionalism** – To demonstrate ethical and professional behavior in all areas of practice.
- **Goal 2: Diversity** - To engage diversity and difference in practice with knowledge and sensitivity.
- **Goal 3: Social Activism** - To advance human rights and social, economic, and environmental justice.
- **Goal 4: Research**- To engage in practice-informed research and research-informed practice.
- **Goal 5: Policy** - To engage in social welfare policy practice to impact macro level concerns.
- **Goal 6: Engagement** - To engage with individuals, families, groups, organizations, and communities to build relationships, rapport, and cooperation.
- **Goal 7: Assessment** - To assess individuals, families, groups, organizations, and communities in a collaborative fashion in order to accurately ascertain issues of concern.
- **Goal 8: Intervention** – To intervene with individuals, families, groups, organizations, and communities in a collaborative fashion to create positive and impactful change.
- **Goal 9: Evaluation** – To evaluate practice with individuals, families, groups, organizations, and communities in order to engage the effectiveness and impact of social work practice.

The Division of Social Work is dedicated to preparing generalist social work practitioners as entry-level professionals. The generalist approach in social work emphasizes that problems are the result of many different challenges (psychological, social, economic, cultural, mental, medical, addictive, etc.) within a person’s life. To assist clients, social work is practiced on many different levels: micro (individuals), mezzo (families and groups) and macro (organizations, communities, legislation, etc.). Our Thomas University Division of Social Work emphasizes outreach to special populations such as the poor in rural areas, children and families at risk, and other disadvantaged groups, along with providing support, advocacy, and service to our community.

Professional Performance

Social Work is both an academic major and a profession. Failure to demonstrate professional and/or ethical behavior is considered academic in the sense that it relates to the student’s likely performance as a social work practitioner, and is considered cause for denial of admission to, or termination from, the Division of Social Work. Social work students are always expected to demonstrate professional conduct, relationship skills, and behavior consistent with professional values and the NASW Code of Ethics, and the emotional stability requisite for professional practice.

Admission Requirements

During the sophomore year, students are encouraged to take SWK 201 *Introduction to Social Work* and SWK 215 *Cultural Diversity* to have an overview of the profession, perspectives and core values. Students are encouraged to make an appointment with a social work advisor and faculty member to discuss their interest in the major and to receive information regarding the program. Transfer students are also encouraged to meet with a social work advisor and faculty member upon admission to Thomas University.

All students must have a minimum overall grade point average of 2.5 to have their application considered for admission unless they receive special permission from the division chair. Admission to the social work major is based on a review of an application generally completed prior to or during the student’s participation in SWK 350 *Social Work Practice with Individuals: Generalist Practice I*. Acceptance into the Division of Social Work is based upon an assessment of the student’s capability for achieving academic success, the possession of a personal value base consistent with professional social work values and ethics, the student’s interest in and commitment to the profession

of social work, and personal characteristics which would enable the student to render effective assistance to those they serve.

Following the review of the application, there are three possible outcomes to the review process:

- Students may be fully admitted and allowed to continue taking social work courses as outlined on the Progression Sheet.
- Students who lack certain courses or prerequisites, whose grade point average is not at the minimum 2.5 required, or who have non-academic factors which may impede their ability to practice professionally, may be given a conditional admission in which specific conditions are set forth with a specific timeline for completion in order to continue in the major.
- Students who lack certain courses or prerequisites, who have other non-academic factors which may impede their ability to practice professionally, or whose grade point average is not at the minimum 2.5 required, may be denied admission at the time of application and asked to reapply or to select a different major.

Students may appeal the decision using the Thomas University Grievance Procedures, which are explained in the [Student Handbook](#).

Satellite Program

In addition to the Forbes campus in Thomasville, GA, the Bachelor of Social Work program is also offered in Tallahassee, FL at the Tallahassee Community College. This off-site program offers the identical program requirements, curriculum, and progression of classes as the Forbes campus program. Thomas University is licensed by the Florida Commission for Independent Education to offer this program in the state of Florida (#4348).

The Social Work Experience: Classes and Practical Training

After successfully completing the required lower division classes necessary to enter the program, students begin a two year course of study of social work. The first year (junior) consists of classroom instruction in theory and practical skills, typically five classes each semester. In the student's second year (senior), they are provided with an internship or Field Practicum at a social service organization to begin "practicing" these skills under the guidance of a field instructor. Students earn 6 credits each semester for this Field Practicum (I-fall, II-spring) and 3 credits each semester for their Senior Seminar class (I-fall, II-spring) which assists them in integrating their classroom instruction with their field placement experience. Students in their senior year in social work should plan on a time commitment of at least 200 hours each semester (400 total) for their Field Practicum. This is generally two full days a week for both semesters or the equivalent time (16 hours per week) spread over multiple days. Seniors typically enroll for two other classes each semester to maintain a full course load.

Social Work Majors are required to complete the Thomas University General Education Core to include:

Required Lower Division Courses:

SWK 201 Introduction to Social Work	3
SWK 215 Cultural Diversity	3

Recommended Lower Division Courses:

BIO 105 Survey of Biology for Non-Majors	4
MTH 250 Introduction to Statistics	3
PSY 201 General Psychology	3
SOC 201 Intro to Sociology OR	
PSY 125 Lifespan Development	3

Required Upper Division Courses

SWK 350 Social Work Practice with Individuals: Generalist Practice I	3
SWK 375 Social Work Practice with Families: Generalist Practice II	3
SWK 450 Social Work Practice with Groups: Generalist Practice III	3

SWK 475 Social Work Practice with Communities & Organizations: Gen. Practice IV	3
SWK 344 Human Behavior in the Social Environment	3
SWK 348 Social Welfare Policy	3
SWK 370 Ethical Issues in Human Services	3
SWK 452 Research and Program Evaluation	3
SWK 420 Field Practicum I (fall)	6
SWK 451 Field Practicum II (spring)	6
SWK 421 Senior Seminar I (fall)	3
SWK 455 Senior Seminar II (spring)	3

Recommended Electives:

SWK 320 Child Welfare	3
SWK 321 Gender Issues	3
SWK 330 Social Gerontology: Family and Caregiving Issues	3
SWK 331 End of Life Issues	3
SWK 332 Introduction to Substance Abuse	3
SWK 333 Understanding Family Violence	3
SWK 340 Mental Health & The DSM	3
SWK 342 Child & Adolescent Mental Health	3
SWK 369 Human Sexuality	3
SWK 490 Special Topics in Social Work	3
SWK 491 Directed Individualized Study in Social Work	1-3

Suggested Electives:

Students are requested to speak with their advisor regarding the selection of electives related to social work.

Total Credit Hours General Ed. Core	42
Total Credit Hours Program Requirements	48
Total Credit Hours Open Electives	30
Total Credit Hours for Degree	120

In addition, students must demonstrate a sufficient level of skill in the basic use of computers. This requirement may be satisfied by earning a passing grade in a computer literacy course (CSC 120 or CSC 121) within the General Education curriculum or by successfully passing a similar course within the program of study for the student's major.

Students are required to complete a minimum of five courses designated Writing Intensive (WI) within the General Education curriculum: ENG 101, ENG 102, and three additional courses designated as Writing Intensive. Writing Intensive courses will be indicated by a "WI" after the course number, e.g. "HIS 101 WI."

Minors and Pathway Programs

ESL Pathway Program

Students for whom English is not their primary language may test into this pathway program based on TOEFL or IELTS scores. For specific qualifying scores and additional program information, please contact the Director of International Programs.

Program Outcomes:

- Demonstrate sufficient confidence in speaking and listening abilities in order to participate effectively in aural exchanges with native English speakers in a variety of academic and/or professional contexts, as demonstrated by holistic assessment of performance by two faculty graders.
- Read English texts with comprehension adequate for college-level assignments.
- Write short, English essays independently that communicate ideas clearly, coherently, and effectively in response to written or spoken prompts.
- Develop learning strategies in order to achieve academic success in the technology rich, English-speaking academic community.

Required Courses:

Courses denoted with an asterisk (*) are developmental and for institutional credit only.

ENG 099	*3 credit hours
ESL 099	*3 credit hours
UNV 101	3 credit hour
UNV 102	3 credit hours

Minor Programs

All students who wish to participate in a minor program must be approved and accepted into the program by the appropriate division chair.

When applicable, electives taken at Thomas University in the student's major program of study may be used to fulfill a portion of the requirements for a minor program. All electives that will apply toward a minor must be approved by an advisor and/or the division chair.

Required Courses for a Minor

(All prerequisites must be met prior to enrolling in any of the courses listed.)

Addictions 15 credit hours

RHS 325 Crisis Intervention	3
RHS 332 Introduction to Substance Abuse	3
RHS 345 Treatment Models for Addictions	3
RHS 435 Pharmacology of Drug Abuse	3
RHS 445 Concurrent Disorders	3

Art 15 credit hours

The minor consists of fifteen semester hours taken in art courses numbered 300 or above.

All students seeking a minor in art will be required to meet with an art department instructor and submit a portfolio for approval before beginning a course of study for the minor.

Biology 19-20 credit hours

BIO 101 Principles of Biology I	4
BIO 102 Principles of Biology II	4
*BIO 308 Ecology	4
BIO 412 Genetics	4
Any 300/400 level BIO	3-4

*MTH 250 is a required pre-requisite for BIO 308

Business Administration 15 credit hours

Prerequisites: BUS 211 and a 2.0 CGPA.

BUS 215 Principles of Accounting	3
BUS 220 Principles of Economics	3
BUS 320 Principles of Finance	3
BUS 360 Principles of Marketing	3
MGT 340 Management and Organizational Behavior OR	
MGT 443 Leadership	3

Chemistry 20 credit hours

CHM 101 General Chemistry I	4
CHM 102 General Chemistry II	4
CHM 250 Organic Chemistry I	4
CHM 251 Organic Chemistry II	4
CHM 301 Biochemistry	4

Communication 15 credit hours

BUS 352 Web Design	3
ART 380 Digital Photography	3
FLM 400 Methods and Materials of Film Making	3
ENG 301 Professional Communication	3

PSY 300 Interpersonal Communication OR	
PSY 340 Social Psychology	3

Criminal Justice 15 credit hours

CRJ 370 Constitutional Law	3
CRJ 470 Criminal Law	3
Any CRJ Courses	9

Education 15 credit hours

Note: The student must abide by all of the rules and regulations governing education students at Thomas University. Completing a minor in education does not entitle the student to be recommended for teacher certification.

EDU 200 Introduction to the Teaching Profession	3
EDU 310 Educational Psychology	3
EDU 320 Teaching Diverse Learners	3
EDU 468 Educating Exceptional Learners	3
EDU 350 Integrating Educational Technology into Teaching	3

English 15 credit hours

The minor consists of fifteen semester hours taken in English courses numbered 300 or above and must include one course from ENG 301-ENG 304.

Environmental Science 20 credit hours

BIO 311 Conservation Science	4
BIO 351 Environmental Science	4
CHM 103 Environmental Systems	4
OCE 220 Oceanography	4
PHS 221 Principles of Physical Science	4

Geographic Information Systems 15 credit hours

Recommended prerequisites: GEO 201

GEO 302 Geographic Information Systems Applications I - Methods	4
GEO 303 Geographic Information Systems Applications II - Analysis	4
GEO 410 Geographic Information Systems: Conservation	4
BIO 495/GEO 495 Geography Internship	3

Gerontology 15 credit hours

The minor consists of fifteen semester hours selected from the following courses:

NSG 332 Healthy Aging	3
NSG 441 Physiology of Aging	3
SWK 330 Social Gerontology: Family and Caregiving Issues	3
NSG/SWK 331 End of Life Issues	3
PSY 433 Psychology of Grief Counseling	3
PSY 460 Psychology of Aging	3

History 15 credit hours

The minor consists of fifteen semester hours selected from the following courses:

HIS 304 20th Century America	3
HIS 314 Contemporary Europe	3

HIS 321 Contemporary Latin America	3
HIS 361 Special Topics in History	3
HIS 404 A Critical Decade in U S History	3
HIS 434 History of African Nationalism	3
HIS 444 Contemporary Asia	3
HIS 451 History of Georgia	3
HIS 421 History of the Middle East	3

Rehabilitation Studies **15 credit hours**

RHS 220 Introduction to Rehabilitation Studies	3
RHS 285 Assistive Technology	3
RHS 315 Cultural Diversity	3
Any RHS Courses	6

Math **15 credit hours**

The minor consists of fifteen semester hours taken in mathematics (with a MTH prefix) above the 200 level.

Music **15-21 credit hours**

MUS 201 Introduction to Music	3
MUS 291 or 390 Jazz Ensemble or Community Chorus (2 semesters)	3-6
Applied Music (2 semesters)	3-6

Music Electives (select two)

MUS 337 History of Jazz	3
MUS 340 World Music	3
MUS 344 Pop & Rock Music	3
MUS 350 Electronic Music	3

Psychology **15 credit hours**

PSY 201 General Psychology	3
PSY 410 Biological Psychology	3
Any PSY or *STA courses	9

*MTH 250 is a required pre-requisite for 300/400 level STA courses

Social Work **15 credit hours**

The minor consists of 15 semester hours taken in social work above the 200 level.

Sports Studies **15-16 credit hours**

Students with a Sports Studies Minor will be able to

- Demonstrate breadth of preparation for coaching for a variety of sports at a variety of levels.
- Understand the developing physical and psycho-social aspects of sports participants.
- Understand the business practice of sports administration.
- Understand sport as an integral part of today's society.

Choose 5 courses:

BIO 280 Introduction to Sport Science	4
SPS 300 Injury Prevention	3
PSY 351 Sport Psychology	3
SPS 350 Introduction to Sport Management	3
SPS 420 Coaching Theories and Methods	3
SOC 401 Sociology of Sport	3

Course Listings

ART—Art

Note: Studio courses often require the student to perform experimentation, study, and research beyond actual studio contact hours with the instructor. Students taking studio courses pay a \$15 lab fee and may be required to purchase their own studio materials and pay a model's fee, if applicable.

ART 210 **3 credits**

Introduction to Drawing

An introduction to the art of drawing through a variety of media including charcoal, pencil, and pen and ink. (Model's Fee) Required for Majors. Studio

ART 212 **3 credits**

2-D Design

An introduction to the fundamental elements of the visual arts and their application through the solving of two dimensional visual problems involving line, shape, texture, value and color.

ART 240 **3 credits**

Art Appreciation

Prerequisite: ENG 102. Writing Intensive. A survey of the visual arts examining Greek art, the Renaissance, Neoclassicism, Romanticism, and Realism, to mid-nineteenth century art. This course can be used to fulfill a CORE curriculum Humanities requirement.

ART 250 **3 credits**

Introduction to Studio Art

An introduction to a variety of studio art media, including drawing, painting, sculpture and ceramics, and a survey of the tools and techniques of visual art. Basic concepts for creating 2D and 3D visual art will be covered in a hands-on, studio environment.

ART 270 **3 credits**

Introduction to Painting

An introduction to the art of painting through instruction in fundamental techniques of painting in oils and acrylics. Required for Majors. Studio

ART 304 **3 credits**

Art History I

A survey of the visual arts examining European and Mediterranean Paleolithic and Neolithic cultures and the Egyptian, Greek, and Roman Eras.

ART 305 **3 credits**

Art History II

An examination of early Christian art, the Romanesque and Gothic periods, the Renaissance and Baroque Eras, Neoclassicism, Romanticism, and Realism, to mid-nineteenth century art.

ART 306 **3 credits**

Art History III

A survey of the history and influences of twentieth century art, including European, American, and International influences and movements, current trends and concerns, and the future of art.

ART 320 **3 credits****Sculpture**

Pre-requisite: ART 250. This is a studio art course designed to enable students to explore the sculptural media and to develop a coherent body of work.

ART 322 **3 credits****Ceramics**

Introduction to hand building techniques including coiling, slab, and pinch methods, textures, glazing, kiln firing and pit firing.

ART 350 **3 credits****Printmaking**

Pre-requisite: ART 250. An introduction to the basic types and techniques of printmaking. Discussions concerning editions, monoprints, and ethics relating to the printmaking arts and current technology.

ART 380 **3 credits****Digital Photography**

An introduction to software applications associated with computer generated images and their manipulation, including 2D animation.

ART 381 **3 credits****Digital Photography II**

Prerequisite: ART 380. This course is designed to further develop student skills in pixel based photography and Adobe Photoshop with an emphasis on concept culminating in an exhibition of selected works. A studio fee will cover expenses for completing three contemporary artist presentations, one artist statement, creation of twenty unique images, and the printing and framing of selected images.

ART 382 **3 credits****Digital Photography III**

Prerequisite: ART 381. This course is designed to further develop student skills in pixel based photography and Adobe Photoshop with an emphasis on concept culminating in an exhibition of selected works. Studio fee of \$150 will cover expenses for completing three contemporary artist presentations, one artist statement, creation of twenty unique images, and the printing and framing of selected images.

ART 390 **3 credits****Principles of Graphic Art and Website Design**

Students will learn the principles of graphic art and website design. The elements of good graphic design, logo creation, and typography will be addressed. Utilizing artistic principles, students will progress to designing, building, and maintaining a functional website.

ART 400 **3 credits****Figure Study**

Prerequisites: ART 210. Advanced study emphasizing special visual problems of the human figure rendered through a variety of media. (Model's Fee)

ART 480 **3 credits****Senior Exhibition**

All students graduating with a concentration in art are required to assemble the work produced during their course of study and to organize an exhibition.

ART 490 **3 credits****Special Topics**

Special topics courses offer the student opportunities to explore selected topics of interest in the discipline.

AST-Astronomy

AST 101 **4 credits**

Introduction to Astronomy

This is a general education course and is not intended for students who are going to major in astronomy or other sciences. Students will become acquainted with the Solar System with emphasis on Earth and its satellite, the Moon. Students will also study other planets, satellites, minor bodies, the Milky Way and other galaxies, and the theories of the formation and development of the Universe. The course will discuss the stars and planets relevant to the most modern ideas. This course has a lab component

BIO-Biology

BIO 101 **4 credits**

Principles of Biology I

Biology 101 is an introduction to the major principles, concepts, and connections in biology that includes a lab component. It is designed mainly for majors and includes modules on macromolecules, cells, processes such as photosynthesis, respiration, Mendelian and molecular genetics, and chemical and biological evolution.

BIO 102 **4 credits**

Principles of Biology II

Biology 102 is an introduction to the major principles, concepts, and connections in biology that focuses mainly at the individual organism, population, community, and ecosystem levels. It is designed mainly for majors and includes modules on major organ systems, reproduction and embryonic development, as well as ecology and conservation biology. This course has a lab component.

BIO 103 **1 credit**

Medical Terminology

This course introduces the elements of medical terminology. Emphasis is placed on building familiarity with medical words through knowledge of roots, prefixes, and suffixes. Topics include: word origins (roots, prefixes, and suffixes), word building, abbreviations and symbols, terminology related to the human anatomy, disease states, and terminology specific to the student's field of study.

BIO 105 **4 credits**

A Survey of Biology for Non-Majors

A Survey of Biology for Non-Majors introduces fundamental biological concepts and issues for students who are not majoring in the sciences. This course enables students to effectively interpret, understand and communicate scientific concepts in their daily lives. Major topics include structure and function of important macromolecules, cells, DNA, genetics, health, evolution, ecology, plants, animals, and conservation biology. This course has lab component.

BIO 110 **4 credits**

Current Issues in Life Science

This course introduces non-science majors to important biological principles and concepts, and the nature of the scientific process through an understanding of current issues and topics related to life sciences. This course includes a lab component.

BIO 140 **1 credit**

Pre-PA Seminar I

Prerequisite: Admission to the PA program. This course introduces students to a variety of contemporary medically oriented environments. This course will require 50 semester hours of shadowing experience in a healthcare setting with trained PA's, MD's, and Nurse Practitioners.

BIO 240 **1 credit****Pre-PA Seminar II**

Prerequisite: BIO 140. This course introduces the student to clinical, political, social, and economic trends in the Physician Assistant profession. This course will require 50 semester hours of shadowing experience in a healthcare setting with trained PA's, MD's, and Nurse Practitioners.

BIO 250 **4 credits****Human Osteology**

Prerequisite: BIO 101 or BIO 105. This course surveys human osteology, or the study of the human skeleton. Topics include skeletal morphology, introduction to bone biology; how to identify whole and fragmentary skeletal elements; techniques used to identify age, sex, ancestry, and stature; types of laboratory analysis and imaging techniques used by professionals; real world applications in forensic science and archaeological context.

BIO 252 **4 credits****Current Issues in Environmental Science**

Writing Intensive. This course will investigate large-scale environmental problems such as global warming, toxic spills, soil erosion, and pollution and how they create unequal distribution of food, clean water, arable land, and energy. Such inequities often result in ethnic conflict, insurgency, terrorism, civil violence, and state collapse. Mainstream environmental movements, and related offshoots such as deep ecology, ecofeminism, bioregionalism, and eco-terrorism, will also be studied. This course is for non-biology majors with an interest in environmental issues, but not biological principles or applied aspects such as experimental design, field study techniques, or data interpretation.

BIO 261 **4 credits****Human Anatomy and Physiology I**

Anatomy, physiology and biochemistry are taught concurrently to enable the student to grasp the interrelated complexities of all three areas. This course emphasizes structure and functions of the human body and its parts. During the course, students will study the anatomy, histology and function of the integumentary skeletal, muscular, and nervous systems from the molecular level to the level of the whole body. This course includes a lab component.

BIO 262 **4 credits****Human Anatomy and Physiology II**

Prerequisite: Completion of BIO 261 with a "C" or better. This course emphasizes structure and functions of human body and its parts. Students will study anatomy, physiology, and terminology relating to the human body by covering the cardiovascular, lymphatic, immune, respiratory, endocrine, reproductive, urinary, and digestive systems. This course includes a lab component.

BIO 270 **4 credits****Microbiology**

Prerequisite: BIO 101. BIO 102 Recommend. This course focuses on the structure and function of microorganisms ranging from virus to fungi and their interactions with humans. It introduces and provides experience with some fundamental laboratory techniques necessary for the study of microbes. During the course, students will learn the major subdivisions of microbiology and the types of microorganisms involved in each division, methods for studying microorganisms, microbial nutrition, the major beneficial and destructive activities of microorganisms, physical and chemical control of microbes, the etiology, pathogenesis, and treatments of major microbial diseases. Aspects of human defense systems are also covered. This course includes a lab component.

BIO 280 **4 credits****Introduction to Sport Science**

This is an introductory course with concepts and topics in anatomy, physiology, motor learning, and biomechanics, focusing on the art of the human body in relation to fitness and exercise conditioning using a total body approach. This course includes a laboratory component.

BIO 301 **4 credits****Biochemistry**

Prerequisite: A grade of "C" or better in CHM 251 or CHM 107. The course provides the student with a background in amino acids, proteins, enzyme catalysis, metabolism, and molecular genetics. This course will emphasize nomenclature, structure, and function of the principle molecular components of cellular biochemistry. Emphasis will be placed on the relevance of biochemistry to disciplines in chemistry, biology, medicine, pharmaceuticals, and nutrition. The laboratory will coordinate with class lecture to illustrate concepts and their application to everyday experiences.

BIO 308 **4 credits****Ecology**

Prerequisites: BIO 102 and MTH 250. Biology 308 is an introduction to the theory and practice of ecology based on terrestrial and aquatic systems. This course includes experimental design, animal behavior, biotic and abiotic factors that determine plant and animal distribution. The majority of the course will focus at the population level and the community/ecosystem level. This course includes a laboratory component with visits to local aquatic and terrestrial ecosystems.

BIO 309 **4 credits****Wildlife Ecology**

Prerequisites: BIO 308 or permission of instructor. This course is the study of animal populations with a special emphasis on their interactions with people. In BIO 308, students will study the life history, ecology, habitat and niche requirements of wildlife pests, as well as endangered species, game and non-game animals to identify methods to maintain, conserve, and enhance recreationally or ecologically valuable species. This course emphasizes process and procedures that are in the overall best interests of society, regardless of whether they are aesthetic, ecological, economic, or recreational. Students will engage in a field project in concert with a local wildlife resource agency.

BIO 310 **3 credits****Cell and Molecular Biology, MLS Track**

Prerequisite: BIO 101, recommend BIO 312 Genetics. Molecular and Mendelian genetics as it applies to prokaryotic and eukaryotic organisms. Major topics cover such topics as molecular, cellular, development, Mendelian genetics. A quantitative approach is emphasized, both in the presentation of concepts and genetic analysis.

BIO 311 **4 credits****Conservation Science**

Prerequisite: BIO 102. This course is a field based lecture-discussion course that focuses on the scientific study of biological diversity, its rapid loss in recent decades, and approaches for conservation. The course will emphasize conservation issues in a variety of habitats, as well as theoretical considerations relevant to a broad understanding of biodiversity conservation. Concepts will be illustrated with examples from local and regional ecosystems where applicable. Field trips to natural, disturbed and threatened areas will show the role of humans in the degradation, conservation and restoration of ecosystem biodiversity.

BIO 312 **3 credits****Genetics, MLS Track**

Prerequisite: BIO 101. Molecular and Mendelian genetics as it applies to prokaryotic and eukaryotic organisms. Major topics cover such topics as molecular, cellular, development, Mendelian genetics. A quantitative approach is emphasized, both in the presentation of concepts and genetic analysis.

BIO 315 **4 credits****Zoology**

Prerequisites: BIO 102. This course examines the unifying principles of zoology from an evolutionary and ecological perspective focused on the animal kingdom taxonomy and phylogeny. This course includes a laboratory component.

BIO 323**4 credits****Botany**

Prerequisite: BIO 102. This class introduces the unifying principles of Botany from an evolutionary and ecological perspective. The course examines structure and function of plant cells, tissues, and organs, and processes such as water movement, growth, response to hormones and inhibitors, photosynthesis, and respiration. The course includes a survey of the plant kingdom, emphasizing structure and function of major systems, reproductive strategies, evolutionary relationships, ecology, economic value, and conservation needs. This course includes a laboratory component.

BIO 340**1 credit****Pre-PA Seminar III**

Prerequisite: BIO 240. This course will examine the types of medical employment opportunities of PA's, limitations to practice, and a comparative analysis of the medical responsibilities that a PA will be required to conform to under professional standards. This course will require 50 semester hours of shadowing experience in a healthcare setting with trained PA's, MD's, and Nurse Practitioners.

BIO 351**4 credits****Environmental Science**

Prerequisite: BIO 102 or permission of the instructor. This course examines the history, scientific basis, and legislative response to important scientific issues of the 20th and 21st century. Topics to be addressed include: biological diversity, sustainability of natural resources, climatic variability, endangered and non-indigenous species, and air and water pollution. The intent will be to investigate the background, concern, controversy, and government responses associated with each problem. A project on an environmental issue or local natural resource problem will be a significant component of this course. This course includes a laboratory component.

BIO 405**3 credits****Parasitology, Mycology, and Virology**

The disease mechanisms of blood, tissue and intestinal parasites will be studied with emphasis on general mechanisms of parasitic infections. The increasing importance of fungal infections will also be discussed, as well as infections contracted through viruses.

BIO 401**4 credits****Evolution**

Prerequisite: Senior-standing Biology Major. A study of the historical development of the concept of natural selection and modern concepts of evolution. This course includes a laboratory component. The required ETS Major Fields test for Biology will be part of the grade for this course.

BIO 403**4 credits****Field Biology**

Prerequisites: BIO 101 or permission of instructor. Field biologists apply principles of biology, ecology, physical sciences, and mathematics to study the diversity and interactions of plants, animals in their natural environment. Studies are conducted at the level of the organism, community, ecosystem, or landscape. This course emphasizes collection methods, safe handling, and identification procedures for major taxonomic groups that are likely to be assessed by natural resource biologists working for a state or federal agency or conservation group.

BIO 407**3 credits****Writing in Biology**

Prerequisites: Senior or junior standing and completion of 60-80% of requirements for Biology degree. Writing Intensive. In this course, students will conduct literary research on a biological topic in order to write a comprehensive literature review, outline a research proposal, and complete an IRB form. Students will also learn the CSE citation format, both in-text and for a literature cited page. This is a Capstone Biology course in which Biology majors will utilize their knowledge and skills developed through the Biology curriculum. This course should be taken during the Fall before the semester in which the degree requirements are met and prior to BIO 465 Senior Seminar offered the Spring of final year.

BIO 409 **3 credits****Pathophysiology**

Prerequisite: BIO 261. This course examines diseases and disorders through a systemic approach, including pertinent anatomy, physiology, etiology, and predisposing factors.

BIO 410 **4 credits****Cell and Molecular Biology**

Prerequisite: BIO 101; Recommend BIO 412 Genetics. This course examines the organization and function of cellular structures in animal, plant, and microbial systems. Emphasis is on the molecular basis of cellular energetics, transport, cell cycle, and mechanisms of the regulation of nucleic acid and protein synthesis. This course includes a laboratory component.

BIO 412 **4 credits****Genetics**

Prerequisites: BIO 101. Molecular and Mendelian genetics as it applies to prokaryotic and eukaryotic organisms. Major topics cover such topics as molecular, cellular, developmental, Mendelian genetics. A quantitative approach is emphasized, both in the presentation of concepts and genetic analysis. A lab component is required.

BIO 440 **2 credits****Pre-PA Seminar IV**

Prerequisite: BIO 340. This course will examine the attributes and challenges of the individual learner in the healthcare arena. Topics will include ethics, morals, strength, value, plan of actions, and challenges within our own individual perspectives of self. This course will require 50 semester hours of shadowing experience in a healthcare setting with trained PA's, MD's, and Nurse Practitioners.

BIO 465 **2 credits****Senior Seminar**

Prerequisites: BIO 407. In this course, students will plan and perform an original research project. The data will be organized and analyzed using statistical methods, and presented through a Senior Thesis and a public presentation of their data. This is a Capstone Biology course in which Biology majors will utilize their knowledge and skills developed through the Biology curriculum. This course should be taken during the final semester in which the degree requirements are met

BIO 480 **1-4 credits****Advanced Readings in Biology**

Prerequisite: Biology Major. The purpose of this course is to broaden the student's knowledge base by reading current or seminal works. Readings will provide a core of knowledge in a focused field that has relevance to the area of study anticipated by the student.

BIO 495 / 496 **1-4 credits****Internship I / II**

Prerequisite: Biology Major, Junior or Senior Year. This course provides students with hands-on working experience at a local laboratory, museum, nature center, or resource management agency. Students will complete a minimum 30 hours per credit hour throughout the semester in the internship environment. Up to four hours of credit are given for each semester.

BIO 498 **4 credits****Advanced Biological Research**

Prerequisite: Biology Major. This course is designed to enable a student to pursue a field or laboratory project of their own choosing. In conjunction with their professor, the student will design a project, prepare a schedule and objectives, and establish the laboratory or field protocol. Major findings will be summarized and presented for an advanced biology class. This class will run using an independent study format.

BUS-Business

BUS 205 **3 credits**

Principles of Managerial Accounting

Introduction to Business reviews the fundamentals of business in an ever-changing global marketplace. This course includes foundational concepts used throughout business, including management, accounting, entrepreneurship, finance, and marketing. Upon completion, students will be able to demonstrate a basic understanding of business concepts, which will serve as a foundation for studying other business subjects.

This course is a prerequisite for all upper division level business and MBA courses.

BUS 215 **3 credits**

Principles of Economics

This course provides students with an overview of macroeconomic and microeconomic theory. Topics include theory of firms, market models, supply and demand, national production and employment, macroeconomic measures, monetary and fiscal policy, and economic growth.

BUS 220 **3 credits**

Principles of Accounting

This course combines the introductory study of financial and managerial accounting. The financial accounting focus will include the accounting cycle for service and merchandise enterprises, account receivables, account payables, cash flow, payroll, financial statements, and present value techniques. The managerial accounting focus will include financial statement analysis, basic inventory cost flows, cost-volume-profit techniques and budgeting.

BUS 290 **3 credits**

Legal Environment of Business

This course provides an introduction to the legal environment in which business operates. Course includes an introduction to law, contracts, torts, crimes and ethics in the business context.

BUS 300 **3 credits**

Intermediate Accounting I

Prerequisite BUS 200 and BUS 201. A detailed study of financial accounting procedures and practices with emphasis on financial statements, current assets, current liabilities, short term investments, intangible assets, and property, plant, and equipment.

BUS 301 **3 credits**

Intermediate Accounting II

Prerequisite: BUS 300. A continuation of Intermediate Accounting I. Topics include: accounting for long-term debt, equity transactions, leases, pensions, and income taxes.

BUS 302 **3 credits**

Cost Management I

Prerequisites: BUS 200, BUS 201, and MTH 250. Part 1 of a two-course series. The course focuses on topics related to the identification, classification, and evaluation of cost information. Several alternative cost measurement and budgeting systems are considered. Particular emphasis is given to developing a fundamental understanding of cost terms and purposes, and cost behavior.

BUS 303 **3 credits**

Cost Management II

Prerequisite: BUS 302 and MTH 250. Part 2 of a two-course series. This course builds on BUS 302 by introducing more sophisticated cost measurement and budgeting techniques. Special emphasis is given to the use of cost accounting information for management control.

BUS 304 **3 credits****Accounting for Not-for-Profit Organizations**

Prerequisite: BUS 300. Fund accounting theory and practice for government units, schools and colleges.

BUS 305 **3 credits****Income Tax Accounting - Individuals**

A study of the evolution and present status of US federal individual income tax laws and their impact on tax accounting. Topics include tax research, practice and procedure; the federal tax legislative process; and an overview of federal individual income tax laws.

BUS 309 **3 credits****Financial Statement Analysis**

Prerequisite: BUS 200. A study of the various methods of financial statement analysis. It will focus on the tools used to evaluate and value publicly traded companies.

BUS 310 **3 credits****Money and Banking**

Prerequisite: BUS 200 and BUS 320. A study of the basic principles and concepts of money and credit and their importance in the economy. Major topics emphasize the key role of the commercial banking system, central banking as a means of expanding and stabilizing the money supply and credit, monetary theory, monetary and fiscal policies, international banking and finance, and a review of other banking and credit institutions.

BUS 311 **3 credits****Issues in Economics**

Prerequisite: BUS 210 or BUS 211. A study of selected areas and issues affecting the business community. The course will offer an accelerated review of economic principles before entering into discussion on such issues as labor economics, labor relations, health care, social issues, individual policy, etc.

BUS 315 **3 credits****Data Analytics for Business Management**

Data analytics is a growing field within business and becoming more and more important as the amount of data, available to researchers and managers, grows. This course is an introduction and overview of information resources in the areas of big data and data analytics, which are commonly used in business. The focus of the course is enabling students to identify, locate, analyze, and report on business data sources.

