

# *Thomas University*



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

Revised: April 2023

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## **Thomas University**

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

**or visit us online**

**[www.thomasu.edu](http://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*

## 2022-2023 Catalog Addendum

Last revised April 2023



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

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# *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, master's and education specialist. 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 46.

### **Accreditation & Authorization**

Thomas University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master's and education specialist 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

The RN - BSN nursing program at Thomas University in Thomasville, GA is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)  
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326  
(404) 975-5000

The program status is Continuing Accreditation with Conditions.

The MSN and MSN Post Master's Certification Programs at Thomas University in Thomasville, GA is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)  
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326  
(404) 975-5000

The program status is Continuing Accreditation.

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 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.

### **Thomas University Catalog Disclaimer Notice – All Rights Reserved**

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# Academic Calendars

## School of Arts and Sciences

### Fall 2022

August 15- Dec 9	Fall 2022 semester start and end dates
August 19	Fall 2022 Final Payment Deadline (Tuition, Housing and All Fees)
September 5	Labor Day – University Closed
October 3-7	Fall 2022 Midterm Week
October 10 - 14	Fall Break
October 17- Dec 16	Spring & Summer 2023 Registration - Continuing Students
October 17- Jan 13	Spring & Summer 2023 Registration – New Students
November 15	Application for Fall 2022, Spring 2023 and Summer 2023 Graduation Deadline
November 23- 25	Thanksgiving Holidays – University Closed
December 2	Last Day of Regular Classes for Fall 2022
December 5-9	Fall 2022 Final Examination Week

Session	Session Dates	*Last Day to Drop/Add	**Last Day to Withdraw Without Academic Penalty
Fall 2022	August 15 – Dec 9	August 19	October 17

\*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.

**Spring 2023**

January 3	Campus Re-opens
January 9-May 5	Spring 2023 semester start and end dates
January 13	Spring 2023 Final Payment Deadline (Tuition, Housing and All Fees)
January 16	Martin Luther King, Jr. Day – University Closed
Feb. 27- March 3	Spring 2023 Midterm Week
March 6-10	Spring Break
March 13-May 14	Fall 2023 Registration - Continuing Students
March 13-Aug 18	Fall 2023 Registration – New Students
April 28	Last Day of Regular Classes for Spring 2023
May 1-5	Spring 2023 Final Examination
May 6	Commencement

Session	Session Dates	*Last Day to Drop/Add	**Last Day to Withdraw Without Academic Penalty
<b>Spring 2023</b>	January 9-May 5	January 13	March 17

\*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).

**Summer 2023**

May 29	Memorial Day Observance – University Closed
May 30- July 21	Summer 2023 Term B Classes (8 week classes)
May 30-August 4	Summer 2023 Term C Classes (10 week classes)
June 2	Summer 2023 Term B & Term C classes Final Payment Deadline (Tuition and All Fees)
June 19	Juneteenth Observance-University Closed
July 4	Independence Day Observance – University Closed

Session	Session Dates	*Last Day to Drop/Add	**Last Day to Withdraw Without Academic Penalty
<b>Term B (8 Weeks)</b>	May 30-July 21	June 2	June 30
<b>Term C (10 Weeks)</b>	May 30-August 4	June 2	July 7

\*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).

## School of Professional Studies

### Fall 2022

August 15- Oct 7	Fall 2022 Term A Classes (8 week classes)
August 19	Fall 2022 Term A classes Final Payment Deadline (Tuition and All Fees)
September 5	Labor Day – University Closed
October 10 - 14	Fall Break
October 17- Dec 9	Fall 2022 Term B Classes (8 week classes)
October 17- Dec 16	Spring & Summer 2023 Registration - Continuing Students
October 17- Jan 13	Spring & Summer 2023 Registration – New Students
October 21	Fall 2022 Term B classes Final Payment Deadline (Tuition and All Fees)
November 15	Application for Fall 2022, Spring 2023 and Summer 2023 Graduation Deadline
November 23- 25	Thanksgiving Holidays – University Closed

Session	Session Dates	*Last Day to Drop/Add	**Last Day to Withdraw Without Academic Penalty
<b>Term A (8 Weeks)</b>	August 15 – Oct 7	August 19	September 16
<b>Term B (8 Weeks)</b>	October 17 – Dec 9	October 21	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.

**Spring 2023**

January 3	Campus Re-opens
January 9- March 3	Spring 2023 Term A Classes (8 week classes)
January 13	Spring 2023 Term A classes Final Payment Deadline (Tuition and All Fees)
January 16	Martin Luther King, Jr. Day – University Closed
March 6-10	Spring Break
March 13-May 5	Spring 2023 Term B Classes (8 week classes)
March 13-May 14	Fall 2023 Registration - Continuing Students
March 13-Aug 18	Fall 2023 Registration – New Students
March 17	Spring 2023 Term B classes Final Payment Deadline (Tuition and All Fees)
May 6	Commencement

Session	Session Dates	*Last Day to Drop/Add	**Last Day to Withdraw Without Academic Penalty
<b>Term A (8 Weeks)</b>	January 9-March 3	January 13	February 13
<b>Term B (8 Weeks)</b>	March 13- May 5	March 17***	April 14

\*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).

\*\*\*ONLY for students who begin their enrollment at Thomas University during Term B.

### Summer 2023

May 29	Memorial Day Observance – University Closed
May 30- July 21	Summer 2023 Term B Classes (8 week classes)
May 30-August 4	Summer 2023 Term C Classes (10 week classes)
June 2	Summer 2023 Term B & Term C classes Final Payment Deadline (Tuition and All Fees)
June 19	Juneteenth Observance-University Closed
July 4	Independence Day Observance – University Closed

Session	Session Dates	*Last Day to Drop/Add	**Last Day to Withdraw Without Academic Penalty
<b>Term B (8 Weeks)</b>	May 30-July 21	June 2	June 30
<b>Term C (10 Weeks)</b>	May 30-August 4	June 2	July 7

\*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).

## Graduate School

### Fall 2022

August 15- Oct 7	Fall 2022 Term A Classes (8 week classes)
August 15- Dec 9	Fall 2022 Term C Classes (16 week classes)
August 19	Fall 2022 Term A and Term C classes Final Payment Deadline (Tuition and All Fees)
September 5	Labor Day – University Closed
October 10 - 14	Fall Break
October 17- Dec 9	Fall 2022 Term B Classes (8 week classes)
October 17- Dec 16	Spring & Summer 2023 Registration - Continuing Students
October 17- Jan 13	Spring & Summer 2023 Registration – New Students
October 21	Fall 2022 Term B classes Final Payment Deadline (Tuition and All Fees)
November 15	Application for Fall 2022, Spring 2023 and Summer 2023 Graduation Deadline
November 23- 25	Thanksgiving Holidays – University Closed

Session	Session Dates	*Last Day to Drop/Add	**Last Day to Withdraw Without Academic Penalty
<b>Term A (8 weeks)</b>	August 15 – Oct 7	August 19	September 16
<b>Term B (8 Weeks)</b>	October 17 – Dec 9	October 21	November 18
<b>Term C (16 Weeks)</b>	August 15 – Dec 9	August 19	October 17

\*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.



Spring 2023

January 3	Campus Re-opens
January 9- March 3	Spring 2023 Term A Classes (8 week classes)
January 9-May 5	Spring 2023 Term C Classes (16 week Classes)
January 13	Spring 2023 Term A & Term C classes Final Payment Deadline (Tuition and All Fees)
January 16	Martin Luther King, Jr. Day – University Closed
March 6-10	Spring Break
March 13-May 5	Spring 2023 Term B Classes (8 week classes)
March 13-May 14	Fall 2023 Registration - Continuing Students
March 13-Aug 18	Fall 2023 Registration – New Students
March 17	Spring 2023 Term B classes Final Payment Deadline (Tuition and All Fees)
May 6	Commencement

Session	Session Dates	*Last Day to Drop/Add	**Last Day to Withdraw Without Academic Penalty
<b>Term A (8 Weeks)</b>	January 9-March 3	January 13	February 13
<b>Term B (8 Weeks)</b>	March 13- May 5	March 17***	April 14
<b>Term C (16 Weeks)</b>	January 9-May 5	January 13	March 17

\*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).

\*\*\*ONLY for students who begin their enrollment at Thomas University during Term B.

**Summer 2023**

May 8- July 2	Summer 2023 Term A Classes (M.Ed./Ed.S. 8 week classes)
May 12	Summer 2023 Term A classes Final Payment Deadline (Tuition and All Fees) (M.Ed./Ed.S. programs)
May 29	Memorial Day Observance – University Closed
May 30- July 21	Summer 2023 Term B Classes (8 week classes)
May 30-August 4	Summer 2023 Term C Classes (10 week classes)
June 2	Summer 2023 Term B & Term C classes Final Payment Deadline (Tuition and All Fees)
June 19	Juneteenth Observance-University Closed
July 4	Independence Day Observance – University Closed

Session	Session Dates	*Last Day to Drop/Add	**Last Day to Withdraw Without Academic Penalty
<b>Term A (8 Weeks)</b>	May 8- July 2	May 12	June 9
<b>Term B (8 Weeks)</b>	May 30-July 21	June 2	June 30
<b>Term C (10 Weeks)</b>	May 30-August 4	June 2	July 7

\*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 Library/Rust Science Complex, originally built in 1985, is comprised of the Library; Career Center; Veterans Career and Transition Center; classrooms; and biology, chemistry, and physical science laboratories. In addition to print and electronic research materials, the library provides access to two computer labs, group study rooms and is home to the University Archive and Special Collections and the Center for Teaching and Learning (CTL). The library also houses the offices of the Director of Library Services, university librarians and staff, and academic and writing tutors.

**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, the Registrar’s Office 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, Vice President of Enrollment, Vice President of Military and Corporate Relations, 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 Offices of 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 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 Social and Behavioral Sciences, and the full time Nursing faculty 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 and the full time Science and Mathematics faculty. The total facility provides 34 faculty offices.

**Student Services.** Renovated in 1976 The Student Services building 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 the Vice President of Student Life, 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.
2. Provide an official copy of the high school transcript or GED certificate. A minimum high school cumulative, unweighted GPA of 2.0 is required.
3. Submit official SAT and/or ACT scores\* with a composite score of 18 for the ACT or 940 for the SAT.
  - a. Students with ACT or SAT scores that do not meet these requirements will be considered on an individual basis. Review of their high school grades and any dual enrollment credit will be considered.
  - b. Additionally, students will be required to take the Accuplacer assessment and score at a level that places them in College Algebra and Composition I coursework.
4. Students who have not taken the SAT or ACT exam can take the Accuplacer assessment. Students must score for placement in both College Algebra and Composition I to be eligible for admission.

\*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).

**\*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.

Student Financial Aid is not processed until the student is admitted to the University. Students must be fully accepted and complete their financial aid file before aid will be applied to their account.

### **Admission Procedures for Home-schooled Students**

1. An application for admission.
2. Transcripts of home school course work with a cumulative, unweighted GPA of 2.0 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\* with a composite score of 18 for the ACT or 940 for the SAT.
  - a. Students with ACT or SAT scores that do not meet these requirements will be considered on an individual basis. Review of their high school grades and any dual enrollment credit will be considered.
  - b. Additionally, students will be required to take the Accuplacer assessment and score at a level that places them in College Algebra and Composition I coursework.
  - c. Students who have not taken the SAT or ACT exam can take the Accuplacer assessment. Students must score for placement in both College Algebra and Composition I to be eligible for admission.

\*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).

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

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

### **Transfer Admissions**

Thomas University welcomes applications from transfer students.

### **Admission Procedures for Undergraduate Transfer Students**

1. Submit an application for admission.
2. Provide official academic transcripts from all colleges and/or universities previously attended.
3. Cumulative GPA of 2.0 or higher
4. Must have passed with a "C" or better College Algebra and Composition I
  - a. Transfer students who have not passed Composition I or College Algebra must take the Accuplacer assessment for whichever course(s) they have not taken/successfully passed, and score at the level that places them in College Algebra and Composition I coursework.

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 admission by the Thomas University Admission Committee.

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

### **Transfer Credit**

Students who have been enrolled at another institution must report previous college attendance. 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. Failure to report previous attendance or ineligibility to return to a previous institution may be cause for dismissal from Thomas University. Transfer students must provide 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 are final. Advanced standing for a student will be allowed for work successfully completed at other accredited institutions.

The Registrar will determine whether transfer courses are applicable 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.

Up to 75% of the total program credit requirements may be fulfilled by a combination of transfer credit and/or Extra-Institution Learning Credit.

### **Transfer Policy for All Students Holding Associate Level Degrees**

Students transferring any type of Associate-level degree from a regionally or nationally accredited institution as described above:

- are responsible for meeting all prerequisites and other requirements of their major program.
- must declare a major at the time of transfer.
- will not have to retake courses in which they earned a grade of C or higher\* that were completed as part of their Associate degree.

\*Note - Some degree programs may have higher letter- grade requirements as established by professional licensing or accrediting bodies.

### **For Students Holding an Associate of Arts Degree**

Thomas University will accept an Associate of Arts degree (AA) issued by a regionally or nationally accredited institution as described above, to entirely satisfy the General Education requirements at Thomas University.

### **For Students Holding an Associate of Science or Associate of Applied Science Degree**

Thomas University will accept an Associate of Science (AS) or Associate of Applied Science (AAS) degree issued by a regionally or nationally accredited institution as described above, to entirely satisfy the General Education requirements at Thomas University, provided that:

1. The degree program included a minimum of 60 credit hours (or the equivalent).
2. During the course of completing that degree, the student took courses that meet the following TU General Education requirements:



- Mathematics course equivalent to or higher than MTH 120
- English course equivalent to ENG 101
- Course equivalent to either ENG 102 or SPE 105
- Course to satisfy the Creativity “A” (Comprehension) category
- Course to satisfy the Inquiry “A” (Social, Behavioral, and Philosophical Inquiry) category

If a student’s AS or AAS degree program comprised 60 or more hours but did not include all or part of the aforementioned courses required to satisfy TU’s General Education requirements, the student may still transfer in the completed degree but must take courses to satisfy those requirements while enrolled at TU.