BUS 320 **3 credits****Principles of Finance**

Prerequisite: BUS 200. An introduction to the principles of financial management, including capital budgeting, the acquisition of funds, the cost of capital, and dividend policy.

BUS 330 **3 credits****International Business**

This course is designed to educate the student about the international environment of business. The course highlights the importance of international business by providing an overview about country factors, global trade and investment, global monetary systems and entry strategies and strategic alliances.

BUS 332 **3 credits****International & Cross-Cultural Comparisons**

This class is designed to help students to understand the cultural effects of interpersonal communication through exchanges, gesture, dress, art/advertising, visual stimulation, and business relations in the diverse world from both theoretical and applied perspectives.

BUS 340/MGT 340 **3 credits****Management and Organizational Behavior**

A course designed to familiarize students with the functions of the management process. Major emphasis is devoted to the functions of planning, organizing, directing, and controlling. Includes a study of the behavioral aspects of the organization and the application of management principles to human resources.

BUS 341/MGT 341 **3 credits****Operations Management**

Prerequisite: MTH 250. A study of the basic concepts, designs, techniques, and applications for managing physical resources.

BUS 342/MGT 342 **3 credits****Human Resources Management**

Prerequisite: BUS 340. Writing Intensive. A study of the recruitment, selection, training, development, utilization, and maintenance of human resources in organizations. Topics also include labor-management relations and the legal environment.

BUS 344 **3 credits****International Management**

This course focuses on the formation of the global economy, the differences that exist among world buyers and sellers, management on a global scale and the difficulties of entrepreneurial activity on an international basis.

BUS 350 **3 credits****Management Information Systems**

Prerequisite: CSC 120. A presentation of the basic concepts for design, implementation, and application of management information systems.

BUS 352 **3 credits****Web Design**

This class is designed to give students the tools necessary to develop quality websites through the integration of specialized web-design software, current multimedia technology and web-design principles to create graphical user interfaces for e-commerce sites. Fulfills Computer Skills requirement.

BUS 360 **3 credits****Principles of Marketing**

An introduction to basic practices and problems of marketing including consumers' buying behavior, products and markets, distribution techniques, and marketing programs.

BUS 361/MKT 361 **3 credits****E-Commerce Marketing**

Prerequisite: BUS 360. This course involves the analysis and design of electronic media advertising, marketing and selling. Topics include direct marketing, relationship marketing, e-marketing, social marketing, and small business applications. Fulfills Computer Skills requirement.

BUS 362 **3 credits****Retailing Management**

Prerequisite: BUS 360. A study of the organization, planning, policies, procedures, problems, and controlling of various types of retailing institutions. The major topics emphasized include the selection of retailing locations, organization of retailing establishments, merchandising policies and procedures, retailing services, and the selection, training, compensation, and supervision of retailing personnel.

BUS 363 **3 credits****Sales Management**

Prerequisite: BUS 340 and BUS 360. Basic principles in recruiting, training, managing, motivating, evaluating and compensating salespeople and sales forces.

BUS 364/MKT 364 **3 credits****Consumer Behavior**

Prerequisite: BUS 360. This course will examine the Wheel of Consumer Behavior which includes: consumer behavior, consumer environment and consumer affect and cognition. The student will further examine how the actions of consumer's influence business and marketing strategies.

BUS 390 **3 credits****Professional Communication**

Prerequisite: Grade of "C" or better in ENG 102. Writing Intensive. Professional Communication is a survey course of communication skills needed in a professional environment. This course will introduce the student to writing memoranda, letters, reports, resumes and electronic messages. Interpersonal, critical thinking and problem solving skills are developed to enhance the student's ability to communicate in the business world as an articulate, conscientious professional.

BUS 391 **3 credits****Business and Social Responsibility**

Writing Intensive. The new millennium reflects the importance of a business manager adhering to ethical and moral obligations. The purpose of this course is to acquaint the student with a business's social and ethical responsibility to the internal and external stakeholders. This course will address organizational decision making processes and their relationship to the ethical and social implications of the political, legal, regulatory, technological, and global environments.

BUS 400 **3 credits****Accounting Information Systems**

Prerequisites: BUS 200 and BUS 201. An introduction to the design, implementation, and monitoring of accounting information systems. Special emphasis is put on the role of the AIS in providing good internal control that can minimize accounting misstatements due to error and fraud.

BUS 401 **3 credits****Auditing**

Prerequisite: BUS 301. Co-requisite BUS 400. A study of United States audits and attestation practices and procedures. Special emphasis is put on the financial statement audit. Topics include the study of United States auditing standards, professional ethics, legal liability, internal control, and evidence gathering.

BUS 402 **3 credits****Internal Auditing**

Prerequisites: BUS 301, BUS 303, and BUS 400. This course examines issues relating to the concepts and theory of internal auditing. Major topics of discussion will include the internal audit environment; the auditing profession; the duties, responsibilities, and procedures of internal auditors; and the relationship between the internal auditing function and the external auditing function.

BUS 405 **3 credits****Income Tax Accounting - Partnerships & Corporations**

Prerequisite: BUS 305. This course examines issues relating to the taxation of partnerships, corporations, and other entities. Issues relating to both federal and state taxation are addressed.

BUS 406 **3 credits****Advanced Accounting Law**

Prerequisites: BUS 290 and BUS 300. A study of specialized areas in partnerships and corporations.

BUS 407 **3 credits****Advanced Accounting**

Prerequisite: BUS 301. An advanced study in financial accounting and reporting theory. Topics include the equity method of accounting for investments, consolidation of financial information, accounting for variable interest entities, foreign currency transactions and hedging foreign exchange risk, and international accounting standards.

BUS 408 **3 credits****Advanced Business Law**

Prerequisite: BUS 290. This course is the second in a two-part series and covers advanced areas of law within the business context as well as a primer on the Uniform Commercial Code. Topics covered include sales, real and personal property, negotiable instruments, secured transactions, bankruptcy, and professional liability.

BUS 417 **1 credit****Senior Business Seminar**

Prerequisite: permission of division chair. A synthesis course which overviews student development in management, marketing, accounting, finance, and economic, legal and ethical environments. As a co-requisite for the capstone BUS 495 Strategy class, students apply these principles to case studies.

BUS 440 **3 credits****Labor Relations**

Prerequisite: BUS 340. A general survey of collective bargaining environment with major emphasis on the major provisions of labor law, bargaining issues of craft and industrial unions, and a review of labor relations in public organizations.

BUS 441 **3 credits****Small Business Management**

Prerequisites: BUS 340, BUS 360, and BUS 320. This course involves the analysis of simulated and actual business opportunities. The relationship of the entrepreneur to the formation and growth of the enterprise is studied in its economic and social environment.

BUS 442 **3 credits****Entrepreneurship**

Prerequisites: BUS 320, BUS 340, and BUS 360. This course explores the nature of entrepreneurship, including the financing, examining risks associated with new ventures, new entry strategies, managing growth strategies, global expansion, and termination of the business venture.

BUS 443/MGT 443 **3 credits****Leadership**

Prerequisite: BUS 340. This course is designed to provide a framework for studying and understanding the concept of leadership within organizational environments. Special emphasis will be placed on identifying cultural values and other situational variables that potentially affect leadership. Through the use of case studies different leadership styles will be analyzed and applied.

BUS 445 **3 credits****Training and Development**

Prerequisite: BUS 340. This course presents an overview of training, its roles and goals, using an open systems perspective. The content focuses on how training fits into the structure of large and small companies. Most of the course will entail the presentation of an overarching training process model that can be applied in any organization

BUS 460 **3 credits****Marketing Research**

Prerequisite: BUS 360 and MTH 250. Develops the scientific process of problem solving in a marketing context. Covers the concepts of problem definition, hypothesis testing, questionnaire development, research design, and interpretation of statistical findings.

BUS 481/MKT 481 **3 credits****International Marketing**

Global business has had an impact on international marketing practices. This course uses an approach of examining cultural differences, assessing global market opportunities, and developing and implementing global marketing strategies.

BUS 490 **3 credits****Special Topics in Business**

Special topics courses offer the student opportunities to explore current issues and selected topics of interest in the discipline.

BUS 493 **3 credits****Independent Study in Business**

Approval by the instructor and division chair is required. Research is conducted on specific business issues.

BUS 494 **3 credits****Internship**

A course designed to provide practical experience in a local business. Students will be expected to perform specific responsibilities in the business and prepare a detailed report about the experience.

BUS 495 **3 credits****Strategy**

Prerequisites: BUS 320, BUS 330, BUS 340, BUS 341, BUS 350, and BUS 360. Course must be taken at Thomas University. A multi-level, integrative approach to the study of business strategy. The course provides conceptual frameworks to consider various issues related to the strategic process and uses cases for experience in adaptation and integration.

BUS 496 **3 credits****Business Research Methods**

Prerequisite: MTH 250. Writing Intensive. The course introduces students to basic research methods in the field of business. Students will create research questions, create a research-based literature review, and plan a methodology appropriate to carry out the study. The purpose of this course is to produce more informed future business leaders and to improve their understanding of research methods in business.

CHM—Chemistry

CHM 101 **4 credits****General Chemistry I**

Prerequisite: MTH 140 and satisfactory academic standing in college level courses. This is part one of a two-semester course in general chemistry designed primarily for science majors. This course is an introduction to the principles and practice of modern chemistry, with in-depth treatments of the fundamental concepts of atomic theory, periodic properties of the elements, chemical bonding, molecules and compounds, states of matter and intermolecular forces, thermodynamics, solution chemistry, and chemical equilibrium, including equilibria of aqueous solubility and acid base reactions. The laboratory integrates qualitative and quantitative skills, chemical instrumentation and laboratory projects, with emphasis on collection and analysis of data and their limitations.

CHM 102**4 credits****General Chemistry II**

Prerequisite: CHM 101. This is part two of a two-semester course in general chemistry designed primarily for science majors. This course builds on concepts from General Chemistry I and covers topics such as thermochemistry, the behavior of gases, intermolecular forces in solids and liquids, kinetics, chemical equilibria, thermodynamics, and electrochemistry. The laboratory integrates qualitative and quantitative skills, chemical instrumentation and laboratory projects, with emphasis on collection and analysis of data and their limitations.

CHM 103**4 credits****Environmental Systems**

The course explores the key interactions between Earth's environmental systems and the interrelationship with human impacts in the context of the atmosphere (air), hydrosphere (water) and lithosphere (earth) geochemical cycles. Major global environmental issues will be discussed such as acid rain, sewage treatment, ozone destruction, anthropogenic climate change, air pollution, eutrophication and water contamination. Laboratories will involve sampling, quantitative detection and data analysis to reinforce the interrelationships among environmental systems, resources, and humans.

CHM 107**4 credits****Survey of Organic Chemistry**

Prerequisite: CHM 101. The course is an introduction to organic chemistry covering a wide range of topics on the chemistry of functional group classes such as alkanes, alkene, alkynes, alkyl halides, alcohol, aldehydes, ketones, carboxylic acids, heteroatom compounds, amines, aromatics, heterocyclics, organometallics, amino acids, proteins, lipids, and nucleotides. Emphasis will be placed on organic nomenclature, structure, bonding, stereochemistry, conformational analysis, organic reactions and structure. This course includes a laboratory component.

CHM 201**4 credits****Biochemistry, MLS Tract**

Prerequisite: CHM 107. The course provides the student with a background in amino acids, proteins, enzyme catalysis, metabolism and molecular genetics. This course will emphasize nomenclature, structure and function of the principle molecular components of cellular biochemistry. Emphasis will be placed on the relevance of biochemistry to disciplines in chemistry, biology, medicine, pharmaceuticals and nutrition.

CHM 250**4 credits****Organic Chemistry I**

Prerequisites: Grade of "C" or better in CHM102. This is part one of a two-semester course in modern organic chemistry designed primarily for biology majors. The course is intended to provide the student with a general background in organic chemistry covering a wide range of topics on the chemistry of functional group classes, including alkanes, alkenes, alkynes, alkyl halides, alcohol, aldehydes, ketones, carboxylic acids and heteroatom compounds.

Emphasis will be placed on organic nomenclature, structure, bonding, stereochemistry, conformational analysis, organic reactions and structure determination by organic spectroscopic methods. This course will also focus on an understanding of organic reactivity through a detailed description of reaction mechanisms. This course includes a laboratory component.

CHM 251**4 credits****Organic Chemistry II**

Prerequisites: Grade of "C" or better in CHM250. This is part two of a two-semester course in modern organic chemistry designed primarily for science majors. This course will emphasize additional organic groups not covered including amines, aromatics, heterocyclics, organometallics, amino acids, proteins, lipids, and nucleotides. This course will address additional aspects of nomenclature, structure, bonding, stereochemistry, organic reactions and identification/structure determination by organic spectroscopic methods. This course will also focus on understanding the reactivity of organic and biological molecules through a detailed description of reaction mechanism and intermolecular bonding forces. This course includes a laboratory component.

CHM 301**4 credits****Biochemistry**

Prerequisite: A grade of "C" or better in CHM 251 or CHM 107. The course provides the student with a background in amino acids, proteins, enzyme catalysis, metabolism and molecular genetics. This course will emphasize nomenclature, structure and function of the principle molecular components of cellular biochemistry. Emphasis will be placed on the relevance of biochemistry to disciplines in chemistry, biology, medicine, pharmaceuticals and nutrition. The laboratory will coordinate with class lecture to illustrate concepts and their application to everyday experiences.

CRJ—Criminal Justice**CRJ 105****3 credits****Introduction to Criminal Justice**

This course examines the U.S. criminal justice system from a sociological perspective. Sociological theories of social control and the origin of law are used to frame important issues of criminal justice and social policy. The most current studies are reviewed on the effectiveness of rehabilitation, decriminalization, deterrence, incapacitation, and various police initiatives.

CRJ 150**3 credits****Criminology**

This course will cover the study of criminal behaviors that violate social norms. Students will examine the scientific study of the making of laws, the breaking of laws and society's reaction. Major emphasis will be placed on the evolution of criminological theories. Students will examine the survey of the patterns and trends in adult criminal behavior and juvenile delinquency analyzed in terms of various theories of such behavior. Students will also examine types of crime and the administration of justice.

CRJ 210**3 credits****Policing in America**

Designed to be a comprehensive introduction to the foundations of policing in the United States, this course primarily examines the role of law enforcement in the American society. The history of policing, organizational structure, and police deviance are some of the many topics covered.

CRJ 230**3 credits****Corrections in America**

This course is a study of the role of corrections in the criminal justice system by examining the philosophies, practices, procedures, and problems in corrections throughout our nation's history.

CRJ 250**3 credits****Juvenile Justice**

Structured to examine classical and contemporary criminological theories, this course allows students to explore the origins of juvenile delinquency and to apply criminological knowledge to juvenile delinquency, as it exists today. Particular emphasis is placed on exploring those factors which might contribute to delinquent behavior, possible remedies, and gang violence.

CRJ 255**3 credits****Criminal Procedure**

This course examines the court system and sources of rights, the criminal justice process, probable cause and responsible suspicion, search and seizure, the Exclusionary Rule, stop and frisk, motor vehicle stops, searches and inventories, self-incrimination, confessions and admissions, plea bargaining, rights of the accused before, during and after trial and punishment. Emphasis will be placed on court decisions involving the 4th, 5th, 6th, 8th and 14th amendments to the U.S. Constitution and the cases that have shaped history.

Note: It is recommended that only those students who have completed their lower division course work take the following upper division courses.

CRJ 300 **3 credits****Criminal Justice Research and Analysis**

Writing Intensive. This course provides is an in-depth study on conducting and applying statistical techniques to criminal justice research, including electronic searching, quasi-experimental methods as well as multiple baseline designs.

CRJ 310 **3 credits****History of Criminal Justice**

This course examines the history of criminal justice systems in Western Europe and the United States. These studies form the backdrop for the American legal system that is currently operating.

CRJ 320 **3 credits****Terrorism**

This course is an in-depth study of terrorism including its origins, types and styles and history. Efforts around the world to detect, discover and deter terrorist actions will be focused upon. Contemporary terrorism and its influences upon lifestyles, law enforcement, legal systems and public policy will receive special attention.

CRJ 325 **3 credits****Gangs**

This course examines up-to-date information on the youth gang phenomena in the United States. By emphasizing the distinction between gangs and gang members, this course will highlight the differences between the individual and group perspective. These distinctions allow for a richer understanding of the gang problem. A wide range of contemporary gang topics are explored in this book including: definition, theory, gang organization, member experiences, gang crime, gender, race/ethnicity, prison gangs, and prevention and intervention.

CRJ 330 **3 credits****Deviance, Crime and Criminal Justice**

Relationships among individual and group motivation and psychology that result in psychological and/or psychosocial deviance and their special relationships with crime, criminology and criminal justice are examined. Related issues in control, management and investigation of deviance and its criminal manifestations are also considered. Gang behavior, ritualistic crimes, deviant sexual crime and serial crimes receive specific treatment.

CRJ 335 **3 credits****Interviews and Interrogations**

This course provides a basic introduction into the interviewing and interrogation process as it relates to the criminal justice system. The purpose of this course is for the students to gain minimum skills competency and understanding of selected interview skills. Through thought provoking reading, class interaction, practice skills, detailed testing and written assignments, this course will introduce the student to basic interview and interrogation procedure and the challenging issues law enforcement officials face on a daily basis.

CRJ 340 **3 credits****Criminal Justice Standards and Practices**

Standards and Practices is a philosophic study of police ethics and is presented in order to address the principles of professional and ethical conduct in the law enforcement community. The course will provide the student with insights into The Law Enforcement Code of Ethics.

CRJ 345 **3 credits****Serial Murders**

This course examines information on the phenomenon of serial murders in the United States and the exploration of serial murderers through analysis of the lives of serial killers. We will also cover serial murder and its relation to race and gender; the myth of serial murder; the media and serial murder; profiling; explanations of selected serial killers and the difficulties in apprehension of serial killers from the perspective of law enforcement officials.

CRJ 350 **3 credits****Victimology**

Victimology is the scientific study of victimization, which is the physical, emotional, and financial harm people suffer because of illegal activities. This includes the relationships between victims and offenders; the interaction between victims and the criminal justice system; and the connections between victims and other societal groups and institutions such as the media, businesses, and social movements.

CRJ 360 **3 credits****Forensic Science**

This course will study the relevant scientific and technological principles and techniques that are used to solve crimes. The student will learn modern forensic methodologies and will invoke the application of scientific method to solve legal problems. The course is designed to provide an overview of the basic science concepts and techniques used in a forensic laboratory. The nature and significance of physical evidence and the underlying chemical and biological principles of the scientific techniques employed for analysis and interpretation will be emphasized.

CRJ 370 **3 credits****Constitutional Law**

This course examines the basic principles of the U. S. Constitution as the authoritative document for allocating governmental power, establishing individual rights and acting as a basis of law. Particular emphasis is placed on current rulings applying the First, Second, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments. Students will study the correlation of how laws are formulated and enforced to the basic fundamental privileges that the Constitution affords as the supreme law of the land.

CRJ 380 **3 credits****White Collar and Organized Crime**

Examines the nature, dynamics, and types of white collar crime along with the history, structure and evolution of organized crime in the United States. May be taken by non-majors.

CRJ 390 **3 – 6 credits****Criminal Justice Specialization**

Prerequisite: ENG 101 and ENG 102. Experiential Learning course credit is an option for non-traditional college students who bring significant work experience, in both terms of years and responsibility. Students may obtain up to 6 major elective course credits for specialized skills or careers within the field of criminal justice by providing documentation of training experience and proficiency within a specific specialization or field of criminal justice.

CRJ 410 **3 credits****Community Policing**

This course examines community policing, an innovative and non-traditional policing philosophy that emphasizes community cooperation and proactive law enforcement. May be taken by non-majors.

CRJ 420 **3 credits****Evidence**

Writing Intensive. This course is a survey of the Federal Rules of Evidence and applies of the more complicated rules of evidence in courts of law. The evidence code of the State of Georgia will be stressed. The principles underlying the basic rules as well as burden of proof, probative value, presumptions, stipulations, competency, privilege, cross-examination, hearsay, and expert opinion testimony will be examined.

CRJ 430 **3 credits****Management in Law Enforcement**

This course provides students the necessary tools to develop the behavioral and social skills necessary to deal effectively with a rapidly changing law enforcement community. Through thought provoking reading, class interaction, completion of case studies, and detailed testing, this course will introduce the student to many management processes and the fundamental organizational behaviors. Additionally, this course will introduce the student to the importance of human behavior and its relationship to the overall organizational process.

CRJ 441 **3 credits****Computer Forensics**

This course is the study of computer forensic investigation procedures and response. Students will be introduced to computer crimes through an examination of the crimes and those individuals committing the crimes. Students will examine the laws, investigative techniques, and criminological theories applicable to computer crime. Students will gain understanding of digital crime and digital terrorism, the types, nature, and extent of digital crime, legislation and enforcement of digital crime, and future trends of digital crime.

CRJ 460 **3 credits****Criminal Investigation**

This course examines the procedures, techniques and applications of public and private investigations. The course features enhanced coverage of such important topics as physical evidence, report writing, crimes against children, photography, sketching and court procedures.

CRJ 465 **3 credits****Crime Prevention**

This course examines methods of crime control and research concerning its effectiveness. The course also covers policing, prosecution and the courts, legislative methods, as well as the crime control at the individual, family, school community levels and best ways to prevent crime in the future.

CRJ 470 **3 credits****Criminal Law**

This course examines substantive criminal law. Particular emphasis is placed on recognizing and understanding the legal elements that constitute a crime, affirmative defenses, and constitutional limitations on criminal statutes. May be taken by non-majors.

CRJ 480 **3 credits****Comparative Criminal Justice Systems**

This course offers a cross-cultural perspective to the comparative study of different criminal justice systems operating worldwide. It analyses the societal responses to various conceptions of justice and, describes and contrasts the major aspects of the organization of criminal justice.

CRJ 485 **3 credits****Criminal Justice Internship**

This course places suitable students in various criminal justice agencies in order to prepare them for future employment in the criminal justice field. All internships must be pre-approved and it should be noted that some require lengthy processing which must be initiated months in advance. Only those who have successfully completed a minimum of 18 credit hours of upper division criminal justice course work may intern.

CRJ 490 **3 credits****Special Topics**

Special topics courses offer the student opportunities to explore selected topics of interest in the discipline.

CSC-Computer Science

CSC 120 **3 credits****Microcomputer Applications**

Pre/Co-requisite: ENG 099 or placement in higher level ENG. This course provides students with a diverse base of knowledge and experience in personal computer concepts and applications. Through hands-on experience, students will develop proficiency in Microsoft Word, Excel, and PowerPoint, Windows, and Internet, including search tools and techniques. Students also will develop an understanding of information literacy as it applies to use of the Internet. Fulfills Computer Skills requirement.

CSC 121**3 credits****Microsoft Excel**

This course provides an introduction to spreadsheet features and functions of Microsoft Excel 2016 useful in a variety of business, professional, and personal applications. Through hands-on exercises and projects, students will learn to create and manage worksheets and workbooks, work with data, perform calculations with formulas and functions, and summarize, analyze, and present data. The course prepares the student to sit for the Microsoft Excel 2016: Core Data Analysis, Manipulation, and Presentation exam to obtain Microsoft Office Specialist (MOS) 2016 certification. Fulfills Computer Skills requirement.

ECE-Elementary Education

ECE 326**3 credits****Developmentally Appropriate Practices for Pre-K and Kindergarten**

The purpose of this course is to examine the characteristics of the preschool and kindergarten learner as well as the developmentally appropriate teaching strategies and resources for preschool and kindergarten instruction. This course requires a field placement in a preschool and kindergarten setting.

ECE 440**3 credits****Interdisciplinary Teaching through Art, Music, and Physical Education/Health**

The purpose of this class is to examine the strategies, resources, and materials for developing interdisciplinary art, music, physical education/health lessons in grades Pre-K through fifth grade.

ECE 460**3 credits****Social Studies Curriculum Development**

Prerequisite: EDU 316. Co-requisite: EDU 327. The purpose of this course is to examine major social studies concepts and modes of inquiry derived from national and state standards to develop cohesive elementary social studies curricula that meets the changing needs of students and other stakeholders in a diverse community.

ECE 470**3 credits****Mathematics Curriculum Development**

Prerequisite: EDU 327. Co-requisite: EDU 428. The purpose of this course is to examine major mathematics concepts and modes of inquiry derived from national and state standards to develop cohesive elementary mathematics curricula that meets the changing needs of students and other stakeholders in a diverse community.

ECE 480**3 credits****Science Curriculum Development**

Prerequisite: EDU 327. Co-requisite: EDU 428. The purpose of this course is to examine major science concepts and modes of inquiry derived from national and state standards to develop cohesive elementary science curricula that meets the changing needs of students and other stakeholders in a diverse community.

EDU-Education

EDU 200**3 credits****Introduction to the Teaching Profession**

This course provides an introduction to teaching as a profession in the American education system. It offers a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society. A practicum component is required which includes 15 hours of classroom observation.

EDU 301**0 credits****Teacher Candidate Orientation**

Prerequisite: Admission to the Division of Education. The purpose of this course is to orient the teacher candidate to program expectations and Georgia rules governing certification.

EDU 310 **3 credits****Educational Psychology**

Students examine psychological principles of learning, cognition, motivation, behavior, and the practical implications of these principles for teaching and learning. The development of skills to interpret behavior and classroom interactions within a framework of psychological theory will be a major feature.

EDU 316 **3 credits****Teaching Methods and Strategies**

Prerequisite: Admission to the Division of Education or permission of the Chair of the Division. Co-requisite: EDU 350. This course provides an introduction to the basic principles of instruction and learning in the context of research supported methods, strategies, and skills that meet the needs of all learners. A practicum component is required which includes 15 hours of classroom observation.

EDU 320 **3 credits****Teaching Diverse Learners**

Writing Intensive. This course will explore the factors that make students diverse and the instructional implications for teaching to diverse populations, including building students' resiliency, fostering a sense of community within the classroom, teaching to students' learning styles, and minimizing the effects of poverty on student achievement.

EDU 327 **3 credits****Methods and Strategies for Teaching Early Adolescent Learners**

Prerequisite: EDU 316 and EDU 350. Co-requisite: EDU 340. This course focuses on research based effective teaching methods and strategies for teaching early adolescence learners, with attention provided to the characteristics of diverse and exceptional learners in the classroom and assessment of student learning. This course requires a field placement in a 4th-8th grade setting, depending on major.

EDU 340 **3 credits****Assessment Strategies to Improve PK-12 Learning**

Prerequisite: EDU 316 and EDU 350. Co-requisite: EDU 327. This course examines the development and use of multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. This course requires a field placement in a school setting in conjunction with EDU 327.

EDU 350 **3 credits****Instructional Technologies in the PK-12 Classroom**

Prerequisite: CSC 120. Co-requisite: EDU 316. The purpose of this course is to develop the knowledge and skills needed to understand the role that various forms of electronic and digital technology can have in the teaching/learning process and how effective teachers engage these processes in the classroom.

EDU 360 **3 credits****Models of Teaching**

Prerequisite: EDU 327 and EDU 340. Co-requisite: EDU 428. This course investigates instructional models and their features, with a focus on how instructional models promote learning in K-12 settings. Special emphasis is placed on the use of instructional models to develop pedagogical content knowledge with the goal of providing the strongest positive effect on student achievement tied to discipline specific standards based instruction.

EDU 399 **1 credit****Georgia Teacher Certification Exam Preparation**

Prerequisite: The purpose of this course is to provide a comprehensive review of the GACE program standards for the content area and/or edTPA exam in which the Teacher Candidate is being certified. The course will provide a review of study strategies and test-taking tips, and will provide opportunities to practice taking the examination through state-developed practice tests.

EDU 428 **3 credits****Developing Pedagogical Content Knowledge**

Prerequisite: EDU 327, EDU 340 Co-requisite: EDU 468. The focus of this course is to examine research-based pedagogical content knowledge that engages learners in active learning that results in student's acquisition of essential knowledge and skills. This course requires a field placement in a school setting (grade level or subject depending on major), beginning with the first day of the assigned school district calendar, for three days a week until the end of the semester

EDU 429 **10 credits****Student Teaching**

Prerequisite: All program courses in Professional Core I, II, and III, and satisfactory score on Disposition Assessment. Co-requisite: EDU 430. The purpose of this course is to provide full immersion in the school community in order to further develop and demonstrate competence in the professional role as a teacher. This course requires full-time participation in a school for 15 weeks.

EDU 430 **2 credits****Student Teaching Seminar**

Prerequisite: All program courses in Professional Core I, II, and III, and satisfactory score on Disposition Assessment. Co-requisite: EDU 429. The purpose of this seminar is to examine the knowledge, skills, and dispositions essential to a positive career path of a teacher, from teacher candidate to early career professional

EDU 468 **3 credits****Educating Exceptional Learners**

Prerequisite: EDU 327 and EDU 340. Co-requisite: EDU 428. The purpose of this course is to provide an overview of the educational needs of exceptional students, including children with learning and/or behavior problems, children with physical disabilities or sensory impairments, and children who are intellectually gifted or have a special talent. This course requires a field placement in collaboration with EDU 428.

EDU 601 **1 credit****Orientation to Advanced Programs in Education**

The purpose of this course is to introduce advanced candidates to key assessments and additional program requirements that are required for program completion and/or certification by the Georgia Professional Standards Commission.

EDU 602 **3 credits****Teachers as Leader and Mentor**

This course focuses on leadership and mentoring skills within the context of current best practices and research, to include the design, implementation, and evaluation of student instruction and professional development strategies that maximize the diverse learning strengths and needs of all learners. Teachers develop mentoring expertise including reflective teaching, peer coaching, induction processes, observation and feedback techniques, and evaluation techniques and instruments.

EDU 603 **3 credits****Best Practices in Teaching and Learning**

The purpose of this course is to provide a critical examination of research and theory relevant to the advanced study of teaching and learning. Emphasis is placed on the relationships that exist between student development, instructional practices/culturally responsive pedagogy, educational environments, continuous reflection and assessment, learning communities, and dispositions of the profession.

EDU 610 **3 credits****Educational Research**

The purpose of this course is to help students become more sophisticated consumers and beginning practitioners of educational research. The course will focus on action research methodology. Students will analyze published research and will plan a research project that will be implemented at a later date.

EDU 611 **3 credits****Leading the Professional Learning Community**

This course will orient participants around the concepts of Professional Learning Community (PLC), where PLC fits in the broader perspective of school reform, and strategies for implementing PLC. This course is designed to assist those in leadership roles (curriculum specialist, teacher leader) in acquiring the knowledge, skills, and dispositions associated with leadership of a PLC. Some PLC traits to be a part of this course include collaboration (educators learning with and from each other), inquiry, reflection, shared responsibility for student learning, shared examination of instructional practice, and student learning. Candidates will promote professional learning communities and demonstrate the ability to effectively design, deliver, and evaluate professional learning in their schools.

EDU 612 **3 credits****Teacher as Researcher**

This course is designed to enable K-12 teachers to conceptualize and implement meaningful action-based research projects that enhance teaching and learning in their classrooms; develop and implement educational plans to improve classroom instruction; and conduct action-based studies that add to the knowledge base of teaching and learning, and/or validate or invalidate existing educational theory. Teachers will use reliable methodologies in formulating hypotheses, and confidently develop strategies for conducting action research to include collecting, analyzing, and evaluating data.

EDU 613 **3 credits****Curriculum Design and Development for Student Achievement**

This course prepares teachers to develop curriculum and instruction that is universal in design and based on best practices, not only in general education, but also for students with exceptionalities and those who are culturally and linguistically diverse. This course will examine and analyze the following core elements of curriculum design: conceptual purpose, content, coherence, articulation within a subject area across grade levels, and across subjects, alignment with both achievement standards and achievement assessments. Program assessment will be examined with particular attention to how it differs from but is relevant to student performance assessment. As a result of this course, students will demonstrate advanced ability to design, implement, and evaluate curricula that promotes student learning.

EDU 614 **3 credits****Program Planning**

This course emphasizes the elements essential in designing, implementing, and evaluating effective school and community educational programs, and prepares students with the knowledge and skills required for writing a project or program grant proposal. This course provides students with an overview of program planning, including methods for assessment, planning models and theories, and intervention strategies. Course content will focus on program planning in school and community settings, giving focus to both cultural and technological aspects of programming.

EDU 615 **3 credits****Educational Law**

This course examines the legal and ethical issues as related to practical problems in school. Topics to be studied include organizational structures of school, federal and state systems, church-state related issues, teacher rights, rights of students with disabilities, instructional issues, tort liability, and equal opportunities in education.

EDU 616 **3 credits****Educational Reform**

This course examines broad concepts of school reform utilizing the perspectives of policy, practice, and instructional leadership. The course also aims to develop in the career educator a broader and deeper understanding of the problems between ideas and practice in dynamic social settings.

EDU 617 **3 credits****Using Data to Improve Schools**

This course provides teacher leaders with the skill and knowledge to analyze state, district, and local data for use in planning systemic improvement of instructional delivery, program effectiveness, and administrative processes. Acquisition, analysis, and interpretation of data are applied in educational settings to facilitate research-based decisions in planning for instructional and organizational improvement.

EDU 618 **3 credits****Building Collaborative Teams**

The purpose of this course is to provide teacher leaders with collaboration skills in order to promote a school culture that fosters excellence in teaching and learning. The course will examine how to build collaborative teams through shared purpose, effective communication, problem solving, and conflict management.

EDU 619 **3 credits****Action Research for the Teacher Leader**

This course provides teacher leaders with the knowledge and skills necessary to use action research as a tool to address professional needs, interests, and problems. Connections between the course content and the role of teacher leader will provide the foundation needed for students to apply the fundamentals of action research at the local school level as a teacher leader. The course is for M.Ed. and Ed.S. Teacher Leader students only.

EDU 620 **3 credits****Applying Technologies for Effective Instruction**

The purpose of this Course is to develop the knowledge and skills needed to understand the role various forms of electronic and digital technology can play in the teaching/learning process and how effective teachers engage these processes in the classroom.

EDU 622 **3 credits****Current Issues and Trends in Education**

This course is designed to examine current issues and trends in education that could affect teaching, curriculum, motivation, families, students, teachers, administration, school reform, school policy, and school law.

EDU 623 **3 credits****Educational Assessment and Decision Making**

This course is designed to further develop the knowledge, attitudes, conceptual and technical skills needed by the PK-12 teacher to use assessment and assessment results in instructional planning, teaching, curriculum development, student learning, and school improvement.