Student Financial Aid is not processed until the student is admitted to the University. Students must be fully accepted and complete their financial aid file before aid will be applied to their account.

### **Extra-Institutional Learning Credit**

Thomas University awards 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.

### **Readmitted Students**

Students who have interrupted their studies at Thomas University and have not been enrolled for two consecutive Fall and Spring semesters 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.

Students who are readmitted must comply with all requirements of the current catalog, must update demographic information and be counseled on current programs, policies, and requirements.

### **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 official transcripts from all institutions previously attended.

#### **Non Degree Seeking Students**

- Special Standing 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](http://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.

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 at [www.gafutures.org](http://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.

### 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.

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

- A completed Undergraduate Application for Admission.
- Professional evaluation of secondary school transcript (see Foreign Transcript section).
- For non-native speakers of English:
  - Test of English as a Foreign Language (TOEFL) minimum score of 69 (internet-based); OR
  - International English Language Testing System (IELTS) minimum 6 OR
  - Duolingo English Proficiency exam with a minimum score of 100

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

- A completed Undergraduate Application for Admission
- For non-native speakers of English:
  - Test of English as a Foreign Language (TOEFL) minimum score of 69 (internet-based); OR
  - International English Language Testing System (IELTS) minimum 6; OR
  - Duolingo English Proficiency exam with a minimum score of 100.
- If transferring from another United States institution, submit official transcripts from all institutions attended. If transferring from a foreign institution, a professional evaluation is required. (See International Transcripts section below.)

Thomas University may accept credits from non-regionally accredited schools provided that the institution is accredited by a national accrediting agency that is recognized by both CHEA and USDOE.

Admission decisions will not be made until the application file is complete. Once admitted, international students must submit the following materials before a Form I-20 can be issued:

- A signed confidential statement of finances with evidence of sponsorship and support.
- Bank statement to certify finances.
- Copy of current passport
- Copy of visa (if applicable)

### **Graduate Admission**

Each of the following must be submitted to the registrar:

1. A completed Graduate Application for Admission.
2. A detailed resume.
3. A personal statement of career and educational objectives (maximum two pages).
4. 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 non-regionally accredited schools provided that the institution is accredited by a national accrediting agency that is recognized by both CHEA and USDOE.
5. Three academic or professional letters of reference. A Thomas University alumni applying to a graduate program within the same academic division no letters of recommendation are required.
6. Admission to graduate programs at Thomas University is determined by reviewing a combination of factors including the candidate's GPA, references, work experience and statement of purpose. Additional documents and/or interview may be requested as part of the admission process. 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 may be required to take a three (3) credit hour writing course and/or additional requirements as deemed appropriate by the Division. Applicants with a cumulative GPA lower than 2.75 may be considered for admission by the prospective graduate division. Consult with your admission representative.
7. Students enrolling in a graduate 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.
8. Any program specific admissions requirements.

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

### **Graduate Transfer Credit**

Students in a graduate 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 non-regionally accredited schools provided that the institution is accredited by a national accrediting agency that is recognized by both CHEA and USDOE. Students in the Division of Education must request transfer credit prior to beginning coursework.

### **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.

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).
- For non-native speakers of English:
  - Test of English as a Foreign Language (TOEFL) minimum score of 69 (internet-based); OR
  - International English Language Testing System (IELTS) minimum 6; OR
  - Duolingo English Proficiency exam with a minimum score of 100.
- Official transcripts from all United States institutions attended or professional evaluation of transcripts from institutions attended outside of the United States. (See International Transcripts section below).

Admission decisions will not be made until the application file is complete. Once admitted, international students must submit the following materials before a Form I-20 can be issued:

- A signed confidential statement of finances with evidence of sponsorship and support.
- Bank statement to certify finances.
- Copy of current passport
- Copy of visa (if applicable)

### **International Transcripts**

All foreign transcripts must be submitted to a foreign-credential-evaluation agency for an evaluation. It is the student's responsibility to procure this evaluation, and to assume financial responsibility for it.

We recognize that many educational systems around the world do not fit the four-year US high school model. If submitting a secondary coursework evaluation that reflects credits still in progress, the student must have a final official transcript evaluation submitted in order to enroll in courses.

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, to consider transfer credit of any post-secondary coursework earned at a foreign institution, a course-by-course evaluation is required.

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.

Thomas University accepts evaluations from (but does not limit to) the following institutions of proven reliability:

Educational Perspectives  
P.O. Box 618056  
Chicago, IL 60661-8056  
312-421-9300 tel  
312-421-9353 fax  
[info@edperspective.org](mailto:info@edperspective.org)

InCred International Credential Evaluations  
816-595-8390  
[incred@naia.org](mailto:incred@naia.org)  
[incredevals.org](http://incredevals.org)

Foreign Credentials Services of America  
1910 Justin Lane  
Austin, TX 78757  
1 (877) 553-4285  
[info@foreigncredentials.org](mailto:info@foreigncredentials.org)  
[foreigncredentials.org](http://foreigncredentials.org)

AACRAO  
One Dupont Circle, NW, Suite 520  
Washington, DC 20036  
Telephone: 202-293-9161  
Fax: 202-872-8857

info@aacrao.org

[aacrao.org](http://aacrao.org)

World Education Services, Inc.  
PO Box 745 Old Chelsea Station  
New York, NY 10113-0745  
Telephone: 212-966-6311  
E-mail: info@wes.org  
[wes.org](http://wes.org)

Educational Credential Evaluators, Inc.  
PO Box 92970  
Milwaukee, WI 53202-0970  
Telephone: 414-289-3400  
[ece.org](http://ece.org)

Commission on Graduates of Foreign Nursing Schools (CGFNS)  
+1 215 222 8454  
[cgfns.org](http://cgfns.org)

CGFNS is the only credential evaluation service provider recognized by all state Boards of Nursing. Thomas University only accepts foreign transcript evaluations for Nursing from CGFNS.

# 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 Services Building (D on the map)  
Thomas University  
Thomasville, GA 31792  
229-584-2460  
Email: [finaid@thomasu.edu](mailto:finaid@thomasu.edu)  
Website: <http://www.thomasu.edu>

## **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](http://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](http://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 2020-21 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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](mailto: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 Summer 2023, Fall 2023, and Spring 2024 is as follows.

One time only fees:

Application for Graduation Fee (all)\* \$175

\*The application for graduation fee covers all costs related to graduation and commencement.

**General Fees: (per semester)**

Undergraduate Full-Time Tuition	\$475 per credit hour
Graduate Tuition (per credit hour)	\$725
Audit/Continuing Education (per credit hour)	\$100
Technology Fee (all students)	\$120
Activity Fee (on campus students only)	\$50
Chalk and Wire (Education students only)	\$40
Anthology (Go React Licensure) (Education students only)	\$55
Nearpod (Education students only)	\$30
Supervision Fee (Educational Leadership students only)	\$300

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

**Undergraduate:**

Dual Enrollment	\$250
Active Military	\$250
Department of Corrections	\$250

**Graduate:**

KTA	\$555
MEd	\$555
MSN	\$590

See the website for details

**Payment Fees:**

Payment Plan Enrollment Fee	\$35
*Late Fee (when applicable)	\$50
Experiential Learning Credit Fee	\$350
Science Kit Fee (online courses)	Varies per course
Science Lab Fee (campus based courses)	\$75
Visual Arts Studio	\$25
ASL 101 Fee	\$80
BIO 465 Fee	\$35
BUS 495 Fee	\$25
COU 602 Fee	\$240
COU 680 Fee	\$39
CRJ 470 Fee	\$25
EDU 327 Supervisor Fee	\$250
EDU 428 Supervisor Fee	\$350
EDU 429 Supervisor Fee	\$300
EDU 605 Supervisor Fee	\$250
EDU 606 Supervisor Fee	\$350
EDU 608 Supervisor Fee	\$300
MLS 400 Fee	\$75
MLS 401 Fee	\$75
MLS 460 Fee	\$70

MLS 495 Fee	\$75
PSY 498 Fee	\$25
*Academic Transcript	\$15
*Diploma Re-print fee	\$25
*Return Check Fee	\$35

**University Housing Fees (per semester):**

Double occupancy -Pinetree (incl. meal plan)	\$4,070.27
Magnolia Campus - Magnolia	\$3,000
Rose Garden Inn	\$3,250
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.

**Meal Plans (per semester):**

Cafeteria (19 meals per week)	\$1,670.27
Hawks Nest Grill (Lunch M-TH)	\$576
*Non-refundable fees	

# 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 <sup>nd</sup> 8 weeks only)	Spring 4 Pay	Spring 3 Pay (new students starting 2 <sup>nd</sup> 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 [student.accounts@thomasu.edu](mailto:student.accounts@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.

## **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 logon 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.

## **Students 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 situation. 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.

### **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. Parking in areas marked handicapped requires a handicapped sticker. Parking is prohibited in any reserved space or grassy area.

## **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.

**APICS affiliate student chapter (ASC)**

APICS is a renowned organization for supply chain and operations management professionals, fostering collaboration and knowledge sharing in the field. APICS offers internationally recognized training and certification programs in end-to-end supply chain; production and inventory management; logistics, transportation, and distribution. APICS' affiliate student chapter (ASC) at TU is open to all Supply Chain Management and Business students. The chapter will serve as a springboard for students to connect with other professionals and consider taking the professional certifications to advance their careers.

**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](mailto: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.

**National Association of Social Workers**

The Thomas University seniors join the National Association of Social Workers (NASW) and their local chapter as part of their field practicum requirement. Juniors are also welcome to submit their membership to NASW. NASW promotes the field of social work through the annual Student Advocacy Day at the state capital, training events and community activities.

**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. Meeting times and locations vary.

**Sigma Beta Delta Executive Business Mentoring Program**

Our mission is to mentor and guide incoming Freshman students who are interested in pursuing a degree in the Business field of study to be prepared for the workforce. Thomas University Business students, from all academic levels are invited to participate in the program, work with an experienced business professional, and learn from the experts.

**SHRM Campus Chapter**

Students involved in SHRM will have the opportunity to further expand their HR knowledge, get involved and make networking connections that will enable them to transition quickly from the classroom to the workplace. The SHRM-CP is regarded as the new global standard in certification for the HR profession for early- and mid-career professionals. SHRM curriculum is from AACSB (Association to Advance Collegiate Schools of Business International) accreditation courses/standards, which is the gold standard in Business Accreditation

**Social Work Club**

Students interested in providing leadership in social work activities and on campus may join the Thomas University Social Work Club. The Social Work Club provides the opportunity for students to organize and investigate areas of interest in the field of social work. The Social Work Club is provided an online platform so that all students from every campus and online may participate.

**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.

**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.

# *Military and Corporate Relations*

## **Military Admissions**

- Students must complete all required Thomas University Admissions requirements
- Students must request and submit an official Joint Service Transcript (JST) <https://jst.doded.mil/jst/> If you are serving in the Air Force, please request an official copy of your Community College of the Air Force (CCAF) transcript

## **Military Funding**

The following information outlines the steps required to receive Tuition Assistance (TA)

- Receive authorization from Command Staff
- Complete TA Policy and required training modules
- Establish account in respective armed services education portal
- Request TA and send a copy of your approved TA statement to [military@thomaus.edu](mailto:military@thomaus.edu).

## **Veteran Admissions**

- Students must complete all required Thomas University Admissions requirements
- Students must request and submit an official Joint Service Transcript <https://jst.doded.mil/jst/> If you served in the Air Force, please request an official copy of your Community College of the Air Force (CCAF) transcript.

## **Veteran Funding**

The following information outlines the steps required to use your GI Bill benefits at Thomas University

- Apply for Veteran education benefits by visiting the VA Ebenefits web portal and submitting the VA 1990 application for education benefits <https://www.ebenefits.va.gov/ebenefits/apply#education>
- Upon confirmation of education benefits eligibility, you will receive a Certificate of Eligibility (COE). Please forward a copy of your COE to [military@thomaus.edu](mailto:military@thomaus.edu)
- All GI Bill benefits will be certified the first week of each academic Term. It is the student's responsibility to notify the School Certifying Official (SCO) if your benefits have changed after the initial certification

## **School Certifying Official**

**Stephen Ferguson**

[sferguson@thomasu.edu](mailto:sferguson@thomasu.edu)

202-821-7249

### **Thomas University Center for Military Life (MCiL)**

The Center for Military Life (CMil) provides support and services for veterans, prospective and current service members, Department of Defense employees and their dependents. Our goal is to provide resources during the entire life cycle of military service: from pre-enlistment, career advancement to transition support back to civilian life.

As a part of Center for Military Life, the Armed Services Institute is a nonpartisan research and advocacy entity with a mission to promote positive change in the lives of Department of Defense and related employees. Our analytical team consists of leading experts in matters related to the best policies, practices, and products that are critical to both the safety and security of our nation. Through research, analysis, and programs we provide both fresh insights and training for the defense community, decision makers, and general public.

CMil hosts periodic events open to the public on a wide-range of topics associated with military and veteran services.

CMil is a division of Thomas University. TU is a private, non-profit, regionally accredited institution located in Thomasville, Georgia. TU offers a wide range of majors online and on-campus in some of today's hottest career fields. Thomas University is a participant in DoD voluntary education programs, a Tier 1 AU-ABC partner with the Community College of the Air Force (CCAF).

Our on-demand training is specifically designed for busy, working professionals who wish to build skills to advance their careers. Training is offered in a variety of formats including virtual real-time, online mentored, and online self-paced.

Certification training is aligned with industry-specific best practice, Department of Defense Directive 8570 and military COOL programs for each respective branch of the armed services.



# *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 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, Men's Baseball, and Women's Flag Football. In addition to varsity teams, we have junior varsity baseball, junior varsity fast pitch softball, 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 **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*

## **Consent to Academic Policies, Regulations, and Procedures**

Students are responsible to know and abide by all academic policies, regulations, and procedures, as set forth in the Catalog and the Student Handbook. Students are also expected to be aware of specific course requirements, as set forth in the course syllabus, distributed at the beginning of each semester or term. Inasmuch as important information is periodically distributed by campus e-mail, including communications from faculty and administrators, students are required to obtain and to check regularly their Thomas University e-mail and to respond to requests in a timely manner. In all student academic and financial matters, Thomas University considers notification to the student's 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 operates on the semester system. Two semesters, each approximately fifteen weeks in length plus a final exam week, and a summer session of approximately eight weeks in length comprise an academic year. 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.