EDU 624 **3 credits****Collaborative Classrooms through Social Emotional Learning**

The purpose of this course is to provide students with the concepts and skills related to social and emotional intelligence learning. The course examines effective ways of connecting and communicating even in the most challenging situations.

EDU 625 **3 credits****Diversity & Exceptionality in the 21st Century Classroom**

This course is designed to examine culturally and linguistically diverse and exceptional learners through historical, sociological, and philosophical foundations. Teachers' cultural identity and implications for teaching diverse learners and developing responsive pedagogy are a focus.

EDU 629 **3 credits****Instruction and Curriculum Capstone**

The purpose of this course is to provide a culminating experience in which candidates apply their knowledge of the Georgia Professional Standard Commission Curriculum and Instruction standards.

EDU 630 **3 credits****Teacher Leadership Internship**

The Teacher Leadership Internship provides opportunities for candidates to apply the PSC Teacher Leadership knowledge, skills, and dispositions during a year-long job-embedded internship. Candidates will work closely with their Candidate Support Team, specifically their coach and mentor, to determine the scope of work for the internship. Professional learning proficiencies outlined in the Teacher Leadership Standards will guide the Candidate Support Team's development of an Individual Growth Plan.

EDU 631 **3 credits****Teacher Leadership Residency II**

The Teacher Leadership Internship II provides opportunities for candidates to apply the Georgia PSC Teacher Leadership knowledge, skills, and dispositions during the second phase of a job-embedded internship. Candidates will work closely with their Candidate Support Team, specifically their coach and mentor, to determine the scope of work for the term, as well as the remainder of the program. Professional learning proficiencies outlined in the Teacher Leadership Standards and the GACE Teacher Leader Assessment will guide the Candidate Support Team's development of an Individual Growth Plan.

ENG-English

ENG 099 **3 credits****College Writing Skills**

A thorough review of essential grammar skills, development of essential writing skills with focus on the use of standard written English, and detailed essay construction. Grade average of 70% or better passing exit score is required for exit into ENG 101. Institutional credit.

ENG 101 **3 credits****Composition I**

Writing Intensive. Prerequisite: Grade of "C" or better in ENG 099 or appropriate placement test score. An introduction to writing that concentrates on developing expository techniques through summaries and essays incorporating analysis, synthesis, argument, and critical thinking skills. The course also teaches research skills, and a major documented paper is required. Mastery of standard English usage and principles of composition is determined through departmental examination and evaluation. Grade of "C" or better is required for credit.

ENG 102 **3 credits****Composition II**

Writing Intensive. Prerequisite: Grade of "C" or better in ENG 101. A continuation and expansion of the skills and principles introduced in ENG 101 through the study and analysis of literature. A major documented paper is required. Mastery of the principles of composition is determined through departmental examination and evaluation. Grade of "C" or better is required for credit.

ENG 110 **3 credits****Student Success in English Composition I**

This learning-lab course is a supplement to ENG101: Composition I and may be required. The course will provide students avenues to develop strategic expertise with the critical reading and thinking skills necessary for success with college-level written assignments. An emphasis will also be placed on developing habits of mind and taking personal responsibility for success in ENG 101.

ENG 112 **3 credits****Student Success for English Composition II**

This learning-lab course is a supplement to ENG102: Composition II and may be required. The course will provide students avenues to develop strategic expertise with the critical reading and thinking skills necessary for success with college-level written assignments. An emphasis will also be placed on developing habits of mind and taking personal responsibility for success in ENG 102.

ENG 301 **3 credits****Professional Communication**

Prerequisite: Grade of "C" or better in ENG 102 and CSC 120. Professional Communication is a survey course of communication skills needed in a professional environment. This course will introduce the student to writing memoranda, letters, reports, resumes and electronic messages. Interpersonal, critical thinking and problem solving skills are developed to enhance the student's ability to communicate in the business world as an articulate, conscientious professional.

ENG 302 **3 credits****Creative Nonfiction Writing**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. This is a survey course designed for undergraduate students writing nonfiction prose. Students will read works of nonfiction across a broad spectrum of content and form. The course is designed to improve nonfiction writing through discussions of written work in a group workshop setting as well as discussions of published essays from the textbooks. The course will also emphasize defining and understanding the genre of nonfiction from various cultural and historical perspectives. Students will learn how to read these pieces of nonfiction both as a scholar and as writer. From a craft perspective, students will study figurative language, voice, character development, setting, and dramatic structure and practice close-reading techniques.

ENG 303 **3 credits****Argumentative and Persuasive Writing**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. This course provides models and strategies of argumentative and persuasive writing that develop skills in critical thinking. Students are expected to analyze and critique arguments in order to develop their ability to use argumentative patterns to write persuasively.

ENG 304 **3 credits****Creative Writing**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. Students will write poetry, short fiction and a short screenplay. The course is designed to help undergraduates improve their reading and writing skills beyond the freshman level. This is achieved through studying contemporary pieces of creative writing, producing original pieces of creative work and engaging in peer critiques that work.

ENG 311 **3 credits****American Literature Survey I**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. A survey of the major American writers and genres of the 17th, 18th, and 19th centuries.

ENG 313 **3 credits****American Literature Survey II**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. This course exposes students to multiple readings of canonical and non-canonical texts as examples of literary periods in American literature. Students are expected to employ literary analysis, an understanding of historical and social context, and some literary criticism to discuss questions of American identities and the definition of "American literature."

ENG 330 **3 credits****Word Origins**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. A study of the origins of key words and phrases from our classical heritage, focusing on their use in contemporary social and professional contexts. Research paper required.

ENG 339 **3 credits****Film and Literature**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. A study of the relationship between original, classic works of fiction and the film adaptations of these works. The course examines aspects of the film-making process and requires several critical papers.

ENG 341 **3 credits****Adolescent Literature**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. This course will introduce students to quality adolescent fiction, enhance skills in literary analysis, and address pedagogical issues relating to choosing and teaching these works.

ENG 355 **3 credits****Literature of the South**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. A survey of 20th and 21st century writers of the United States South and Southern literature with emphasis on such writers as Faulkner, O'Connor, and Welty.

ENG 361 **3 credits****Advanced Grammar and Syntax**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. This course provides an in-depth study of all aspects of traditional English grammar with the ultimate aim of developing a deeper understanding of English sentence structure. The course also offers a detailed examination of generative transformational grammar and phrase structure grammar, two of the most important modern approaches to grammatical analysis. The course provides a brief introduction to other grammar systems as well.

ENG 401 **3 credits****Comparative Mythology**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. A study of the major mythological traditions of the East and West, with consideration given to origins and purposes of myths; their propagation and dissemination; and recurring themes, motifs, and character types in a variety of cultural contexts.

ENG 412 **3 credits****British Literature Survey I**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. A survey of major authors, works, themes, and movements from the Anglo-Saxon period through the mid-19th century. The course typically examines such authors as the Beowulf poet, Chaucer, Shakespeare, Milton, Dryden, Pope, and Johnson.

ENG 414 **3 credits****British Literature Survey II**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. A survey of the literary forms, ideas, and themes revealed in British literature from the Romantic period through the early twentieth century.

ENG 425 **3 credits****Shakespeare**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. This course exposes students to major works of Shakespeare and develops students' ability to interpret the texts through literary analysis and through application of concepts of drama and film.

ENG 470 **3 credits****African American Literature**

This course will be a comprehensive study of the origins, development, major texts, and legacies of the African American literary tradition. Students will survey the various genres of the literature--slave narratives, folktales, poetry, drama, and the novel, while examining works in their historical, social, religious, and philosophical contexts. Students will also discuss American history, sociology, and politics to understand the forces that have influenced African American literature, and to discover the role that the African American writer serves in the African American community.

ENG 490 **3 credits****Special Topics in English**

Prerequisite: Grade of "C" or better in ENG 101 and ENG 102. Special topics courses offer the student opportunities to explore selected topics of interest in the discipline.

ENG 601 **3 credits****Cultural Contexts of World Mythology**

The course is a study of the intersection of mythology and culture. It considers the role of expression and imagination in a culture's underlying myths as well as their impact, influence, and significance. The course also examines the central place of archetypes in mythology and their continued importance and influence.

ENG 602 **3 credits****Article and Personal Essay Writing**

This course is designed for graduate students interested in writing nonfiction prose, specifically, the personal essay. The course is designed to help students improve writing through discussions of written work in a group workshop setting as well as discussions of published essays from the textbooks. The course will also emphasize understanding the genre of nonfiction from various perspectives of cultural, historical and critical theory.

ENG 603 **3 credits****Rhetorical Theory and the Craft of Argument**

Classical and contemporary concepts of rhetorical theory are examined. Students will employ theoretical perspectives and diverse rhetorical strategies to analyze diverse written arguments and to craft sophisticated arguments. Through the theoretical framework, students examine philosophical and cultural positions and the potential as well as the limits of persuasion itself.

ENG 604 **3 credits****Poetry (Genre Study)**

This course is designed to provide the fundamental concepts and techniques of literary interpretation, focusing on poetry as a genre: the nature of poetic language and the methods of analyzing figurative discourse, genre, and structure.

ENG 611 **3 credits****American National Literature**

The development of the American novel in the decades following the Civil War as the nation reconstructed and redefined itself as an American empire through western expansion, colonization in the Pacific, European immigration, and progressive era reforms.

ENG 612 **3 credits****Tradition and Innovation in Early British Literature**

This course investigates how prominent English writers from Anglo-Saxon times through the eighteenth century simultaneously adhered to the canonical traditions of their craft and employed innovative concepts to produce ground-breaking and ultimately enduring works of literature.

ENG 613 **3 credits****Race, Gender, and Culture in Modern American Literature**

Students are expected to engage deeply in literary critical theory that explores concepts of "national literature" and "American literature," while appreciating and critiquing the major movements, authors inclusion in and exclusion from the canon, and the diversity of literary techniques and genres.

ENG 625 **3 credits****Studies in Shakespeare**

Students read drama contemporaneous with Shakespeare's plays to broaden their understanding of the genre in historical context, to contrast Shakespeare's poetic and dramatic techniques with his contemporaries, and to understand the dramatic capacity of his plays. A range of literary critical texts will be used for analysis.

ENG 655**3 credits****Literature of the Global South**

This course places the modern literature of the South within the context of modern literature in Central and South America. The course emphasizes cross-cultural influences as the writers of Latin America were influenced by and influenced Southern writers. The emphasis in the course will be on critical literary theory and scholarly research. In addition to surveying the major genres of the modernist traditions in both the literature of the U.S. South and Latin America, students will gain familiarity with the most common theoretical approaches to the literature including theories of race and gender identity. The course will also introduce students to the historical and cultural events that shaped these cross-cultural literary traditions. Student will learn and practice methods of scholarly research in order to develop an awareness of the major trends in the field of literature of the Southern Americas.

ENG 670**3 credits****African American Literary Theory and Research**

This course examines the African American literary tradition with an emphasis on critical literary theory and scholarly research. In addition to surveying the major genres of the tradition, students will gain familiarity with the most common theoretical approaches to the literature including theories of race and gender identity. The course will examine the historical and cultural events that shaped the tradition such as the Harlem Renaissance and the Black Diaspora. Students will learn and practice methods of scholarly research in order to develop an awareness of the major trends in the field of African American literary studies.

ESL-English as a Second Language

ESL 099**0 credits****Developing English as a Second Language**

This course provides support for students for which English is not their primary language, who are at a beginning or pre-intermediate proficiency level according to the Common European Framework of Reference (CEFR). Instruction will focus on developing students' skills in speaking and pronunciation, reading, listening, vocabulary, and grammar/composition. A variety of professional, academic and cultural topics and activities will provide the context for practice. In addition, academic strategies for college success will be discussed and applied to this course as well as other courses for which the student is enrolled. This is a non-credit bearing course.

ESL 120**1-4 credits****English as a Second Language Seminar**

This seminar provides students practice in intermediate and advanced level listening, speaking, writing, and reading skills, with an emphasis on vocabulary and grammar acquisition in context, on a variety of personal, professional, academic and/or cultural topics. In particular, this seminar will reinforce skills learned in content specific courses, giving students opportunity to generalize their newly acquired skills to a "real-world" environment.

FLM-Film

FLM 400**3 credits****Methods and Materials of Film Making I**

ART 380 is strongly recommended as pre- or co- requisite. This course is an introduction to and exploration of the film editing process utilizing Final Cut Pro. This course is designed to develop skills in the acquisition and creation of digital media.

FLM 410**3 credits****Methods and Materials of Film Making II**

Prerequisite: FLM 400. ART 380 is strongly recommended as a pre- or co-requisite. This course is an introduction to and exploration of 2D and 3D motion graphics and special effects utilizing Motion 4 and DVD design, authoring, and mastering using DVD Studio Pro. This course is designed to develop skills in the creation and generation of digital media.

FLM 450 **3 credits****Film Making**

This is a project-oriented class developing camera techniques and utilizing Final Cut Pro, Motion, and DVD Studio Pro applications to produce short film projects and TU Takes. This course may be repeated for credit.

FLM 490 **1-3 credits****Special topics in Film**

The exploration of a unique area or aspect of films and/or film making.

GEO-Geography

GEO 201 **3 credits****Introduction to Geography**

Geography is the study of spatial distributions of peoples, cultures, places and environments across the face of the Earth, with a focus on the similarities and differences between those distributions. It includes relationships between different peoples from the local to the global scale while examining both cultural and natural factors, and it explores features of the natural environment as a background to explain human-environmental interactions. To achieve this, we will investigate four geographic traditions: The Earth Science Tradition, the Culture-Environment Tradition, the Location Tradition, and the Area Analysis Tradition.

GEO 202 **3 credits****Topography and Navigation**

Topography and Navigation provides an introduction to the orientation and navigation skills needed in the outdoors. This course is focused relating features on a topographic map to surroundings, using a compass to determine true bearing to features and landmarks, using a map/GPS to determine desired direction of travel, and determining location based on surroundings. This course includes a lab component.

GEO 302 **4 credits****Geographic Information Systems Applications I - Methods**

This is an introductory course in the fundamental concepts and applications of Geographic Information Systems (GIS). The course introduces the core components and functionality of ArcGIS software, and explores the essential tools and techniques for creating, visualizing, working with and managing geographic spatial data. The course provides students with experience collecting real-world data in the field using Global Positioning System (GPS) technology, and to incorporate this data into a GIS mapping project. Fulfills Computer Skills requirement.

GEO 303 **4 credits****Geographic Information Systems Applications II - Analysis**

Prerequisite: GEO 302 with a "C" or better. An in-depth intermediate course in geospatial analysis that builds on the concepts and techniques learned in GEO302. This course will cover more complex aspects of GIS including Geoprocessing, Georeferencing, Raster Analysis, Spatial Analysis, Geodatabases, and Cross-platform GIS. The course will expose students to a variety of GIS tools, data formats and sources of data. Students will use knowledge gained to solve challenge problems, as well as to analyze, manage and present real world data collected in the field. Fulfills Computer Skills requirement.

GEO 410 **4 credits****Geographic Information Systems: Conservation Prerequisite: GEO 302 and GEO 303.**

This is an advanced course that applies geospatial problem solving techniques to natural and cultural resource management issues using GIS as a decision support tool to enhance conservation planning solutions. The course will address issues related to conservation GIS development (e.g., articulation of management objectives, user needs assessment, and GIS partnership development) as well as those related to GIS project design (project planning, data acquisition, development, and documentation, and project implementation). The course will focus on the development, execution and presentation of a final Conservation GIS project. A key goal of the final project is to provide the student with a portfolio piece.

GEO 495**1-4 credits****Geography Internship**

This course provides students with hands-on working experience using GIS technology. Students will complete a minimum 30 hours per credit hour throughout the semester in the internship environment. Up to four hours of credit are given for each semester.

GLY-Geology

GLY 125**4 credits****Physical Geology**

A survey of the fundamentals of physical geology; characteristics and origins of rocks and minerals; mechanisms and processes of volcanism, plutonism, metamorphism, weathering, erosion, sedimentation, and lithification; evolution of landforms, and plate tectonics. This course includes a laboratory component.

GLY 226**4 credits****Historical Geology**

A study of the methods and concepts by which earth history is interpreted, including the geologic time scale; interactions of physical, chemical, and biological processes through time, origin of life; evolution and distribution of plants and animals; the geologic time scale, and the geologic history of North America. This course includes a laboratory component.

HIS-History

HIS 101**3 credits****History of Western Civilization I**

A survey of Western civilization involving man's struggles and achievements from earliest times until the end of the seventeenth century.

HIS 102**3 credits****History of Western Civilization II**

A survey of Western civilization from the seventeenth century until the present day, including an overview of the growing interaction between the East and West. Writing Intensive.

HIS 201**3 credits****United States History and Government I**

Writing Intensive. ENG 101 preferred. A study of the important events, movements, and people of the United States covering the colonization of America through the election of Abraham Lincoln. Heavy emphasis is placed on the development of the political system in Georgia and the United States.

HIS 202**3 credits****United States History and Government II**

Writing Intensive. ENG 101 preferred. A study of the important events, movements, and people of the United States covering the period from Abraham Lincoln's election to the end of WWII. Heavy emphasis is placed on the development of the political system in Georgia and the United States.

HIS 203**3 credits****United States History and Government III**

Writing Intensive. ENG 101 preferred. A study of the important events, movements, and people of the United States covering the period from the end of WWII through present. Heavy emphasis is placed on the development of the political system in Georgia and the United States.

HIS 221 **3 credits****World History I**

This survey course provides students with an understanding of the contours of world history from the time of the first civilizations to the Renaissance. From the earliest peoples, the essential political, economic, historical, geographic, religious, and cultural events which occurred through the Renaissance are discussed. Primary and secondary sources are examined. Special emphasis is given to the movements of peoples and ideas in historic civilizations. Students will engage in individual research, group discussions, and targeted assessment throughout the course.

HIS 222 **3 credits****World History II**

This survey course provides students with an understanding of the contours of world history from the Age of Exploration to the present. Tracing the flow of events that have shaped our world to its present condition, the essential political, economic, historical, geographic, religious, and cultural events which occurred from the time of the Renaissance to the present are considered. Primary and secondary sources are examined. Special emphasis is given to the development of Western Civilization, the modern nation state, and the significant global conflicts which have arisen in modern times. Students will engage in individual research, group discussions, and targeted assessment throughout the course.

HIS 304 **3 credits****20th Century America**

Prerequisites: HIS 201, and HIS 202. A study of the political, economic, and social growth of the United States and its changing role in world affairs from 1898 to the present.

HIS 314 **3 credits****History of Contemporary Europe**

Prerequisite: HIS 102. An intense study of the political, economic, and social issues of the major European countries since World War I. Special emphasis will focus on: the decline of the preeminent position of Europe in world affairs, the challenge of European cooperation for survival, and the role of Europe during and after the Cold War.

HIS 321 **3 credits****Contemporary Latin America**

Prerequisite: HIS 102. An intense study of the political, economic, and social issues of the major Latin American countries since World War I. Special emphasis will be on the Pan American system, Latin American revolutions, and the role of Latin America during and after the Cold War.

HIS 404 **3 credits****A Critical Decade in U.S. History: The 1960's**

Prerequisite: HIS 202, and HIS 102 or consent of the instructor. An intense study of the decade of the 1960's when Americans were forced to examine themselves, their traditions, and their institutions. Special emphasis will focus on the Civil Rights movement, the Vietnam conflict, and the counter culture revolution.

HIS 421 **3 credits****History of the Middle East**

Prerequisite: HIS 102. A study of the importance of this region in the ancient world, the development of Islam, the importance of oil during the age of imperialism, the conflict of religions and the establishment of Israel, modern religious warfare, and the emergence of terror as a major force in the region.

HIS 434 **3 credits****African Nationalism**

An intense study of the major developments in the African nations primarily since the 20th century. An introduction to the continent of Africa will include its importance in the ancient world and the impact of imperialism during the 1800's. The focus will then shift to the 1900's and the emergence of Africa in a modern world.

HIS 444 **3 credits****Contemporary Asia**

Prerequisite: HIS 102. A study of the major developments in the Contemporary Asian History primarily since the 20th century. An introduction to the Asian Pacific region will include the importance of major historical events and human advances that have shaped modern Pacific Asia and its emergence from a fractured regional power to a global economic and military power.

HIS 451 **3 credits****History of Georgia**

Prerequisite: HIS 201 and HIS 202, or consent of the instructor. A survey of the political, economic, social, and cultural developments in Georgia from pre-colonization to the present. Special emphasis will focus on the founding of Georgia, Georgia's role in the American Revolution, Indian relocation, the Civil War, and post-World War II prosperity and problems.

HIS 490 **3 credits****Special Topics in History**

Prerequisite: Junior Standing. Special topics courses offer the student opportunities to explore selected topics of interest in the discipline. Variable credit. May be repeated for a maximum of six (6) credit hours.

HIS 499 **3 credits****Senior Practicum**

The student engages in a hands-on historical project for a museum, community group, or non-profit organization. Prerequisite: Junior/Senior standing.

HUM-Humanities

HUM 105 **3 credits****Intercultural Communication**

This course explores issues related to intercultural communication practices. It examines the important role of social, cultural, and historical context in human interactions. Students will increase their understanding of the growing interdependence of nations and peoples and develop an ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

HUM 200 **3 credits****Interdisciplinary Survey of Humanities I**

Writing Intensive. Prerequisite: ENG 102. This course introduces thoughts and values in art, literature, philosophy, and/or religion from the beginning of civilization through the time of the Roman Empire in the west.

HUM 201 **3 credits****Interdisciplinary Survey of Humanities II**

Writing Intensive. Prerequisite: ENG 102. This course introduces thoughts and values in art, literature, music, philosophy, and/or religion from the beginning of the Common Era through the Middle Ages.

HUM 202 **3 credits****Interdisciplinary Survey of Humanities III**

Writing Intensive. Prerequisite: ENG 102. This course introduces thoughts and values in art, music, literature, philosophy, and/or religion from the Renaissance through the 1700s.

HUM 203 **3 credits****Interdisciplinary Survey of Humanities IV**

Writing Intensive. Prerequisite: ENG 102. This course introduces thoughts and values in art, music, literature, philosophy, and/or film from the 1800s through the present.

HUM 210 **3 credits****Introduction to Film**

Writing Intensive. Prerequisite: ENG 102. This course introduces film form and aesthetics through theatrical and literary elements, utilizes the basic technical and critical vocabulary of motion pictures, and explores the cultural history of American film through a variety of genres. This course can be used to fulfill a CORE curriculum Humanities.

HUM 417 **3 credits****Senior Thesis**

Prerequisites: 2 IDS Core Classes. The course develops advanced skills in research, organization, synthesis, evaluation, and presentation. Students create an annotated bibliography, develop an in-depth paper or project, and give a presentation on a topic selected in consultation with the thesis advisor.

HUM 450 **3 credits****Senior Humanities Seminar**

This course reviews the major disciplines, themes, events, periods, works, and artists in the humanities from the ancient to the modern world.

HUM 490 **3 credits****Special Topics in Humanities**

Special topics courses offer the student opportunities to explore selected topics of interest in the discipline

HUM 498 **1-6 credits****Liberal Studies Internship**

This course will enable students to earn between one and six hours of credit through internships which provide them with professional experience in fields related to possible or anticipated areas of employment. Twenty-four hours of work in the internship setting will equate to one hour of credit. The supervisor(s) of the internship position will provide the overseeing faculty member with a final assessment of performance. During the internship, the student will maintain a journal which will document tasks, skills, responsibilities, and insights on the job and the student will create and compile evidence of professional learning and accomplishments. The internship and its specific outcomes must be approved by the Division Chair. These internships may be paid or unpaid and may be completed in a number of areas, such as communications, technology, writing, management, research, or teaching. Internship experiences must be outside of the student's current place of employment or be constituted of work and assignments outside of his/her normal scope of work assignments.

IDS-Interdisciplinary Studies

IDS 200 **3 credits****Peace Leadership**

Through the study of the work of Nobel Peace Laureates, students explore the means to creating positive change in the world. Students will learn to mentor middle school/high school students to create and implement projects that address the root causes of issues in their communities.

IDS 300 **3 credits****Peace Leadership II**

Through the study of the work of Nobel Peace Laureates, students explore the means to creating positive change in the world. Students will participate weekly with middle school/high school students and will utilize the 10 areas of service identified by the Nobel Peace Laureates to develop projects with specific plans and implementation opportunities throughout the spring. These projects will be presented to a Nobel Peace Laureate by the High School

students with their TU mentors at the Peace Jam Conference. Middle school students and their mentors will present their implemented projects at the Peace Slam at the end of the semester.

IDS 417 **3 credits**

Senior Thesis

Prerequisites: 2 IDS Core Classes. Students create an annotated bibliography, develop an in-depth paper or project, and give a presentation on a topic selected in consultation with the thesis advisor. The course develops advanced skills in research, organization, synthesis, evaluation, and presentation.

MBA-Masters of Business Administration

Entrance prerequisites: BUS 205. Some students may begin selected graduate courses while completing prerequisite.

MBA 600 **3 credits**

Applied Economics

Prerequisite: BUS 210. A course on economics for managers. Covered will be both macro and micro perspectives on resources and labor costing, influence of governments and consumers on the performance of the firm, and the analysis of economic trends.

MBA 601 **3 credits**

Organizational Behavior

The purpose of this course is to provide a conceptual framework for studying and understanding behavioral management concepts. Theories and empirical research studies designed to aid in understanding human behavior as it relates to the field of business management will be examined.

MBA 610 **3 credits**

Public Policy

The topic of public policy encompasses the wide range of governmental activities. This course provides an introduction to how governments make policy and key federal and state policy areas. The course will also cover ways to evaluate and analyze the effectiveness of public policies.

MBA 611 **3 credits**

Tax II: Federal Income Tax

Prerequisite: Bachelor's degree in Accounting. A study of the US federal tax laws as they impact organizations. Topics include corporate, partnership, estate and gift taxation, and the taxation of trusts.

MBA 612 **3 credits**

Advanced Audit

Prerequisite: Bachelor's degree in Accounting. Special emphasis is put on audit sampling, reports on audited financial statements and other public accounting services, information systems, auditing, and fraud.

MBA 614 **3 credits**

Accounting and Decision Making

Prerequisites: BUS 200 A case-based analysis of financial and managerial accounting information and reports.

MBA 615 **3 credits**

Management Information Systems

This course examines how information technology enables organizations to conduct business in radically different and more effective ways. The course will address systems concepts, information management, and decision making, as well as the use of specific MIS programs and new applications of information technology in the modern corporation.

MBA 619 **3 credits****Business Law**

This course examines the laws and regulations governing the operation of businesses in the United States. Particular emphasis will be placed on current legal issues facing American corporations operating overseas and domestically, including contracts, liabilities, physical and intellectual properties, risk and insurance, and technology transfer. Special focus will be placed on business ethics.

MBA 620 **3 credits****International Business**

A study providing a comparative analysis of international business competitiveness and management. Special topics to be covered in the course will include joint ventures, mechanics of trade, and cultural influences on trade and negotiations.

MBA 632 **3 credits****Human Resource Management**

Prerequisite MBA 601. The purpose of this course is to provide a broad overview of the activities required for effective human resource management. In today's rapidly changing environment the organizations that can recruit, train, and retain the best people will be better able to compete and survive. Major topic areas will include: workforce planning, staffing, training, compensation, labor-management relations as well as health and safety issues.

MBA 645 **3 credits****Financial Management**

Prerequisite: BUS 320. A case study approach applying economic and financial theory to specific business problems. Advanced topics in capital budgeting, dividend policy, and capital costs will be covered.

MBA 646 **3 credits****Finance and Accounting for Government and Non-Profit Organizations**

Prerequisites BUS 200 and BUS 320. This course introduces the student to the theory of accounting, auditing and financial management for government and not-for-profit entities. Special emphasis will be given to public account groups, budgetary accounting, financing capital projects funds and debt service funds, and government and not-for-profit reporting.

MBA 650 **3 credits****Research and Statistics**

Prerequisite MTH 250 This course concentrates on statistical analysis for managers, covering both descriptive and inferential analysis of data, as well as statistical reference techniques. The course covers common research tools and techniques, including qualitative and quantitative methodologies for addressing research problems in business.

MBA 662 **3 credits****Leadership**

This course provides a framework for examining and understanding the concept of leadership within organizational environments. Emphasis will be placed on exploring the relationships among the following variables; leaders, followers, and the situation. Further emphasis will be placed on translating theory into practice.

MBA 663 **3 credits****Operations Management and Technology**

A study of design, analysis, and control of transformation processes in the allocation and use of physical resources to produce goods and services. Advanced techniques of inventory planning, logistics, queuing theory, and total quality management will be covered.

MBA 669 **3 credits****Training and Development**

Prerequisite: MBA 601. This course presents an overview of training techniques and delivery approaches using an open systems perspective. The content focuses on how training fits into the strategy and structure of both large and small companies.

MBA 673 **3 credits****Current Issues in Human Resource Management**

The purpose of this course is to research and discuss current concepts in the area of Human Resource Management. Due to the changing economic, political, and regulatory environment, Human Resource professionals are under continuing pressure to remain current in their field. Students will read, abstract, report and discuss current Human Resource articles.

MBA 675 **3 credits****Marketing Management**

A case study course which emphasizes development of the strategic positioning of the firm and its brands, product lines, products and services within its competitive and legal environment. Coverage includes advance concepts of marketing research, product development, placement and distribution, pricing and promotion.

MBA 690 **3 credits****Business Strategy and Policy**

Permission of the Advisor. This is a capstone course designed to teach a Strategic Management Process and its application within operating organizations. Through a case study format, students will analyze an organization's external and internal environment, recommend a strategy for the company's successful competition within their industry, and specific changes necessary to implement the new strategy. Emphasis will be placed on team work and the ability to share knowledge in order to recommend group solutions.

MBA 691 **3 Credits****Special Topics in Business**

Special topics courses offer the student opportunities to explore current issues and selected topics of interest in the discipline.

MBA 694 **3 Credits****Graduate Business Internship**

Prerequisite: 6 hours of graduate level courses with a grade of "B" or higher; approval of the Division Chair. The internship is open to MBA students fully admitted to the program. This internship will provide professional work experience related the students' concentration, while requiring them to contribute to the organization's operations and goals. Internship applications MUST be submitted one semester prior to being enrolled in MBA 694. The student will be supervised in the work environment and the MBA Coordinator will oversee all submitted documentation.

MGT-Management**MGT 340/BUS 340** **3 credits****Management and Organizational Behavior**

A course designed to familiarize students with the functions of the management process. Major emphasis is devoted to the functions of planning, organizing, directing, and controlling. Includes a study of the behavioral aspects of the organization and the application of management principles to human resources.

MGT 341/BUS 341 **3 credits****Operations Management**

Prerequisite: MTH 250. A study of the basic concepts, designs, techniques, and applications for managing physical resources.

MGT 342/BUS 342 **3 credits****Human Resources Management**

Prerequisite: BUS 340. Writing Intensive. A study of the recruitment, selection, training, development, utilization, and maintenance of human resources in organizations. Topics also include labor-management relations and the legal environment.

MGT 446/BUS 490c **3 credits****Best Practices, Strategies & Trends in Management**

With technology and innovation altering the workforce in profound ways, business leaders must possess the knowledge and tools necessary to harness the potential of their personnel. The purpose of this course is to examine current issues, challenges, and best practices, based on organizational management strategies. Issues students will examine and discuss, will include current strategies managers engage in with followers, how corporate leaders develop and execute clear management objectives and goals, and understanding the complexities of external industry environments.

MKT-Marketing**MKT 361/BUS 361** **3 credits****E-Commerce Marketing**

Prerequisite: BUS 360. This course involves the analysis and design of electronic media advertising, marketing and selling. Topics include direct marketing, relationship marketing, e-marketing, social marketing, and small business applications. Fulfills Computer Skills requirement.

MKT 364/BUS 364 **3 credits****Consumer Behavior**

Prerequisite: BUS 360. This course will examine the Wheel of Consumer Behavior which includes: consumer behavior, consumer environment and consumer affect and cognition. The student will further examine how the actions of consumer's influence business and marketing strategies.

MKT 481/BUS 481 **3 credits****International Marketing**

Global business has had an impact on international marketing practices. This course uses an approach of examining cultural differences, assessing global market opportunities, and developing global marketing strategies.

MLS-Medical Laboratory Science**MLS 250** **3 credits****Medical Laboratory Methods**

Prerequisite: BIO 101. Introduces students to the terms, concepts, procedures, and equipment used in a professional laboratory. Topics include: professional ethics and regulatory agencies; basic laboratory safety, equipment, and techniques; phlebotomy/specimen processing; quality control concepts; laboratory math; documentation; point of care testing, basic instrumentation, automation, and computerization in the laboratory. Practical experience in phlebotomy will be provided in the institution laboratory and/or the clinical setting.

MLS 311 **3 credits****Urinalysis & Body Fluids I**

Prerequisite: MLS 250 and/or Acceptance into the MLS program. This course provides students with an opportunity for in-depth application and reinforcement of urinalysis principles and techniques. It allows the student to become involved in laboratory principles and procedures at a clinical laboratory scientists level. Topics include: basic and specialized urinalysis tests, body fluid analysis, techniques, blood, correlation of test results to disease states, safety and quality control, instrumentation methods and management issues. This course has lab component.

MLS 314 **4 credits****Immunology and Molecular Diagnostics with Lab**

Prerequisite: MLS 250 and/or Acceptance into the MLS program. This course provides students with an opportunity for in-depth application and reinforcement of immunology and molecular biology principles and techniques. It allows the student to become involved in laboratory principles and procedures at a clinical laboratory scientist level. Topics include: basic and specialized serological tests and techniques, blood and specimen processing, correlation of test results to disease states, PCR and DNA molecular methodologies; safety and quality control, instrumentation methods and management issues. This course has a lab component.

MLS 321 **4 credits****Clinical Microbiology I**

Prerequisite: MLS 250 and/or Acceptance into the MLS program. Lectures and laboratory experiences emphasize current medical laboratory procedures for the safe collection, culture, staining, identification and control of microorganisms routinely encountered in a medical setting. This course includes a survey of organisms encountered in a medical laboratory setting and includes sterilization and disinfection techniques.

MLS 331 **4 credits****Clinical Hematology & Coagulation I**

Prerequisite: MLS 250 and/or Acceptance into the MLS program. Lecture and laboratory experiences introduce the fundamental theory and techniques applicable to hematology and coagulation practice in the medical laboratory. Topics include: reticuloendothelial system and blood count formation, complete blood count and differential, related blood tests, correlation of test results to disease states, coagulation and fibrinolysis, instrumentation, critical values and blood cell dyscrasias, safety and quality control.