Course outcomes and requirements for all courses are approved by the relevant academic division and the University's Curriculum Committee for rigor and consistency appropriate to the course type, level, and number of credits.

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, each credit hour reflects approximately one hour of instruction and two hours of additional student work per week for a 16-week term, or the equivalent time depending on the length of the term. In an online course, instructional time may take different forms, including but not limited to, a combination of online synchronous sessions, recorded lectures and narrated presentations, instructor-facilitated asynchronous discussion boards, instructor-facilitated long-term projects, and one-on-one video chat communications with the instructor. Nature of instruction notwithstanding, each online course includes at least approximately one hour of instruction and two hours of supplementary student work per credit hour per week for a 16-week term, or the equivalent time depending on the length of the term.

Most laboratory courses are awarded up to four credit hours – three standard credit hours as defined above and one laboratory credit hour. One laboratory credit hour is equivalent to three clock hours. A clock hour for a laboratory course, as defined for the Integrated Postsecondary Education Data System (IPEDS), is a 50- to 60-minute faculty-supervised laboratory, in a 60-minute period.

For practice courses (internships, practica, clinical rotations, visual or performing art studio, student teaching, field work, etc.), the number of hours per week in field vary by licensure requirements, criteria set forth by discipline-specific accreditors, and whether the course is at the undergraduate or graduate level. Practice courses may also include face-to-face or online instruction, interaction, and/or assignments and projects in addition to the practice experience hours.

Thomas University awards associates, bachelors, master's and education specialist degrees. Associate-level programs require a minimum of 60 credit hours for completion. Baccalaureate-level programs require a

minimum of 120 credit hours for completion. Masters and education specialist degrees require a minimum of 30 credit hours for completion.

### **Code of Academic Honor**

Thomas University considers academic integrity to be essential for intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the university depends on the academic integrity of each of its members. In the spirit of this free exchange, students and instructors of Thomas University recognize the necessity and accept the responsibility for academic integrity.

All students are considered bound by the Honor Code upon admittance to the University. As a member of the Thomas University student body, it is understood that you agree to the following Honor Code oath: "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."

Each member of the university community is responsible for abiding by the Academic Honor Code at all times. The university defines violations of this policy to include plagiarism, cheating, providing false information, copyright violation, misrepresentation of credentials, theft or damage of property, and alteration of university documents. Neither faculty members nor students shall claim credit for another's work or accomplishments or use another's ideas in a written paper or presentation without appropriate attribution through proper documentation. Please refer to the TU Student Handbook for policies related to enforcement of the Honor Code.

### **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 Quality points, divided by 9 hours = 2.66 = 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.

### **Grade Appeals**

As a general rule, faculty decisions regarding academic matters within their purview are not subject to appeal, unless the student can present evidence indicating mitigating circumstances of a substantial nature. Specifically, a student has the right to appeal a course grade, provided there is evidence that the grade is an inaccurate assessment of the student's work or that it is inconsistent with stated grading criteria. Perceived or actual differences in grading policies or standards between instructors, which are not a violation of University policies, are not a basis for appeal.

Students wishing to appeal a grade should first consult with the instructor to clarify the grading method used and the rationale for the grade issued. If the matter cannot be resolved between the student and the instructor, then the student should consult with the appropriate division chair. The division chair, in turn, will consult with the instructor and then inform the student of his or her decision.

If a student wishes to appeal the division chair's decision, then he or she must submit a formal written appeal to the Chief Academic Officer (CAO). Such an appeal must be submitted within sixty (60) days of the end of the semester in which the course was taken and should contain all information pertinent to the appeal. The CAO may dismiss a grade appeal for lack of merit or may appoint a faculty committee to review the appeal and to consider all related evidence. If a committee is appointed, the committee's recommendation will be forwarded to the CAO, who will consider the committee's recommendation, review all documents, and make additional inquiries if necessary before reaching a decision. After such review, the decision of the CAO is final.

**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 a withdraw by the Chief Academic Officer 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 of classes. 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 “WF” (withdraw failing) 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 after the normal semester withdrawal deadline, and the student is failing the course at the time of the withdrawal.

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. A written contract between the instructor and the student must 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.

\*Note: School of Professional Studies and Graduate School semesters are Fall, Spring, and Summer. Arts & Sciences semesters are Fall and Spring.

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

**Directed Study Courses**

A student can take no more than six credit hours in his/her degree program as directed study. Directed studies must be recommended by the division chair and approved by the vice president of academic affairs. Directed study courses may not be substituted for courses that a student has previously failed.

## **Registration Policies**

### **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.

### **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 administrative withdrawal is a University-initiated withdrawal of a student from a course. A student may be administratively withdrawn:

- By an instructor if the student has exceeded the number of absences permitted in the attendance policy
- By the Chief Academic Officer or his/her designee in cases of extenuating health or safety-related concerns.

Once a student has been administratively withdrawn from a course they are not permitted to return to that course during that semester. If a student is administratively withdrawn from a course after the normal semester withdrawal deadline and is failing the course at the time of the withdrawal, a grade of WF will be assigned for 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.

**Graduation**

Thomas University awards associates, bachelors, master's and education specialist 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

**Graduation Procedures**

Students who expect to graduate must complete the Application for Graduation by the November 15<sup>th</sup> 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.

**Spencer DePaola Memorial Posthumous Degree Conferral Policy**

Spencer DePaola was a Thomas University student who passed away in a tragic accident before he could complete his degree. Having grown up on Thomas University's campus, he loved the university and the greater Thomasville community. Spencer's goal was to graduate from TU and invest in the lives of other TU students as a member of the coaching staff, thereby paying forward the investment others had made in him. This policy memorializes his legacy and lasting impact on the Thomas University community.



The President may authorize the awarding of a posthumous degree, upon official notification (obituary, death certificate) of student death, based on the following criteria:

To be eligible, students must be in good academic standing with the University and have completed a sufficient proportion of the credit hours required for their degree. At the undergraduate level, a student must have cumulative GPA of 2.0 and be within 30 credit hours of completing the degree. At the graduate level, a student must have a cumulative GPA of 3.0 and be within 12 credit hours of completing the degree. The posthumous notation will be recorded on the transcript.

## **Learning Support**

### **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.

### **Center for Teaching and Learning**

The Center for Teaching and Learning (CTL) empowers students to take personal responsibility for their college success by addressing their knowledge, skills, strategies, and dispositions on an individual basis. To achieve this mission, The CTL provides all Thomas University students with free assistance from their trained peer tutors and professors in all academic subjects. The CLT delivers these services both face to face and online using a variety of technologies.

## **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](mailto:kmills@thomasu.edu).

### **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 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 Director of Disability Services. 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.

### **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.

### **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.

# *Schools of Thomas University*

The academic programs at Thomas University are deployed through three schools, each with a distinct mission, and serving a unique student population. Thomas University's schools are:

## **The School of Arts and Sciences**

## **The School of Professional Studies**

## **The Graduate School**

## **The School of Arts and Sciences**

### **Mission**

To provide students with a rich and challenging formative educational experience in a traditional college atmosphere that nurtures learners.

The School of Arts and Sciences provides Thomas University's campus-based students with a traditional college experience. Students in the School of Arts and Sciences have access to all campus resources, may live in University student housing, engage in campus-based student-life events, and are eligible to participate in intercollegiate athletics.

## **School of Arts and Sciences Policies**

### **Residential freshman registration policy**

All freshmen living in Thomas University housing may only take campus-based 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.

### **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:

Classification	Hours
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.

**Double Major**

Students may pursue two major programs of study simultaneously in the pursuit of a single Bachelor's degree at Thomas University.

Students who want to earn a second major at Thomas University must meet the following stipulations:

- Must complete all major course requirements for each program
- Meet minimum GPA requirements for each program of study
- Must complete all General Educational Core requirements (or an A.A.)

**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 student success 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 major electives.

**Repeating Courses**

Undergraduate students may take a course a maximum of three times. If a course is not passed on the third attempt, that course may not be repeated. Courses with a grade of F may not be attributed to the total credit hour or coursework requirements of a degree program. Therefore, if the course in question is a required component of the General Education curriculum and there are no alternative courses that would fulfill that requirement (e.g. ENG 101), the student will be dismissed from the University because they will be unable to fulfill the curricular requirements for any undergraduate degree program. If the course in question is required for the student's major or minor course of study, the student may remain at the University but will have to select a different course of study.

Students may not take a course at another institution and transfer it in to TU as a substitute for a course that was failed at TU.

**Grade Forgiveness Policy**

In order to attempt to improve a course grade and grade point average, a student may repeat courses for grade forgiveness.

The following stipulations apply:

- The repeated course grade will be entered on the student's official transcript and notated as a repeat course. The cumulative GPA will be calculated using the grade earned for the repeated attempt.
- The original attempt and grade will remain on the transcript but will not be counted in the GPA.
- Only one repeat for grade forgiveness is allowed for up to three separate courses. Specific Division policies may apply. A student's advisor must be consulted before registering to repeat a course for grade forgiveness.
- The student must apply for grade forgiveness using the appropriate form and submitting it to the Registrar's Office at the time the student registers for the repeat course. Application for grade forgiveness cannot be made once the semester in which a repeated course is being taken has begun.

**Second Bachelors**

Students who have already completed a Bachelor's degree at Thomas University and have had their degree conferred may pursue an additional Bachelor's degree at Thomas University without repeating the full 120 hour course of study.

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

- Must earn a minimum 30 additional credit hours to earn the second degree; and
- Must meet all program requirements for the second degree, including entry and minimum GPA requirements and coursework.

Note: students will not be required to repeat coursework that applies to both degrees, but must meet the minimum 30 credit hour requirement for a second degree to be conferred.

**Satisfactory Academic Progress (SAP)**

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 in order to determine if satisfactory academic progress is being made. The minimum cumulative GPA for satisfactory academic progress for an undergraduate student is a 2.0.

**Good Standing**

All students 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 *term* GPA falls below the minimum specified for satisfactory academic progress (2.0). Even though a student on warning is making progress toward graduation, it should be clearly understood that without immediate academic improvement, probation will result.

**Academic Probation**

A student will be placed on **academic probation** at the end of the semester in which the student's *cumulative* GPA falls below the minimum specified for satisfactory academic progress (2.0). Probation covers a stated trial period of up to two semesters, during which it is determined whether the student is returned to good standing, remains on probation, or is suspended at the end of the probationary period for failure to meet the academic standards. Students placed on academic probation are expected to demonstrate an improvement in their GPA toward satisfactory academic progress in the subsequent semester. Based upon a review of the student's academic record,

other conditions for continuation may also be stipulated. A student on probation is notified in writing of any continuation requirements that must be satisfied in the subsequent semester, and a copy of the notification is kept on file in the student's permanent record. Failure to satisfy any of these conditions may result in a continuation review and academic suspension.

The Office of Academic Affairs at its discretion and irrespective of grades, may declare probationary status for any student whose time or talents are not being used properly.

Students on academic probation may be prohibited from participating in Thomas University-sponsored activities, such as athletics, leadership positions, study abroad, and/or internships for academic credit.

### **Academic Suspension**

Students who fall within any of the following categories will be academically suspended from the University for a minimum of one semester.

- Those who have been on probation and do not meet the minimum academic standards the following semester.
- Those who have been on probation two non-consecutive semesters and fail to meet the minimum academic standards a third time.

Students who are academically suspended from the University are not permitted to continue in any Thomas University programs. While on academic suspension, students should only be on campus to conduct business related to a re-admission appeal, and/or as an officially registered guest, and must abide the guest policies.

Students who have been academically suspended may return after one semester (Fall or Spring). Returning students must collaborate with their advisor to complete an action plan to improve academic performance and return to good academic standing. Students will only be permitted to return if they are in good standing with the Thomas University community (including but not limited to community standards, Student Account Services, etc.). A student returning from suspension will be placed on academic probation. While on probation, the student must earn a term GPA sufficient to raise their cumulative GPA to the minimum acceptable level for satisfactory academic progress as described above, in no more than two semesters.

If the student fails to meet the conditions for continuation while on probation, he or she will be dismissed from the University.

### **University Dismissal**

University dismissal is the involuntary separation of the student from the University. In the case of dismissal, a student may appeal the decision and request to be reinstated as a full-time student after a minimum of one calendar year from the date of the original notice of dismissal.

This appeal may be granted if, in the judgment of the Appeals Committee and Vice President for Academic Affairs, such a decision will benefit both the student and the University.

To appeal, the student must complete the satisfactory academic progress appeal documents in which they articulate both insight into the factors that led to the poor performance and a realistic plan to improve academic performance and return to good academic standing. To be considered for readmission from academic suspension, students must demonstrate readiness to return and improved commitment to academic success. The academic appeal to return will only be considered if the student is in good standing with the Thomas University community (including but not limited to community standards, Student Account Services, etc.).

If the student's appeal is approved, upon return the student will be placed on academic probation. While on probation, the student must earn a term GPA sufficient to raise their cumulative GPA to the minimum acceptable level for satisfactory academic progress as described above, in no more than two semesters.

If the student fails to meet the conditions for continuation while on probation, he or she will be dismissed from the 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 complete the required documentation 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, scholarship eligibility, or athletic eligibility. A student may be granted Academic Renewal only once.

### **Arts & Sciences students enrolling in courses or programs offered through the School of Professional Studies**

#### **Individual courses**

Students enrolled in the School of Arts and Sciences may take **up to two courses** through the School of Professional Studies, following consultation with their Advisor and with permission of the Chief Academic Officer.