MLS 341 **4 credits****Clinical Immunohematology I**

Prerequisite: MLS 250 and/or Acceptance into the MLS program. Lecture and laboratory experiences provides an in-depth study of immunohematology principles and practices as applicable to medical laboratory science. Topics include: genetic theory and clinical applications, immunology, donor unit collection, pre-transfusion testing, management of disease states and transfusion reactions, safety and quality control.

MLS 351 **4 credits****Clinical Chemistry I**

Prerequisites: Minimum of a "C" in the following courses: CHM 101, MLS 250 and/or acceptance into the MLS program. Lecture and laboratory experiences develop concepts and techniques of clinical chemistry applicable to medical laboratory science. Topics include: carbohydrates, electrolytes and acid-base balance, nitrogenous compounds, enzymes and endocrinology, liver functions, lipids, toxicology and therapeutic drug monitoring, safety and quality control.

MLS 400 **5 credits****Internship I**

Prerequisite: MLS 250, MLS 311, MLS 314, MLS 321, MLS 331, MLS 341, MLS 351, *MLS 421, *MLS 431, *MLS 441, *MLS 451--all with a grade of "C" or higher. *Can take concurrently in these courses. Structured clinical laboratory experience in urinalysis, serology, phlebotomy clinical hematology, chemistry, immunohematology, and microbiology. Rotations are split between MLS 400 and MLS 401.

MLS 401 **5 credits****Internship II**

Prerequisite: MLS 250, MLS 311, MLS 314, MLS 321, MLS 331, MLS 341, MLS 351, *MLS 421, *MLS 431, *MLS 441, *MLS 451--all with a grade of "C" or higher. *Can take concurrently in these courses. Structured clinical laboratory experience in urinalysis, serology, phlebotomy, clinical hematology, chemistry, immunohematology, and microbiology. Rotations are split between MLS 400 and MLS 401.

MLS 405 **3 credits****Parasitology, Mycology, and Virology**

The disease mechanisms of blood, tissue and intestinal parasites will be studied with emphasis on general mechanisms of parasitic infections. The increasing importance of fungal infections will also be discussed, as well as infections contracted through viruses.

MLS 411 **3 credits****Urinalysis & Body Fluids II**

Prerequisite: Associate Degree from a NAACLS accredited MLT/CLT program. This course provides students with an opportunity for in-depth application and reinforcement of urinalysis and techniques. It allows the student to become involved in laboratory principles and procedures at a clinical laboratory scientist level. Topics include: basic and specialized urinalysis tests, techniques, blood and correlation of test results to disease states, safety and quality control, instrumentation methods and management issues.

MLS 414 **3 credits****Clinical Immunology and Molecular Diagnostics**

Prerequisite: Associate Degree from a NAACLS accredited MLT/CLT program. This course provides students with an opportunity for in-depth application and reinforcement of immunology and molecular biology principles and techniques. It allows the student to become involved in laboratory principles and procedures at a clinical laboratory scientist level. Topics include: basic and specialized serological tests and techniques, blood and specimen processing, correlation of test results to disease states, PCR and DNA molecular methodologies; safety and quality control, instrumentation methods and management issues.

MLS 421 **4 credits****Clinical Microbiology II**

Prerequisite: Associate Degree from a NAACLS accredited MLT/CLT program or MLS 321 with a grade of C or better. This course provides a review of basic microbiology principles. Microbial physiology and the interactions between the host and pathogenic microorganisms, clinical and epidemiological consequences of these interactions, and molecular diagnostic testing are also covered. Case study applications allow the student to become involved in laboratory principles and procedures at a medical technologist level requiring concentration, practice, and follow through allowing for in-depth understanding, application and reinforcement of clinical microbiology principles and techniques to include management of a microbiology lab.

MLS 431 **4 credits****Clinical Hematology & Coagulation II**

Prerequisite: Associate Degree from a NAACLS accredited MLT/CLT program or MLS 331 with a grade of C or better. An opportunity for in-depth understanding, application and reinforcement of hematology/coagulation principles and techniques is provided. Case study applications allow the student to become involved in laboratory principles and procedures at a medical technologist level requiring critical thinking and troubleshooting methods. Topics include: complete blood counts and differentials, routine and special blood tests, evaluation of data for acceptability; calibration and instrument to instrument comparisons; coagulation to disease states and critical levels; recording and evaluating accuracy, safety, and quality control, and management issues.

MLS 441 **4 credits****Clinical Immunohematology II**

Prerequisite: Associate Degree from a NAACLS accredited MLT/CLT program or MLS 341 with a grade of C or better. This course provides an opportunity for in-depth application and reinforcement of immunohematology principles and techniques in a medical laboratory job setting. Case study applications allow the student to become involved in laboratory principles and procedures at a medical technologist level requiring concentration, practice, and follow through. Topics include: specimen processing, tube/gel serological techniques, component therapy practices, transfusion complications, inventory control, management of disease states, inventory control, records and reagent quality control, equipment and safety, and regulatory accrediting agency standards.

MLS 451 **4 credits****Clinical Chemistry II**

Prerequisite: Associate Degree from a NAACLS accredited MLT/CLT program or MLS 351 with a grade of C or better, or CHM 101 and CHM 107. Case study applications allow the student to become involved in laboratory principles and procedures at a medical technologist with in-depth application and reinforcement of chemistry principles and techniques in a medical laboratory job setting. Topics include carbohydrates, electrolytes and acid-base balance, nitrogenous compounds, enzymes and endocrinology, liver functions, lipids, therapeutic drugs and toxicology, automated chemistry - routine and stat, immunoassay, special chemistry tests, molecular diagnostics, recording accuracy, safety, and quality control.

MLS 452 **3 credits****Research Methods & Project**

Prerequisite: MTH 250. Must be either employed in an acceptable clinical laboratory or enrolled in MLS 400 or MLS 401. Writing Intensive. The purpose of this course is to introduce students to basic research methods in the Medical Laboratory Science field, including familiarization with both quantitative and qualitative methods. Students will be introduced to topics on how to write a research proposal, and how to analyze quantitative and qualitative results. Students will observe the ten principals of research and conduct a small scale research project as a thesis/culminating project within the disciplines of the medical laboratory science field. Writing Intensive.

MLS 460 **3 credits****Senior Seminar**

Prerequisite: Associate Degree from a NAACLS accredited MLT/CLT Program and/or a passing grade of "C" or better in the following courses: CHM 107, MLS 405, MLS 311 or 411, MLS 314 or 414, MLS 421, MLS 431, MLS 441, and MLS 451. This course provides an in-depth analysis of various case studies from the broad spectrum of disciplines within the Medical Laboratory Science field. Real life scenarios are presented that not only correlate with disease states, but also serve as problem-solving and critical thinking exercises. Emphasis is also placed on reviewing educational material appropriate to the field so as to better prepare for sitting for the national certification examinations required for licensure and clinical practice. A mock registry national examination will also be given.

MLS 470 **3 credits****Laboratory Management and Supervision**

Prerequisite: Associate Degree from a NAACLS accredited MLT/CLT Program or acceptance into the traditional MLS program. An overview of the management and supervision of the medical technology profession is provided including the accreditation, licensure and certifying procedures. Management styles, motivational techniques, communication skills, leadership, human resource management, financial planning, laboratory information systems, educational methodologies, and professional responsibility are included in this course.

MLS 490 **1-4 credits****Directed Readings**

Prerequisite: MLS major or permission of the instructor. The course will enable the student to research and explore technical literature on a topic pertaining to Medical Laboratory Science, and trends within the disciplines that comprise the field. In conjunction with the professor, the student will develop a reading list to include current trends, issues, and historical literature on their chosen topic that will support future education or career objectives. The student will develop an action plan and communicate with their instructor based on the instructor's guidelines.

MLS 495 **4 credits****Advanced Clinical Practicum**

Prerequisite: Associate Degree from a NAACLS accredited MLT/CLT Program and a passing grade of "C" or better in the following courses: MLS 405, MLS 411, MLS 414, MLS 421, MLS 431, MLS 441, and MLS 451. Supervised clinical rotations for urinalysis; immunology; immunohematology; hematology; chemistry; microbiology; body fluids, and coagulation at the medical laboratory scientist level.

MTH-Mathematics

MTH 090 **1 credit**

Student Success in Beginning Algebra Lab

Co-requisite: MTH 092 or MTH 094. This lab course is a supplement to developmental math courses, MTH 092 and MTH 094, designed to support students taking a developmental math course concurrently. The course content will focus on developing mathematical maturity through conceptual understanding and improving foundational skills. An emphasis is placed on problems-solving strategies and study habits that enhance concept development, self-reflection, and taking personal responsibility for success in MTH 092 or MTH 094.

MTH 092 **3 credits**

Applications in Beginning Algebra

This course emphasizes first degree linear equations and inequalities, operations on polynomials and radicals, factoring, and graphing. The goal of MTH 092 is the development of basic mathematics and algebra skills that will prepare students for Mathematical Modeling (MTH 120)

This course may be required based on placement scores.

Co-requisite: MTH 090 may be required as a co-requisite based on placement scores.

MTH 094 **3 credits**

Beginning Algebra

This course emphasizes operation on polynomials, radicals, and functions; first degree linear equations and inequalities, quadratic equations, and systems of equations. The goal of MTH 094 is the development of basic mathematics and algebra skills that will prepare students for College Algebra (MTH140).

This course may be required based on placement scores.

Co-requisite: MTH 090 may be required as a co-requisite based on placement scores.

MTH 102 **1 credits**

Student Success in Mathematical Modeling

This course is a supplement to MTH 120, designed to support students taking MTH 120 concurrently. The course content will focus on developing mathematical maturity through conceptual understanding and improving foundational skills. An emphasis is placed on problem-solving strategies and study habits that enhance concept development, self-reflection, and taking personal responsibility for success in MTH 120.

This course may be required based on placement scores.

MTH 104 **1 credit**

Student Success in College Algebra

This course is a supplement to MTH 140, designed to support students taking MTH 140 concurrently. The course content will focus on developing mathematical maturity through conceptual understanding and improving foundational skills. An emphasis is placed on problem-solving strategies and study habits that enhance concept development, self-reflection, and taking personal responsibility for success in MTH 140.

This course may be required based on placement scores.

MTH 110 **3 credits**

Concepts of Mathematics: Number Concepts

Pre-Requisite: Sufficient placement score or MTH 092 or MTH 094 with a "C" or better. This course emphasizes a study of problem solving, examination, application, and critical thinking involving selected topics in number theory: numbers & operation, real numbers, and geometry. This course is designed for prospective Elementary Education majors or as general elective.

MTH 120 **3 credits**

Mathematical Modeling

Prerequisite: MTH 092 or MTH 094 with a "C" or better or appropriate placement score. A study of basic mathematical concepts including a study of linear and quadratic equations, basic probability, statistics, and financial mathematics

with an emphasis on application. A final grade of C or better in this course is required to satisfy the core curriculum requirement. TI 83 graphics calculator required.

Co-requisite: MTH 102 may be required as a co-requisite based on placement scores.

MTH 140 **3 credits**

College Algebra

Prerequisite: MTH 094 with a “C” or better or appropriate placement score. This course focuses on the study of linear, quadratic, exponential, polynomials, and logarithmic functions, inequalities, and their applications. Also, a study of rational and piecewise defined functions, their graphs and applications. TI 83 graphing calculator required.

Co-requisite: MTH 104 may be required as a co-requisite based on placement scores.

MTH 150 **3 credits**

Pre-Calculus

Prerequisite: College Prep High School Algebra or appropriate placement score or consent of the instructor. A grade of “C” or better required to satisfy core requirement. This course is a study of applications of inverse, exponential, and logarithmic functions, and a study of the general concepts of trigonometry. TI 83 graphing calculator required.

MTH 210 **3 credits**

Trigonometry

Prerequisite: “C” or better in MTH 140. A study of circular and trigonometric functions, analytic trigonometry, vectors, complex numbers, binomial theorem, and a review of geometry. TI 82/83 graphics calculator required.

MTH 250 **3 credits**

Introduction to Statistics

Prerequisite: MTH 120 or MTH 140 or higher with a “C” or better. This course focuses on the study of descriptive and inferential statistics, statistical techniques including measures of central tendency, dispersion, probability, sampling, elementary significance tests, confidence intervals, correlation, regression, and ANOVA.

MTH 270 **3 credits**

Calculus I: Differentiation

Prerequisite: “C” or better in MTH 150 or MTH 140 and MTH 210. This course focuses on the study of introductory calculus including limits, continuity, derivatives of polynomial, rational, trigonometric, exponential and logarithmic functions and their applications, maximum/minimum problems and curve sketching. TI 83 graphing calculator required.

MTH 280 **3 credits**

Calculus II: Integration

Prerequisite: “C” or better in MTH 270. This course is a study of anti-differentiation, definite integrals of algebraic and trigonometric functions; also, a study of the fundamental theorems of calculus, integration by substitution, integration by parts, and applications. TI 83 graphing calculator required.

MTH 320 **3 credits**

Introduction to Applied Linear Algebra

Prerequisite: “C” or better in MTH 150 or MTH 210. This course focuses on the study of linear systems, matrix algebra, determinants, stochastic matrices, vector spaces, and linear transformations. Proof will be utilized in the course, but the primary focus is applications. TI 83 graphing calculator required.

MTH 340 **3 credits**

Set Theory

Prerequisite: “C” or better in MTH 150 Pre-Calculus or MTH 210 Trigonometry. This course includes the study of axioms and theorems for set operations and properties, relations, functions, cardinal numbers, ordered sets, ordinal numbers, and axioms of choice.

MTH 350 **3 credits****Introduction to Probability Theory**

Prerequisite: "C" or better in MTH 150 or MTH 210. The course is an introductory study of probability and probability distributions. Also, a study of counting techniques, random variables, and important probability distributions. TI 83 graphing calculator required.

MTH 360 **3 credits****Geometry**

Prerequisite: "C" or better in MTH 150 or MTH 210. This course offers an introductory study of problem solving in geometry, basic logic, Euclidean geometry, classic geometric constructions, proofs (and justifications), coordinate geometry, and introductory non-Euclidean geometry. TI 83 graphics calculator required.

MTH 370 **3 credits****Discrete Mathematics**

Prerequisite: "C" or better in MTH 150 or MTH 210. This course focuses on the study of logic, introduction to mathematical proof, principle of mathematical induction, a survey of graph theory, and tree and directed graphs. TI 83 graphing calculator required.

MTH 374 **3 credits****Developing Algebraic Concepts**

Prerequisites: "C" or better in MTH 150 or MTH 210. This course includes a study of algebraic properties, and pattern recognition of arithmetic and geometric sequences. Also included is a study of algebraic expressions, equations, variation, functions and relations, linear functions, systems of equations, and properties and operations of quadratic equations. TI 83 graphics calculator required.

MTH 475 **3 credits****Mathematics Problem Solving and Error Analysis**

Prerequisite: "C" or better MTH 150 Pre-Calculus or MTH 210 Trigonometry. This course provides a study of common difficulties in mathematics, and applications of strategies for corrective treatment. Also, included is a study of problem solving, analyzing, and predicting types of errors commonly made when solving problems. TI 83 graphing calculator required.

MTH 670 **3 credits****Concepts and Applications of Set Theory**

This course critically examines set theory concepts in order to apply and communicate those concepts in problem solving and mathematical teaching. Topics included set operations and properties, relations, functions, cardinal numbers, ordered sets, ordinal numbers, and axioms of choice.

MTH 671 **3 credits****Concepts of Applied Linear Algebra**

This course critically examines concepts in algebraic matrices and determinants, focusing on the variety of applications of those concepts in problem solving and mathematical teaching.

MTH 672 **3 credits****Concepts of Probability Theory**

The course critically examines topics in probability in order to apply and communicate those concepts in mathematical problem solving and teaching. Topics include counting principle, permutations, combinations, sample spaces, simple probability, compound probability, mutually exclusive and not mutually exclusive events, conditional probability, Bayes Formula, independent and dependent events, expected value, random variables and selected continuous distributions.

MTH 673 **3 credits****Concepts and Applications of Number Theory**

This course critically examines the properties of real numbers. Students will advance their knowledge of divisibility, primes, numerical functions, congruence classes, and other selected topics, as well as apply that knowledge to construct proofs.

MTH 674 **3 credits****Applying Algebraic Concepts**

This course critically examines algebraic concepts, including expressions, equations, variation, functions and relations, linear functions, systems of equations, quadratic functions, exponential functions, radical functions, logarithmic functions and rational functions. Students will then apply those concepts to projects of models for mathematical teaching of algebraic concepts.

MTH 675 **3 credits****Applying Geometric Concepts**

This course critically examines properties of plan and solid figures, constructions with compass, protractor, and polyhedral nets, and concepts of symmetry, transformations, scale drawings, similarity, congruence, parallels, perpendiculars, the Pythagorean Theorem and coordinate geometry. Students will then apply those concepts to projects of models for mathematical teaching of geometric concepts.

MTH 677 **3 credits****Applications of Discrete Mathematics**

This course critically examines topics in discrete mathematics, including logic, mathematical argument and graph theory, in order to communicate and apply those concepts in problem solving and mathematical teaching.

MTH 680 **3 credits****Concepts & Applications of Number and Operations**

This course includes an overview of the conceptual development of number systems and their associated operations including ways of representing numbers, relationships among numbers, number systems, and meanings of operations and relationships among them.

MTH 685 **3 credits****Concepts & Applications of Probability and Statistics**

This course includes an overview of the conceptual development of probability and statistics with emphasis on data analysis.

MTH 690 **3 credits****Concepts and Applications in Calculus**

This course includes an overview of the conceptual development of differential and integral calculus with emphasis on limits, continuity, differentiation, and integration. Special emphasis will be placed on multiple representations of ideas, the use of technology, and problem solving in calculus.

MUS-Music

Note: All applied music courses require a music audition. See department chairperson.

MUS 201 **3 credits****Introduction to Music**

Introduction to music through the study of musical elements, notation, basic keyboard skills, sight-singing and ear-training.

MUS 202 **3 credits**

Theory I

Prerequisite: Music theory entrance exam with passing score or MUS 201. An introduction to the study of tonal music through analysis of harmonic, melodic, rhythmic, and structural elements.

MUS 203 **3 credits**

Theory II

Prerequisite: MUS 202 with a grade of "C" or higher or permission of instructor. A continuation of MUS 202 with emphasis on part-writing.

MUS 231 and MUS 232 **3 credits**

Principal Applied Music

Prerequisite: Audition by music faculty. Intensive, one-on-one instruction that develops beginning to intermediate skill in the applied music area. Meetings consist of weekly 50-minute lessons during the term, or an equivalent amount of time. A juried examination is required at the end of each semester during finals week to earn a passing grade, with the exception of students who present a recital during the semester. May be repeated for credit.

MUS 280 **1-3 credits**

Group Piano I for Non-Music Majors

Introduction to the fundamentals of music and development of basic keyboard skills.

MUS 281 **1-3 credits**

Group Piano II for Non-Music Majors

Prerequisite: MUS 280 or permission of instructor. Continuation of MUS 280.

MUS 282 and MUS 283 **1-3 credits**

Group Guitar

An introduction to the fundamentals of music and development of basic guitar skills.

MUS 284 **1-3 credits**

Group Voice I for Non-Music Majors

This course is designed to provide the non-voice major with a fundamental understanding of the principles and techniques involved in healthy vocal production, specifically as this relates to practice and performance.

MUS 285 **1-3 credits**

Group Voice II for Non-Music Majors

This course is designed to provide the non-voice major with a fundamental understanding of the principles and techniques involved in healthy vocal production, specifically as this relates to practice and performance.

MUS 286 **1 credits**

Group Piano I

Introduction to the fundamentals of music and development of basic keyboard skills. Emphasis on technical development, sight-reading, harmonization and transposition of melodies, improvisation, and ensemble playing.

MUS 287 **1-3 credits**

Group Piano II

Prerequisite: MUS 286 with a grade of "C" or higher or permission of instructor. Continuation of MUS 286.

MUS 291 **1-3 credits**

Jazz Ensemble

Rehearsal and performance of a wide variety of jazz styles and idioms. May be repeated for credit.

MUS 331 and MUS 332 **3 credits****Principal Applied Music**

Prerequisite: MUS 231 and MUS 232, or placement by audition. Intensive, one-on-one instruction that develops intermediate to advanced skill in the primary instrument or applied area. Meetings consist of weekly 50-minute lessons during the term, or an equivalent amount of time. A juried examination is required at the end of each semester during finals week to earn a passing grade, with the exception of students who present a public recital during the semester.

MUS 337 **3 credits****History of Jazz**

An overview of jazz musical styles and significant jazz musicians from 1900 to the present.

MUS 340 **3 credits****World Music**

An introduction to the music and cultures of societies in Africa, the Near East, Asia, Indonesia, and other selected regions.

MUS 344 **3 credits****Pop & Rock Music**

An overview of popular music styles and significant musicians and musical groups in the United States from 1900 to the present.

MUS 350 **3 credits****Music and Multimedia**

A survey of computer music applications including recording and editing digital audio and MIDI, arranging and mixing, and scoring slideshows and movies.

MUS 390 **1-3 credits****Community Chorus**

Study and performance of standard choral literature for SATB voices. Open to all students and community members who are high school seniors or older. Prior singing experience and permission of the director required. May be repeated for credit.

MUS 431 and MUS 432 **3 credits****Principal Applied Music**

Prerequisite: MUS 331 and MUS 332, or placement by audition. Intensive, one-on-one instruction that develops intermediate to advanced skill in the primary instrument or applied area. Meetings consist of weekly 50-minute lessons during the term, or an equivalent amount of time. A juried examination is required at the end of each semester during finals week to earn a passing grade, with the exception of students who present a public recital during the semester. Students must present a public recital during the final semester at the senior level.

MUS 443 **0 credits****Senior Recital**

Public applied music performance or special project related to area of emphasis.

NSG-Nursing

NSG 306 **6 credits****Professional Nursing Praxis: Context, Issues, and Trends**

Prerequisite: Admission to the RN-BSN or RN-MSN program. This course examines the evolution of professional nursing through an analysis of the social, cultural, political, economic, philosophical, historical, and theoretical influences on nursing practice and healthcare delivery systems. The fostering of community through a cross-cultural

learning approach in nursing practice will be explored. Students will learn to use reasoned claims, scholarly resources, correct APA documentation, and the skill of professional writing styles.

NSG 311 **3 credits****Advanced Health Assessment**

Prerequisite: Admission to the RN-BSN or RN-MSN program. This course focuses on advanced health assessment of culturally diverse populations across the life span. A holistic approach to assessment emphasizes accurate, systematic history taking and physical examination skills. Critical thinking skills are practiced in determination of the significance of assessment findings, appropriate communication of data and in planning for health promotion.

NSG 331 **3 credits****End of Life Issues**

This elective course focuses on exploration of issues concerning the dying process, grief, loss and bereavement. Concepts related to psychosocial needs of clients and caregivers are addressed incorporating diversity of culture, ethnicity, gender, and age. Legal and ethical issues related to professional practice are emphasized.

NSG 332 **3 credits****Healthy Aging**

Prerequisites: ENG 101, ENG 102 and college level course in the human sciences. This course will provide a clinical and theoretical focus of the evolving field of gerontology. Topics will cover important social, psychological, and physical aspects of aging. Content will include demographic trends, functional performance, pharmacotherapy, nutrition, sexuality, living options, future concerns, health literacy and clear communication, and legal and ethical issues of the elderly.

NSG 370 **3 credits****Ethical Issues in Nursing Practice**

Prerequisite: Admission to the RN-BSN program or permission of the instructor. This course studies legal and ethical issues in nursing practice. It includes a study of frameworks and guidelines for using critical thinking in making ethical decisions and resolving ethical dilemmas. Relevant laws, codes of ethics, ethical theories, and ethical principles are examined.

NSG 410 **2-3 credits****Women's Health Issues**

Prerequisite: BIO 261 and BIO 262; admission to the RN-BSN program or permission of instructor. This course will take an interdisciplinary approach to both historical and contemporary women's health issues. Historical, biological, sociocultural, psychological, and political processes that shape and affect women's health and healthcare experiences will be examined. Selected theoretical frameworks will be used, including feminism, gender, and multiculturalism, to examine how perceptions of women and women's status have affected women's healthcare.

NSG 440/NSG 690c **3 credits****Emergency Preparedness**

This course prepares health care and public service workers as first responders in the events of disaster and terrorism. Topics covered include disasters (natural and man-made), planning for disasters managing casualties, organization and implementation of disaster response, and the first responder's role during disaster situations.

NSG 441/641 **3 credits****Physiology of Aging**

Prerequisite: BIO 261 and BIO 262 or permission of instructor. This course will examine aspects of the physiology of human aging and functional changes associated with the variances surrounding the aging process. Attention is given to the impact of aging on bodily systems, including cognitive processes and memory. The course examines the illnesses and disease processes with a focus on the relationship between changes in physical function, environment, and quality of life. In addition, appropriate nursing, health care provider, and lay care-giver interventions including primary place residence, medication management, safety, promotion of independence, teaching, infection control, and stress management will be incorporated.

NSG 452 **3 credits****Evidence-based Practice in Nursing**

Prerequisite: MTH 250 (may be completed concurrently with permission of instructor). Students are introduced to basic research and evidence-based concepts in order to become informed consumers of research as a guide for quality nursing practice and improved patient outcomes. Approaches to evaluation, translation, and integration of the best evidence into current clinical practice settings are explored.

NSG 456 **6 credits****Community and Public Health Nursing**

Prerequisites: NSG 306 and NSG 311

This course uses principles of public health/community health nursing in the provision of health care to individuals, families, and aggregate populations. Selected concepts of community/public health nursing that form the theoretical foundation for population/community health practice are studied. Problem solving and creative/critical thinking activities are used to analyze issues, trends, and practices of the public health/community health nurse, the community as partner, environmental issues, common community problems, and vulnerable populations. Field study incorporates assessments of the community, resources, epidemiological and environmental needs, public health services, and strategies to address the health needs of selected aggregate populations.

NSG 465 **4 credits****Community Health Nursing**

Prerequisites: Licensure as a Registered Nurse; Admission to the MSN program. This course is designed for RNs who hold a baccalaureate degree in a field other than nursing and serves as a transition course for entry into the MSN program. Content includes both the theory and practice of Community Health Nursing. Problem solving and creative/critical thinking activities are used to analyze issues, trends, and practices of the public/community health nurse, the community as a partner, environmental issues, common community problems, and vulnerable populations. Application of these principles are applied through a variety of community settings utilized for practicum experiences focusing on community assessment, public health department services/resources, epidemiological/environmental needs, and strategies to address prioritized health needs of selected aggregate populations.

NSG 476 **6 credits****Leadership in Nursing**

Prerequisites: NSG 452, NSG 456, or permission of instructor. This course is designed to guide and challenge students in the development of leadership and management skills. Theories, principles, and practical applications to professional practice are emphasized. The political, legal, ethical, financial and accreditation/standards components of organizational success are explored. The course provides the student with the opportunity to apply managerial/leadership skills in a professional nursing practice setting. An evidenced-based project is the culminating activity.

NSG 490 **3 credits****Special Topics in Nursing or related Health Services**

Prerequisite: Approval of Nursing Division Chair. Special topics courses offer the student opportunities to explore selected topics of interest in the discipline.

NSG 604 **3 credits****Information Technology in Nursing Administration and Education**

Prerequisite: Admission to the MSN program or permission of instructor. This course focuses on the application and utilization of information technology in clinical practice, nursing administration, and nursing education. Advances in technology which support administrative decision-making and educational teaching/learning strategies are emphasized.

NSG 606 **3 credits****Advanced Theoretical Foundations**

Prerequisite: Admission to the MSN program or permission of instructor. Theories from nursing and other sciences that facilitate a comprehensive and holistic approach to care will be analyzed and their application to clinical practice

and administrative and educational settings will be evaluated. An overview of the components and characteristics of advanced nursing roles will be incorporated.

NSG 608 **3 credits**

Research Design and Methodologies

Prerequisite: Admission to the MSN program or permission of instructor, and a recent course in Statistics. Principles and strategies of quantitative and qualitative research methods will be examined. Utilization of research in a variety of health care settings to ensure quality care and to improve nursing practice will be emphasized. The topic for the culminating research project will be developed.

NSG 610 **3 credits**

Policy, Law and Ethics in Nursing

Prerequisite: Admission to the MSN program or permission of instructor. This course focuses on the legal, ethical, and socio-political environment that influences health care professionals and organizations in the delivery of patient care, the administration of nursing services, and nursing education. Ethical theories and principles, recent legal decision, professional standards of practice, and codes of ethics governing nursing administration and education are applied to contemporary ethical issues in health care.

NSG 612 **3 credits**

Program Planning for Nursing Leadership and Education

Prerequisite: Admission to the MSN program or permission of instructor. This course emphasizes the elements essential in designing, implementing, and evaluating effective community educational programs, and prepares students with the knowledge and skills required for writing a project or program grant proposal.

NSG 614 **3 credits**

Global Perspectives on Population-Based Health

Prerequisite: Admission to the MSN program or permission of instructor. This course focuses on the public health issues affecting vulnerable and high-risk populations at the local, state, national, and international levels. Topics include; epidemiology, levels of disease prevention, infectious and chronic disease management, environmental factors affecting health and wellness, and international healthcare agencies and partnerships.

NSG 616 **3 credits**

Leadership & Financial Management Strategies

Prerequisite: Admission to the MSN program or permission of instructor. This course focuses on various leadership and management strategies employed when interacting with diverse individuals and populations in the health care setting. Topics include leadership theories, standards of practice for nursing administration and education, organizational structure and behavior, change theory, human resource development, and financial management.

NSG 620 **3 credits**

Teaching Strategies in Nursing

Prerequisite: Admission to the MSN program and Core Courses, or permission of instructor. This course focuses on teaching/learning theories, the analysis of various teaching strategies to include current technology and distance education modalities, role development of the nurse educator, characteristics of the learner, and selected evaluation techniques. Students learn to apply basic components of instruction in both classroom and clinical settings to meet the learning needs of diverse populations in both formal education environments as well as staff development.

NSG 622 **3 credits**

Curriculum Development, Assessment, and Evaluation in Nursing Education

Prerequisite: Admission to the MSN program and Core Courses, or permission of instructor. This course focuses on the curriculum development process, including analysis of the internal and external environment, professional standards and trends, current philosophical approaches, curriculum and course design methods, and curriculum implementation and evaluation. Assessment, implementation, and evaluation methodologies for both formal education and staff development will be covered.

NSG 632**3 credits****Human Resource Management for the Nurse Administrator**

Prerequisite: Admission to the MSN program or permission of instructor. This course focuses on the principles of human resource management and their application in various healthcare settings. It prepares the student to function as a nurse administrator at different levels in health-related organizations.

NSG 636**3 credits****Healthcare Study Abroad**

Prerequisite: Acceptance into MSN program or approval by Division Chair. This elective option allows students an opportunity to study nursing and healthcare issues during a travel abroad experience. This course focuses on the major health issues affecting the country's population and policies and ethical topics relating to healthcare. Topics include: acute and chronic disease management, environmental factors affecting health and wellness, partnership with international healthcare agencies as well as a look into the culture of the native citizens to include art, music, religion, and folk remedies.

NSG 638**3 credits****Capstone Project Conceptualization**

Prerequisite: Core Courses and permission of Division Chair. This course allows students an opportunity to conceptualize and develop their Capstone Project. During this course, students will complete their proposals, gain IRB approval, and submit drafts for chapters one through three. Completion of this course prior to NSG 642 or 646 provides students with more time for data collection and analysis. The course requires critical analysis and development of a strategy to address a need or problem in healthcare. This course is not designed for students who have already developed a proposal in NSG 608 or NSG 612.

NSG 640**3 credits****Nursing Education Internship**

Prerequisite: Licensure as a Registered Nurse; Core MSN courses and NSG 620; NSG 622 or consent of advisor and instructor. This 90-hour internship course provides supervised experience for the student in the role of nurse educator, applying the theories and principles of leadership, teaching/learning, evaluation, and curriculum/program design. A variety of educational settings will be used.

NSG 642**3 credits****Capstone Project in Nursing Education**

Prerequisite: Core MSN courses; NSG 620 and NSG 622; may take NSG 640 concurrently; may also take one core class concurrently with consent of advisor and instructor. This course for nursing educators involves identifying a health care educational need, critically analyzing the need, and formulating a strategy to address the need. Demonstration of an understanding of the research process and the devising of an innovative application of research concepts will be emphasized.

NSG 644**3 credits****Nursing Administration Internship**

Prerequisite: Licensure as a Registered Nurse; Core MSN courses and NSG 632 or consent of advisor and instructor. This 90-hour internship course provides supervised experiences for the candidate in the role of nurse administrator applying the theories and strategies of leadership, financing, and resource management in various health care settings.

NSG 646**3 credits****Capstone Project in Nursing Administration**

Prerequisite: Core MSN courses; NSG 644 may be taken concurrently; one core class or NSG 632 or NSG 690 may also be taken concurrently with consent of advisor and instructor. This course involves the critical analysis, development, implementation, and evaluation of a strategy to address a health care need or problem in the organization. Demonstration of an understanding of the research process and an innovative application of leadership concepts will be expected.

NSG 690 **3 credits****Special Topics in Nursing Administration**

Prerequisite: Consent of advisor. Special topics courses offer the student opportunities to explore selected topics of interest in the discipline.

NSG 699 **1-3 credits****Independent Study and Research**

Prerequisite: NSG 642 or NSG 646; or consent of advisor and instructor. Students who have completed the coursework for their Capstone Project NSG 642/646 and are still actively working on their capstone project, consulting with the major professor, and / or using other resources of the university may enroll in this course. Hours are pre-determined by Capstone Project committee chair and approved by the Division Chair. Credit for this course is not to be counted toward the degree.

OCE-Oceanography

OCE 220 **4 credits****Oceanography**

Prerequisite BIO 101, BIO 102, or BIO 105. This course explores the major processes and broad-scale features of the world's oceans. It will emphasize the geological, chemical, physical and biological processes that operate in the ocean setting and begin to explain how they influence marine ecosystems. Topics include the origin and history of the ocean basins, atmospheric circulation and weather, ocean circulation, and the dynamics of waves, tides, and coastlines. The course also examines marine life (including plankton, nekton, benthos, and marine mammals), explores the oceans as a resource for people, and considers human impacts on marine environments. Lab includes required field-trips to the Gulf Coastal or similar feature.

PHS-Physical Science

PHS 220 **4 credits****Principles of Physical Science I**

This course is designed to introduce students to theories, principles, and concepts in physics, chemistry, astronomy, and the earth sciences. It begins with an introduction to the scientific method, quantitative reasoning, and scientific measurement, followed by Newtonian mechanics, gravitation, thermodynamics, electromagnetism, waves, sound, and electromagnetic radiation. The course then covers atomic and nuclear theory, the Periodic Table of Elements, physical and chemical properties of materials, chemical compounds and bonding, chemical reactions, acids and bases, and an introduction to organic chemistry. It will identify connections to the life sciences and be relevant to important global issues and concerns such as resource sustainability, energy needs, and climate change. This course has a lab component.

PHS 221 **4 credits****Principles of Physical Science II**

PHS 220 is preferred before taking PHS 221. This course is designed to introduce students to theories, principles, and concepts in physics, chemistry, astronomy, and the earth sciences. It includes an introduction to major concepts and connections in geology, meteorology, potamology (study of rivers) limnology (study of lakes), oceanography, and astronomy. The portion on meteorology includes modules on the atmosphere and weather, solar and terrestrial radiation, heat, temperature, and circulation; clouds, the wind, precipitation, thunderstorms, tornadoes, tropical storms and hurricanes. The section on astronomy introduces the following topics: origin of the universe and the vastness of time and space; formation of the elements; characteristics of meteorites, comets, and planets; and the search for extra-terrestrial life. It will also identify connections with the life sciences and to be relevant to important global issues and concerns such as resource sustainability, energy needs, and climate change. This course has a lab component.

PHY-Physics

PHY 301 4 credits

General Physics I

Prerequisite: MTH 140. Non-calculus based physics course. Topics include the mechanics, gravitation, fluids, thermodynamics, waves and sound. Laboratory exercises which illustrate these topics will be used to supplement lecture material.

PHY 302 4 credits

General Physics II

Prerequisite: PHY 301. Non-calculus based physics course. Topics include electricity and magnetism, light, optics, waves, and modern physics. Laboratory exercises which illustrate these topics will be used to supplement lecture material.

PSY-Psychology

PSY 125 3 credits

Lifespan Development

A study of human development from birth to death utilizing a biobehavioral psychosocial perspective.

PSY 201 3 credits

General Psychology

An introduction to the science of human behavior and mental process. Motivation, emotions, personality, memory, learning and neuroscience are some of the areas that will be discussed.

PSY 205 3 credits

Psychology of Personal Adjustment

A course that promotes the development of self-awareness, developing close relationships, resolving interpersonal conflict, promoting psychological health, and a personal examination of goals in one's life.

PSY 230 3 credits

Theories of Personal Relationships

Prerequisites: PSY 125 and/or PSY 201. This course surveys the major theories and research findings regarding personal relationships, and includes discussion of interpersonal attraction, liking, loving, romance, communication, and therapeutic interventions.

PSY 265 3 credits

Stress Management

This course develops students' understanding of stress from physiological, cognitive, and behavioral perspectives. Students will practice a variety of strategies and techniques to reduce stress.

PSY 300 3 credits

Interpersonal Communication

This course examines both verbal and nonverbal behavior. Students will develop and improve various active listening skills, discuss body language, paralanguage, and proxemics and apply this knowledge in various activities.

PSY 310 3 credits

Educational Psychology

Students examine psychological principles of learning, cognition, motivation, behavior, and the practical implications of these principles for teaching and learning. The development of skills to interpret behavior and classroom interactions within a framework of psychological theory will be a major feature.

PSY 320 **3 credits****History of Psychology**

This course surveys the origins and developments of psychology as a science, including its various systems of thought and the current status of each. Writing Intensive.

PSY 330 **3 credits****Psychology of Learning**

Students explore the principles of learning, cognition, and behavior by reviewing relevant historical, theoretical, and empirical approaches in psychology and understand the full learning process by considering assessment of observable behaviors, internal cognitive processes, and external social contexts.

PSY 335 **3 credits****Solving problems - a complex process.**

The content of this course will teach students concepts related to reasoning, critical thinking, and then decision-making. Students will explore the relationship between thought and language, and how reasoning facilitates the analysis of arguments. Once this process has taken place, problem solving and decision-making can occur. This class will help students strengthen their reasoning and problem solving skills.

PSY 340 **3 credits****Social Psychology**

Study of group interactions and processes. Leadership, decision-making, conflict resolution, group processes, persuasion, and attitude formation and change are all investigated as they impact institutions from families to corporations.

PSY 345 **3 credits****Psychology of Religion**

This course is designed to provide an overview of the Psychology of Religion. Topics include history, methods, religious development, conversion, morality, helping behavior, prejudice, death, and health, as well as related topics such as the relationship between science and religion, the religion of psychologists, and forgiveness.

PSY 350 **3 credits****Psychological Tests and Measurements**

Prerequisites: MTH 250, and PSY 201. A critical review of the substantive and psychometric tests and procedures for the construction of psychological instruments.

PSY 351 **3 credits****Sport Psychology**

Prerequisites: PSY 125 or PSY 201. This course is designed to introduce students to the field of sport psychology by providing a broad overview of the major topics in the field. Various psychological theories and research related to sport psychology will be explored, including growth and development, personality and social factors, practice, and training as they relate to the athlete and coach.

PSY 360 **3 credits****Theories of Personality**

Prerequisites: PSY 125 and PSY 201. A survey of theory and research on the development of personality characteristics.

PSY 370 **3 credits****Health Psychology**

This is a survey course examining the contributions of psychological research to the understanding, prevention, and treatment of a variety of health concerns. The biopsychosocial model will be applied to better understand factors which influence health.

PSY 380 **3 credits****Forensic Psychology**

This course provides a broad overview of the field of forensic psychology and how psychology interacts with the law.

PSY 390 **3 credits****Positive Psychology**

Positive psychology is the scientific and applied approach to uncovering people's strengths and promoting their positive functioning. This course will focus on positive emotional states and processes, positive cognitive states and processes, and pro-social behavior.

PSY 400 **3 credits****Cognitive Psychology**

Prerequisites: PSY 125 and PSY 201. Research and theory relating to attention, memory, problem solving, information processing, decision making, reasoning, expert systems, biological and artificial neural networks, and serial and parallel processes.

PSY 401 **3 credits****Counseling Techniques**

Prerequisites: PSY 125 and PSY 201. Overview of approaches to psychopathology, methods of clinical assessment, and various approaches to individual and group counseling.

PSY 410 **3 credits****Biological Psychology**

This course provides a foundation in the biological structures and functions of the brain on human behavior. A variety of topics will be covered including neuroanatomy (neurons, brain components and their functions) and neurophysiology (brain structure and language, memory, and learning). Current empirical research will be explored. The connection between neurotransmitters and mental health disorders will be covered as well as the neurological changes related to dementia and Alzheimer's.

PSY 423 **3 credits****Abnormal Psychology**

Prerequisite: PSY 201. This course provides students with an introduction to abnormal psychology. Various psychological disorders will be discussed with an emphasis on diagnostic criteria, treatment, and long-term implications. Current and historical concepts will be analyzed related to contextual issues of mentally ill persons.

PSY 433 **3 credits****Psychology of Grief Counseling**

Prerequisites: PSY 125 and/or PSY 201. This course introduces students to the study of grief and loss, and examines empirical models of grief counseling. Theories and research related to the multiple dimensions of grief, including normal and atypical grief, are reviewed. Emphasis is placed on developing counseling skills necessary for facilitating healing.

PSY 440 **3 credits****Industrial/Organizational Psychology**

This course will introduce methods, practice, research, and theories of Industrial and Organizational (I/O) Psychology. I/O psychology is a subfield of psychology concerned with various aspects of people in the workplace, including employee productivity and well-being. Both real-world applications and research will be emphasized throughout the course.

PSY 445 **3 credits****Professional Standards and Ethics**

Prerequisites: PSY 125, and PSY 201. The purpose of this course is to provide an introduction to the role of ethics in psychological practice and psychological science. The goals are for the students to: (1) integrate the ethics materials

presented with personal morals and values into a professional model, and (2) be able to develop logical and rational moral and ethical analyses of ethical problems that occur in psychology.

PSY 450 **3 credits**

Research in Psychology

Prerequisite: MTH 250. This course provides an introduction to psychological research technique with an emphasis on firsthand data collection. Project work introduces students to research design.

PSY 460 **3 credits**

Psychology of Aging

This course examines cognitive processes, and the psychological and social factors shaping behavior during the aging process, as well as the impact of the cultural context on aging, from a psychological perspective.

PSY 490 **3 credits**

Special Topics

Special topics courses offer the student opportunities to explore selected topics of interest in the discipline. See advisor for special topics and permission to enroll.

PSY 495 **3 credits**

Psychology Practicum

Prerequisite: Psychology Major. This course provides a supervised experience in the field of psychology or research and is designed for juniors or seniors majoring in psychology. The course requires a minimum of 100 clock hours within the work setting and weekly supervision meetings with the professor.

RCE-Clinical Mental Health & Clinical Rehabilitation Counseling

RCE 601 **3 credits**

Foundation and Techniques of Counseling

This course introduces the student to the field of counseling. Topics will include: History and legislation affecting individuals with physical and psychiatric disabilities and persons from other at-risk groups; rehabilitation and mental health terminology and concepts; philosophical foundations of rehabilitation and mental health counseling; ethical standards for rehabilitation counselors and mental health counselors; expert testimony; attitudinal and environmental barriers faced by individuals with disabilities; support services and community resources; and the various fields of counseling including the public and private sector.

RCE 603 **3 credits**

Substance Abuse Counseling Methods

Students will acquire the skills necessary to counsel and provide direct services to individuals who have, or have had, substance abuse (alcohol, drugs, inhalants, prescription medication, etc.) problems and/or their family members. Students will learn about addiction issues and will develop the skills necessary to work effectively with this population, including identifying co-occurring disorders and the treatment needs involved with dual diagnosis. Students will also be exposed to the legal and ethical issues related to this at-risk population.

RCE 604 **3 credits**

Ethics in Addiction & Alcoholism

This course will provide students with an overview of ethical principles that guide professional conduct in the substance abuse field. Other topics reviewed in the course will include ethical considerations unique to the field of substance abuse, ethical decision making models, ethics in substance abuse research, and legal implications.

RCE 605**3 credits****Medical Aspects of Disability**

This course provides an overview of medical terminology, body systems and the disabilities that occur when one or more of the body systems are affected by illness, injury, or genetic predisposition. Students will be able to read and understand medical records; describe the medical and rehabilitation consequences of various disabling conditions including functional capacities and limitations; describe the vocational implications for these disabling conditions; and analyze existing community resources for these disabling conditions.

RCE 607**3 credits****Crisis and Trauma Counseling**

This course provides an examination of issues and skills involved in assisting clients dealing with crisis situations. The progression and symptomatology of crisis functioning are presented with models and techniques for appropriate psychological, educational, and specialized intervention techniques for use with clients.

RCE 611**3 credits****Psychosocial and Multicultural Aspects of Disability**

This course provides students with a basic understanding of psychological and social terminology, the community integration and independent living movement, and intervention methods necessary to enable individuals with disabilities adjust to having a disability. Students will be able to describe the psychological, cultural, and social consequences of various disabling conditions including functional capacities and limitations, describe the vocational implications for these disabling conditions, the impact of culture on these concepts, and analyze existing community resources for these disabling conditions.

RCE 620**3 credits****Theories and Techniques of Counseling**

This course will familiarize students with the terms, concepts, and principles of the major counseling theories, individual counseling practices and interventions, behavior and personality theories, and human growth and potential. Students will begin to develop their own individual philosophy of and approach to counseling and understand how their philosophy and approach impacts their work with their clients. Students will learn individual counseling skills and interventions through role playing, and hands-on experience.

RCE 621**3 credits****The Helping Professional: Case Management and Community Resources**

This course provides an overview of the case management process, community resources and services available, and financial resources available for rehabilitation services. Students will develop the competencies necessary to provide timely, cost effective, and efficient services. They will examine the organizational structure of public rehabilitation programs and non-profit service delivery systems.

RCE 622**3 credits****Theories and Techniques of Group Counseling**

Prerequisite: RCE 622. Group counseling theories, practices and interventions will be examined. Students will understand the role of group work within various rehabilitation settings and how to apply group principles and techniques in their work with clients. Students will be required to participate in a lab experience where they will utilize principles of group dynamics, communication, processes, stages and goals, leadership, democratic group procedures, individual and group resistance and initiation and development of small groups.

RCE 630**3 credits****Assessment and Evaluation**

Students will analyze and use the principles and theories of testing, assessment and evaluation. Specific topics will include types of tests, work samples, situational assessments to assess developmental variables, vocational skills, functional and physical capacities and personality characteristics. Interpretation of assessment results and report writing will be an integral part of the course.

RCE 640 **3 credits****Psychopathology and Diagnosis**

Prerequisite: RCE 611. This course examines policies, regulations, and services dealing with mental disorders, addiction, and co-occurring disorders. As a result of this class, students will be introduced and become familiar with the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V). The major categories and diagnostic criteria of mental disorders and chemical abuse are explored. Issues related to the mental wellness of culturally diverse groups are studied.

RCE 645 **3 credits****Ethics and Professional Orientation**

Prerequisite: RCE 611. Students will learn the guidelines to analyze ethical dilemmas and choose appropriate action under the protocols and regulations of the Code of Professional Ethics for Certified Rehabilitation Counselors (CRC) as adopted by the Commission of Rehabilitation Counselor Certification, as well as the American Counseling Association (ACA) Code of Ethics. This course will examine ethical issues, supervision, trends, developments, and multicultural issues related to competent professional practice. Components of self-awareness, culture-specific knowledge, and skills as they pertain to counseling members of diverse and under-represented populations will be examined and practiced.

RCE 655 **3 credits****Foundations of Career Development and Job Placement Services**

Students will examine current theory and practice in career development for individuals with physical and mental disabilities. Employment services such as work adjustment, job development, job modification, vocational planning, and job placement strategies will be explored. Students will learn how to educate employers regarding accommodations, job modification and restructuring, as well as, how to implement supported employment, job retention skills, and post-employment services. Students will learn career and vocational placement skills through experiential exercises, assessment evaluation, and report writing.

RCE 665 **3 credits****Human Sexuality**

This course will review issues regarding sexuality and gender that the counseling professional will encounter in working with varied populations including people with disabilities. Attention is given to the lifelong process of acquiring information and forming attitudes, beliefs, and values about others and ourselves. Relationships, sexual behavior, sexual health issues, sexual orientation and the development of sexual identity will be explored. The course is designed to increase the participants' knowledge about these topics and to facilitate their ability to communicate effectively about issues related to sexuality in their personal life and professional practice.

RCE 668 **3 credits****Co-Occurring Disorders**

Prerequisites: RCE603 or prior work experience in the field of addictions and approval by the Advisor. This course covers crisis and trauma theory with an emphasis on its impact on the development and exacerbation of substance abuse and addiction disorders. An emphasis on resiliency oriented approaches to recovery from trauma and drug abuse/alcoholism will be explored while stressing the importance of a multidisciplinary response to co-occurring disorders. Research supported assessment and intervention strategies for addressing the cognitive, affective, behavioral, and neurological symptoms associated with trauma and addictions will be explored in detail through evidence-based practices of treatment effectiveness.

RCE 672 **3 credits****Research and Program Evaluation**

This course will introduce students to rehabilitation and mental health research literature and research methodology so that they can become intelligent consumers of research. Students will learn the evaluation procedures necessary to effectively assess services, develop needs assessments, and design research projects. Frequently utilized qualitative and quantitative research approaches will be examined, and students will become knowledgeable about the scientific approach in counseling research, statistics and research design, hypothesis testing, research proposal development and research utilization.

RCE 678 **3 credits****Psychopharmacology of Addictive Drugs**

Prerequisite: RCE 603 or prior work experience in the field of addictions and approval by the Advisor. This course provides students with an advanced understanding of the physiological and behavioral processes involved in psychoactive substance use, misuse, and addiction. An emphasis will be placed on the major and minor classifications of drugs, the biology and pharmacology of commonly abused legal and illegal psychoactive substances, and the relationship between addictive behavior and common psychological disorders. The course will include the impact of drug metabolism on brain chemistry, its impact on dependence, tolerance and withdrawal, and the application of prevention, recovery and maintenance treatment planning.

RCE 680 **3 credits****Counseling Practicum**

Prerequisites: Acceptance in the Clinical Rehabilitation & Mental Health Counseling program, completion of a minimum of 12 credit hours of course work including RCE601, RCE605, RCE611 and RCE620, or approval of the Fieldwork Coordinator. The Practicum experience provides the opportunity for students to develop primary counseling skills and integrate their knowledge in the field of rehabilitation and mental health counseling under clinical and faculty supervision through a minimum of 100 clock hours over the academic term. A 1-hour weekly individual supervision meeting with the site supervisor, and a 1.5-hour group supervision meeting with a faculty supervisor is a mandatory requirement of this course.

RCE 681 **3 credits****Counseling Internship I**

The Internship I experience provides the opportunity for students to apply theory and develop counseling skills in the field of rehabilitation and mental health counseling under clinical and faculty supervision. A minimum of 900 clock hours in the student's designated program area is required to be completed over the enrollment period in Internship I and II, with at least 40% of those hours constituting direct client contact. The internship experience will provide opportunities for the student to become familiar with a variety of professional activities in addition to direct services. A 1-hour weekly supervision meeting with the site supervisor and a 1.5-hour group supervision with a faculty supervisor is a mandatory requirement of this course.

RCE 682 **3 credits****Counseling Internship II**

The Internship II experience provides the opportunity for students to apply theory and develop counseling skills in the field of rehabilitation and mental health counseling under clinical and faculty supervision. A minimum of 900 clock hours in the student's designated program area is required to be completed over the enrollment period in Internship I and II, with at least 40% of those hours constituting direct client contact. The internship experience will provide opportunities for the student to become familiar with a variety of professional activities in addition to direct services. A 1-hour weekly supervision meeting with the site supervisor and a 1.5-hour group supervision with a faculty supervisor is a mandatory requirement of this course.

RCE 683 **3 credits****Counseling Internship III**

Prerequisites: Successful completion of clinical and academic requirements of RCE 652 Counseling Internship II OR upon approval of the Fieldwork Coordinator. The Internship III experience provides the opportunity for students to apply theory and develop counseling skills in the field of substance abuse counseling. A minimum of 450 clock hours in the student's designated program area is required with at least 40% of those hours constituting direct client contact. This internship experience will provide opportunities for the student to become familiar with a variety of professional activities related to substance abuse counseling. A 1-hour weekly supervision meeting with the site supervisor and a 1.5-hour group supervision with a faculty supervisor is a mandatory requirement of this course.

RCE 685 **3 credits****Marriage and Family Counseling**

This course examines the concept of marriage and family dynamics as well as a review and critique of various theoretical approaches. Marital and family relationships are viewed in political and historical contexts. Students will

gain knowledge of specific assessment and counseling interventions. Special emphasis is placed on marital counseling and family relationships in diverse and special populations.

RCE 688 **3 credits**

Human Growth and Development

This course provides an understanding of the nature and needs of individuals at all developmental levels and in multicultural contexts, including learning styles and personality development, normal and abnormal behavior, and lifespan transitions. Students will be able to demonstrate an understanding of individual and family development, the impact of crises or trauma-causing events that affect individual and family functioning, as well as theories for facilitating optimal development and wellness across the life span.

RCE 698 **3 credits**

Clinical Mental Health & Clinical Rehabilitation Counseling Capstone

Throughout this course, students will demonstrate mastery and growth in Clinical Mental Health & Clinical Rehabilitation Counseling program objectives and an understanding of the program's mission. Students will provide evidence of knowledge and skill acquisition, and commitment to the counseling profession that has occurred over their course of study in the master's program. A portfolio will be compiled composed of new and completed assignments that address core counseling domains. Successful completion of this course is required for graduation.

RCE 699 **1 credit**

CRC Exam Preparation

Prerequisite: Application on file for next exam. The process of applying, preparing and taking the Certified Rehabilitation Counselor (CRC) exam will be addressed. It will cover a comprehensive review of all materials presented within the context of the Master's in Clinical Mental Health & Clinical Rehabilitation Counseling program as well as address test-taking tips, share study strategies, and conduct practice exams.

RDE-Reading Education

RDE 401 **3 credits**

Academic Discourse Applications

Writing Intensive. At the heart of education is academic discourse, or the way knowledge can be socially constructed through language. Therefore, students must gain fluency in the patterns, practices, and conventions of the world-wide language of scholarship, English. This course advances students' knowledge of the nature and importance of academic discourse, as well as students' proficiency in academic writing, reading, and thinking.

RDE 450 **3 credits**

Reading in Content Areas

This course is designed to introduce teacher candidates to the teaching of content reading to adolescents. The focus will be on the application of comprehension/study strategies to content texts. Diagnosis and remediation strategies will be discussed.

RDE 452 **3 credits**

Teaching Reading

This course is designed to provide teacher candidates with knowledge of current approaches and methods for teaching reading in elementary schools. Attention is directed towards emergent literacy, reading skills, reading as part of the language arts, and planning and organizing a reading program.

RDE 454 **3 credits**

Child and Adolescent Literature

The purpose of this course is to introduce teacher candidates to building a literature program and strategies for integrating literature and multicultural education into the classroom curriculum. Teacher candidates will have the opportunity to critically survey literature for both children and adolescents, and address pedagogical issues related to choosing and teaching these works. Social issues and multicultural factors presented in literature will also be explored.

RDE 455 **3 credits****Diagnosis and Remediation of Reading Difficulties**

This course is designed to provide teacher candidates with an understanding of difficulties in reading, assessment procedures for diagnosing reading difficulties, and strategies for corrective treatment through class discussion and through individual work completed with a struggling reader.

RDE 651 **3 credits****Foundations of Literacy and Assessment**

This course relates important historical, theoretical, and research foundations in literacy processes, components, and acquisition to elementary, middle, and high school students. Major topics include developmental stages of reading and writing acquisition, major components of reading (e.g., phonological awareness, word identification, comprehension, vocabulary, fluency, motivation, and higher-order cognitive skills), social, linguistic, and diverse cultural influences on learning literacy. Students in this course will build a knowledge base for these foundational concepts and apply that knowledge to assessment practices, with an emphasis on identifying students who struggle with pre-literacy or literacy skills.

RDE 653 **3 credits****Comprehension, Curricular, and Programmatic Strategies for Improving Literacy Across the Content Areas.**

This course examines major components of language and phonics that facilitate the acquisition of literacy, including phonology, morphology, syntax, word analysis strategies, vocabulary, fluency, and diverse socio-cultural influences on learning literacy. Students in this course will increase their knowledge base for these components and apply that knowledge to assessment and instructional practices.

RDE 654 **3 credits****Enhancing Literacy with Literature**

This course focuses on teachers' integration of appropriate trade books across the curriculum. Its focus is to help teachers develop literacy and critical thinking in their learners, as well as to motivate their students to become life-long readers of quality literature. Teachers will identify and apply best pedagogical practices in planning thematic literature-based lessons and teaching units to enhance literacy. The course also provides opportunities for teachers to read and discuss age appropriate selections of award winners and other valuable literature.

RDE 656 **3 credits****Patterns of Practice in the English Language Arts**

This course focuses on strategies and methods classroom teachers use to enhance their students' communication abilities in the areas of listening, speaking, reading, writing, and viewing. Relationships among these communications skills will be examined to identify strategies for developing balanced language arts skills in all curricular areas. Standards of appropriate learned societies relating to communication skills will be analyzed for applicability across curricular areas.

REL-Religious Studies

REL 210 **3 credits****Introduction to World Religion**

Prerequisite: ENG 101 and ENG 102. A survey of the development of religious ideas in early human communities as well as the origins and central teachings of the major living religious traditions, including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism and Shintoism. This course can be used to fulfill a core curriculum Humanities requirement.

RHS-Rehabilitation Studies

RHS 215/SWK 215 **3 credits****Cultural Diversity**

This course provides students with the knowledge and skills to work with physically, socio-economically, mentally, psychologically, and economically disadvantaged and oppressed people. Attention is given to ethnic minorities of color, women, people with disabilities, gay and lesbian people, the poor, and the oppressed. A multi-dimensional,

cross-cultural framework is used for assessments and interventions with consumers from diverse groups. Students learn to identify and emphasize the adaptive capabilities and strengths of disadvantaged and oppressed people.

RHS 220 **3 credits**

Introduction to Rehabilitation Studies

This course provides an introduction to the field of Rehabilitation Studies by presenting information related to the history and development of the field, legal and legislative aspects of rehabilitation, the role and function of the rehabilitation professional, current practices and trends in the field of rehabilitation, and general knowledge regarding conditions that are typically served by the discipline of rehabilitation.

RHS 285 **3 credits**

Assistive Technology

The primary goal of this course is to introduce students to the basics of assistive technology, technology advancements, and how assistive technologies aid persons with disabilities. Students will become familiar with the historical aspects of assistive technology, understand how assistive technology and resources can be located and applied with clients of various disabilities, and be able to implement assistive technology with persons with disabilities to achieve autonomy.

RHS 325 **3 credits**

Crisis Intervention

This course is an introduction to the models and techniques of time-limited crisis intervention. Students learn the principals involved in helping clients toward resolution of their concerns, and practice the micro-skills involved in goal-oriented efficient brief crisis intervention. By using these skills, students then develop resolution-focused, immediate crisis intervention strategies. Specific crisis intervention practices include suicide prevention, outreach approaches, and disaster intervention.

RHS 332/SWK 332 **3 credits**

Introduction to Substance Abuse

This is an introductory course on substance abuse that will provide an overview including the history of substance abuse. The course will include the major drugs, including alcohol, opiates, stimulants, sedatives, hallucinogens, inhalants. The course will also examine the effects of substance abuse on the individual, family and society and according to the group(s) the individual is a member, i.e., racial, ethnic, gender. Students will also be introduced to treatment options for substance abusers, including evidence-based strategies.

RHS 335 **3 credits**

Case Management & Community Resources

This course provides an introduction to the field of Rehabilitation by presenting general information related to the history and development of the field, the models of case management, the phases of case management process, general knowledge about documentation procedures and organizational skills, an understanding about case load burn out, and other survival techniques useful for the case management profession.

RHS 340 **3 credits**

Ethical Practices in Rehabilitation

This beginner course in ethics will examine code of ethics in rehabilitation, ethical decision-making, ethical issues and the law, and legal and liability concerns facing practitioners working in the public and private rehabilitation field. It will expose students to the implications of unethical behavior and the challenges practitioners must address. Students will evaluate their cultural self-awareness and examine their personal views of ethics in their future careers.

RHS 345 **3 credits**

Treatment Models for Addictions

Prerequisite: RHS332 or prior work experience in the field of addictions approved by Advisor. The treatment of addictions from various theoretical perspectives and treatment models will be analyzed, including motivational interviewing, cognitive-behavioral theories, 12-step oriented treatment, family therapy techniques, and

neurobiological bases of addiction treatment. Particular focus will be given to integrating theory, research, and analysis in the case management of substance abuse treatment.

RHS 355 **3 credits**

Theoretical Counseling Approaches to Rehabilitation

This course will offer a general overview of theories and approaches with additional information on basic techniques. Special consideration is given to working with various populations including persons with physical disabilities, mental and psychological disabilities, drug addictions, and other challenges. Professional issues such as ethics, supervision, and state and federal legislative restrictions are covered.

RHS 360 **3 credits**

Counseling Practicum

This course provides a supervised experience in a rehabilitation setting and an opportunity for the student to explore the rehabilitation field. The course requires a minimum of 100 clock hours within the work setting, 40% of practicum hours as client contact hours, and a weekly 1.5-hour group supervision meeting.

RHS 365 **3 credits**

Evidence-based Rehabilitation

This course will introduce students to the underpinnings of evidence-based rehabilitation. Students will be educated on the importance of using evidenced-based practices, finding evidenced-based information, evaluating research, and integrating evidenced-based rehabilitation into practice settings.

RHS 380 **3 credits**

Professional Communication in Rehabilitation

This course examines communication styles and techniques and how various medical, educational, and allied health care professionals collaborate to engage strategies for effective delivery of services to eligible clients with disabilities. Students will learn problem-management and opportunity-development framework skills, as described in Skilled Helper Techniques.

RHS 390 **3 credits**

Vocational Development

This introductory course will examine current theory and practice in career development for individuals with disabilities. Students will be given a basic overview of current vocational programs in operation, how they function, and key practical applications will be taught for counselors working with persons with disabilities. Students will learn about supportive employment programs, assessments, labor market surveys, and various tools Rehabilitation Counselors use to assist clients.

RHS 435 **3 credits**

Pharmacology of Drug Abuse

Prerequisite: RHS332 or prior work experience in the field of addictions approved by advisor. Students are introduced to the pharmacological treatment of tolerance, dependence, withdrawal, and recovery faced by persons with drug abuse issues. A series of case studies will be presented to analyze the efficacy of current evidence-based practice guidelines associated with the treatment of addictions and alcoholism. Symptoms of drug abuse are further explored to help students gain familiarity with the experiences of persons with dependence.

RHS 445 **3 credits**

Concurrent Disorders

Prerequisite: RHS332 or prior work experience in the field of addictions approved by advisor. This is an overview of the complex treatment challenges associated with concurrent disorders and the treatment modalities associated with facilitating the recovery process. Particular focus will be given to case management approaches associated with the treatment of individuals with dual disorders, group interventions, and working with families.

RHS 450**3 credits****Vocational Assessment**

This course will teach students how to analyze and use the principles and theories of testing, assessment, and evaluation in relationship to Rehabilitation Counseling. General topics will include types of tests, work samples, situational assessments to assess developmental variables, vocational skills, functional and physical capacities, and personality characteristics. Students will learn to interpret assessment results and basic report writing skills will be taught. Students will learn to develop, write, and present a Vocational Assessment.

RHS 460**3 credits****Medical & Health Issues in Rehabilitation**

This course will provide a survey of essential medication information, medical terminology, etiology, prognosis, and treatment procedures. Vocational and independent living implications will be covered for each major disability group. The adjustment process that consumers and their families experience is also addressed, along with a general health overview of how Rehabilitation Counselors can assist clients in medical and health care issues within the job environment context.

RHS 470**3 credits****Internship I**

Prerequisite: RHS 380. This course provides a supervised experience in a rehabilitation setting and an opportunity for the student to gain experience in the rehabilitation field. The course requires a minimum of 150 clock hours within the work setting, 40% of the hours as client contact hours, and a weekly 1.5-hour group supervision meeting.

RHS 472**3 credits****Internship II**

Prerequisite: RHS 470. Internship II provides the third component of the total internship hours required for this program. This course is a supervised experience in a rehabilitation setting and an opportunity for the student to gain additional experience in the rehabilitation field. The course requires a minimum of 150 clock hours within the work setting, 40% of the hours as client contact hours, and a weekly 1.5-hour group supervision meeting.

RHS 475**3 credits****Rehabilitation Research**

Prerequisite: MTH 250. This course provides an introduction to behavioral and social research techniques with an emphasis on firsthand data collection. Project work introduces students to research design.

RSC-Research

RSC 507**3 credits****Scholarly Writing**

This course expands the students' composition and investigative skills to prepare to write scholarly papers using reasoned claims, scholarly resources, correct APA documentation, and a professional writing style.

SOC-Sociology

SOC 201**3 credits****Introduction to Sociology**

Prerequisite: ENG 101. An introduction to the field of sociology involving how society and its component parts are structured, including an analysis of the development and function of social institutions: government, economy, education, family, and religion.

SOC 401**3 credits****Sociology of Sport**

Prerequisite: SOC 201 or permission of instructor. This course focuses on the cultural and social aspects of sports. Students will use sociological concepts and theories to explore the relationship between sports and society. Topics

will include socialization through sport, deviance in sport, violence in sport, gender issues in sport, race and ethnicity, sports and economy, sports and media, sports and politics, sports and religion, and sports and education.

SSC—Social Sciences

SSC 417

3 hours

Senior Thesis

Prerequisites: 2 IDS Core Classes. Students create an annotated bibliography, develop an in-depth paper or project, and give a presentation on a topic selected in consultation with the thesis advisor. The course develops advanced skills in research, organization, synthesis, evaluation, and presentation.

SPE-Speech

SPE 105

3 credits

Oral Communication for Professionals

An introduction to speech, designed to develop responsible, capable spoken communication, by building skills in researching and thinking critically about topics, organizing thoughts and ideas, and making professional presentations.

SPE 311

1-3 credits

Community Dialects

This course will help students develop their ability to communicate effectively in a variety of contexts by enabling them to understand differences between individual dialects and General American Dialect and thus develop skills in switching between community and general dialects.

SPN-Spanish

SPN 101

3 credits

Beginning Elementary Spanish I

Prerequisite: "C" or better in ENG 101 or consent of the instructor. This course is designed for the beginning student with limited or no previous experience in Spanish. First semester, is an introductory sequential course that develops the four language skills of listening, speaking, reading and writing with emphasis on communicative competence. Basic concepts of Spanish and Hispanic culture are also introduced so the students may learn about the values and aspects of everyday life in Spanish speaking countries.

SPN 102

3 credits

Advanced Elementary Spanish II

Prerequisite: "C" or better in ENG 101 or consent of the instructor. This course is a direct continuation of SPN 101 with further development of the four language skills to a higher novice level and continued introduction to the Hispanic culture. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner level while taking more and more opportunities for conversation.

SPN 201

3 credits

Intermediate Spanish

Prerequisites: SPN 102 or equivalent. A review of the essentials of reading, writing, and speaking skills in order to develop the use of the language.

SPN 202

3 credits

Conversational Spanish

Prerequisite: SPN 102. This course is designed to provide students with a working knowledge of basic, practical vocabulary, idioms, and usage to develop fluency.

SPS-Sports Studies

SPS 300 3 credits

Injury Prevention

Prerequisites: BIO 261 or BIO 280. This course will discuss common athletic injuries and the prevention and treatment of these injuries. This course will also cover basic nutrition principles and the impact of proper nutrition on athletic injuries.

SPS 350 3 credits

Introduction to Sport Management

This purpose of this course is to provide students with a general understanding of the Sport Management field. Through the course, students will learn about the breadth of the sport industry, the different areas which comprise the industry, and the prospective employment opportunities in Sport Management.

SPS 420 3 credits

Coaching Theories and Methods

Prerequisites: SPS 300 or SPS 350. Potential coaches must learn a variety of skills to deal with a diverse range of issues, concerns and problems which are faced daily. Coaching is a complex profession which incorporates aspects of many other professions, including strength coaching, academic advising, sport psychology, athletic training, and counseling. Students will learn the principles of coaching as well as begin to form their own basic coaching philosophy.