#### **Degree programs/majors**

Students enrolled in the School of Arts and Sciences **may pursue degree programs** (major or minor) offered through the School of Professional Studies provided the following conditions are met:

- 1) The major or minor that the student wishes to enter is not offered through the School of Arts & Sciences
- 2) The student completes all non-major/minor coursework\* through the School of Arts & Sciences. It is not required that the student complete all non-major/minor coursework before entering the desired major/minor.

\* Note: major/minor coursework includes required and elective courses identified as part of a degree program. Non-major/minor coursework is all courses apart from those identified as part of a major or minor that are taken in order to satisfy General Education or graduation requirements.

Arts & Sciences students taking either individual courses or a major/minor through the School of Professional Studies must adhere to the policies, schedule, and course requirements of both schools. Student athletes should consult with their coach and advisor about potential eligibility complications. International Students should consult with TU's Principal Designated School Official (PDSO), Kristy Wainright, concerning visa compliance.

### **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 have completed one successful semester (minimum GPA for SAP) and 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.

### **Attendance Policy**

Thomas University holds all members of our community of learners to the highest academic standards and regular class attendance is fundamental to this commitment. Students are, therefore, expected to attend all scheduled class, laboratory, and examination sessions as part of their personal responsibility as members of this community. Absence from more than 20% of regularly scheduled classes or laboratory sessions **for any reason** will result in immediate administrative withdrawal from the course. If a student is administratively withdrawn from a course after the normal semester withdrawal deadline and is failing the course at the time of the withdrawal, a grade of WF will be assigned for that course. **Please note:** Excused absences enable students to make up missed work, but that missed class time *does* accrue toward the 20% attendance threshold. In a standard 16-week course meeting two times per week, 20% equates to six (6) class meetings. It is the student's responsibility to officially withdraw from class by the deadline in the event that they choose not to complete the course.

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### **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.

## **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 Sigma Lambda 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.

### **Beta Beta Beta**

Beta Beta Beta (TriBeta) is an honor society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. Undergraduate students must be pursuing a major in Biological Sciences, shall have completed at least one

term of the second year of a four-year curriculum or its equivalent, shall have completed at least three semester courses in biological science, of which at least one is not an introductory course, with an average grade of B or its equivalent in those biology courses, shall have a B average in all courses, and shall be in good academic standing. The TU chapter of TriBeta is Mu Kappa Delta.

#### **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 an *international* honor society for Social Work students. Thomas University is part of the Phi Alpha International Social Work Honor Society as the Omicron Tau chapter. Social Work majors who have completed at least nine semester hours of required social work courses and 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 scholastic honor society that recognizes academic achievement among students in the fields of business, management, and administration. As a Sigma Beta Delta member, students join a prestigious group of academic and business leaders, dedicated to the continual pursuit of meaningful aspirations. Sigma Beta Delta membership conveys academic excellence and a commitment to high principles and superior achievement throughout your lifetime.

#### **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.

## The School of Professional Studies

### **Mission**

To provide relevant, rewarding, and accessible education that engages career-driven learners with pathways to personal, educational and career success.

The School of Professional Studies serves Thomas University's online and adult learners. Students in the School of Professional Studies engage with the University in a virtual environment or at one of our disbursed teaching locations. These students have full access to University resources, services, and online student organizations through their student portal.

### **School of Professional Studies 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:

Classification	Hours
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.

#### **Double Major**

Students may pursue two major programs of study simultaneously in the pursuit of a single Bachelor's degree at Thomas University.

Students who want to earn a second major at Thomas University must meet the following stipulations:

- Must complete all major course requirements for each program
- Meet minimum GPA requirements for each program of study
- Must complete all General Educational Core requirements (or an A.A.)

#### **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 student success 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 major electives.

#### **Repeating Courses**

Undergraduate students may take a course a maximum of three times. If a course is not passed on the third attempt, that course may not be repeated. Courses with a grade of F may not be attributed to the total credit hour or coursework requirements of a degree program. Therefore, if the course in question is a required component of the General Education curriculum and there are no alternative courses that would fulfill that requirement (e.g. ENG 101), the student will be dismissed from the University because they will be unable to fulfill the curricular requirements for any undergraduate degree program. If the course in question is required for the student's major or minor course of study, the student may remain at the University but will have to select a different course of study.

Students may not take a course at another institution and transfer it in to TU as a substitute for a course that was failed at TU.

#### **Grade Forgiveness Policy**

In order to attempt to improve a course grade and grade point average, a student may repeat courses for grade forgiveness.

The following stipulations apply:

- The repeated course grade will be entered on the student's official transcript and notated as a repeat course. The cumulative GPA will be calculated using the grade earned for the repeated attempt.
- The original attempt and grade will remain on the transcript but will not be counted in the GPA.
- Only one repeat for grade forgiveness is allowed for up to three separate courses. Specific Division policies may apply. A student's advisor must be consulted before registering to repeat a course for grade forgiveness.
- The student must apply for grade forgiveness using the appropriate form and submitting it to the Registrar's Office at the time the student registers for the repeat course. Application for grade forgiveness cannot be made once the semester in which a repeated course is being taken has begun.

#### **Second Bachelors**

Students who have already completed a Bachelor's degree at Thomas University and have had their degree conferred may pursue an additional Bachelor's degree at Thomas University without repeating the full 120 hour course of study.

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

- Must earn a minimum 30 additional credit hours to earn the second degree; and
- Must meet all program requirements for the second degree, including entry and minimum GPA requirements and coursework.

Note: students will not be required to repeat coursework that applies to both degrees, but must meet the minimum 30 credit hour requirement for a second degree to be conferred.

### **Satisfactory Academic Progress (SAP)**

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 in order to determine if satisfactory academic progress is being made. The minimum cumulative GPA for satisfactory academic progress for an undergraduate student is a 2.0.

### **Good Standing**

All students 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 *term* GPA falls below the minimum specified for satisfactory academic progress (2.0). Even though a student on warning is making progress toward graduation, it should be clearly understood that without immediate academic improvement, probation will result.

### **Academic Probation**

A student will be placed on **academic probation** at the end of the semester in which the student's *cumulative* GPA falls below the minimum specified for satisfactory academic progress (2.0). Probation covers a stated trial period of up to two semesters, during which it is determined whether the student is returned to good standing, remains on probation, or is suspended at the end of the probationary period for failure to meet the academic standards. Students placed on academic probation are expected to demonstrate an improvement in their GPA toward satisfactory academic progress in the subsequent semester. Based upon a review of the student's academic record, other conditions for continuation may also be stipulated. A student on probation is notified in writing of any continuation requirements that must be satisfied in the subsequent semester, and a copy of the notification is kept on file in the student's permanent record. Failure to satisfy any of these conditions may result in a continuation review and academic suspension.

The Office of Academic Affairs at its discretion and irrespective of grades, may declare probationary status for any student whose time or talents are not being used properly.

Students on academic probation may be prohibited from participating in Thomas University-sponsored activities, such as athletics, leadership positions, study abroad, and/or internships for academic credit.

### **Academic Suspension**

Students who fall within any of the following categories will be academically suspended from the University for a minimum of one semester.

- Those who have been on probation and do not meet the minimum academic standards the following semester.
- Those who have been on probation two non-consecutive semesters and fail to meet the minimum academic standards a third time.

Students who are academically suspended from the University are not permitted to continue in any Thomas University programs. While on academic suspension, students should only be on campus to conduct business related to a re-admission appeal, and/or as an officially registered guest, and must abide the guest policies.

Students who have been academically suspended may return after one semester (Fall, Spring, or Summer). Returning students must collaborate with their advisor to complete an action plan to improve academic performance and return to good academic standing. Students will only be permitted to return if they are in good standing with the Thomas University community (including but not limited to community standards, Student Account Services, etc.). A student returning from suspension will be placed on academic probation. While on probation, the student must earn a term GPA sufficient to raise their cumulative GPA to the minimum acceptable level for satisfactory academic progress as described above, in no more than two semesters.

If the student fails to meet the conditions for continuation while on probation, he or she will be dismissed from the University.

### **University Dismissal**

University dismissal is the involuntary separation of the student from the University. In the case of dismissal, a student may appeal the decision and request to be reinstated as a full-time student after a minimum of one calendar year from the date of the original notice of dismissal. This appeal may be granted if, in the judgment of the Appeals Committee and Vice President for Academic Affairs, such a decision will benefit both the student and the University.

To appeal, the student must complete the satisfactory academic progress appeal documents in which they articulate both insight into the factors that led to the poor performance and a realistic plan to improve academic performance and return to good academic standing. To be considered for readmission from academic suspension, students must demonstrate readiness to return and improved commitment to academic success. The academic appeal to return will only be considered if the student is in good standing with the Thomas University community (including but not limited to community standards, Student Account Services, etc.).

If the student's appeal is approved, upon return the student will be placed on academic probation. While on probation, the student must earn a term GPA sufficient to raise their cumulative GPA to the minimum acceptable level for satisfactory academic progress as described above, in no more than two semesters.

If the student fails to meet the conditions for continuation while on probation, he or she will be dismissed from the 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 complete the Academic Renewal form. 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.

### **Professional Studies students enrolling in courses or programs offered through the School of Arts & Sciences**

#### **Individual courses**

Students enrolled in the School of Professional Studies may take **up to two courses** through the School of Arts & Sciences, following consultation with their Advisor and with permission of the Chief Academic Officer.

**Degree programs/majors**

Students enrolled in the School of Professional Studies **may pursue degree programs** (major or minor) offered through the School of Arts & Sciences provided the following conditions are met:

1. The major or minor that the student wishes to enter is not offered through the School of Professional Studies
2. The student completes all non-major/minor coursework\* through the School of Professional Studies. It is not required that the student complete all non-major/minor coursework before entering the desired major/minor.

\* Note: major/minor coursework includes required and elective courses identified as part of a degree program.

Non-major/minor coursework is all courses apart from those identified as part of a major or minor that are taken in order to satisfy General Education or graduation requirements.

Professional Studies students taking either individual courses or a major/minor through the School of Arts & Sciences must adhere to the policies, schedule, and course requirements of both schools.

**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 have completed one successful semester (minimum GPA for SAP) and 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.



**Attendance Policy**

A student in an asynchronous online course is expected to be present in all online classes each week. Attendance 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 more than 20% of the course as set forth in the credit definition policy **for any reason** will result in an administrative withdrawal. If a student is administratively withdrawn from a course after the normal semester withdrawal deadline and is failing the course at the time of the withdrawal, a grade of WF will be assigned for that course. **Please note:** Excused absences enable students to make up missed work, but that missed class time *does* accrue toward the 20% attendance threshold.

A student in a hybrid class is expected to attend all scheduled classes and laboratory sessions. Absence from more than 20% of regularly scheduled classes or laboratory sessions **for any reason** will result in an administrative withdrawal. If a student is administratively withdrawn from a course after the normal semester withdrawal deadline and is failing the course at the time of the withdrawal, a grade of WF will be assigned for that course. **Please note:** Excused absences enable students to make up missed work, but that missed class time *does* accrue toward the 20% attendance threshold.

It is the student's responsibility to officially withdraw from class by the deadline 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.

**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.

Experiential learning course credit is available for:

- EDU 200 Introduction to the Teaching Profession
- CRJ 390 Criminal Justice Specialization
- NSG 490 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 EDU 200 Experiential Learning Credits**

Upon acceptance to the Thomas University Division of Education program, students who hold an active Georgia Professional Standards Commission Paraprofessional License may receive three (3) credit hours for *EDU 200 - Introduction to Education* as part of their required education program of study.

To receive credit, a student must:

- Submit a copy of the valid Georgia Professional Standards Commission Paraprofessional License to his/her advisor along with a letter requesting the credit.
- Be employed as a Paraprofessional in a Georgia local unit of administration at the time the experiential learning credit is requested.
- Have no current Georgia Professional Standards Commission ethical violations.
- All of these documents will be filed in the student's academic file.
- Pay \$350 fee if materials merit course credit.

**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 treated 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 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. Another option to receive (3) credit hours for NSG 490 is for students to complete the Vizient AACN Nurse Residency Program (NRP) or other similar nationally recognized curriculum. Students who complete this program must provide evidence of completing all requirements and complete each of the items listed below. This credit is only available within the first two years of completion of the NRP program.

To receive credit, a student must:

- Have the certification approved by his/her nursing advisor and the Division Chair
- Submit a copy of the certification to his/her advisor along with a letter requesting the credit
- Attach a copy of the official certification requirements.
- 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.
- Pay \$350 fee if materials merit course credit.

## **Foreign Study Opportunities**

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The Critical Language Scholarship Program

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#### **Deadlines**

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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 Sigma Lambda 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.

### **Beta Beta Beta**

Beta Beta Beta (TriBeta) is an honor society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. Undergraduate students must be pursuing a major in Biological Sciences, shall have completed at least one

term of the second year of a four-year curriculum or its equivalent, shall have completed at least three semester courses in biological science, of which at least one is not an introductory course, with an average grade of B or its equivalent in those biology courses, shall have a B average in all courses, and shall be in good academic standing. The TU chapter of TriBeta is Mu Kappa Delta.

**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 scholastic honor society that recognizes academic achievement among students in the fields of business, management, and administration. As a Sigma Beta Delta member, students join a prestigious group of academic and business leaders, dedicated to the continual pursuit of meaningful aspirations. Sigma Beta Delta membership conveys academic excellence and a commitment to high principles and superior achievement throughout your lifetime.

**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.

## The Graduate School

### Mission

To provide an individualized advanced education that prepares graduates to excel in their career fields and make meaningful contributions in their communities.

Thomas University's Graduate School serves graduate-level learners in a variety of fields. Programs are offered on campus, online, and in hybrid formats. Students in the Graduate School have full access to University resources, services, and online student organizations through their student portal.

### Graduate School 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 credit hours are considered part-time. Graduate students are considered full time during the summer term if enrolled for a minimum of six graduate credits. The university reserves the right to limit the course load of students based on program restrictions. Please refer to each the section of this catalog pertaining to the appropriate graduate program for details.

Graduate programs may set a maximum number of credit hours students may take in a given semester. Students may request to exceed that number of credit hours in a specific semester by completing the Overload Request Form and submitting to the Division Chair for approval. A student must have a minimum 3.5 cumulative GPA to request an overload.