STA-Statistics

STA 450 3 credits

Quantitative Applications of Statistical Methods

Writing Intensive. Prerequisite: MTH 250. A study of advanced quantitative techniques for measurement, analysis, and inference of empirical data. Students will have direct experience with research design, data collection, analysis, and reporting. The course will make extensive use of the SPSS for Windows computer software. Emphasis will be placed on experimental research.

STA 471 3 credits

Qualitative Research Methods

Writing Intensive. Prerequisite: MTH 250. An introduction to methods of data collection, data reduction, data display, conclusion and verification in qualitative analysis. The course will expose the student to computer software available for use in qualitative analysis.

SWK-Social Work

SWK 201 3 credits

Introduction to Social Work

This course provides an introduction to the social welfare institution and the profession of social work. It focuses on the values, ethics, and methods of generalist social work practice with an emphasis on diversity. Students will be introduced to basic social welfare policies, community agencies, and at-risk populations. Students are also introduced to the Core Competencies and Behavioral Indicators necessary to become a social worker through the Thomas University's Division of Social Work "Passport to the Profession".

SWK 215/RHS 215 3 credits

Cultural Diversity

This course provides students with the knowledge and skills to work with physically, socio-economically, mentally, psychologically, and economically disadvantaged and oppressed people. Attention is given to ethnic minorities of color, women, people with disabilities, gay and lesbian people, the poor, and the oppressed. A multi-dimensional, cross-cultural framework is used for assessments and interventions with consumers from diverse groups. Students learn to identify and emphasize the adaptive capabilities and strengths of disadvantaged and oppressed people.

SWK 320 **3 credits****Child Welfare**

This elective course focuses on social work practice with children, youth and families involved in the child welfare system. It emphasizes the needs and problems of children and families and the policies and services which have developed to meet those needs.

SWK 321 **3 credits****Gender Issues**

This elective course is designed to acquaint students with the forces which affect genders differently, including sexuality, race, ethnicity, religion, socioeconomic class, physical ability, age, and national citizenship. Sex role socialization and its impact on opportunities and life choices will be examined.

SWK 330 **3 credits****Social Gerontology: Family and Caregiving Issues**

This course studies the social phenomenon of aging in our society, including the aging process, and the impact not only on the elderly, but families and caregivers who support and sustain them. Areas of particular focus include the biopsychosocial assessment of the caregiving system, an understanding social support networks, and the ability to understand the financial resources of Medicare, Medicaid, Medicare Part D, Medigap, and other insurance programs.

SWK 331 **3 credits****End of Life Issues**

This elective course explores the student's professional and personal issues concerning death, grief, and bereavement. Emphasis is placed on the concepts and issues related to psychosocial aspects of grief and loss over the life continuum.

SWK 332/RHS 332 **3 credits****Introduction to Substance Abuse**

This is an introductory course on substance abuse that will provide an overview including the history of substance abuse. The course will include the major drugs, including alcohol, opiates, stimulants, sedatives, hallucinogens, inhalants. The course will also examine the effects of substance abuse on the individual, family and society and according to the group(s) the individual is a member, i.e., racial, ethnic, gender. Students will also be introduced to treatment options for substance abusers, including evidence-based strategies.

SWK 333 **3 credits****Understanding Family Violence**

This elective course studies various family issues with a particular emphasis on family violence from medical, social, and legal perspectives. Topics include: spousal abuse, sibling abuse, child abuse, sexual abuse, sexual harassment, and victim's rights.

SWK 340 **3 credits****Behavioral Health and the DSM (Diagnostic and Statistical Manual)**

This elective course identifies various diagnoses, treatment strategies, policies, regulations, and services dealing with the problems of mental illness, addictions, and developmental disorders. Issues of ethnic minority groups and women which relate to mental wellness are explored. Students will become familiar with the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

SWK 342 **3 credits****Child and Adolescent Mental Health**

This elective course is designed to prepare social workers to expand their knowledge and skills in the field of child and adolescent mental health. It examines the various components of child and adolescent mental health disorders, and explores the variety of assessment, interviewing, and communication skills needed when working with children and adolescents with mental health concerns.

SWK 344 **3 credits****Human Behavior in the Social Environment**

This course explores the knowledge base for generalist social work practice. It emphasizes the integration of knowledge of the liberal arts, social sciences, and empirical research needed to effectively assess the behavior of individuals and collective interactions with the environment. Students are introduced to two organizing theoretical perspectives, systems/ecological and values and oppression, and learn to address biopsychosocial influences on human functioning.

SWK 348 **3 credits****Social Welfare Policy**

This course is an introduction to social welfare policy, major perspectives on the function of social welfare in society, and the implications of these perspectives for the professional practice of social work. Selected methods of policy analysis are introduced. Students will examine the historical development of social welfare services in the United States and the political changes and processes necessary to achieve social work goals. Students will acquire an understanding and knowledge of the relationships between cultural, personal, and social values and beliefs in the formulation, implementation, delivery, and analysis of social services.

SWK 350 **3 credits****Social Work Practice with Individuals: Generalist Practice I**

Prerequisites: Social Work Major or consent of instructor. This course is offered as a beginning general foundation class and focuses on social work practice with individuals. It will emphasize interviewing skills and counseling techniques along with the assessment of a client's situation and determination of the appropriate level of intervention for the change effort. Ecosystems theory is utilized in providing students with beginning problem solving practice skills. The integration of values and ethics into a framework for social work practice will be emphasized throughout as students are challenged to demonstrate an awareness of potential conflicts in these areas. As a clinical practice course, students will be expected to participate in interpersonal sharing and activities.

SWK 369 **3 credits****Human Sexuality**

This elective course will review many of the important issues regarding sexuality that professionals will encounter in working with varied populations. Attention is given to the lifelong process of acquiring information and forming attitudes, beliefs, and values about others and ourselves. Relationships, sexual behavior, sexual health issues, sexual orientation, and the development of sexual identity will be explored. The course is designed to increase the participants' comfort level with these topics and to facilitate their ability to communicate effectively about these issues in their personal life and professional practice. Class participation is required; however, students may opt out of any particular class topic for a written assignment, if necessary.

SWK 370 **3 credits****Ethical Issues in Human Services**

This course focuses on ethical decision-making in human services. Students will examine the basic theories and principles of ethics, the NASW Code of Ethics, and the application of these principles to practice dilemmas. Current practice issues, such as dual relationships, professional boundaries, and ethical issues in rural settings, will be discussed.

SWK 375 **3 credits****Social Work Practice with Families: Generalist Practice II**

Prerequisite: Social Work Major or consent of instructor. The course focuses on intervention methods with families within a generalist social work model. Students will examine family theory in a historical and political context to understand the development of contemporary family practice models and intervention strategies. Influences upon the family (economic, cultural, ethnic, etc.) along with changes to traditional family structures (single parent, gay/lesbian, divorce) will be explored. As a clinical practice course, students will be expected to participate in interpersonal sharing and activities.

SWK 420**6 credits****Field Practicum I (fall)**

Co-requisite: SWK 421. The field practicum is an educationally focused, guided field experience in which students engage in community-based practice with individuals, families, and/or communities. From the context of a systems theoretical approach to problem-solving, students gain experience with various social work roles, such as advocate, broker, and case manager. Students learn to function as professional generalist social workers in an organizational setting, to demonstrate an understanding of and behavior consistent with the NASW Code of Ethics, and to increasingly assume professional responsibility. Special emphasis is placed on the identification of specific needs, the empowerment of diverse populations at the micro and mezzo levels, and a keen awareness of social justice issues.

SWK 421**3 credits****Senior Seminar I (fall)**

Co-requisite: SWK 420. This course affords the opportunity to integrate knowledge, values and skills derived in social work courses with real-life practice situations experienced in the practicum. Students review social work ethics, issues in the workplace, appropriate uses of supervision, empowerment with diverse and special populations, and social justice issues.

SWK 450**3 credits****Social Work Practice with Groups: Generalist Practice III**

Prerequisite: Social Work Major or consent of instructor. This course focuses on how social work practice can be most effectively utilized through small group work. Students will understand the context and evolution of group theory and the contexts in which it is most effective. Students will be required to participate in an on-going group and will be responsible for leadership, facilitation, and activities during the semester. Students will also explore other group settings (12 step, skills based, educational, etc.) in the community. Special group characteristics (ethnic, gender, gay/lesbian, cultural, children, etc.) will also be explored. As a clinical practice course, students will be expected to participate in interpersonal sharing and activities.

SWK 451**6 credits****Field Practicum II (spring)**

Prerequisites: SWK 420, SWK 421. Co-requisite: SWK 455. This field practicum is a continuation of the field experience begun in SWK 420. Students continue to use a problem-solving, systems approach as they become more experienced in an agency setting. Emphasis is placed on the specific needs and empowerment of special populations at the macro level, including a keen awareness of social justice issues as they relate to agency policy decisions and organizational structure.

SWK 452**3 credits****Research & Program Evaluation**

This course introduces students to basic research and program evaluation methodology, utilizing research literature and program evaluation techniques, so that they can become informed consumers of research and proficient providers of program evaluation services in community-based settings. One aspect of the course focuses on developing an understanding of the basic principles of designing and conducting research. The other aspect of this course prepares students to conduct a Program Evaluation, which critically evaluates services, programs, treatments, plans, outcomes, cost, and satisfaction of the individuals served.

SWK 455**3 credits****Senior Seminar II (spring)**

Prerequisites: SWK 420, SWK 421. Co-requisite: SWK 451. The course affords the opportunity to continue the integration of knowledge, values, and skills derived in social work courses through real-life practice situations experienced in the practicum, and is the capstone for the student's educational experience. Students produce an original work integrating her/his knowledge, values and skills based on field experiences.

SWK 475**3 credits****Social Work Practice with Communities and Organizations: Generalist Practice IV**

Prerequisites: Social Work Major or consent of instructor. This course will focus on how students can effectively join, participate, and influence communities and organizations regarding social work related issues. Students will be expected to demonstrate a grasp of ecosystems theory in their approach and will be challenged to show how they can think and act ethically when encountering conflicts in macro-level work. Special emphasis will be placed on understanding the specific needs of diverse and vulnerable populations, and actions for empowerment which can be utilized at the macro level. This is a clinical practice class which requires interpersonal interaction with other students and/or community organizations.

SWK 490**3 credits****Special Topics in Social Work**

Special topics courses offer the student opportunities to explore selected topics of interest in the discipline.

SWK 491**1-3 credits****Directed Individualized Study in Social Work**

This variable credit course (1, 2, or 3 credit hours) provides individual students with a unique opportunity to study a particular area of interest under the directed supervision of a faculty member. Faculty approval must be obtained before registering for this class.

THE-Theatre

THE 250**3 credits****Introduction to Theatre**

This course surveys the art of theatre. Students will learn about the process of creating theatre through a study of the production process as a collaboration between the actors, directors, designers, and many other artists needed for the creation of theater. Through videos and attendance at live theatre, students will also learn the various forms of theatre. In addition, students will be introduced to theatre's historic roots and its diversity as expressed in various cultures throughout the globe.

THE 300**1-3 credits****Theater Practicum**

This course is designed to cast, rehearse, and present a theatrical production. Students will develop experience in the dramatic arts, including acting and technical aspects of production.

UNV-University Studies

UNV 101**3 credits****Thomas University Student Success**

An introduction to university academics and university life including the knowledge and use of college facilities and services. Students will be introduced to administrators, faculty programs and services at Thomas University. This course introduces skills for understanding and succeeding in the culture of higher education. Mandatory for all freshmen.

UNV 102**3 credits****Integrated Reading and Study Skills for Student Success**

This course is an in-depth-presentation of specific study strategies for college students, specifically focusing on reading, writing and critical thinking skills. This course is an applied skills course designed to allow students to identify and utilize study skills which promote success within the college courses of which of they are enrolled.

Delivery Mode for Course Offerings

Campus-based (CB): courses meet typically twice a week face-to-face for 1 hour and 15 minutes at a TU campus (Forbes campus, satellite, or Dual Enrollment high school coded SA or TC). Some CB courses may meet once per week. CB courses may run for 16 or 8 weeks – always refer to the respective Academic Calendar.

Hybrid Weekly (HW): courses meet face-to-face at least once a WEEK; the rest of the course content, instruction, and interaction occurs online through Blackboard and/or a program-specific context. HW courses may run for 16 or 8 weeks – always refer to the respective Academic Calendar.

Hybrid Bi-Weekly (HB): courses meet face-to-face every other WEEK; the rest of the course content, instruction, and interaction occurs online through Blackboard and/or a program-specific context. HB courses may run for 16 or 8 weeks – always refer to the respective Academic Calendar.

Hybrid Monthly (HM): courses meet face-to-face once a MONTH; the rest of the course content, instruction, and interaction occurs online through Blackboard and/or a program-specific context. HM courses may run for 16 or 8 weeks – always refer to the respective Academic Calendar.

Online (OL): course content, instruction, and interaction occurs entirely online and asynchronously through Blackboard and/or a program-specific context. OL courses may run for 16 or 8 weeks – always refer to the respective Academic Calendar.

Online (OS): course content, instruction, and interaction occurs entirely online through Blackboard and/or a program-specific context and includes synchronous online class meetings. OS courses may run for 16 or 8 weeks – always refer to the respective Academic Calendar.

Online with Campus-based Exams (OE): course content, instruction, and interaction occurs online through Blackboard and/or a program-specific context; however, students are required to take exams in a face-to-face proctored setting. OE courses may run for 16 or 8 weeks – always refer to the respective Academic Calendar.

Off-site Field Practicum or Internship (OF): courses meet off-site at another location where students learn through hours in a supervised professional setting. OF courses may run for 16 or 8 weeks – always refer to the respective Academic Calendar.

Lab (LB): course content is delivered in a learning-lab format. LB courses meet approximately 1 hour per week for face-to-face instruction while the remaining 2 hours per week is spent engaged in the learning lab. LB courses may run for 16 or 8 weeks – always refer to the respective Academic Calendar.

Directed Independent Study (DI): courses are supervised by a professor but the student works independently to complete course outcomes. DI courses may run for 16 or 8 weeks – always refer to the respective Academic Calendar.

Campus Directory

Board of Trustees

Mr. Fortson Rumble

Chair

Mr. Charles Dixon

Vice Chair

Members

Mr. Bryant Beadles

Mr. Todd Butler

Mr. Wilson Carraway

Mr. Kevin Cauley

Mrs. Pat Choice

Mr. Phillip Davis

Mr. Marvin Dawson

Mr. John Everett

Mr. John Glenn

Mr. Vincent Hill

Mr. Clint Kadel

Dr. Dusty Kornegay

Mr. Philip Leabo, Jr.

Mr. George Lilly, II

Mr. Vann Middleton

Mrs. Annie Perkins

Mr. Randy Rhea

Mr. Scott Rich

Mr. Terry Rouse

Dr. Andy Sheppard

Mr. Rankin Smith

Mr. Harry Tomlinson

Mr. Gary Tucker

Mrs. Kathy Vignos

Mr. Keith Wortman

Senior Administrative Officers

Dr. James A. Sheppard

President

Linda M. Herndon

Assistant to the President

Dr. John Meis

Vice President of Academic Affairs

Randy Livingston

Senior Vice President of Finance and Administration

Kurt Stringfellow

Vice President of Institutional Advancement

Mike Lee

Executive Director of Student Affairs and Athletics

Dr. Bob Bohman

Vice President of Student Life

Susan Backofen

Vice President of Enrollment Management

Academic Affairs

Dr. John Meis

Vice President of Academic Affairs

Academic Division Chairs

Dr. Melinda Piller

Business

Dr. Pauline Patrick

Counseling & Psychology

Crawford Battle

Criminal Justice

Dr. Susan Lynn

Education

Dr. Karl Barton

Humanities & Interdisciplinary Studies

Deana Baker

Science

Dr. Kim Cribb

Nursing

Bill Milford

Social Work

Academic Support Services

Danae Johnson

Director of Institutional Assessment

Katrina Steele

Director of Disabilities Services

Kristy Wainright

Program Coordinator for International Programs and Compliance

Eric Jackson

Director of Dynamic Learning Environments

RaKeitta Underwood

Instructional Designer

Registrar's Office

Michelle Wendel

Registrar

Penny Gaskins

Associate Registrar

Academic Affairs Support Staff

Taylor Williams

Administrative Assistant, Academic Affairs & Enrollment Management

Judy Hornsby

Administrative Program Assistant, Nursing and Criminal Justice

Chelsea White

Coordinator of Conference Services and Community Engagement

Monica Munch

Administrative Assistant, Business & Science

Candace Strickland

Administrative Assistant, Social Work and Counseling & Psychology

Beth Poulk

Administrative Assistant, Education

Enrollment Management

Susan Backofen

Vice President of Enrollment Management and Marketing

Admissions

Joshua Powell

Admissions Representative

Lacy McMullen

Admissions Representative

Joshua Barrett

Admissions Representative

TBD

Admissions Representative

TBD

Admissions Representative

Kristen Rice

Administrative Assistant

Stephen Ferguson

Associate Vice President for Military and Business Development

Office of Student Success

Kristin Brooks

Director of Student Success

Heather Cessna

Student Success Advisor

Kendon Warren

Student Success Advisor

Stacie Reilly

Student Success Advisor

Marketing

Kris Kimel

Marketing Coordinator

Cindy Montgomery

Director of Marketing and Communications

Institutional Advancement

Kurt Stringfellow

Vice President for Institutional Advancement

Carla Turner

Director of Corporate/Foundation Relations and Grant Writer

Sherry Gesualdi

Administrative Assistant

Business Office

Randy Livingston

Senior Vice President of Finance and Administration

Sue Stone

Manager of Budgets and Financial Reporting

Chris Lyons

Director of Human Resources

Jenny Harvey

Accounts Payable Analyst

Anna Crowder

Senior Administrative Assistant of Finance and Human Resources

Michelle Manning

Director of Retail Sales

Student Financial Services

Clifton Mitchell

Director of Student Financial Services

Michael Rayburn

Senior Financial Aid Counselor

Rene Hancock

Financial Aid Specialist

TBD

Student Services Specialist

Athletics

Mike Lee

Athletic Director

TBD

Head Baseball Coach

William Taylor

Assistant Baseball Coach

Erick Fox

Head Junior Varsity Baseball Coach,

Assistant Baseball Coach

Brent Crews

Head Men's Basketball Coach

Myron Brown

Head Women's Basketball Coach

Rick Pearce
Head Men's and Women's Golf Coach

Ricardo Zambrano
*Associate Athletic Director,
Head Men's Soccer Coach*

Codi Crippen
JV Men's Soccer Coach

Julie Orłowski
Head Women's Soccer Coach

Bill Wilson
Head Softball Coach

Jessica Sanders
*Head Junior Varsity Softball Coach,
Assistant Softball Coach*

Terry Maul
*Director of Swimming Operations,
Faculty Athletic Representative*

Malcolm Hosford
Head Men's & Women's Swim Coach

Brandee Zambrano
Head Athletic Trainer

Daniel Parker
Assistant Athletic Trainer

Corey Potter
*Head Strength & Conditioning Coach,
Fitness Center Director*

Jodi Yambor
Sports Psychologist

TBD
*Director of Sports Information,
Athletic Coordinator*

Student Life

Dr. Robert A. Bohman
Vice President for Student Life

Courtney Sinclair
Student Activities Coordinator

Heidi Hinz
Housing Manager

Samantha Gilbert
Resident Director

Vincent Gillins
Manager of Residential Food Services

Phillip Glennon
Cook

Michael Hardy
University Security

Vernita Davis
Shuttle Service

John Rainey
University Chaplain

Holly Guthrie
Administrative Assistant Athletics and Student Life

IT Services

Jack Reaves
Director of IT Services
Stephen Lowery
Technology Support Engineer

Library

Tara Hagan
Director of the Library Services
Heather Fowler
Instruction and Outreach Librarian
TBD
Connection Management Librarian
TBD
Administrative and Technical Assistant

TRIO Programs

Melanie Martin
Director, Talent Search
Vera Clark
Program Coordinator, Talent Search
Kendrick Duncan
Program Coordinator, Talent Search
Malinda Dean
Program Coordinator, Gear Up
Teresa Treat
Program Assistant, Talent Search & Gear Up

Food Services

Linda Black
Director of Food Services

Faculty Roster

Deana Baker (2013)

Chair, Division of Science, Assistant Professor of Biology. M.S., California State University; M.S., University of Florida; B.S., Eastern Mennonite College.

Dr. Karl S. Barton (1997)

Chair, Division of Humanities and Interdisciplinary Studies. Professor of Music. D.M., M.M., Florida State University; M.M. University of Akron; B.M., Duquesne University.

Crawford Battle (2006)

Chair, Division of Criminal Justice, Instructor of Criminal Justice. M.S., Troy State University; M.S., Albany State University; B.S., Georgia Southern University.

Lori Battle (2007)

Assistant Professor of Criminal Justice. M.S., Troy University; M.S., Thomas University; M.P.A., Columbus State University; B.S., Thomas University.

Deborah L. Burch (2012)

Assistant Professor of Nursing. D.N.P. Samford University; M.S.N., B.S.N., Florida State University; B.S., West Chester State University.

Dr. Kim Cribb (2007)

Chair, Division of Nursing. Associate Professor of Nursing. Ed.D., Valdosta State University; M.S.N., Albany State University; B.S.N., Valdosta State University.

Richard Curtis (2011)

Associate Professor of Art. M.F.A., School of the Art Institute of Chicago; B.F.A, University of North Alabama.

Dr. Lisa DeGiorgio-Worthy (2011)

Assistant Professor of Clinical Rehabilitation & Mental Health Counseling. Ph.D., University of Arizona; M.S., B.S., Utah State University.

Robin DePaola (2007)

Assistant Professor of Interdisciplinary Studies. M.S., University of Alabama; B.S., Berry College.

Dr. Steve DePaola (2003)

Associate Professor of Psychology. Ph.D., M.S., University of Memphis; B.A., California State University, Fullerton.

Dr. Fulani Doughty (2016)

Clinical Mental Health & Clinical Rehabilitation Counseling. Ph.D. Argosy University; M.S. Troy University; M.S. University of Georgia; BA University of Georgia.

Dr. Jason Dunn (2015)

Associate Professor of English. Ph.D., University of California, Davis; M.A., San Diego State University, B.A., University of South Florida.

Susan Ford (1989)

Associate Professor of Interdisciplinary Studies. M.S., B.S., Florida State University.

Dr. Susan Fowler (2001)

Associate Professor of Social Work. Ed.D., M.S.W., University of Georgia; M.Ed., University of South Carolina; B.A., Emory University.

Dr. Dale Graham (2003)

Associate Professor of Mathematics. Ph.D., Florida State University; M.S., B.S., Valdosta State University.

Dr. Debra Gresham (2010)

Associate Professor of Social Work. Ph.D., Florida State University; M.S.W., B.A., University of Georgia.

Scott Grubbs (2016)

Instructor of Education. M.Ed., Valdosta State University; B.A., University of Georgia.

Dr. Susan Hagood (2013)

Associate Professor of Education, Coordinator of Assessment & Accreditation. Ph.D., M.S., B.S., Florida State University.

Dr. Eleanor Hall (2007)

Associate Professor of Nursing. Ph.D., Georgia State University; M.S.N., B.S., Vanderbilt University; Diploma, Baptist Memorial College.

Elizabeth Harrell (2015)

Instructor of Biology. M.A.T., University of West Alabama; B.S.I.S., Mississippi State University.

Karen Harvey (1998)

Instructor of Computer Science. M.S., Valdosta State University; B.A., California University of Pennsylvania.

Jennifer Howell (2015)

Instructor of Rehabilitation Counseling. Program Coordinator. M.S., B.A., Georgia Regents University.

Scott Johnson (2008)

Instructor of Criminal Justice. M.P.A., Columbus State University; B.S., Thomas University.

Dr. Cristina Jones (2011)

Assistant Professor of Rehabilitation Studies. Graduate Program Coordinator. Ph.D., Florida State University; M.S., Florida State University; B.S., Florida State University.

Ingee Lee (2010)

Assistant Professor of Mathematics. M.Ed., B.S., University of North Carolina.

Dr. Susan Lynn (2010)

Chair, Division of Education, Professor of Education. Ph.D., University of South Carolina; M.S., University of Tennessee; B.S., Coker College.

Terry L. Maul (1994)

Assistant Professor of Sociology. M.S., B.S., Florida State University.

Dr. Carolyn S. McClenny (2004)

Professor of Education. Ph.D., Florida State University; M.S., B.A., University of North Carolina, Chapel Hill.

Dr. John Meis (2016)

Vice President of Academic Affairs, Associate Professor of Psychology. Ph.D., M.S., Florida State University; B.A., Rollins College.

Bill Milford (2003)

Chair, Division of Social Work, Assistant Professor of Social Work. M.S.W., Columbia University; B.A., University of Connecticut.

Dr. Laura Moak (2016)

Assistant Professor of Education. Ed.D, Argosy University; M.S., Georgia State University; M.A., Southwestern Baptist Theological Seminary; B.M.E., Southeastern Louisiana University.

Dr. Gale Neal (2015)

Assistant Professor of Education and Graduate Program Coordinator. Ph.D., M.S., B.A., Florida State University.

Dr. Martha O’Neill (2008)

Associate Professor of Nursing. Ph.D., University of Florida; M.S., University of Arizona; B.S.N., University of Michigan.

Remigio Padilla-Hernandez (2013)

Assistant Professor of Mathematics. Coordinator of Mathematics. M.Ed., B.S., Valdosta State University.

Dr. Pauline Patrick (2008)

Chair, Division of Counseling and Psychology. Associate Professor of Clinical Mental Health & Clinical Rehabilitation Counseling; RSA Grant Program Director. D.S.W., University of Tennessee, M.S.W., Florida State University; B.S., Union College.

Dr. Melinda Piller (2016)

Chair, Division of Business. Assistant Professor of Business. Ph.D., Capella University. MPA, BPA., Barry University.

Dr. Pauline Ray (2005)

Associate Professor of Business. Ph.D., Touro University; M.S., B.S., Mississippi University for Women; B.S., Mississippi State University.

Dr. James A. Sheppard (2016)

President. Ph.D., The University of Sheffield; M.A., Iliff School of Theology; B.A., Bethany College.

Dr. Sandra Simonds (2010)

Associate Professor of English. Ph.D., Florida State University; M.F.A., University of Montana; B.A., University of California.

Dr. Minjung Song (2016)

Assistant Professor of Psychology. Program Coordinator. Ph.D., M.A., University of Nebraska – Lincoln; B.B.A., Korea University; B.A., Duksung Women’s University.

Dr. Lindsey Stevenson (2018)

Assistant Professor of Education. Ph.D., M.Ed, B.A., University of Florida.

Dr. Nikolay Tsvetkov (2018)

Assistant Professor of Chemistry. Ph.D., A. N. Nesmeyanov Institute of Organoelement Compounds Nesmeyanov Institute, Russia; M.S. Chemical College of the Russian Academy of Science, Russia.

Dr. Katrina Steele

Assistant Professor of Clinical Mental Health and Clinical Rehabilitation Counseling; Director of Disabilities Services; Ph.D., Old Dominion University; M.S., Longwood University; B.A., Longwood University.

Dr. Frank V. Trombino

Associate Professor of Business Administration. D.B.A., Northcentral University; M.A., B.B.A., Florida Atlantic University.

Dr. Todd Van Wieren (2015)

Assistant Professor of Clinical Rehabilitation & Mental Health Counseling. Ph.D., Virginia Commonwealth University; M.A., University of Iowa; B.A., Calvin College.

Gale N. Whitehurst (1975)

Professor of History. M.A.T., B.A., Rollins College.

Dr. LeAnna Willison (2018)

Assistant Professor of Biology. Ph.D., M.S., B.S., Florida State University.

Dr. Shannon Wood (2018)

Assistant Professor of Education, Ph.D., M.S., B.S., Florida State University.

Dr. Bonnie Woodbery (2003)

Associate Professor of English. Ph.D., M.A., B.A., Florida State University.

Dr. Shannon Woods (2008)

Associate Professor of Nursing. D.N.P., University of Central Arkansas; M.S.N., Thomas University; B.S.N., University of Central Arkansas.

Dr. Jodi Yambor (1993)

Professor of Sport Psychology. Ph.D., M.S., Florida State University; B.A., University of Miami.

Professor Emeriti:

Howard J. Floyd (1986-2000)

Associate Professor of Business M.B.A., University of Georgia.

James E. Hodges (1985)

Associate Professor of English, M.A., B.A., Florida State University.

Richard W. Search (1983-2007)

Professor of Natural Sciences. M.S., B.S., University of Miami.

Dr. Jenny Swearingen (2000)

Assistant Professor of Business. D.B.A., M.B.A., Nova Southeastern University; B.A., University of South Florida.

Memberships & Recognition

Memberships:

American Association of Collegiate Registrars and Admissions Officers
American Association of University Related Research Parks
Association of Baccalaureate Social Work Program Directors
Association of College Unions
Council for Advancement and Support of Education
Council for Opportunity in Education
Council of Independent Colleges
Council on Social Work Education
Georgia Assessment Directors Association
Georgia Association of Colleges for Teacher Education
Georgia Association of Collegiate Registrar's and Admissions Officers
Georgia Association of Independent Colleges of Teacher Education
Georgia Association of Nursing Deans and Directors
Georgia Association of Student Financial Aid Administrators
Georgia Association of Veteran Certifying Officials
Georgia Chamber of Commerce
Georgia Foundation for Independent Colleges
Georgia Independent College Association
International Council on Education for Teaching
Jack Hadley Black History Museum
NAFSA: Association of International Educators
National Academic Advising Association
National Association for College Admission Counseling
National Association of Intercollegiate Athletics
National Association of Independent Colleges and Universities
National League for Nursing
Online Consortium of Independent Colleges and Universities
Society for College & University Planning
Society for Human Resource Management
South Georgia Chamber of Commerce
Southern Association of Collegiate Registrar's and Admissions Officers
Student Affairs Administrators in Higher Education
Tall Timbers Foundation
Thomas County Historical Society & Museum of History
Thomasville Landmarks, Inc.
Yes We Must Coalition

Recognized by:

State of Georgia Approving Agency for Veteran's Benefits
The College Board
Thomasville Chamber of Commerce
U. S. Department of Justice, Immigration and Naturalization Service
U. S. Office of Education

Articulation Agreements:

Bainbridge College—Business, Elementary Education, Middle Grades Education,
Secondary Education, and Nursing

Coastal Pines Technical College—Medical Laboratory Science and Criminal Justice

Community College of the Air Force – Rehabilitation Studies

Georgia Independent College Association

Georgia Military College

Georgia Northwestern Technical College—Criminal Justice

Georgia RN-BSN Articulation Plan

Gwinnett Technical College—Nursing

ITT Technical Institute—Nursing

Philadelphia College of Osteopathic Medicine—Medical Laboratory Science

Southern Regional Technical College—Business, Criminal Justice,
Medical Laboratory Science, Elementary Education, Nursing, and Social Work

Tallahassee Community College—Business, Nursing, and Social Work

Technical College System of Georgia

Wiregrass Georgia Technical College—Nursing

Thomas University

Alma Mater

Alma Mater

(Words by Dr. Douglas Haydel
Music by Dr. Michael Webb)

*Under pine and dogwood flowering,
stately and serene,
stands our cherished alma mater,
honored white and green.*

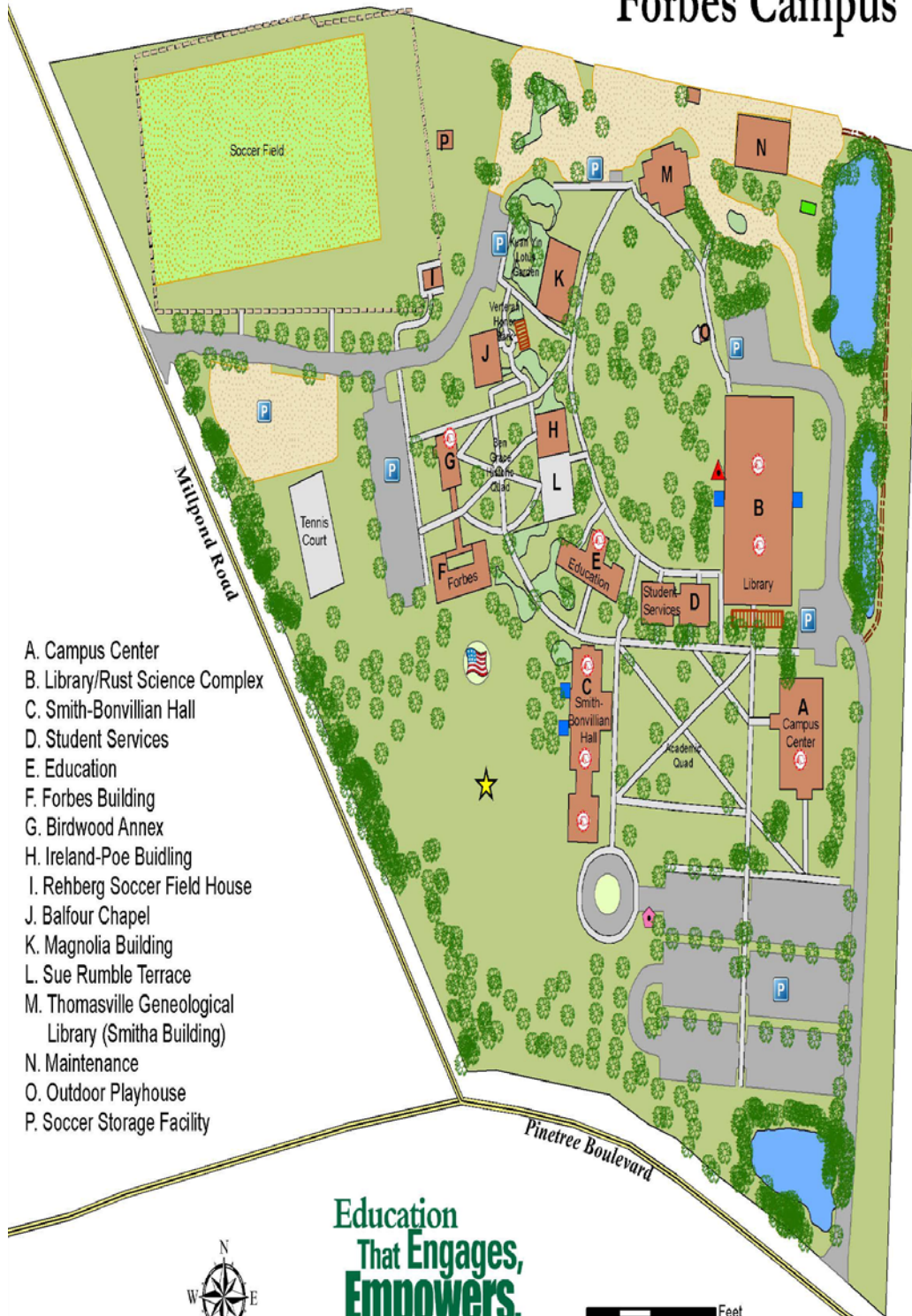
*Through tradition, toward tomorrow,
beacon bright for all to see,
Alma mater, Thomas University.*

*Art and science, God and country,
show a better way.*

*We, whose challenge leads to triumph,
gather here today.*

*Building knowledge, seeking wisdom,
setting minds and spirits free.
Alma mater, Thomas University.*

Forbes Campus



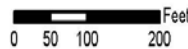
Legend

- ★ Emergency Reassembly Area
- ⊕ Emergency Weather Shelter
- ▲ Emergency Station B
- 🇺🇸 FlagPole
- 🌳 Trees and Shrubs
- Recycle Bins
- 📖 Book Return
- 🛣️ Public Road
- 🛣️ Service Drive
- 🚰 Library Purgola
- 🚶 Sidewalks
- ⚪ Fence
- 🏠 Buildings
- ⚪ Patio
- 🟡 Raisedbed
- 🌿 Landscape Bed
- 🛞 Asphalt Drive & Parking
- 🟡 Gravel Drive & Parking
- 🟢 Soccer Field
- ⚪ Tennis Court
- 🌊 Retention Ponds
- 🟢 Thomas University Boundary

- A. Campus Center
- B. Library/Rust Science Complex
- C. Smith-Bonvillian Hall
- D. Student Services
- E. Education
- F. Forbes Building
- G. Birdwood Annex
- H. Ireland-Poe Building
- I. Rehberg Soccer Field House
- J. Balfour Chapel
- K. Magnolia Building
- L. Sue Rumble Terrace
- M. Thomasville Geneological Library (Smitha Building)
- N. Maintenance
- O. Outdoor Playhouse
- P. Soccer Storage Facility



**Education
That Engages,
Empowers,
Transforms.**



Magnolia Campus

Chappelle Building

- A. Coaches Offices
- B. Weight Room
- C. Student Life
- D. SID Office
- E. Training Rooms
- F. Class Room
- G. Humanities
- H. Art Gallery
- I. Music Room
- J. Trio Office(Pre-college Program)



Legend

- Trees
- Student Mailboxes
- Shrubs
- Big Oak
- Fire Hydrant
- Dumpster
- Creek
- Sidewalks
- Public Roads
- Buildings
- Grounds Shed
- Beach Volleyball Court
- Woodland
- Soccer Field
- Pond
- Parking Drive
- Magnolia Campus



**ADDENDUM TO THE 2019-2020 THOMAS UNIVERSITY CATALOG
FOR FLORIDA STUDENTS IN THE BSW
AT TALLAHASSEE COMMUNITY COLLEGE, TALLAHASSEE, FL**

Licensure Information

Thomas University is licensed by the Florida Commission for Independent Education to offer this program in the state of Florida (# 4348). Further information regarding licensure is available: Commission for Independent Education
325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; Toll Free Number: 888-224-6684.