#### Repeating Courses

Courses in which a grade lower than a B was earned may not be attributed to the total credit hour or coursework requirements of a graduate degree program. Graduate students may take up to two courses a maximum of two times each. If a course is not passed on the second attempt, that course may not be repeated. Therefore, if the course in question is required for the student's program of study, the student will be dismissed from the program because they will be unable to fulfill the program requirements.

Students may not take a course at another institution and transfer it in to TU as a substitute for a course that was failed at TU.

#### Grade Forgiveness

In order to attempt to improve a course grade and grade point average, a student may repeat courses.

The following stipulations apply:

- The repeated course grade will be entered on the student's official transcript and notated as a repeat course. The cumulative GPA will be calculated using the grade earned for the repeated attempt. The original attempt and grade will remain on the transcript but will not be counted in the GPA.
- Only one repeat for grade forgiveness is allowed for up to two separate courses.
- Specific Division policies may apply. A student's advisor must be consulted before registering to repeat a course for grade forgiveness.
- The student must apply for Grade Forgiveness using the appropriate form and submitting it to the Registrar's Office at the time the student registers for the repeat course. Application for grade forgiveness cannot be made once the semester in which a repeated course is being taken has begun.

#### Satisfactory Academic Progress (SAP)

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.

The Graduate Council sets minimum standards that all graduate students in the university must fulfill. 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.

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 their specific graduate program.

At the end of each semester, the Registrar will compute the cumulative GPA for each student in order to determine if satisfactory academic progress is being made. The minimum cumulative GPA for satisfactory academic progress for a graduate student is a 3.0.

### **Good Standing**

All students 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 *term* GPA falls below the minimum specified for satisfactory academic progress (3.0). Even though a student on warning is making progress toward graduation, it should be clearly understood that without immediate academic improvement, probation will result.

### **Academic Probation**

A student will be placed on **academic probation** at the end of the semester in which the student's *cumulative* GPA falls below the minimum specified for satisfactory academic progress (3.0). Probation covers a stated trial period of up to two semesters, during which it is determined whether the student is returned to good standing, remains on probation, or is suspended at the end of the probationary period for failure to meet the academic standards. Students placed on academic probation are expected to demonstrate an improvement in their GPA toward satisfactory academic progress in the subsequent semester. Based upon a review of the student's academic record, other conditions for continuation may also be stipulated. A student on probation is notified in writing of any continuation requirements that must be satisfied in the subsequent semester, and a copy of the notification is kept on file in the student's permanent record. Failure to satisfy any of these conditions may result in a continuation review and academic suspension.

The Office of Academic Affairs at its discretion and irrespective of grades, may declare probationary status for any student whose time or talents are not being used properly.

Students on academic probation may be prohibited from participating in Thomas University-sponsored activities, such as athletics, leadership positions, study abroad, and/or internships for academic credit.

### **Academic Suspension**

Students who fall within any of the following categories will be academically suspended from the University for a minimum of one semester.

- Those who have been on probation and do not meet the minimum academic standards the following semester.
- Those who have been on probation two non-consecutive semesters and fail to meet the minimum academic standards a third time.

Students who are academically suspended from the University are not permitted to continue in any Thomas University programs. While on academic suspension, students should only be on campus to conduct business related to a re-admission appeal, and/or as an officially registered guest, and must abide the guest policies.

Students who have been academically suspended may return after one semester (Fall, Spring, or Summer). Returning students must collaborate with their advisor to complete an action plan to improve academic performance and return to good academic standing. Students will only be permitted to return if they are in good standing with the Thomas University community (including but not limited to community standards, Student Account Services, etc.). A student

returning from suspension will be placed on academic probation. While on probation, the student must earn a term GPA sufficient to raise their cumulative GPA to the minimum acceptable level for satisfactory academic progress as described above, in no more than two semesters.

If the student fails to meet the conditions for continuation while on probation, he or she will be dismissed from the University.

### **University Dismissal**

University dismissal is the involuntary separation of the student from the University. In the case of dismissal, a student may appeal the decision and request to be reinstated as a full-time student after a minimum of one calendar year from the date of the original notice of dismissal. This appeal may be granted if, in the judgment of the Appeals Committee and Vice President for Academic Affairs, such a decision will benefit both the student and the University.

To appeal, the student must complete the satisfactory academic progress appeal documents in which they articulate both insight into the factors that led to the poor performance and a realistic plan to improve academic performance and return to good academic standing. To be considered for readmission from academic suspension, students must demonstrate readiness to return and improved commitment to academic success. The academic appeal to return will only be considered if the student is in good standing with the Thomas University community (including but not limited to community standards, Student Account Services, etc.).

If the student's appeal is approved, upon return the student will be placed on academic probation. While on probation, the student must earn a term GPA sufficient to raise their cumulative GPA to the minimum acceptable level for satisfactory academic progress as described above, in no more than two semesters.

If the student fails to meet the conditions for continuation while on probation, he or she will be dismissed from the University.

### **Program Dismissal**

Program dismissal is the involuntary separation of the student from the graduate program in which they are enrolled. 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.

Individual graduate programs may have additional academic or professional requirements that are more rigorous than those minimum standards described here. Please review to your program's student handbook for program-specific policies.

### **Attendance Policy**

A student in an asynchronous online course is expected to be present in all online classes each week. Attendance 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 more than 20% of the course as set forth in the credit definition policy **for any reason** will result in an administrative withdrawal. If a student is administratively withdrawn from a course after the normal semester withdrawal deadline and is failing the course at the time of the withdrawal, a grade of WF will be assigned for that course. **Please note:** Excused absences enable students to make up missed work, but that missed class time *does* accrue toward the 20% attendance threshold.

A student in a face-to-face or hybrid class is expected to attend all scheduled classes and laboratory sessions. Absence from more than 20% of regularly scheduled classes or laboratory sessions **for any reason** will result in an administrative withdrawal. If a student is administratively withdrawn from a course after the normal semester withdrawal deadline and is failing the course at the time of the withdrawal, a grade of WF will be assigned for that course. **Please note:** Excused absences enable students to make up missed work, but that missed class time *does* accrue toward the 20% attendance threshold.

It is the student's responsibility to officially withdraw from class by the deadline 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.



### **Experiential Learning Credit**

Experiential learning course credit is an option for 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.

At the graduate level, experiential learning course credit is available for:

- 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 NSG 690 Experiential Learning Elective Credits**

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 degree or RN-MSN MBA 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. Another option to receive (3) credit hours for NSG 690 is for students to complete the Vizient AACN Nurse Residency Program (NRP) or other similar nationally recognized curriculum. Students who complete this program must provide evidence of completing all requirements and complete each of the items listed below. This credit is only available within the first two years of completion of the NRP program.

- 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.
- Pay \$350 fee if materials merit course credit.

# *Programs of Study by School*

## **The School of Arts and Sciences**

### **Associate of Arts**

Liberal Studies

### **Bachelor of Arts**

Creative Technologies

Humanities – This major is no longer accepting new students, effective Fall 2022 Semester

#### **Concentrations:**

Art

English

Film Studies

Music

### **Bachelor of Science**

Administration

Biology

Computer Science Education

Creative Technologies

Elementary Education

Exercise and Sport Science

Interdisciplinary Studies

Justice Administration

Literature and Media

Management

Marketing

Medical Laboratory Science – This major is no longer accepting new students in the School of Arts & Sciences, effective Fall 2022 Semester

Middle Grades Education

#### **Concentrations: Pick Two**

Language Arts

Mathematics

Science

Social Science – This concentration is no longer accepting new students, effective Fall 2022 Semester

Natural Resource Conservation Management

Psychology

Secondary Grades Education

#### **Concentrations:**

English

Mathematics

### **Bachelor of Social Work**

## **The School of Professional Studies**

### **Associate of Arts**

Liberal Studies

### **Associate of Science**

Law Enforcement

### **Bachelor of Science**

Administration

Biomedical Laboratory Science

Computer Science Education

Computer Systems Management\*

Criminal Justice\*

Elementary Education

Homeland Security\*

Justice Administration

Management

Marketing

Medical Laboratory Science

Middle Grades Education

#### **Concentrations: Pick two**

Language Arts

Mathematics

Science

Social Science— This concentration is no longer accepting new students, effective Fall 2022 Semester

Nursing (RN-BSN)

Psychology

Rehabilitation Studies\*

Secondary Grades Education

#### **Concentrations:**

English

Mathematics

Supply Chain Management\*

### **Bachelor of Social Work**

\*Students enrolled in the School of Arts & Sciences who wish to pursue these majors should refer to the *Arts & Sciences students enrolling in courses or programs offered through the School of Professional Studies* heading in the School of Arts & Sciences Policies section of this Catalog.

## **The Graduate School**

### **Master's Programs**

Master of Arts in Teaching in:

- Elementary Education
- Pedagogy

Master of Business Administration

Master of Education in:

- Curriculum Instruction
- Educational Leadership Tier I
- Elementary Education
- Middle Grades English
- Middle Grades Mathematics
- Secondary Grades English
- Secondary Grades Mathematics
- Teacher Leadership

Master of Science in:

- Counseling

#### **Specialization:**

- Addictions & Alcoholism Counseling
- Clinical Mental Health Counseling
- Clinical Rehabilitation Counseling
- Professional School Counseling

- Human Resource Management
- Management

- Nursing - Traditional and RN-MSN

#### **Concentrations:**

- Nursing Administration
- Nursing Education

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

### **Education Specialist**

Educational Leadership Tier II

Teacher Leadership

### **Graduate Certificates and Endorsement Programs**

Graduate Certificate in Educational Leadership Tier I

Graduate Certificate in Nursing Administration

Graduate Certificate in Nursing Education

Graduate Endorsement in Dyslexia

Graduate Endorsement in ESOL

Graduate Endorsement in Gifted In-Field

Graduate Endorsement in K-5 Math

Graduate Endorsement in Online Teaching

Graduate Endorsement in Reading

Graduate Endorsement in Teacher Leadership

# *Academic Divisions and Programs*

**General Education**

**Division of Business**

**Division of Education**

**Division of Health & Sciences**

**Division of Humanities & Interdisciplinary Studies**

**Division of Social & Behavioral Sciences**

# 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.

## **Program Student Learning Outcomes**

Students completing the General Education curriculum will be able to:

1. Demonstrate skill in writing and Mathematics appropriate to the level of a college Sophomore as measured by a nationally normed assessment of such skills.
2. Demonstrate reasoning skills in the Social Sciences appropriate to the level of a college Sophomore as measured by a nationally normed assessment of such skills.
3. Demonstrate reasoning skills in the arts and humanities appropriate to the level of a college Sophomore as measured by a nationally normed assessment of such skills.
4. Demonstrate reasoning skills in the Natural Sciences appropriate to the level of a college Sophomore as measured by a nationally normed assessment of such skills.
5. Demonstrate critical thinking skills appropriate to the level of a college Sophomore as measured by a nationally normed assessment of such skills.

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. "HUM 201 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 (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 OR

ENG 101L Composition I with Lab

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 cultural literacy and be capable of engaging in appropriate and effective intercultural communication and observation.

ASL 101 American Sign Language

ENG 211 World Literature I

ENG 212 World Literature II

HIS 201 United States History and Government I

HIS 221 World History I

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

HUM 205 Humanities Abroad

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  
ENG 211 World Literature I  
ENG 212 World Literature II  
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 205 Humanities Abroad  
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  
ENG 250 Introduction to Creative Writing  
THE 250 Introduction to Applied 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 215 Principles of 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 205 Psychology of Personal Adjustment  
PSY 230 Theories of Personal Relationships  
PSY 265 Stress Management



RHS 220 Introduction to Rehabilitation Studies  
SOC 201 Introduction to Sociology  
SWK 201 Introduction to Social Work  
SWK 244 Human Behavior in the Social Environment  
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 (3)  
BIO 110 Current Issues in Life Science (3)  
BIO 250 Human Osteology (4)  
BIO 252 Current Issues in Environmental Science (3)  
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)  
MLS 250 Medical Laboratory Science Methods (3)  
OCE 220 Oceanography (4)  
PHS 220 Principles of Physical Science I (4)  
PHS 221 Principles of Physical Science II (4)  
SPS 200 Introduction to Sport Science (3)

**Total Credit Hours Required: 39 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.

# *Division of Business*

## **Bachelor of Science Degree**

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Administration

Computer Systems Management

Management

Marketing

Supply Chain Management

## **Master of Business Administration (MBA)**

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## **Master of Science Degree**

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Human Resource Management

Management

**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.

**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 Administration**

**Program Student Learning Outcomes**

A graduate of this program will be able to:

1. Apply statistical data collection methods to the budget preparation and outcomes of organizational program.
2. Understand the administrative due process and regulatory procedures.
3. Synthesize policy issues as framed by political and administrative perspectives.
4. Assess and practice interpersonal communication skills to effectively collaborate with business and community leaders, workforce applications.

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.

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

MTH 140 College Algebra	3
<b>OR</b> MTH 150 Pre-Calculus	
MTH 250 Introduction 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 495 Strategy	3
RSC 300 Research Methods	3

**Administration Major (15 Hours)**

ADM 441 Alternative Dispute Resolution	3
ADM 440 Labor Relations	3
ADM 445 Training & Development	3
ADM 462 Public Relations	3
PSY 440 Industrial/Organizational Psychology	3

<b>Total Credit Hours General Ed. Core</b>	<b>39</b>
<b>Total Credit Hours Major Requirements</b>	<b>45</b>
<b>Total Credit Hours Open Electives</b>	<b>36</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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 Management**

**Program Student Learning Outcomes**

A graduate of this program will be able to:

1. Apply knowledge of basic management skills to maximize employee productivity.
2. Evaluate and examine the sustainability of organizational practices throughout the life cycle of a firm.
3. Critically analyze current and past business practices based on an understanding of the foundations of capitalism and market economies, both domestic and international.
4. Apply ethical problem-solving strategies and programs related to managing human capital in global and multicultural environments.

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.

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

MTH 140 College Algebra	3
<b>OR</b> MTH 150 Pre-Calculus	
MTH 250 Introduction 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 495 Strategy	3
RSC 300 Research Methods	3

**Management Major (15 Hours)**

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

<b>Total Credit Hours General Ed. Core</b>	<b>39</b>
<b>Total Credit Hours Major Requirements</b>	<b>45</b>
<b>Total Credit Hours Open Electives</b>	<b>36</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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 Marketing

### Program Student Learning Outcomes

A graduate of this program will be able to:

1. Evaluate marketing, communication strategies, based on consumers, clients, and target audience demographic information.
2. Apply electronic marketing strategies, based on current trends and innovative marketing objectives.
3. Apply marketing strategies to ensure measurable statistical outcomes in alignment with marketing objectives.
4. Design marketing strategies and solutions for international/global markets.

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.

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

MTH 140 College Algebra	3
<b>OR</b> MTH 150 Pre-Calculus	
MTH 250 Introduction 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 495 Strategy	3
RSC 300 Research Methods	3

### Marketing Major (15 Hours)

MKT 361 E-Commerce Marketing	3
MKT 363 Sales Management	3
MKT 364 Consumer Behavior	3
MKT 462 Integrated Marketing Communications	3
MKT 481 International Marketing	3

<b>Total Credit Hours General Ed. Core</b>	<b>39</b>
<b>Total Credit Hours Major Requirements</b>	<b>45</b>
<b>Total Credit Hours Open Electives</b>	<b>36</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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 Computer Systems Management

### Program Mission

To produce well-rounded, technically knowledgeable individuals capable of moving into multiple areas of Computer Science, MIS, Management, or Project Management.

### Program Learning Outcomes

Upon completion of this program, students will be able to:

- Apply knowledge in business and computer systems to analyze user/client needs and support managerial decision-making.
- Communicate effectively with a range of stakeholders about functional areas of computer systems management, including hardware, networking, software, security, and cloud applications.
- Apply knowledge to make responsible ethical, professional, legal, and social decisions related to managing computer systems.
- Apply critical thinking and logical analysis skills to design, implement, and evaluate computing-based solutions to complex business problems.
- Possess industry certifications in functional areas of Computer Science, Management Information Systems, or Project Management.

### Program Required Courses (51Credit Hours)

BUS 205 Introduction to Business and Entrepreneurship	3
BUS 220 Principles of Accounting	3
BUS 315 Data Analytics for Business Management	3
BUS 350 Management Information Systems	3
BUS 390 Professional Communications	3
CSC 301 Computer Operating Systems	3
CSC 310 Introduction to Programming	3
CSC 320 Data Management Concepts	3
CSC 330 Technology in a Global Society	3
CSC 401 Computer Architecture	3
CSC 410 Networking/Cloud	3
CSC 420 Introduction to Cybersecurity	3
CSC 430 Project Management	3
CSC 495 Internship	3
MGT 340 Management and Organizational Behavior	3
MGT 341 Operations Management	3
PSY 301 Coping and Resilience in the Workplace	3
<b>Total Credit Hours General Ed. Core</b>	<b>39</b>
<b>Total Credit Hours Program Requirements</b>	<b>51</b>
<b>Total Credit Hours Open Electives</b>	<b>30</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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 Supply Chain Management**

### **Mission**

The Mission of the Supply Chain Management Program is to provide students with the knowledge and skills to design and manage global supply chains during the entire life cycle of a product from design to distribution and be prepared to sit for certification examinations in Production and Inventory Management (CPIM - CPIM1&CPIM2 - APICS), Logistics, Transportation, and Distribution (CLTD -APICS), and Six Sigma Green Belt (CSSGB - ASQ).

### **Program Learning Outcomes**

Upon completion of this program, students will be able to:

- Effectively communicate concepts and competencies in supply chain management with an emphasis on ethical and professional standards, regulations, and contemporary best practices.
- Apply problem-solving and decision-making strategies along the entire supply chain demonstrating knowledge of logistics, transportation, operations management, distribution, warehousing, end-to-end inventory management, sustainability, and process improvement.
- Apply critical thinking and logical analysis skills in purchasing, sourcing, and procurement, and demonstrate an understanding of Supplier Resource Management (SRM). Demonstrate knowledge of and effectively communicate concepts and competencies in Purchasing and Sourcing in line with the CPSM certification (ISM) (requires 3 years' applicable work experience)
- Apply contemporary principles and frameworks for integrating processes and sustainability practices in supply chain management for value creation.
- Identify and synthesize information to build metrics and dashboards to drive decision making, demonstrating supply chain competencies and measuring supply chain performance, including cost and price management.
- Demonstrate knowledge of supply chain management and apply the Six Sigma methodologies of DMAIC and build a portfolio in preparation for three industry certifications (four examinations): Certified in Production and Inventory Management (CPIM - CPIM1&CPIM2 APICS), Certification in Logistics, Transportation, and Distribution (CLTD -APICS), & Certified Six Sigma Green Belt (CSSGB - ASQ) exams.

**Supply Chain Management majors are required to complete the Thomas University General Education Core Curriculum.**

### **Program Required Courses: (36 credit hours)**

BUS 205 Intro to Business & Entrepreneurship	3
BUS 220 Principles of Accounting	3
BUS 320 Principles of Finance	3
BUS 350 Management Information Systems	3
BUS 390 Professional Communication	3
MGT 340 Management & Organizational Behavioral	3
MGT 341 Operations and Inventory Management	3
SCM 225 Fundamentals of Supply Chain Management	3
SCM 355 Purchasing & Global Sourcing	3
SCM 365 Logistics & Transportation Management	3
SCM 375 Process Improvement	3



SCM 410 Integration and Sustainable Supply Chain Management	3
SCM 496 End-to-End Supply Chain Management (Capstone)	3
<b>Total Credit Hours General Ed. Core</b>	<b>39</b>
<b>Total Credit Hours Major Requirements</b>	<b>39</b>
<b>Total Credit Hours Open Electives</b>	<b>42</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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.

#### **Program Student Learning Outcomes**

1. Identify and integrate legal and ethical models in leadership.
2. Apply concepts and strategies in marketing management aligned to organizational success.
3. Identify and examine the relationships between leaders, managers, and organizational behaviors.
4. Evaluate financial planning models utilized in business management decision-making.
5. Apply qualitative and quantitative methods as a strategy to investigate critical management issues in business.

Entrance prerequisites for Master of Business Administration: 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.**

<b>MBA 601 Organizational Behavior</b>	3
<b>MBA 619 Business Law</b>	3
<b>MBA 645 Financial Management</b>	3
<b>MBA 650 Research &amp; Statistics</b>	3
<b>MBA 662 Leadership</b>	3
<b>MBA 675 Marketing Management</b>	3
<b>MBA 690 Business Strategy and Policy</b>	3
MBA Electives	9

**Total Credit Hours for Degree** **30**

**Master of Science Human Resource Management**

Reflective of the changing nature and role of the human resource function, Human Resource (HR) education must prepare future HR professionals with the essential competencies to meet the demands of the HR field. To this end, the Master's in Human Resource Management is approved and aligned with the Society for Human Resource Management's (SHRM) Competency Model.

The SHRM Model defines eight key behavioral competencies (Ethical Practice, Leadership and Navigation, Business Acumen, Relationship Management, Communication, Consultation, Critical Evaluation, and Global and Cultural Effectiveness) and one technical competency (HR Expertise) and serves as a comprehensive roadmap for developing the capabilities HR professionals need to advance their careers and improve their workplace effectiveness.

Student Membership in SHRM is required in the Master's in Human Resource Management Program. The \$49 annual student membership provides access to current HR research, case studies, national, state, and local employment laws and a myriad of substantive resources, providing our students with the latest in human resource management.

**Program Student Learning Outcomes**

1. Evaluate operation of the labor market, economic forces, and demographic trends in the workforce, and employment relationship.
2. Apply business strategies in recruiting, selection, staffing practices, career transitions, layoffs, and other workforce movement.
3. Evaluate communication, consultation, and best practices within a variety of business models.
4. Apply ethical, legal, and data-informed decision making in human resource management policies, procedures.
5. Apply general business acumen within diverse organizational environments.

Apply qualitative and quantitative methods as a strategy to investigate critical management issues in business.

**Human Resource Management**

MBA 601 Organizational Behavior	3
MBA 619 Business Law	3
MBA 632 Human Resource Management	3
MBA 645 Financial Management	3
MBA 650 Research & Statistics	3
MBA 662 Leadership	3
MBA 665 Managing Talent & Workforce Flow	3
MBA 675 Marketing Management	3
MBA 676 Economics & Demographics of Labor Markets	3
MBA 690 Business Strategy and Policy	3

MBA 669 Training and Development	3
MBA 673 Current Issues in Human Resources	3
<b>Total Credit Hours for Degree</b>	<b>36</b>

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 Science Management**

The Master of Science Degree in Management focuses on explicit management and leadership skills and applications, required of a graduate, who is planning to move into a management role, upon completion of their degree.

#### **Program Student Learning Outcomes**

1. Synthesize critical applications required in managing operations, including strategic technologies.
2. Apply decision-making strategies in accounting and financial management planning.
3. Analyze human capital management requirements associated with business development, growth, and sustainability.
4. Identify and apply current strategies, trends, and best practices, in management.

#### **Management**

MBA 601 Organizational Behavior	3
MBA 614 Accounting & Decision Making	3
MBA 619 Business Law	3
MBA 632 Human Resource Management	3
MBA 645 Financial Management	3
MBA 650 Research & Statistics	3
MBA 662 Leadership	3
MBA 663 Operations Mgt. & Technology	3
MBA 675 Marketing Management	3
MBA 664 Quality & Productivity	3
MBA 685 Current Issues in Strategic Management	3
MBA 690 Business Strategy and Policy	3
<b>Total Credit Hours for Degree</b>	<b>36</b>

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.

# *Division of Education*

## **Bachelor of Science Degree**

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Elementary Education	Secondary English Education
Computer Science Education	Secondary Mathematics Education
Middle Grades Education	

## **Master of Arts in Teaching Degree**

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Elementary Education  
Pedagogy

## **Master of Education Degree**

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

## **Education Specialist Degree**

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Educational Leadership Tier II  
Teacher Leadership

## **Endorsement**

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Dyslexia	Online Teaching
ESOL	Reading
Gifted In-Field	Teacher Leadership
K-5 Math	

## **Certificate Programs**

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Educational Leadership Tier 1

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 dedicated to student growth and learning. The Division offers bachelor, masters, and educational specialist degrees, endorsements, and a graduate certificate program. All undergraduate programs are offered through both the School of Arts and Sciences and through the School of Professional Studies. All courses through the School of Arts and Sciences are offered on the main campus. Undergraduate courses through the School of Professional Studies are offered on Saturday via a hybrid (asynchronous and synchronous instruction). All graduate programs are taught through a hybrid model which involves both asynchronous and synchronous instruction. All undergraduate and graduate programs require field experiences in PK-12 schools.

### **Division of Education Conceptual Framework**

As members of a global community, students today require flexible attitudes, dispositions, knowledge 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 design of the teacher education program at Thomas University provides teacher candidates with a wide range of learning opportunities in diverse settings to become effective classroom teachers focused on student growth and learning.

### **Bachelor of Science Degree**

#### **Program Student Learning Outcomes**

Upon completion of a Bachelor of Science program in the Division of Education graduates will be able to:

- Recognize that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive.
- Make content accessible to students by using multiple means of communication, including digital media and information technology, and integrate cross-disciplinary skills (e.g., critical thinking, problems-solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities.
- Integrate assessment, planning, and instructional strategies in coordinated and engaging ways.
- Demonstrate professional responsibility through continuous professional learning, ethical decision-making, collaboration with all stakeholders (learners, families, other professionals, the community), and seek opportunities for leadership.

#### **Specific Admission and Retention Requirements**

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

##### **Computer Science Education**

EDU 200 Introduction to Education

MTH 120 Mathematical Modeling or Higher

##### **Elementary Education**

EDU 200 Introduction to Education

MTH 110 Concepts of Mathematics: Number Concepts

##### **Middle Grades Education**

EDU 200 Introduction to Education

HIS 201 United States History and Government I (Social Studies Concentration)

HIS 221 World History I (Social Studies Concentration)

MTH 250 Introduction to Statistics (Mathematics and Social Studies Concentration)

MTH 140 College Algebra (Science Concentration)

MTH 150 Pre-Calculus (Mathematics Concentration)

Required content classes

**Secondary Education**

EDU 200 Introduction to Education

ENG 211 World Literature I (Secondary English)

ENG 212 World Literature II (Secondary English)

MTH 150 Pre-Calculus (Secondary Math)

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. A minimum composite score of 750 across the three tests within the GACE Program Admissions Assessment are required for admission into the Teacher Education Programs, unless you are exempted by one of the following:
  - SAT® (1000 Verbal/Critical Reading and Math prior to 7/1/19)
  - SAT® (1080 on Evidence-based Reading/Writing and Math on or after 7/1/19)
  - 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. Submit three letters of recommendation which address your character, as well as your potential to become a PK-12 teacher.
6. Obtain professional liability insurance.
7. 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).
8. Complete the GAPSC Educator Ethics Assessment.
9. Upon admission, there are a few last tasks for teacher candidates to complete in their MyPSC account before they will be eligible to register for classes. They are: 1) claiming program enrollment, 2) answering Personal Affirmation Questions (PAQs), 3) submitting the Pre-Service Application and Verification of Lawful Presence with a picture ID, and 4) having official transcripts from ALL colleges/universities previously attended submitted to the GaPSC.

**Requirements for EDU 200 Experiential Learning Credits**

Upon acceptance to the Thomas University Division of Education program, students who hold an active Georgia Professional Standards Commission Paraprofessional License may receive three (3) credit hours for *EDU 200 - Introduction to Education* as part of their required education program of study.

To receive credit, a student must:

- Submit a copy of the valid Georgia Professional Standards Commission Paraprofessional License to his/her advisor along with a letter requesting the credit.
- Be employed as a Paraprofessional in a Georgia local unit of administration at the time the experiential learning credit is requested.
- Have no current Georgia Professional Standards Commission ethical violations.
- All of these documents will be filed in the student's academic file.
- Pay \$350 fee if materials merit course credit.