Drop/Add and Tuition Refund Policy

The Drop/Add period for BSW at TCC students for Fall semester 2019 is from **Monday, August 19, 2019 through Friday, August 23, 2019 at 5:00 pm and for Spring 2020 semester it is Monday, January 13, 2020 to Friday, January 17, 2020 at 5:00 pm.** Tuition is refunded in full for students who withdraw within the add/drop period. Withdrawals after the drop period will result in no refund. Refer to the academic calendars for specific add/drop dates. (Catalog, pages 12-14).

The Tuition Refund and Withdrawal policy is stated on page 43 of the Catalog. Add/Drop and Student Account policies is listed on pages 60 of the Catalog

Transferability Disclosure Statement

Policies regarding transfer of credits to Thomas University are described on page 20 of the Catalog. Transferability of credits earned at Thomas University is subject to the discretion of the receiving institution.

Description of Physical Facilities and Equipment

Tallahassee Community College is located at 444 Appleyard Drive, Tallahassee, FL 32304, on the west side of the city. The campus is approximately four miles south of Interstate 10, and accessed by Capital Circle Northwest, a major thoroughfare which nearly encircles the city, and Tennessee Street (US 90) a major intersector. The area surrounding the campus is mixed commercial and residential.

TCC provides a 602 square foot office and advising space located in the CIAT Building in the west campus area on Progress Drive adjacent to the Workforce Development Center. TCC classrooms contain conference-style tables and chairs or desks for seating for up to 35 people, an LCD projector, computer, projection screen, whiteboards, and Ethernet connections. Student parking is available in multiple designated lots in the vicinity of the building. The TCC Academic Computing Building contains computer labs for teaching and for open student use.

Immediately available to the classroom and computing areas are restrooms and telephones. The Student Union, Library, and Learning Commons are in adjacent buildings. The office and advising space includes a restroom.

Tallahassee Community College is compliant with zoning, fire, safety, and sanitation standards as a SACS-accredited community college within the Florida Community College system.

Policy Regarding Cancellation of Courses or Programs

When individual course sections are cancelled due to low enrollment, students are notified by the Registrar's Office by the first day of classes; academic advisors assist students in registering for another appropriate course. In the event that the BSW program at TCC would have to be cancelled, Thomas University would observe a teach-out agreement that ensures students are provided, without additional charge, all of the instruction promised by the institution prior to closure but not provided to the student because of the closure, through a program compatible to Thomas University's TCC program in its structure and scheduling at the closed program site.

Faculty Information

See the TU Catalog online for a listing of full-time Social Work faculty.

Placement Assistance

Thomas University offers career services (resume-writing, interview skills, etc) and placement assistance; however, the University makes no claims of guaranteed placement.

Additional Tallahassee Campus

Thomas University also offers an RN-BSN program at Capital Regional Medical Center in Tallahassee and Tallahassee Memorial Hospital in Tallahassee.

Code of Discipline-Student Offenses by Level

See Appendix A attached.

General Student Complaints Policy and Procedure

See Appendix B attached.

Unresolved Grievances

After exhausting all Thomas University complaint procedures, a student may contact the Commission for Independent Education for any unresolved grievances at the following address and phone number:

Commission for Independent Education

325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Phone: (850) 245-3200

APPENDIX A
CODE OF DISCIPLINE
Student Offenses by Level

All offenses are documented and retained in the office of the Vice President for Student Life.

Level 1 Offenses

Level I Offense	Examples	Possible Penalties
Disruption to a resident's right to reasonable use of the facility Compromising basic health/hygiene standards Significant nuisance issues	Quiet hour violations Visitation violations Excessive disruption within the hall or the surrounding community Improper cleaning or garbage removal General uncleanliness Disorderly conduct Other minor breaches of policy	Apology University Service Restitution Reprimand Possible escalation to Level II offense

Level 2 Offenses

Level II Offense	Examples	Possible Penalties
Significant disturbance to another individual(s) or surrounding community Repeated disregard for policy/procedure.	Possession/consumption of alcohol within the facility Failing to recognize authority of staff Failing to leave a room after being requested to do so Removing/transferring furniture Accidentally damaging Residence Hall property Possessing stolen goods Smoking within the Residence Hall Tampering with room fire detection/suppression	Apology University Service Restitution Reprimand Probation Fine Possible escalation to Level III offense

Level 3
Offenses

Level III Offense	Examples	Possible Penalties
<p>Any action that significantly endangers the safety and security of self, others, property and/or the surrounding community.</p>	<p>Occupying the University Housing rooftops.</p> <p>Engaging in activities involving drinking games</p> <p>Changing or tampering with security equipment</p> <p>Failing to follow fire or other emergency procedures</p> <p>Creating fire hazards Pets within the room Physical alterations Verbal/non-verbal abuse</p>	<p>University Service</p> <p>Restitution</p> <p>Reprimand</p> <p>Probation</p> <p>Fine</p> <p>Escalation to Level IV offense</p>

Level 4
Offenses

Level IV Offense	Examples	Possible Penalties
<p>Any action that contravenes municipal, provincial or federal law</p>	<p>Possession/use of firearms in University Housing</p> <p>Possession or use of illegal drugs/paraphernalia</p> <p>Engaging in sexual, physical or mental abuse.</p>	<p>University Service</p> <p>Restitution</p> <p>Reprimand</p> <p>Probation</p> <p>Suspension</p> <p>Dismissal</p> <p>Expulsion</p> <p>Filing of formal charges.</p>

Appendix B
General Student Complaints Policy and Procedure

Students have the right to seek a resolution to a dispute or disagreement concerning a university policy or action through a designated procedure.

This procedure does not apply to academic appeals, which are conducted according to the steps outlined in the Thomas University Catalog. Violations of academic integrity are addressed and appealed according to the Honor Code. Non-academic violations are addressed and appealed according to the policies outlined in the Thomas University Student Policies Handbook. Please refer to Section 5.5.5.

Drug and Alcoholic Beverages Policies

Thomas University is committed to establishing and maintaining a drug-free campus. The unlawful manufacture, distribution, dispensation, possession or use of any illegal drug is prohibited in all areas of Thomas University, including buildings, vehicles, and grounds. Thomas University is a tobacco and smoke-free campus.

The sale, distribution, and /or consumption of alcoholic beverages is not permitted on campus or any campus sanctioned university housing or university activity. Violations of these policies shall be considered sufficient grounds for disciplinary dismissal.

Thomas University Sexual Misconduct Policy

It is the policy of Thomas University to maintain an environment for students, faculty, administrator, staff and visitors that is free of all forms of discrimination and harassment including sexual misconduct. The University has enacted this Sexual Misconduct Policy (the "Policy") to reflect and maintain its institutional values and community expectations to provide for fair and equitable procedures for determining when this Policy has been violated and to provide recourse for individuals and the community in response to violations of this Policy.

The Policy prohibits all forms of sexual or gender-based discrimination, harassment, and misconduct including sexual assault, non-consensual sexual contact, domestic violence, dating violence, sexual exploitation, and stalking. This Policy also prohibits retaliation against a person who reports complaints about or who otherwise participates in good faith in any matter related to this Policy. All of the foregoing conduct shall be referred to as "Prohibited Conduct."

Thomas University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment. Sex discrimination is prohibited by Title IX of the Education Amendments of 1972, a federal law that provides:

No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

This Policy prohibits sexual harassment against Thomas community members of any sex, sexual orientation, gender identity, or gender expression in the context of education or employment. This Policy also prohibits gender-based harassment that does not involve conduct of a sexual nature.

Upon receipt of a report of or once the University has obtained notice of the occurrence of ~~Prohibited~~

Conduct, the University will take prompt and equitable action to eliminate the Prohibited Conduct (if any), prevent its recurrence, and remedy its effects. In addition, the University will fulfill its obligations under the Violence Against Women Reauthorization Act ("VAWA" amendments to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act") in response to reported Prohibited Conduct. The University's process for investigating and responding to allegations of Prohibited Conduct are explained in detail below. Students or employees who are found to have violated this Policy may face disciplinary action up to and including expulsion (students) or termination of employment (faculty and staff).

Thomas University also prohibits other forms of discrimination and harassment including discrimination and harassment on the basis of race, color, national origin, ancestry, age, religious belief, marital status, physical or mental disability, medical condition, veteran status, or any other characteristic protected by federal, state, or local law. Such prohibited conduct is addressed in other University policies prohibiting discrimination, harassment and retaliation based on protected status (other than sex or gender).

Scope of Policy

A. Person Covered

When used in this Policy, "Complainant" refers to the individual who is identified as the subject of Prohibited Conduct. "Respondent" refers to the individual alleged to have engaged in Prohibited Conduct. A "Third-Party" refers to any other participant in the process, including a witness or an individual who makes a report on behalf of a Complainant.

This Policy applies to all Thomas University community members including students, faculty, administrators, staff, volunteers, vendors, contractors, visitors, and individuals regularly or temporarily employed, conducting business, studying, living, visiting, or having any official capacity with the University and the broader campus community. It is the responsibility of all employees and students to comply with this Policy and to report violations or suspected violations.

B. Locations Covered

This Policy applies to all on-campus conduct and some off-campus conduct as described below. The College strongly encourages reports of Prohibited Conduct regardless of location. Even if it is determined that the Policy does not apply to the conduct, the University will take prompt action to provide for the safety and well-being of the Complainant and the broader campus community.

On-Campus Conduct. This Policy applies to conduct that occurs on-campus including conduct which occurs on property owned or controlled by the College.

College Programs. This Policy applies to conduct that occurs in the context of College employment or education programs or activities including but not limited to Thomas University study abroad or internship programs.

Off-Campus Conduct. This Policy also applies to conduct that occurs off campus and has continuing adverse effects on or creates a hostile environment for any member of the Thomas University community on-campus or in any University employment or education program or activity.

Definition of Key Terms: Consent

Consent is a clear, informed, unambiguous, mutual and voluntary agreement that must be given by participants in order to engage in sexual activity. Consent must be actively, not passively, given throughout the activity and may be revoked at any time. Neither a prior relationship nor silence is a sufficient indication of consent. A person who is asleep, drugged, intoxicated, or unconscious may not give consent. A minor or a person whose capacity or ability to provide informed consent is impaired may not give consent. Being under the influence of alcohol or drugs does not diminish one's responsibility to obtain consent. If a person is under the influence of alcohol or drugs—even if they were consumed prior to the sexual encounter and the other person has no knowledge of the consumption—may not be able to give consent as it is defined by law. Likewise, an individual accused of sexual assault or misconduct.

Intimidation

Intimidation is the use of threats to overcome an individual's freedom of will to choose whether to participate in sexual activity or provide consent. Consent cannot be obtained by intimidation.

Incapacitation

Incapacitation is a state where an individual cannot make an informed and rational decision to engage in sexual activity because of a lack of conscious understanding of the fact, nature, or extent of the act (e.g., to understand the who, what, when, where, why or how of the sexual interaction) and/or is physically helpless. An individual is incapacitated, and therefore unable to give consent, if the individual is asleep, unconscious or otherwise unaware that sexual activity is occurring. An individual will also be considered incapacitated if the person cannot understand the nature of the activity or communicate due to a mental or physical condition.

Retaliation

Retaliation includes adverse action taken against a person for making a good faith report of Prohibited Conduct or participating in any proceeding under this Policy. Adverse action may include conduct that threatens, intimidates, harasses, discourages, or coerces. Retaliation can be committed by or against any individual or group of individuals, not just a Respondent or Complainant.

Force

Force is the use or threat of physical violence to overcome an individual's freedom of will to choose whether or not to participate in sexual activity or provide consent. Consent cannot be obtained by force.

Coercion

Coercion is the improper use of pressure to compel another individual to initiate or continue sexual activity against that individual's will. Consent cannot be obtained through coercion. Coercion can include a wide range of behaviors, including intimidation, manipulation, threats, and blackmail. A person's words or conduct are sufficient to constitute coercion if they wrongfully impair another individual's freedom of will and ability to choose whether or not to engage in sexual activity. Examples of coercion include threatening to "out" someone based on sexual orientation, gender identity, or gender expression and threatening to harm oneself if the other party does not engage in the sexual activity. When someone indicates, verbally or physically, that they do not want to engage in a particular sexual activity, that they want to stop a particular activity, or that they do not want to go past a certain point of sexual interaction, continued activity or pressure to continue beyond that point can be coercive.

Sexual Violence

Sexual Violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual intimidation and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

Sexual Assault

Sexual Assault is having or attempting to have sexual intercourse with another individual by force or threat of force; without effective affirmative consent; or where that individual is incapacitated.

Sexual intercourse includes vaginal or anal penetration, however slight, with a body part (e.g., penis, tongue, finger, hand) or object, or oral penetration involving mouth to genital contact.

Sexual Harassment

Sexual Harassment is conduct that creates an intimidating, offensive, or hostile working or learning environment or that unreasonably interferes with work or academic performance based on a person's protected status, including sex, sexual orientation, gender identity, or gender expression. All such conduct is unlawful. "Sexual Harassment" is any unwelcome sexual advance, request for sexual favors, or other unwelcome conduct of a sexual nature, whether verbal, physical, graphic, or otherwise.

Gender-Based Harassment

Gender-Based Harassment is harassment based on sex, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal, physical, graphic, or otherwise. To qualify as Gender-Based Harassment, the conduct need not involve conduct of a sexual nature.

Stalking

Stalking occurs when a person engages in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress. A course of conduct consists of two or more acts including but not limited to acts in which a person directly, indirectly, or through third parties by any action, method, device, or means, follows, monitors, observe, surveils, threaten or communicates to or about another person or interferes with another person's property. Reasonable person means a reasonable person under similar circumstances and with similar identities to the complainant, substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

Dating Violence

Dating Violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the person subjected to such violence. Whether there was such a relationship will be determined based on among other factors the complainant's and respondent's statements and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the parties involved in the relationship.

Domestic Violence

Domestic Violence is a felony or misdemeanor crime of violence committed by: (1) a current or former spouse or intimate partner of the victim; (2) a person with whom the victim shares a child in common; (3) a person who is cohabiting with or has cohabited with the victim as a spouse or

intimate partner: (4) a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or (5) any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence has occurred.

Sexual Exploitation

Sexual Exploitation occurs when an individual takes non-consensual or abusive sexual advantage of another for one's own advantage or benefit or to benefit or advantage anyone other than the one being exploited. Examples of Sexual Exploitation include but are not limited to surreptitiously observing another individual's nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved: nonconsensual sharing or streaming of images, photography, video, or audio recording of sexual activity or nudity of the person being exploited or distribution of such without the knowledge and consent of all parties involved: exposing one's genitals or inducing another to expose their own genitals in non-consensual circumstances: knowingly exposing another individual to a sexually transmitted disease or virus without their knowledge and inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.

Confidentiality and Privacy

The University is committed to protecting the privacy of all individuals involved in the investigation and resolution of reports under this Policy. The University also is committed to assisting students, employees and third Parties in making informed choices. With respect to any report under this Policy, the University will make reasonable efforts to protect the privacy of participants while balancing the need to gather information to take steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

The University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation but its ability to do so may be limited based on the nature of the request by the Complainant. Where the University is unable to take action consistent with the request of the Complainant the Title IX Coordinator will inform the Complainant about the chosen course of action, which may include the University seeking disciplinary action against a Respondent. Alternatively, the course of action may also include steps to limit the effects of the alleged harassment and prevent its recurrence that do not involve formal disciplinary action against a Respondent or revealing the identity of the Complainant.

At Thomas University, the persons who may preserve confidentiality are:

Rev. John Rainey- Chaplain (229) 221-3227: jrainey@thomasu.edu. Can assist the student or employee to seek resources and maintain a confidential relationship with the student/employee following the incident.

Archbold Student & Employee Assistance Program (229) 228-2210, Toll-Free (877) 327-2724 or 24-hour Helpline (800) 238-8661, www.archbold.org. Can assist the student or employee to seek resources and maintain a confidential relationship with the student/employee following the incident.

Responsible Employee:

A Responsible Employee includes any employee who:

- Has the authority to take action to redress discrimination and harassment;
- Has the duty to report sexual harassment or any other misconduct by students or employees to appropriate school officials; or
- An employee whom a student could reasonably believe has the authority or responsibility to take action.

Responsible Employees have the duty to share a report of misconduct with the Title IX Coordinator. The purpose of this requirement is to permit the University to take immediate and corrective action to respond to the allegations of Prohibited Conduct. **All University employees except for Rev. Rainey are considered Responsible Employees.**

A student may desire to report Prohibited Conduct to the University but to maintain confidentiality: if so, the Title IX Coordinator will evaluate such requests. Where a Complainant requests that the Complainant's name or other identifiable information not be shared with the Respondent or that no formal action be taken. The Title IX Coordinator will balance the Complainant's request with its dual obligation to provide a safe and non-discriminatory environment for all University community members. In making this determination, the Title IX Coordinator may consider the seriousness of the conduct, whether there have been other complaints or reports of harassment or misconduct against the Respondent and the rights of the Respondent to receive notice and relevant information before disciplinary action is sought.

The University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation but its ability to do so may be limited based on the nature of the request by the Complainant. Where the University is unable to take action consistent with the request of the Complainant, the Title IX Coordinator will inform the Complainant about the chosen course of action, which may include the University seeking disciplinary action against a Respondent. Alternatively, the course of action may also include steps to limit the effects of the alleged harassment and prevent its recurrence that do not involve formal disciplinary action against a Respondent or revealing the identity of the Complainant.

Reporting- Title IX Coordinator

The College strongly encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident of sexual violence. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response.

The College also strongly encourages all individuals to make a report to the College and to local law enforcement although neither is required. These reporting options are not mutually exclusive both internal and criminal reports may be made simultaneously.

The University has designated Chris Lyons to serve as the University's Title IX Coordinator. The University encourages individuals to immediately consult with or report incidents of Prohibited Conduct to the Title IX Coordinator. The Title IX Coordinator can be contacted by telephone, email or in person during regular office hours:

Chris Lyons 229
229-221-9154
clyons@thomsu.edu

Incidents may also be reported to the Thomasville Police Department: the University's Title IX Coordinator can assist individuals with contacting the Police Department.

Inquiries or complaints concerning the College's compliance with Title IX may be referred to the U.S. Department of Education's Office for Civil Rights.

Amnesty

The University reserves the right to grant amnesty from drug, alcohol or other violations of the social code for parties reporting allegations under this Policy (i.e. if alcohol was involved in the incident, the reporting party would not then be charged with an alcohol infraction. Decisions regarding amnesty under this Policy will be made by the Vice President for Student Life in conjunction with the Title IX Coordinator.

Complaint Process and Procedure

Upon obtaining notice of or upon receipt of a complaint of Prohibited Conduct the University's Title IX Coordinator or designee shall begin the Complaint Process and Procedure. Through a cursory investigation, the Title IX Coordinator shall make a determination as to whether the allegations implicate the University's formal investigation and adjudication process. If it is determined that the allegations do not implicate the University's formal process or if the involved parties request an informal resolution of the complaint. The complaint may be resolved informally. However, mediation of sexual assault or sexual violence is never appropriate.

The University may take any interim measures deemed appropriate which may remain in effect until a decision as to responsibility is reached: these measures may include the alteration of class schedules, extracurricular activities, or residential location, removal from classes, additional academic support, withdrawal from class(es) without penalty or restrictions from communicating with involved parties.

The investigation shall be conducted by a trained Title IX investigator(s) assigned by the Title IX Coordinator. The investigation shall include interviews with the Complainant, Respondent and any person deemed by either of the principle parties as witnesses to the incident(s) in question.

Throughout the entire process, the University prohibits retaliation against any person involved in the investigation as a separate violation of University policy: serious sanctions including separation from the institution may result from any act that could be reasonably deemed retaliation for participation in the process.

The investigation shall be completed within 30 days of the receipt of the complaint unless extraordinary circumstances arise that delay the investigation. At the conclusion of the investigation, the Investigator(s) shall produce a report of factual findings. Both the Complainant and the Respondent will be given the opportunity to review the report and to respond to its contents. Neither party may photocopy or record the contents of the report but may view a hardcopy of it in the administrative offices of the Title IX Coordinator.

Once the report is deemed complete, the Title IX Coordinator shall appoint three (3) trained hearing Panel Members to adjudicate the matter. One of these Hearing Panel members shall function as the administrative Chair ("Chair") responsible to maintain order throughout the adjudication. The Chair is not a voting member of the Panel. The Report shall be presented to the Panel three (3) business days prior to the Hearing. Panel members are responsible to review the report and to call any essential parties to the Hearing for testimony. The Hearing Panel will review the facts of the report and interview both parties and any witnesses presented.

The Panel will make their determination as to responsibility by a majority vote and applying the Preponderance of the Evidence Standard, that is, it is "more likely than not" that the alleged Prohibited Conduct occurred.

The final decision of the Hearing Panel and the application of sanctions if any shall be communicated simultaneously to both parties in writing. An appeal of the final decision of the Hearing Panel must be in writing and submitted to the Title IX Coordinator within 10 business days. An appeal may be raised on one of the following grounds:

1. **Significant Procedural Error:** A procedural error occurred that significantly impacted the outcome of the investigation as it applies to the Appellant (e.g. substantiated bias, material deviation from established procedures, etc.). A description of the error and its impact on the outcome of the case must be included in the written appeal.
2. **New Information:** New information has arisen that was not available or known to the Appellant during this investigation and that could significantly impact the findings. Information that was known to the Appellant during the investigation but which s/he chose not to present is not new information. A summary of this new evidence and its potential impact on the investigation findings must be included in the written appeal.
3. **Disproportionate Sanctions:** The sanctions are not appropriate for the violation for which the respondent has been found responsible.

The Title IX Coordinator will determine the appropriate Appeals Officer for evaluating the appeal and notifying both parties in writing of the appeal request.

The Appeals Officer may determine an outcome based on the information provided in the appeal without further action of the parties involved. Should the Appeals Officer determine the need for a meeting the meeting is not intended to be a full re-hearing of the allegation and evidence. The Appeals Officer may also refer the matter back to the investigator(s) to collect additional information. Appeal decisions will affirm the original decision(s) or modify the original decision and/or sanctions.

The Appeals Officer's decision is the final determination of University violations. If the Appeals Officer upholds the original findings the effective date of any sanctions imposed will be the date of the original decision letter. The Appeals Officer will provide both the complainant and the respondent with written notice of the outcome of the appeal within ten (10) business days.

Education:

Thomas University is committed to preventing discrimination. To that end, this policy and these procedures will be printed in appropriate Thomas University publications. In addition, educational programs will be conducted annually by the University to:

1. inform students, faculty, staff, and administration about identifying discrimination and the problems it causes
2. advise members of the University community about their rights and responsibilities under this policy
3. Train personnel in the administration of this policy.

Resources:

Off-Campus Resources

Off-campus counselors, advocates, and health care providers will also generally maintain confidentiality and not share information with the University unless the student/employee requests the disclosure and signs a consent or waiver form.

Halcyon Home Inc. Domestic/Sexual Violence Shelter 600 E. Clay Street. Thomasville. GA 31792 (229-226- 5096)
Services are available to respond to allegations of a domestic violence upon male victims. Support for adult male victims does not include residential. Residential is for women only.

The Treehouse Advocacy Center 229-977-1639

Website: treehousecac.com or email: the treehousecac@gmail.com Provides adult sexual assault services in Thomas County

Domestic Violence Hotline: 1-800-799-7233 (SAFE)

Rape Crisis Center in Thomas County: (866) 577-3600

Georgia Network to End Sexual Assault (GNESA)

<http://gnesa.org>

DHR Protective Services (child/disabled adult)

866-552-4464

Provides individual investigation of all allegations and present if necessary to the court for action as recommended by investigators.

Traffic Violations

Traffic and parking regulations at Thomas University have been implemented to provide safety and convenience to all members of the university community. Students who operate motor vehicles on campus or on any university-

sanctioned property are expected to adhere to the applicable laws of the State of Georgia and to obey all posted signs related to traffic regulations and parking. These rules shall be applicable to all individuals who operate or park on the Thomas University campus at any time. Vehicles that violate these regulations may be towed or impounded at the owner's expense. Additionally, fines, penalties, and other sanctions may be imposed against any person in violation of any provision of these rules. Thomas University assumes no responsibility for the care and/or protection of any motor vehicle or its contents when the vehicle is operated or parked on university property.

Student Code of Conduct

Students must assume full responsibility for understanding the policies, procedures, rules, and regulations of the university. Students who accept an offer of admission to Thomas University are expected to be responsible citizens of the university and community, to respect the rights of others, and to observe the laws of the state of Georgia. Student offenses at Thomas University are categorized accordingly: Offenses related to persons; related to property; related to the operations of the University; and related to Welfare, Health, or Safety. Detail of each category of offense by category may be found in APPENDIX A.

Campus Judicial Procedure

The Judicial Review Board provides an avenue for due process for students accused of Level IV Violations of the Student Code of Conduct or students who wish to appeal a decision rendered against them. Violations are classified according to levels and penalties are levied accordingly. See APPENDIX B.

Students accused of a Level I or Level II violation will be referred to the Residence Hall Director for a decision and appropriate disciplinary action. If the accused student is not satisfied with the decision being rendered, the student may appeal to the Housing Manager within five (5) days of the initial decision. The decision of the Housing Manager in Level I and Level II cases is final. Students accused of a Level III violation will be referred to the Housing Manager for a decision and appropriate disciplinary action. If the student is not satisfied with the decision, the student may appeal to the Vice President for Student Life within five (5) days of the initial decision. All Level IV violations will be referred to the Judicial Board of Review.

The Judicial Review Board has full authority to dispense disciplinary action based on the facts of the case. Disciplinary actions are defined in the Student Code of Conduct and are based upon the severity of the offense APPENDIX B.

The Judicial Review Board meets only when a case is classified as a Level IV case or a student request an appeal by the Judicial Review Board. The Chair of the Judicial Review Board will convene the board and summon all parties to the hearing as needed. Failure to abide by a summons from the Chair of the Judicial Review Board is a disciplinary offense, which may result in further disciplinary action.

Thomas University falls under the jurisdiction of local law enforcement. Students violating criminal or civil codes will be prosecuted by local authorities and will be provided the judicial processes thereof.

General Authority in Matters of Student Conduct and Discipline

Violations of Law: Students charged with violation of a Federal, State, or local law, may be brought before the appropriate civil authorities as a result of direct investigation by such authorities or upon the filing of information by the complaining party. Students, as citizens, are entitled to the protection of law as administered by the courts of this jurisdiction.

President's Authority. The University President is the ultimate authority in matters of student conduct, discipline, and the promulgation of rules, regulations, and policies for student governance. Students are expected to conduct themselves as a responsible member of the university community.

Reporting Alleged Violations

It is the responsibility of the Vice President for Student Life to file Level IV cases with the Chair of the Judicial Review Board within 10 days of the initial report of the violation unless there are extraordinary reasons why the case was not filed in a timely manner.

Elements of Essential Fairness in University Judicial System

Students are entitled to the following rights where the student may be impacted by the disciplinary action. Students are entitled to:

1. be informed in writing of the alleged violation of the Student Code of Conduct or the corresponding legal charge. An alleged violation of law will be handled through the processes of local law enforcement
2. be informed in writing of the procedures of the Judicial Review Board, which will hear Level IV cases or student appeals
3. have 72 hours in which to answer charges
4. a fair and impartial hearing, including the right to cross-examine witnesses and to present evidence on their behalf

5. be informed in writing of the decision
6. be assisted by an advisor of the student's choice. The name and address of the advisor shall be submitted no later than 72 hours prior to a hearing
7. a public hearing, if so desired by the student
8. appeal the decision of the Judicial Review Board through the established process.

Penalties

The following are possible penalties for violation of the Student Code of Conduct and may be imposed singly or in combination:

- a. **Apology.** A written apology, from the student to the appropriate person(s) or department.
- b. **University Service.** Student performs assigned tasks for the university, not to exceed one hundred hours, as a form of restitution.
- c. **Restitution.** Written direction to replace, repair, or make specific compensation for property of the university or another, which was damaged, destroyed, or misused, or to reimburse an individual for expenses or losses incurred as a result of the actions during the commission of an offense.
- d. **Fine.** A fine is money to be paid as punishment for certain offences. The amount of a fine can be determined case by case. There may be occasions with certain policy violations that a fine is levied against a student. For example, leaving an exterior door propped open is a security violation, which places students at risk and will result in a fine.
- e. **Reprimand.** Written statement expressing disapproval of conduct. A record of reprimand shall be maintained in the Office of Student Life for the period that the reprimand is in effect.
- f. **Probation.** Conditional retention of student status for a specified period of time, during which the student cannot have any other infractions of the Student Code of Conduct, Honor Council, or be suspended. A student's university privileges including University housing may be restricted or revoked during the time of probation.
- g. **Suspension.** Separation from the university for a specific period of time, not to exceed two years. During the period of suspension, a student is excluded from classes and all other university privileges or activities. At the conclusion of the period of suspension, the student will be permitted to return to the university on a one-year probationary basis if the student also has met applicable readmission criteria.
- h. **Dismissal.** Indefinite suspension from the university. In order to be readmitted, a student dismissed for disciplinary reasons must file a petition for judicial clearance with the Vice President for Student Life, who will present the petition to the President for review and decision. All dismissed students who receive a judicial clearance are subject to all readmission criteria of the university. A petition for readmission may not be submitted until after one full academic year from dismissal.
- i. **Expulsion.** Permanent separation from the university without the opportunity for readmission.

Violation for hazing will result in disciplinary action for the individual and/or group. Penalties may range from a reprimand to expulsion. Hazing is defined as any action, activity, or situation that recklessly, negligently, or intentionally endangers the mental or physical health or safety of a person for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of the university. Any activity as described above upon which the initiation, admission into, or affiliation with a university organization is directly or indirectly conditioned shall be presumed to be a forced activity, the willingness of an individual to participate in such activity notwithstanding.

A student will not be permitted to register or enroll for classes, receive grades, receive transcripts, have transcripts forwarded to others, be awarded a degree, or otherwise receive the benefits of student status until the terms of the restitution or judicial hold are complied with. The President or a designated representative may clear judicial holds. Failure to comply by a set date may cause a judicial hold to be placed on the student's file.

Administrative Suspensions Not within the Judicial System

1. **Immediate Suspension for Disruptive Activity.** Students shall be subject to administrative suspension by the President or a designated representative pending a hearing on the charges(s) where:
 - a. The student is ordered by an official or faculty member to cease and desist any activity which disrupts the orderly operation of the university; and

- b. The student persists in the activity, which is disruptive after receiving the warning and order to cease and desist, and the disruptive activity still disrupts the orderly operation of the university; and
 - c. The President or a designated representative shall decide on the evidence that the activity disrupts the orderly operation of the university.
2. **Suspension for the Protection of the University Community.** Students charged with or convicted of, a violation of law, Board of Trustees policies, or university regulations injurious to the health and welfare of the university community shall be subject to administrative suspension, by the President or a designated representative.
3. **Conditions of Administrative Suspension Not Within the Judicial System.** Where a student is suspended as a result of a charge(s), they shall be entitled to an administrative hearing within 72 hours (during regular University operations) after a written request is delivered to the Chair of the Judicial Review Board, provided that the time period prescribed above shall not include weekends or holidays. Written notice of the time and place of such hearing, along with the name of the hearing officer, shall be transmitted in writing to the student charged. If the hearing is not held within 48 hours as herein provided, the suspension shall be automatically lifted, provided that a delay caused by the student or by circumstances beyond the control of the university shall stop the running of the 48 hour period, and the suspension shall be continued.