**Retention Policies:**

The following teacher education policies are required throughout the program:

1. Teacher candidates must 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. A grade of “B” or better is required in EDU 468, per Georgia Professional Standards Commission requirements.
3. Teacher candidates must maintain current professional liability insurance.
4. Professional dispositions will be assessed throughout the program in courses, field experiences, and other settings in which the candidate represents the university. A teacher candidate must maintain an acceptable rating. 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. Any Thomas University professor who observes a candidate having difficulty achieving required standards of performance in content knowledge, pedagogical skills, and/or ethical practices may submit a Disposition Deficiency form to refer that candidate to the Division of Education Assessment Committee for review. Consequently, a candidate may be required to take EDU 399 - Educator Professional Certification Support and Development, in addition to other program requirements to remediate areas of deficiency. Candidates may continue their regular program of study while taking EDU 399 with permission of the Program Director. After satisfactorily completing EDU 399, 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 EDU 399 at the first available opportunity after the requirement is added to the candidate’s program of study may result in program dismissal.

**Admission to Professional Core IV:**

To be admitted to Professional Core IV, 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.

**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 EDU 468 with a grade of B or better.
4. Pass the GACE content exams in the candidate’s area(s) of specialization.
5. Pass the GaPSC Educator Ethics Assessment (for those with admission dates prior to Spring 2021).
6. Earn acceptable ratings on the Core Professional Dispositions Student Assessment.
7. Earn acceptable rating on Candidate Assessment on Performance Standards
8. Complete program surveys.

### **Bachelor of Science Computer Science Education**

The Computer Science Education Program is designed to prepare educators to teach computer science in grades PK-12. Admission, retention, and graduation requirements are detailed in the section titled Specific Admission and Retention Requirements.

#### **Professional Core Courses 64 Credit Hours**

EDU 301 Teacher Candidate Orientation	1
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
EDU 490 Special Topics	3
RDE 450 Reading in the Content Area	3
RDE 455 Diagnosing & Remediation Reading Difficulties	3
CSC 301 Computer Science Systems	3
CSC 310 Introduction to Programming	3
CSC 320 Data Management Concepts	3
CSC 330 Technology in a Global Society	3
CSC 401 Computer Architecture	3
CSC 410 Network/Cloud	3
CSC 420 Introduction to Cyber Security	3
CSC 430 Project Management	3
<b>Total Credit Hours General Ed Core</b>	<b>57</b>
<b>Total Credit Hours Professional Core</b>	<b>64</b>
<b>Total Credit Hours for Degree</b>	<b>121</b>

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 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 64 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	1
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
<b>Total Credit Hours General Ed Core</b>	<b>57</b>
<b>Total Credit Hours Professional Core</b>	<b>64</b>
<b>Total Credit Hours for Degree</b>	<b>121</b>

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 64 Credit Hours**

EDU 301 Teacher Candidate Orientation	1
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	30
<b>Total Credit Hours General Ed Core</b>	<b>45</b>
<b>Total Credit Hours Professional Core</b>	<b>75</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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 Credit 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 Credit 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 Credit Hours)** – This concentration is no longer accepting new students, effective Fall 2022 Semester

HIS 201 United States History I	3
HIS 221 World History I	3
HIS 300 or higher Topical Course	3
HIS 451 Georgia History	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 (64 Credit Hours)**

EDU 301 Teacher Candidate Orientation	1
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	27

<b>Total Credit Hours General Ed Core</b>	<b>56</b>
<b>Total Credit Hours Professional Core</b>	<b>64</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

**CONTENT CONCENTRATION REQUIREMENTS****Secondary English Education (27 Credit Hours)**

ENG 211 World Literature I	3
ENG 212 World Literature II	3
ENG 303 Argumentative and Persuasive Writing	3
RDE 401 Academic Discourse Applications	3
RDE 454 Child and Adolescent Literature	3
<b>Choose one of the following:</b>	3
ENG 302 Creative Nonfiction Writing	
ENG 304 Creative Writing	
<b>Choose one of the following:</b>	3
ENG 311 American Literature Survey I	
ENG 313 American Literature Survey II	
<b>Choose one of the following:</b>	3
ENG 412 British Literature Survey I	
ENG 414 British Literature Survey II	3
<b>Choose One of the following:</b>	3
ENG 339 Film and Literature	
ENG 425 Shakespeare	
ENG 604 Poetry (Genre Study)	
ENG 625 Studies in Shakespeare	

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. "HUM 201 WI."

**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 64 Credit Hours**

EDU 301 Teacher Candidate Orientation	1
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	30

**CONTENT CONCENTRATION REQUIREMENTS****Secondary Mathematics Education (30 Credit 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 and Error Analysis	3

<b>Total Credit Hours General Ed Core</b>	<b>57</b>
<b>Total Credit Hours Professional Core</b>	<b>64</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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. "HUM 201 WI."

## Master of Arts in Teaching

**Program Goals**

The goals of the Master of Arts in Teaching program (Elementary Education and Pedagogy) are to develop teacher candidates who:

- Recognize that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive.
- Make content accessible to students by using multiple means of communication, including digital media and information technology, and integrate cross-disciplinary skills (e.g., critical thinking, problems-solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities.
- Integrate assessment, planning, and instructional strategies in coordinated and engaging ways.
- Demonstrate professional responsibility through continuous professional learning, ethical decision-making, collaboration with all stakeholders (learners, families, other professionals, the community), and who seek opportunities for leadership.

**Admission to the Master of Arts in Teaching**

To be admitted to the Master of Arts in Teaching (Elementary Education and Pedagogy) a prospective teacher candidate must:

1. Be admitted to Thomas University.
2. A minimum composite score of 750 across the three tests within the GACE Program Admissions Assessment are required unless exempted by the following:
  - SAT® (1000 Verbal/Critical Reading and Math prior to 7/1/19)
  - SAT® (1080 on Evidence-based Reading/Writing and Math on or after 7/1/19)
  - ACT® (43 English and Math)
  - GRE® (1030 Verbal and Quantitative; after 8/1/11, 297 Verbal and Quantitative)
  - Possess a current Georgia Professional Standards Commission (GaPSC) Provisional Teacher Certification (exclusion, Provisional Teacher Certification in Career and Technical Specialization fields).
3. Hold a bachelor'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 and relevant graduate coursework or conferred master's degree. The GPA is considered in context of the cumulative GPA for that bachelor's degree, work experience, relevant credentials, and 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 admission by the prospective graduate program. Any candidate admitted with a GPA lower than 3.0 may be required to take a 3-credit hour writing course and/or additional requirements as deemed appropriate by the graduate program.
5. Submit three recommendation forms from professional or academic references (2 colleagues and 1 administrator/supervisor).
6. A personal statement of career and educational objectives, including the rationale for pursuing a graduate degree (maximum two pages). Applicants with a GPA lower than 3.0 and/or an ethics reprimand on their certificate must explain the circumstances which adversely impacted their previous academic performance and/or the reason for the reprimand.
7. Provide proof professional liability insurance.
8. PK-12 School Employees must submit a Professional School Experience form.
9. Complete the GAPSC Educator Ethics Assessment. An individual holding a current Georgia Professional Standards Commission Provisional Teacher Certification will be exempt from taking the GAPSC Educator Ethics Assessment for program admission.
10. Not have previously been denied admission to, had an unsatisfactory performance rating, or been removed from student teaching at another institution.
11. Upon admission, there are a few last tasks for teacher candidates to complete in their MyPSC account before they will be eligible to register for classes. They are: 1) claiming program enrollment, 2) answering Personal Affirmation Questions (PAQs), 3) submitting the Pre-Service Application, including the Verification of Lawful Presence form and picture ID (if applicable), and 4) having official transcripts from ALL colleges/universities previously attended submitted to the GaPSC.

**Additional Admissions Requirements for MAT - Pedagogy**

Provide evidence of expertise in the content of the field of certification sought. This can be accomplished through one of three ways:

- A major in the field of certification earned in conjunction with a bachelor's or higher degree from a GaPSC-accepted, accredited institution of higher education
- A passing score on the Georgia state-approved content assessment in the field of certification sought
- Evidence of successful completion of a specified number of semester hours of content area coursework earned in conjunction with a bachelor's or higher degree or through additional coursework from a GaPSC-accepted, accredited institution of higher education. The number of semester hours of content area coursework required is:
  - Secondary (6-12) and P-12 fields – 21 semester hours
  - Middle Grades (4-8) fields – 15 semester hours in one the content areas of Language Arts, Math, Reading, Science, or Social Studies.

**Retention Policies:**

The following teacher education policies are required throughout the program:

1. Teacher candidates must 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 “B” may be applied toward a degree.
3. Teacher candidates must maintain current professional liability insurance.
4. MAT teacher candidates may take no more than 15 credit hours in a single semester.
5. Professional dispositions will be assessed throughout the program in courses, field experiences, and other settings in which the candidate represents the university. A teacher candidate must maintain an acceptable rating. 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.
6. Any Thomas University professor who observes a candidate having difficulty with academic writing may refer that candidate to the Program Director for review. Consequently, a candidate may be required to take RSC 507(Academic Writing), in addition to other program requirements. Candidates may continue their regular program of study while taking RSC 507 with permission of the Program Director. 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.
7. Any Thomas University professor who observes a candidate having difficulty with teacher candidate’s content knowledge, pedagogical skill, and/or ethical practices may submit a Disposition Deficiency form to refer that candidate to the Division of Education Assessment Committee for review. Consequently, a candidate may be required to take EDU 399 (Education Professional Support and Development), in addition to other program requirements. Candidates may continue their regular program of study while taking EDU 399 with permission of the Division Chair. After satisfactorily completing EDU 399, 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 EDU 399 at the first available opportunity after the requirement is added to the candidate’s program of study may result in program dismissal.

**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 3.0.
3. Pass the GACE content exams in the candidate’s area(s) of specialization.
4. Pass the GaPSC Educator Ethics Assessment (for those with admission dates prior to Fall 2020).
5. Earn acceptable ratings on the Core Professional Dispositions Student Assessment.
6. Complete program surveys.
7. Earn acceptable rating on Candidate Assessment on Performance Standards.

**MAT in Elementary Education**

RSC 600 Introduction to Graduate Programs	3
EDU 605 Foundation of Instruction	3
EDU 606 Clinical Practice I	3
EDU 607 Culturally Relevant Pedagogical	3
Content Knowledge	
EDU 608 Clinical Practice II	3
EDU 609 Leadership, Collaboration and	3
Advocacy in Education	

EDU 620 Applying Technology for Effective Instruction	3
EDU 623 Educational Assessment and Decision Making	3
EDU 624 Collaborative Classrooms Through Social Emotional Learning	3
EDU 625 Diversity and Exceptionality in the 21 <sup>st</sup> Century Classroom	3
EDU 626 Early Childhood Curriculum and Instruction	3
EDU 670 Mathematics Curriculum Development	3
EDU 680 Science Curriculum Development	3
RDE 653 Comprehension, Curricular, and Programmatic Strategies	3
RDE 656 Patterns of Practice in ELA	3
EDU 660 Social Studies Curriculum Development	3

**Total Credit Hours for Degree 48**

MAT Elementary students may exempt EDU 660, 670, and/or 680 if they pass the corresponding GACE exam before the course begins. Passing test scores must be received no later than the Friday prior to the start of the class.

Passing GACE scores received for Elementary Education Test I (test code 001) exempt EDU 660. Passing GACE scores received for Elementary Education Test II (test code 002) exempt EDU 670 and EDU 680. Passing GACE scores received for Elementary Education Test I and Test II (test code 501 or 001 and 002) exempt EDU 660, EDU 670, and EDU 680.

### **MAT in Pedagogy**

RSC 600 Introduction to Graduate Programs	3
EDU 605 Foundation of Instruction	3
EDU 606 Clinical Practice I	3
EDU 607 Culturally Relevant Pedagogical Content Knowledge	3
EDU 608 Clinical Practice II	3
EDU 609 Leadership, Collaboration and Advocacy in Education	3
EDU 620 Applying Technology for Effective Instruction	3
EDU 623 Educational Assessment and Decision Making	3
EDU 624 Collaborative Classrooms Through Social Emotional Learning	3
EDU 625 Diversity and Exceptionality in the 21 <sup>st</sup> Century Classroom	3
RDE 656 Patterns of Practice in ELA	3

**Total Credit Hours for Degree 48**



## **Master of Education**

Thomas University's Master's degrees in Elementary Education, Middle Grades Language Arts, Middle Grades Mathematics, Secondary English, and Secondary Mathematics 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 in Elementary Education, Middle Grades Language Arts, Middle Grades Mathematics, Secondary English and Secondary Mathematics**

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 or have an induction (exception INT4/provisional certification).
3. Be currently employed in a full time position in a PK-12 school.
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 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.
5. International students seeking admission into a graduate program must refer to international admissions for additional required documents.
6. All applicants to the Teacher Leadership program must have 1 year of teaching experience.

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 and/or a GPA below 3.0.
2. Official transcripts from all institutions where a degree was awarded and all institutions where graduate coursework was completed, even if a degree was not awarded, to be forwarded directly from the schools attended to the Thomas University Office of Admissions.
3. Three professional or academic references (2 colleagues and 1 administrator/supervisor).
4. A \$50 non-refundable application fee made payable to Thomas University.
5. Completed mentor form (Educational Leadership and Teacher Leadership applicants only).