Action	When
President or designee will notify the accused student of administrative suspension	immediately
The accused student will submit a written request to Chair of Judicial Review Board requesting an administrative hearing	72 hours after suspension
Written notice of hearing and hearing officer will be given to the accused student	
Automatic lift of administrative suspension	If hearing not held within 48 hours, barring extenuating circumstances

**ADDENDUM TO THE 2019-2020 THOMAS UNIVERSITY CATALOG
FOR FLORIDA STUDENTS IN THE RN – BSN PROGRAM
AT CAPITAL REGIONAL MEDICAL CENTER, TALLAHASSEE, FL and
AT TALLAHASSEE MEMORIAL HOSPITAL, TALLAHASSEE, FL**

Licensure Information

Thomas University is licensed by the Florida Commission for Independent Education to offer this program in the state of Florida (#3447). Further information regarding licensure is available: Commission for Independent Education; 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; Toll Free Number: 888-224-6684.

Drop/Add and Tuition Refund Policy

The Drop/Add period for BSW at TCC students for Fall semester 2019 extends from **Monday, August 19, 2019 through Friday, August 23, 2019 at 5:00 pm and for Spring 2020 semester it is Monday, January 13, 2020 to Friday, January 17, 2020 at 5:00 pm..** Tuition is refunded in full for students who withdraw within the add/drop period. Withdrawals after the drop period will result in no refund. Refer to the academic calendars for specific add/drop dates. (Catalog, pages 12-14).

The Tuition Refund and Withdrawal policy is stated on page 46 of the Catalog. Add/Drop and Student Account policies is listed on pages 60 of the Catalog

Transferability Disclosure Statement

Policies regarding transfer of credits to Thomas University are described on page 20 Catalog. Transferability of credits earned at Thomas University is subject to the discretion of the receiving institution.

Description of Physical Facilities and Equipment

Capital Regional Medical Center is located at 2626 Capital Medical Boulevard, Tallahassee, FL 32308, on the northeast side of the city. The hospital is approximately two miles south of Interstate 10, and accessed by Capital Circle Northeast, a major thoroughfare which nearly encircles the city. The area surrounding the hospital is mixed commercial and residential.

CRMC provides a 1400 square foot classroom space located inside the main entrance to the hospital on the first floor, right of the entrance rotunda. The classroom contains conference-style tables and chairs seating for up to 50 people, an LCD projector, computer, projection screen, a sink, and storage cabinets. Free parking and free valet service is available immediately next to the entrance. Students, who are also CRMC employees, may park in the designated employee parking lot next to the hospital.

In addition, CRMC provides an 1800 square foot classroom located in an adjacent building (Care Conference Center) located immediately next to the main hospital. This classroom contains conference-style tables and chairs seating for up to 100 people, an LCD projector, computer, projection screen, a sink, and storage cabinets. Adjoining the classroom space is an 800 square foot computer lab space with 20 computer terminals with Internet access available to students in the RN – BSN program. Free parking is available immediately next to the building.

CRMC will also make available exam room space in the facility for students to practice health assessments in the Health Assessment course (NSG 311). Equipment for physical examinations, such as otoscopes, ophthalmoscopes, blood pressure cuffs, tongue depressors, examination gloves, and tables are available to students.

Immediately available to both classrooms are restrooms, a cafeteria, and telephones.

The hospital is compliant with zoning, fire, safety, and sanitation standards as evidenced by the Life Safety Code State Licensure Revisit Survey.

Tallahassee Memorial Hospital is located at 1300 Miccosukee Road, Tallahassee, FL 32308, on the northeast side of the city. The hospital is approximately 1 mile east of the intersection of US 90 and Magnolia Avenue, and 1 mile west of Capital Circle Northeast, a major thoroughfare which nearly encircles the city, and accessed by Miccosukee Road. The area surrounding the hospital is mixed commercial and residential.

Tallahassee Memorial Hospital provides a classroom for classes at the satellite campus. The room has a capacity for 25 individuals with conference style tables and chairs. The room has a computer with internet access, overhead LCD projector. Classroom/laboratory space is available at the satellite campus for teaching health assessment class (NSG 311 Health Assessment). Blood pressure cuffs and monitors, otoscopes, ophthalmoscopes, stethoscopes, and other assessment equipment are available for student and faculty use.

Other on-site resources available to satellite campus students include a hospital medical library, computer stations, and internet access within the hospital. Students are not expected to own a personal computer, but they will be advised that owning a personal computer with high speed internet access will allow them to complete the online portion of coursework on their own time schedule, from home. There is a copy machine located in the hospital for student use.

Adjacent to the classroom are restrooms, a cafeteria, and telephones. Students, who are also TMH employees, may park in the designated employee parking garage attached to the hospital.

The hospital is compliant with zoning, fire, safety, and sanitation standards as evidenced by the Life Safety Code State Licensure Revisit Survey (available upon request).

Policy Regarding Cancellation of Courses or Programs

When individual course sections are cancelled due to low enrollment, students are notified by the Registrar's Office by the first day of classes; academic advisors assist students in registering for another appropriate course. In the event that the RN – BSN program at CRMC or TMH would have to be cancelled, Thomas University would observe the policy requirements for Program Closing proscribed by the National League of Nursing Accrediting Commission Accreditation Manual and Interpretive Guidelines, Policy #16: Program Closing, which includes provision of a teach-out agreement that ensures students are provided, without additional charge, all of the instruction promised by the institution prior to closure but not provided to the student because of the closure, through a program compatible to Thomas University's program in its structure and scheduling at the closed program site.

Faculty Information

See the TU Catalog online for a listing of full-time Nursing faculty.

Placement Assistance

Thomas University offers career services (resume-writing, interview skills, etc.) and placement assistance; however, the University makes no claims of guaranteed placement.

Additional Tallahassee Campus

Thomas University also offers a Bachelor of Social Work program at Tallahassee Community College in Tallahassee.

Code of Discipline-Student Offenses by Level

See Appendix A attached.

General Student Complaints Policy and Procedure

See Appendix B attached.

Unresolved Grievances

After exhausting all Thomas University complaint procedures, a student may contact the Commission for Independent Education for any unresolved grievances at the following address and phone number:

Commission for Independent Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Phone: (850) 245-3200

APPENDIX A
CODE OF DISCIPLINE
Student Offenses by Level

All offenses are documented and retained in the office of the Vice President for Student Life.

Level 1 Offenses

Level I Offense	Examples	Possible Penalties
Disruption to a resident's right to reasonable use of the facility Compromising basic health/hygiene standards Significant nuisance issues	Quiet hour violations Visitation violations Excessive disruption within the hall or the surrounding community Improper cleaning or garbage removal General uncleanliness Disorderly conduct Other minor breaches of policy	Apology University Service Restitution Reprimand Possible escalation to Level II offense

Level 2 Offenses

Level II Offense	Examples	Possible Penalties
Significant disturbance to another individual(s) or surrounding community Repeated disregard for policy/procedure.	Possession/consumption of alcohol within the facility Failing to recognize authority of staff Failing to leave a room after being requested to do so Removing/transferring furniture Accidentally damaging Residence Hall property Possessing stolen goods Smoking within the Residence Hall Tampering with room fire detection/suppression	Apology University Service Restitution Reprimand Probation Fine Possible escalation to Level III offense

Level 3
Offenses

Level III Offense	Examples	Possible Penalties
<p>Any action that significantly endangers the safety and security of self, others, property and/or the surrounding community.</p>	<p>Occupying the University Housing rooftops.</p> <p>Engaging in activities involving drinking games</p> <p>Changing or tampering with security equipment</p> <p>Failing to follow fire or other emergency procedures</p> <p>Creating fire hazards Pets within the room Physical alterations Verbal/non-verbal abuse</p>	<p>University Service</p> <p>Restitution</p> <p>Reprimand</p> <p>Probation</p> <p>Fine</p> <p>Escalation to Level IV offense</p>

Level 4
Offenses

Level IV Offense	Examples	Possible Penalties
<p>Any action that contravenes municipal, provincial or federal law</p>	<p>Possession/use of firearms in University Housing</p> <p>Possession or use of illegal drugs/paraphernalia</p> <p>Engaging in sexual, physical or mental abuse.</p>	<p>University Service</p> <p>Restitution</p> <p>Reprimand</p> <p>Probation</p> <p>Suspension</p> <p>Dismissal</p> <p>Expulsion</p> <p>Filing of formal charges.</p>

Appendix B
General Student Complaints Policy and Procedure

Students have the right to seek a resolution to a dispute or disagreement concerning a university policy or action through a designated procedure.

This procedure does not apply to academic appeals, which are conducted according to the steps outlined in the Thomas University Catalog. Violations of academic integrity are addressed and appealed according to the Honor Code. Non-academic violations are addressed and appealed according to the policies outlined in the Thomas University Student Policies Handbook. Please refer to Section 5.5.5.

Drug and Alcoholic Beverages Policies

Thomas University is committed to establishing and maintaining a drug-free campus. The unlawful manufacture, distribution, dispensation, possession or use of any illegal drug is prohibited in all areas of Thomas University, including buildings, vehicles, and grounds. Thomas University is a tobacco and smoke-free campus.

The sale, distribution, and /or consumption of alcoholic beverages is not permitted on campus or any campus sanctioned university housing or university activity. Violations of these policies shall be considered sufficient grounds for disciplinary dismissal.

Thomas University Sexual Misconduct Policy

It is the policy of Thomas University to maintain an environment for students, faculty, administrator, staff and visitors that is free of all forms of discrimination and harassment including sexual misconduct. The University has enacted this Sexual Misconduct Policy (the "Policy") to reflect and maintain its institutional values and community expectations to provide for fair and equitable procedures for determining when this Policy has been violated and to provide recourse for individuals and the community in response to violations of this Policy.

The Policy prohibits all forms of sexual or gender-based discrimination, harassment, and misconduct including sexual assault, non-consensual sexual contact, domestic violence, dating violence, sexual exploitation, and stalking. This Policy also prohibits retaliation against a person who reports complaints about or who otherwise participates in good faith in any matter related to this Policy. All of the foregoing conduct shall be referred to as "Prohibited Conduct."

Thomas University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment. Sex discrimination is prohibited by Title IX of the Education Amendments of 1972, a federal law that provides:

No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

This Policy prohibits sexual harassment against Thomas community members of any sex, sexual orientation, gender identity, or gender expression in the context of education or employment. This Policy also prohibits gender-based harassment that does not involve conduct of a sexual nature.

Upon receipt of a report of or once the University has obtained notice of the occurrence of ~~Prohibi~~

Conduct, the University will take prompt and equitable action to eliminate the Prohibited Conduct (if any), prevent its recurrence, and remedy its effects. In addition, the University will fulfill its obligations under the Violence Against Women Reauthorization Act ("VAWA" amendments to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act") in response to reported Prohibited Conduct. The University's process for investigating and responding to allegations of Prohibited Conduct are explained in detail below. Students or employees who are found to have violated this Policy may face disciplinary action up to and including expulsion (students) or termination of employment (faculty and staff).

Thomas University also prohibits other forms of discrimination and harassment including discrimination and harassment on the basis of race, color, national origin, ancestry, age, religious belief, marital status, physical or mental disability, medical condition, veteran status, or any other characteristic protected by federal, state, or local law. Such prohibited conduct is addressed in other University policies prohibiting discrimination, harassment and retaliation based on protected status (other than sex or gender).

Scope of Policy

A. Person Covered

When used in this Policy, "Complainant" refers to the individual who is identified as the subject of Prohibited Conduct. "Respondent" refers to the individual alleged to have engaged in Prohibited Conduct. A "Third-Party" refers to any other participant in the process, including a witness or an individual who makes a report on behalf of a Complainant.

This Policy applies to all Thomas University community members including students, faculty, administrators, staff, volunteers, vendors, contractors, visitors, and individuals regularly or temporarily employed, conducting business, studying, living, visiting, or having any official capacity with the University and the broader campus community. It is the responsibility of all employees and students to comply with this Policy and to report violations or suspected violations.

B. Locations Covered

This Policy applies to all on-campus conduct and some off-campus conduct as described below. The College strongly encourages reports of Prohibited Conduct regardless of location. Even if it is determined that the Policy does not apply to the conduct, the University will take prompt action to provide for the safety and well-being of the Complainant and the broader campus community.

On-Campus Conduct. This Policy applies to conduct that occurs on-campus including conduct which occurs on property owned or controlled by the College.

College Programs. This Policy applies to conduct that occurs in the context of College employment or education programs or activities including but not limited to Thomas University study abroad or internship programs.

Off-Campus Conduct. This Policy also applies to conduct that occurs off campus and has continuing adverse effects on or creates a hostile environment for any member of the Thomas University community on-campus or in any University employment or education program or activity.

Definition of Key Terms: Consent

Consent is a clear, informed, unambiguous, mutual and voluntary agreement that must be given by participants in order to engage in sexual activity. Consent must be actively, not passively, given throughout the activity and may be revoked at any time. Neither a prior relationship nor silence is a sufficient indication of consent. A person who is asleep, drugged, intoxicated, or unconscious may not give consent. A minor or a person whose capacity or ability to provide informed consent is impaired may not give consent. Being under the influence of alcohol or drugs does not diminish one's responsibility to obtain consent. If a person is under the influence of alcohol or drugs—even if they were consumed prior to the sexual encounter and the other person has no knowledge of the consumption—may not be able to give consent as it is defined by law. Likewise, an individual accused of sexual assault or misconduct.

Intimidation

Intimidation is the use of threats to overcome an individual's freedom of will to choose whether to participate in sexual activity or provide consent. Consent cannot be obtained by intimidation.

Incapacitation

Incapacitation is a state where an individual cannot make an informed and rational decision to engage in sexual activity because of a lack of conscious understanding of the fact, nature, or extent of the act (e.g., to understand the who, what, when, where, why or how of the sexual interaction) and/or is physically helpless. An individual is incapacitated, and therefore unable to give consent, if the individual is asleep, unconscious or otherwise unaware that sexual activity is occurring. An individual will also be considered incapacitated if the person cannot understand the nature of the activity or communicate due to a mental or physical condition.

Retaliation

Retaliation includes adverse action taken against a person for making a good faith report of Prohibited Conduct or participating in any proceeding under this Policy. Adverse action may include conduct that threatens, intimidates, harasses, discourages, or coerces. Retaliation can be committed by or against any individual or group of individuals, not just a Respondent or Complainant.

Force

Force is the use or threat of physical violence to overcome an individual's freedom of will to choose whether or not to participate in sexual activity or provide consent. Consent cannot be obtained by force.

Coercion

Coercion is the improper use of pressure to compel another individual to initiate or continue sexual activity against that individual's will. Consent cannot be obtained through coercion. Coercion can include a wide range of behaviors, including intimidation, manipulation, threats, and blackmail. A person's words or conduct are sufficient to constitute coercion if they wrongfully impair another individual's freedom of will and ability to choose whether or not to engage in sexual activity. Examples of coercion include threatening to "out" someone based on sexual orientation, gender identity, or gender expression and threatening to harm oneself if the other party does not engage in the sexual activity. When someone indicates, verbally or physically, that they do not want to engage in a particular sexual activity, that they want to stop a particular activity, or that they do not want to go past a certain point of sexual interaction, continued activity or pressure to continue beyond that point can be coercive.

Sexual Violence

Sexual Violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual intimidation and sexual coercion. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

Sexual Assault

Sexual Assault is having or attempting to have sexual intercourse with another individual by force or threat of force; without effective affirmative consent; or where that individual is incapacitated.

Sexual intercourse includes vaginal or anal penetration, however slight, with a body part (e.g., penis, tongue, finger, hand) or object, or oral penetration involving mouth to genital contact.

Sexual Harassment

Sexual Harassment is conduct that creates an intimidating, offensive, or hostile working or learning environment or that unreasonably interferes with work or academic performance based on a person's protected status, including sex, sexual orientation, gender identity, or gender expression. All such conduct is unlawful. "Sexual Harassment" is any unwelcome sexual advance, request for sexual favors, or other unwelcome conduct of a sexual nature, whether verbal, physical, graphic, or otherwise.

Gender-Based Harassment

Gender-Based Harassment is harassment based on sex, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal, physical, graphic, or otherwise. To qualify as Gender-Based Harassment, the conduct need not involve conduct of a sexual nature.

Stalking

Stalking occurs when a person engages in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress. A course of conduct consists of two or more acts including but not limited to acts in which a person directly, indirectly, or through third parties by any action, method, device, or means, follows, monitors, observe, surveils, threaten or communicates to or about another person or interferes with another person's property. Reasonable person means a reasonable person under similar circumstances and with similar identities to the complainant, substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

Dating Violence

Dating Violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the person subjected to such violence. Whether there was such a relationship will be determined based on among other factors the complainant's and respondent's statements and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the parties involved in the relationship.

Domestic Violence

Domestic Violence is a felony or misdemeanor crime of violence committed by: (1) a current or former spouse or intimate partner of the victim; (2) a person with whom the victim shares a child in common; (3) a person who is cohabiting with or has cohabited with the victim as a spouse or

intimate partner: (4) a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or (5) any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence has occurred.

Sexual Exploitation

Sexual Exploitation occurs when an individual takes non-consensual or abusive sexual advantage of another for one's own advantage or benefit or to benefit or advantage anyone other than the one being exploited. Examples of Sexual Exploitation include but are not limited to surreptitiously observing another individual's nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved: nonconsensual sharing or streaming of images, photography, video, or audio recording of sexual activity or nudity of the person being exploited or distribution of such without the knowledge and consent of all parties involved: exposing one's genitals or inducing another to expose their own genitals in non-consensual circumstances: knowingly exposing another individual to a sexually transmitted disease or virus without their knowledge and inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.

Confidentiality and Privacy

The University is committed to protecting the privacy of all individuals involved in the investigation and resolution of reports under this Policy. The University also is committed to assisting students, employees and third Parties in making informed choices. With respect to any report under this Policy, the University will make reasonable efforts to protect the privacy of participants while balancing the need to gather information to take steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

The University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation but its ability to do so may be limited based on the nature of the request by the Complainant. Where the University is unable to take action consistent with the request of the Complainant the Title IX Coordinator will inform the Complainant about the chosen course of action, which may include the University seeking disciplinary action against a Respondent. Alternatively, the course of action may also include steps to limit the effects of the alleged harassment and prevent its recurrence that do not involve formal disciplinary action against a Respondent or revealing the identity of the Complainant.

At Thomas University, the persons who may preserve confidentiality are:

Rev. John Rainey- Chaplain (229) 221-3227: jrainey@thomasu.edu. Can assist the student or employee to seek resources and maintain a confidential relationship with the student/employee following the incident.

Archbold Student & Employee Assistance Program (229) 228-2210, Toll-Free (877) 327-2724 or 24-hour Helpline (800) 238-8661, www.archbold.org. Can assist the student or employee to seek resources and maintain a confidential relationship with the student/employee following the incident.

Responsible Employee:

A Responsible Employee includes any employee who:

- Has the authority to take action to redress discrimination and harassment;
- Has the duty to report sexual harassment or any other misconduct by students or employees to appropriate school officials; or
- An employee whom a student could reasonably believe has the authority or responsibility to take action.

Responsible Employees have the duty to share a report of misconduct with the Title IX Coordinator. The purpose of this requirement is to permit the University to take immediate and corrective action to respond to the allegations of Prohibited Conduct. **All University employees except for Rev. Rainey are considered Responsible Employees.**

A student may desire to report Prohibited Conduct to the University but to maintain confidentiality: if so, the Title IX Coordinator will evaluate such requests. Where a Complainant requests that the Complainant's name or other identifiable information not be shared with the Respondent or that no formal action be taken. The Title IX Coordinator will balance the Complainant's request with its dual obligation to provide a safe and non-discriminatory environment for all University community members. In making this determination, the Title IX Coordinator may consider the seriousness of the conduct, whether there have been other complaints or reports of harassment or misconduct against the Respondent and the rights of the Respondent to receive notice and relevant information before disciplinary action is sought.

The University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation but its ability to do so may be limited based on the nature of the request by the Complainant. Where the University is unable to take action consistent with the request of the Complainant, the Title IX Coordinator will inform the Complainant about the chosen course of action, which may include the University seeking disciplinary action against a Respondent. Alternatively, the course of action may also include steps to limit the effects of the alleged harassment and prevent its recurrence that do not involve formal disciplinary action against a Respondent or revealing the identity of the Complainant.

Reporting- Title IX Coordinator

The College strongly encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident of sexual violence. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response.

The College also strongly encourages all individuals to make a report to the College and to local law enforcement although neither is required. These reporting options are not mutually exclusive both internal and criminal reports may be made simultaneously.

The University has designated Chris Lyons to serve as the University's Title IX Coordinator. The University encourages individuals to immediately consult with or report incidents of Prohibited Conduct to the Title IX Coordinator. The Title IX Coordinator can be contacted by telephone, email or in person during regular office hours:

Chris Lyons 229
229-221-9154
clyons@thomsu.edu

Incidents may also be reported to the Thomasville Police Department: the University's Title IX Coordinator can assist individuals with contacting the Police Department.

Inquiries or complaints concerning the College's compliance with Title IX may be referred to the U.S. Department of Education's Office for Civil Rights.

Amnesty

The University reserves the right to grant amnesty from drug, alcohol or other violations of the social code for parties reporting allegations under this Policy (i.e. if alcohol was involved in the incident, the reporting party would not then be charged with an alcohol infraction. Decisions regarding amnesty under this Policy will be made by the Vice President for Student Life in conjunction with the Title IX Coordinator.

Complaint Process and Procedure

Upon obtaining notice of or upon receipt of a complaint of Prohibited Conduct the University's Title IX Coordinator or designee shall begin the Complaint Process and Procedure. Through a cursory investigation, the Title IX Coordinator shall make a determination as to whether the allegations implicate the University's formal investigation and adjudication process. If it is determined that the allegations do not implicate the University's formal process or if the involved parties request an informal resolution of the complaint. The complaint may be resolved informally. However, mediation of sexual assault or sexual violence is never appropriate.

The University may take any interim measures deemed appropriate which may remain in effect until a decision as to responsibility is reached: these measures may include the alteration of class schedules, extracurricular activities, or residential location, removal from classes, additional academic support, withdrawal from class(es) without penalty or restrictions from communicating with involved parties.

The investigation shall be conducted by a trained Title IX investigator(s) assigned by the Title IX Coordinator. The investigation shall include interviews with the Complainant, Respondent and any person deemed by either of the principle parties as witnesses to the incident(s) in question.

Throughout the entire process, the University prohibits retaliation against any person involved in the investigation as a separate violation of University policy: serious sanctions including separation from the institution may result from any act that could be reasonably deemed retaliation for participation in the process.

The investigation shall be completed within 30 days of the receipt of the complaint unless extraordinary circumstances arise that delay the investigation. At the conclusion of the investigation, the Investigator(s) shall produce a report of factual findings. Both the Complainant and the Respondent will be given the opportunity to review the report and to respond to its contents. Neither party may photocopy or record the contents of the report but may view a hardcopy of it in the administrative offices of the Title IX Coordinator.

Once the report is deemed complete, the Title IX Coordinator shall appoint three (3) trained hearing Panel Members to adjudicate the matter. One of these Hearing Panel members shall function as the administrative Chair ("Chair") responsible to maintain order throughout the adjudication. The Chair is not a voting member of the Panel. The Report shall be presented to the Panel three (3) business days prior to the Hearing. Panel members are responsible to review the report and to call any essential parties to the Hearing for testimony. The Hearing Panel will review the facts of the report and interview both parties and any witnesses presented.

The Panel will make their determination as to responsibility by a majority vote and applying the Preponderance of the Evidence Standard, that is, it is "more likely than not" that the alleged Prohibited Conduct occurred.

The final decision of the Hearing Panel and the application of sanctions if any shall be communicated simultaneously to both parties in writing. An appeal of the final decision of the Hearing Panel must be in writing and submitted to the Title IX Coordinator within 10 business days. An appeal may be raised on one of the following grounds:

1. **Significant Procedural Error:** A procedural error occurred that significantly impacted the outcome of the investigation as it applies to the Appellant (e.g. substantiated bias, material deviation from established procedures, etc.). A description of the error and its impact on the outcome of the case must be included in the written appeal.
2. **New Information:** New information has arisen that was not available or known to the Appellant during this investigation and that could significantly impact the findings. Information that was known to the Appellant during the investigation but which s/he chose not to present is not new information. A summary of this new evidence and its potential impact on the investigation findings must be included in the written appeal.
3. **Disproportionate Sanctions:** The sanctions are not appropriate for the violation for which the respondent has been found responsible.

The Title IX Coordinator will determine the appropriate Appeals Officer for evaluating the appeal and notifying both parties in writing of the appeal request.

The Appeals Officer may determine an outcome based on the information provided in the appeal without further action of the parties involved. Should the Appeals Officer determine the need for a meeting the meeting is not intended to be a full re-hearing of the allegation and evidence. The Appeals Officer may also refer the matter back to the investigator(s) to collect additional information. Appeal decisions will affirm the original decision(s) or modify the original decision and/or sanctions.

The Appeals Officer's decision is the final determination of University violations. If the Appeals Officer upholds the original findings the effective date of any sanctions imposed will be the date of the original decision letter. The Appeals Officer will provide both the complainant and the respondent with written notice of the outcome of the appeal within ten (10) business days.

Education:

Thomas University is committed to preventing discrimination. To that end, this policy and these procedures will be printed in appropriate Thomas University publications. In addition, educational programs will be conducted annually by the University to:

1. inform students, faculty, staff, and administration about identifying discrimination and the problems it causes
2. advise members of the University community about their rights and responsibilities under this policy
3. Train personnel in the administration of this policy.

Resources:

Off-Campus Resources

Off-campus counselors, advocates, and health care providers will also generally maintain confidentiality and not share information with the University unless the student/employee requests the disclosure and signs a consent or waiver form.

Halcyon Home Inc. Domestic/Sexual Violence Shelter 600 E. Clay Street. Thomasville. GA 31792 (229-226- 5096)
Services are available to respond to allegations of a domestic violence upon male victims. Support for adult male victims does not include residential. Residential is for women only.

The Treehouse Advocacy Center 229-977-1639

Website: treehousecac.com or email: the treehousecac@gmail.com Provides adult sexual assault services in Thomas County

Domestic Violence Hotline: 1-800-799-7233 (SAFE)

Rape Crisis Center in Thomas County: (866) 577-3600

Georgia Network to End Sexual Assault (GNESA)

<http://gnesa.org>

DHR Protective Services (child/disabled adult)

866-552-4464

Provides individual investigation of all allegations and present if necessary to the court for action as recommended by investigators.

Traffic Violations

Traffic and parking regulations at Thomas University have been implemented to provide safety and convenience to all members of the university community. Students who operate motor vehicles on campus or on any university-

sanctioned property are expected to adhere to the applicable laws of the State of Georgia and to obey all posted signs related to traffic regulations and parking. These rules shall be applicable to all individuals who operate or park on the Thomas University campus at any time. Vehicles that violate these regulations may be towed or impounded at the owner's expense. Additionally, fines, penalties, and other sanctions may be imposed against any person in violation of any provision of these rules. Thomas University assumes no responsibility for the care and/or protection of any motor vehicle or its contents when the vehicle is operated or parked on university property.

Student Code of Conduct

Students must assume full responsibility for understanding the policies, procedures, rules, and regulations of the university. Students who accept an offer of admission to Thomas University are expected to be responsible citizens of the university and community, to respect the rights of others, and to observe the laws of the state of Georgia. Student offenses at Thomas University are categorized accordingly: Offenses related to persons; related to property; related to the operations of the University; and related to Welfare, Health, or Safety. Detail of each category of offense by category may be found in APPENDIX A.

Campus Judicial Procedure

The Judicial Review Board provides an avenue for due process for students accused of Level IV Violations of the Student Code of Conduct or students who wish to appeal a decision rendered against them. Violations are classified according to levels and penalties are levied accordingly. See APPENDIX B.

Students accused of a Level I or Level II violation will be referred to the Residence Hall Director for a decision and appropriate disciplinary action. If the accused student is not satisfied with the decision being rendered, the student may appeal to the Housing Manager within five (5) days of the initial decision. The decision of the Housing Manager in Level I and Level II cases is final. Students accused of a Level III violation will be referred to the Housing Manager for a decision and appropriate disciplinary action. If the student is not satisfied with the decision, the student may appeal to the Vice President for Student Life within five (5) days of the initial decision. All Level IV violations will be referred to the Judicial Board of Review.

The Judicial Review Board has full authority to dispense disciplinary action based on the facts of the case. Disciplinary actions are defined in the Student Code of Conduct and are based upon the severity of the offense APPENDIX B.

The Judicial Review Board meets only when a case is classified as a Level IV case or a student request an appeal by the Judicial Review Board. The Chair of the Judicial Review Board will convene the board and summon all parties to the hearing as needed. Failure to abide by a summons from the Chair of the Judicial Review Board is a disciplinary offense, which may result in further disciplinary action.

Thomas University falls under the jurisdiction of local law enforcement. Students violating criminal or civil codes will be prosecuted by local authorities and will be provided the judicial processes thereof.

General Authority in Matters of Student Conduct and Discipline

Violations of Law: Students charged with violation of a Federal, State, or local law, may be brought before the appropriate civil authorities as a result of direct investigation by such authorities or upon the filing of information by the complaining party. Students, as citizens, are entitled to the protection of law as administered by the courts of this jurisdiction.

President's Authority. The University President is the ultimate authority in matters of student conduct, discipline, and the promulgation of rules, regulations, and policies for student governance. Students are expected to conduct themselves as a responsible member of the university community.

Reporting Alleged Violations

It is the responsibility of the Vice President for Student Life to file Level IV cases with the Chair of the Judicial Review Board within 10 days of the initial report of the violation unless there are extraordinary reasons why the case was not filed in a timely manner.

Elements of Essential Fairness in University Judicial System

Students are entitled to the following rights where the student may be impacted by the disciplinary action. Students are entitled to:

1. be informed in writing of the alleged violation of the Student Code of Conduct or the corresponding legal charge. An alleged violation of law will be handled through the processes of local law enforcement
2. be informed in writing of the procedures of the Judicial Review Board, which will hear Level IV cases or student appeals
3. have 72 hours in which to answer charges
4. a fair and impartial hearing, including the right to cross-examine witnesses and to present evidence on their behalf

5. be informed in writing of the decision
6. be assisted by an advisor of the student's choice. The name and address of the advisor shall be submitted no later than 72 hours prior to a hearing
7. a public hearing, if so desired by the student
8. appeal the decision of the Judicial Review Board through the established process.

Penalties

The following are possible penalties for violation of the Student Code of Conduct and may be imposed singly or in combination:

- a. **Apology.** A written apology, from the student to the appropriate person(s) or department.
- b. **University Service.** Student performs assigned tasks for the university, not to exceed one hundred hours, as a form of restitution.
- c. **Restitution.** Written direction to replace, repair, or make specific compensation for property of the university or another, which was damaged, destroyed, or misused, or to reimburse an individual for expenses or losses incurred as a result of the actions during the commission of an offense.
- d. **Fine.** A fine is money to be paid as punishment for certain offences. The amount of a fine can be determined case by case. There may be occasions with certain policy violations that a fine is levied against a student. For example, leaving an exterior door propped open is a security violation, which places students at risk and will result in a fine.
- e. **Reprimand.** Written statement expressing disapproval of conduct. A record of reprimand shall be maintained in the Office of Student Life for the period that the reprimand is in effect.
- f. **Probation.** Conditional retention of student status for a specified period of time, during which the student cannot have any other infractions of the Student Code of Conduct, Honor Council, or be suspended. A student's university privileges including University housing may be restricted or revoked during the time of probation.
- g. **Suspension.** Separation from the university for a specific period of time, not to exceed two years. During the period of suspension, a student is excluded from classes and all other university privileges or activities. At the conclusion of the period of suspension, the student will be permitted to return to the university on a one-year probationary basis if the student also has met applicable readmission criteria.
- h. **Dismissal.** Indefinite suspension from the university. In order to be readmitted, a student dismissed for disciplinary reasons must file a petition for judicial clearance with the Vice President for Student Life, who will present the petition to the President for review and decision. All dismissed students who receive a judicial clearance are subject to all readmission criteria of the university. A petition for readmission may not be submitted until after one full academic year from dismissal.
- i. **Expulsion.** Permanent separation from the university without the opportunity for readmission.

Violation for hazing will result in disciplinary action for the individual and/or group. Penalties may range from a reprimand to expulsion. Hazing is defined as any action, activity, or situation that recklessly, negligently, or intentionally endangers the mental or physical health or safety of a person for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of the university. Any activity as described above upon which the initiation, admission into, or affiliation with a university organization is directly or indirectly conditioned shall be presumed to be a forced activity, the willingness of an individual to participate in such activity notwithstanding.

A student will not be permitted to register or enroll for classes, receive grades, receive transcripts, have transcripts forwarded to others, be awarded a degree, or otherwise receive the benefits of student status until the terms of the restitution or judicial hold are complied with. The President or a designated representative may clear judicial holds. Failure to comply by a set date may cause a judicial hold to be placed on the student's file.

Administrative Suspensions Not within the Judicial System

1. **Immediate Suspension for Disruptive Activity.** Students shall be subject to administrative suspension by the President or a designated representative pending a hearing on the charges(s) where:
 - a. The student is ordered by an official or faculty member to cease and desist any activity which disrupts the orderly operation of the university; and

- b. The student persists in the activity, which is disruptive after receiving the warning and order to cease and desist, and the disruptive activity still disrupts the orderly operation of the university; and
 - c. The President or a designated representative shall decide on the evidence that the activity disrupts the orderly operation of the university.
2. **Suspension for the Protection of the University Community.** Students charged with or convicted of, a violation of law, Board of Trustees policies, or university regulations injurious to the health and welfare of the university community shall be subject to administrative suspension, by the President or a designated representative.
3. **Conditions of Administrative Suspension Not Within the Judicial System.** Where a student is suspended as a result of a charge(s), they shall be entitled to an administrative hearing within 72 hours (during regular University operations) after a written request is delivered to the Chair of the Judicial Review Board, provided that the time period prescribed above shall not include weekends or holidays. Written notice of the time and place of such hearing, along with the name of the hearing officer, shall be transmitted in writing to the student charged. If the hearing is not held within 48 hours as herein provided, the suspension shall be automatically lifted, provided that a delay caused by the student or by circumstances beyond the control of the university shall stop the running of the 48 hour period, and the suspension shall be continued.

Action	When
President or designee will notify the accused student of administrative suspension	immediately
The accused student will submit a written request to Chair of Judicial Review Board requesting an administrative hearing	72 hours after suspension
Written notice of hearing and hearing officer will be given to the accused student	
Automatic lift of administrative suspension	If hearing not held within 48 hours, barring extenuating circumstances