**Retention Policies**

1. Graduate candidates must abide by the Georgia Professional Practices Code of Ethics.
2. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
3. Earn a minimum graduate grade of "B" (grade point of 3.0 on a 4.0 scale), or "S" (Satisfactory) in each graduate-level course taken as a graduate student.
4. MEd and EdS graduate candidates may take no more than 12 credit hours in a single semester.
5. Professional dispositions will be assessed throughout the program. A graduate candidate must maintain an acceptable rating. For any dispositional deficiencies that are identified, a Professional Development Plan will be implemented. Professional Development Plans may require more experience, coursework, counseling, or remediation to 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.
6. Any Thomas University professor who observes a candidate having difficulty with academic writing may refer that candidate to the Program Director for review. Consequently, a candidate may be required to take RSC 507(Academic Writing), in addition to other program requirements. Candidates may continue their regular program of study while taking RSC 507 with permission of the Program Director. 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.
7. Any Thomas University professor who observes a candidate having difficulty with teacher candidate's content knowledge, pedagogical skill, and/or ethical practices may submit a Disposition Deficiency form to refer that candidate to the Division of Education Assessment Committee for review. Consequently, a candidate may be required to take EDU 399 (Education Professional Support and Development), in addition to other program requirements. Candidates may continue their regular program of study while taking EDU 399 with permission of the Division Chair. After satisfactorily completing EDU 399, 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 EDU 399 at the first available opportunity after the requirement is added to the candidate's program of study may result in program dismissal.

**Graduation Requirements:**

To successfully complete the M.Ed. program a teacher candidate must:

1. Complete all program requirements.
2. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
3. Earn a minimum graduate grade of "B" (grade point of 3.0 on a 4.0 scale), "S" (Satisfactory) in each graduate-level course taken as a graduate student.

**Program Completion Requirements:**

1. Complete program surveys and the Graduation Checklist.

**MEd Elementary Education**

RSC 600 Introduction to Graduate Programs	3
EDU 610 Educational Research	3
EDU 612 Teacher as Researcher	3
EDU 620 Applying Technologies for Effective Instruction	3
EDU 622 Current Issues and Trends in Education	3
EDU 623 Educational Assessment and Decision Making	3
EDU 624 Collaborative Classrooms through Social Emotional Learning	3

**Choose One Concentration:****Mathematics Concentration (12 credit hours)**

MTH 676 Developing Concepts of Number and Operation	3
MTH 678 Developing Concepts of Algebraic Thinking and Data Analysis	3
MTH 679 Developing Concepts of Geometry and Measurement	3
MTH 681 Literacy and Problem Solving in Mathematics	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

**Total Credit Hours for Degree** **33**

**MEd Middle Grades Language Arts**

RSC 600 Introduction to Graduate Programs	3
EDU 610 Educational Research	3
EDU 612 Teacher as Researcher	3
EDU 620 Applying Technologies for Effective Instruction	3
EDU 622 Current Issues and Trends in Education	3
EDU 623 Educational Assessment and Decision Making	3
EDU 624 Collaborative Classrooms through Social Emotional Learning	3

**Language Arts Concentration (12 Credit Hours)**

RDE 651 Foundations of Literacy and Assessment	3
RDE 653 Comprehension, Curricular & Programmatic Strategies for Improving Literacy Across Content Areas	3
RDE 645 Enhancing Literacy with Literature	3
RDE 656 Patterns of Practice in the English Language Arts	3

**Total Credit Hours for Degree** **33**

**MEd Middle Grades Mathematics**

RSC 600 Introduction to Graduate Programs	3
EDU 610 Educational Research	3
EDU 612 Teacher as Researcher	3
EDU 620 Applying Technologies for Effective Instruction	3
EDU 622 Current Issues and Trends in Education	3
EDU 623 Educational Assessment and Decision Making	3
EDU 624 Collaborative Classrooms through Social Emotional Learning	3

**Total Credit Hours for Degree** **33**

**Math 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

**MEd Secondary English**

RSC 600 Introduction to Graduate Programs	3
EDU 610 Educational Research	3
EDU 612 Teacher as Researcher	3
EDU 620 Applying Technologies for Effective Instruction	3
EDU 622 Current Issues and Trends in Education	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 Rhetorical Theory and the Craft of the Argument	3
ENG 604 Poetry (Genre Study)	3
ENG 613 Race, Gender, and Culture in Modern American Literature	3
ENG 625 Studies in Shakespeare	3

**Total Credit Hours for Degree** **33**

**MEd Secondary Mathematics**

RSC 600 Introduction to Graduate Programs	3
EDU 610 Educational Research	3
EDU 612 Teacher as Researcher	3
EDU 620 Applying Technologies for Effective Instruction	3
EDU 622 Current Issues and Trends in Education	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 Applying Algebraic Concepts	3
MTH 675 Applying Geometric Concepts	3
MTH 685 Concepts & Applications of Probability and Statistics	3

**Total Credit Hours for Degree** **33**

**MEd Teacher Leadership**

Thomas University's Master's in Teacher Leadership 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.

Upon completion of this program, students will be able to:

- Facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
- Work with others to promote the development of a school culture that fosters excellence in teaching and learning and focuses on continuous improvement, creating a sense of belonging, and building a collaborative work environment.
- Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
- Model best practices in pedagogy and serve as a mentor and coach for other educators.
- Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning.
- Access and conduct research, and apply research findings to improve teaching and learning.
- Demonstrate the ability to collaborate with all stakeholders to improve student learning and foster/influence change.

RSC 600 Introduction to Graduate Programs	3
EDU 602 Teacher as Leader and Mentor	3
EDU 604 Observation and Analysis	3
EDU 611 Leading the Professional Learning Community	3
EDU 615 Educational Law	3
EDU 617 Using Data to Improve Schools	3
EDU 618 Building Collaborative Teams	3
EDU 619 Action Research for the School Leader	3
EDU 620 Applying Technologies for Effective Instruction	3
EDU 630 Teacher Leadership Residency I	3
EDU 631 Teacher Leadership Residency II	3

**Total Credit Hours for Degree** **33**

**MEd Curriculum and Instruction**

Upon completion of this program, students will be able to:

- Design, implement, and evaluate curriculum that promotes student learning.
- Plan, implement, and evaluate instruction to facilitate student learning.
- Utilize advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy.
- Exhibit advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.
- Use research to promote student learning and to contribute to the teaching profession.
- Model best practices in assessment and the ability to use multiple sources of assessment for maximizing student learning.
- Advocate for the profession by modeling collaboration, leadership, and professionalism.

RSC 600 Introduction to Graduate Programs	3
EDU 603 Best Practices in Teaching and Learning	3
EDU 610 Educational Research	3
EDU 612 Teacher as Researcher	3
EDU 613 Curriculum Design and Development for Student Achievement	3
EDU 620 Applying Technologies for Effective Instruction	3
EDU 622 Current Issues and Trends in Education	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
EDU 629 Curriculum and Instruction Capstone	3
<b>Total Credit Hours for Degree</b>	<b>33</b>

**Master of Education Tier I Educational Leadership**

The MEd in Educational Leadership prepares candidates with the content knowledge, skills, and dispositions necessary to effectively lead schools, districts, and educational agencies. Applicants accepted into the program and completing all degree requirements, will be eligible for a Georgia Professional Standards Commission (GaPSC) Tier I Leadership Certification. The MEd in Educational Leadership (Tier I) certifies the educator to serve as an assistant principal or coordinator at the district level who does not supervise principals.

Upon completion of this program, students will be able to:

- Develop, advocate, enact, and evaluate, through consensus of all stakeholders, a shared mission, vision, and core values of high quality education and academic success and well-being of each student.
- Act ethically and according to professional norms, and ensure that personnel are educated and understand professional norms and practices.
- Provide equity of educational opportunity and culturally responsive practices through a caring and supportive school culture that values diversity, encourages high expectations and trust, and includes all participants, including the families and community.

- Develop and demonstrate ways to support intellectually rigorous, coherent, equitable, and personalized systems of curriculum, instruction, and assessment that are continually delivered to students through authentic and differentiated pedagogy and effective assessment and evaluation strategies.
- Manage school operations and human and fiscal resources effectively, efficiently, and equitably through organizational policies and practices aimed at addressing regulatory requirements and building a positive and professional school culture.

### **Admissions Requirements**

1. Hold a bachelor's degree or higher in a relevant field from a regionally accredited college or university.
2. Possess a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, service field certificate, or Life certificate at the appropriate level:
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.
4. Have a minimum of one (1) year of teaching experience.
5. Present a passing score on the Georgia Ethics for Educational Leaders.
6. Present a clear background check. TU recognizes a combination of a copy of the Candidate's current state teaching certificate and verification of current employment via a signed Mentor Form as adequate proof for a background check.
7. Present completion of three (3) or more semester hours of coursework in the identification and education of children who have special educational needs or the equivalent through a Georgia-approved professional learning program. TU recognizes a current Georgia educator certificate showing that this requirement has been met as verification of this condition of admissions.
8. International students seeking admission into a graduate program must refer to international admissions for additional required documents.

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 and/or a GPA below 3.0.
2. Official transcripts from all institutions where a degree was awarded and all institutions where graduate coursework was completed, even if a degree was not awarded attended, to be forwarded directly from the schools attended to the Thomas University Office of Admissions.
3. Three professional references (at least one from a building or system level administrator).
4. Completed Mentor form
5. A signed Partnership Agreement between TU and the Candidate's School District or Independent/Charter School/District if there is not one on file.
6. A \$50 non-refundable application fee made payable to Thomas University.

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.

NOTE: An interview may be required. If so, the candidate will be contacted by the program to set up the interview.

**Retention Policies**

1. Graduate candidates must abide by the Georgia Professional Practices Code of Ethics.
2. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
3. Earn a minimum graduate grade of “B” (grade point of 3.0 on a 4.0 scale), or “S” (Satisfactory) in each graduate-level course taken as a graduate student.
4. MEd and EdS graduate candidates may take no more than 12 credit hours in a single semester.
5. Professional dispositions will be assessed throughout the program. A graduate candidate must maintain an acceptable rating. For any dispositional deficiencies that are identified, a Professional Development Plan will be implemented. Professional Development Plans may require more experience, coursework, counseling, or remediation 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.
6. Any Thomas University professor who observes a candidate having difficulty with academic writing may refer that candidate to the Program Director for review. Consequently, a candidate may be required to take RSC 507(Academic Writing), in addition to other program requirements. Candidates may continue their regular program of study while taking RSC 507 with permission of the Program Director. 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.
7. Any Thomas University professor who observes a candidate having difficulty with teacher candidate’s content knowledge, pedagogical skill, and/or ethical practices may submit a Disposition Deficiency form to refer that candidate to the Division of Education Assessment Committee for review. Consequently, a candidate may be required to take EDU 399 (Education Professional Support and Development), in addition to other program requirements. Candidates may continue their regular program of study while taking EDU 399 with permission of the Division Chair. After satisfactorily completing EDU 399, 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 EDU 399 at the first available opportunity after the requirement is added to the candidate’s program of study may result in program dismissal.

**Graduation Requirements:**

To successfully complete the M.Ed. program a teacher candidate must:

1. Complete all program requirements.
2. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
3. Earn a minimum graduate grade of “B” (grade point of 3.0 on a 4.0 scale), “S” (Satisfactory) in each graduate-level course taken as a graduate student.
4. Claim enrollment with the Georgia Professional Standards Commission.

**Program Completion Requirements:**

1. Complete program surveys and the Graduation Checklist.

**State of Georgia Certification Requirements:**

A passing score on the Educational Leadership GACE is required for certification.

RSC 600 Introduction to Graduate Programs	3
EDU 604 Observation and Analysis	3
EDU 611 Leading a Professional Learning Community	3
EDU 612 Teacher as Researcher	3
EDU 615 Education Law	3
EDU 617 Using Data to Improve Schools	3
EDU 619 Action Research for School Leader	3



EDU 671 Leading with a Social, Emotional and Cultural Lens	3
EDU 672 Human and Fiscal Resources	3
EDU 673 Collaborating and Communicating with Stakeholders	3
EDU 674 Instructional Leadership for School Improvement	3
250 Clinical Hours	

**Total Credit Hours for Degree** **33**

### **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.

#### **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.

Upon completion of this program, students will be able to:

- Facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
- Work with others to promote the development of a school culture that fosters excellence in teaching and learning and focuses on continuous improvement, creating a sense of belonging, and building a collaborative work environment.
- Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
- Model best practices in pedagogy and serve as a mentor and coach for other educators.
- Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning.
- Access and conduct research, and apply research findings to improve teaching and learning.
- Demonstrate the ability to collaborate with all stakeholders to improve student learning and foster/influence change.

Applicants must meet the following criteria:

1. Hold a bachelor's degree in a relevant field from a regionally accredited college or university.
2. Must have a master's degree in a relevant field from a regionally accredited college or university.
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 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.
4. All applicants must have 1 year 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 and/or a GPA below 3.0.

2. Official transcripts from all institutions where a degree was awarded and all institutions where graduate coursework was completed, even if a degree was not awarded attended, to be forwarded directly to the Office of Admissions from the schools attended.
3. Three professional or academic references (2 colleagues and 1 administrator/supervisor).
4. A \$50 non-refundable application fee made payable to Thomas University.
5. A completed Mentor Assurance form.

#### **Retention Policies:**

1. Graduate candidates must abide by the Georgia Professional Practices Code of Ethics.
2. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
3. Earn a minimum graduate grade of "B" (grade point of 3.0 on a 4.0 scale), or "S" (Satisfactory) in each graduate-level course taken as a graduate student.
4. Graduate candidates may take no more than 12 credit hours in a single semester.
5. Professional dispositions will be assessed throughout the program. A graduate candidate must maintain an acceptable rating. For any dispositional deficiencies that are identified, a Professional Development Plan will be implemented. Professional Development Plans may require more experience, coursework, counseling, or remediation 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.
6. Any Thomas University professor who observes a candidate having difficulty with academic writing may refer that candidate to the Program Director for review. Consequently, a candidate may be required to take RSC 507(Academic Writing), in addition to other program requirements. Candidates may continue their regular program of study while taking RSC 507 with permission of the Program Director. 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.
7. Any Thomas University professor who observes a candidate having difficulty with teacher candidate's content knowledge, pedagogical skill, and/or ethical practices may submit a Disposition Deficiency form to refer that candidate to the Division of Education Assessment Committee for review. Consequently, a candidate may be required to take EDU 399 (Education Professional Support and Development), in addition to other program requirements. Candidates may continue their regular program of study while taking EDU 399 with permission of the Division Chair. After satisfactorily completing EDU 399, 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 EDU 399 at the first available opportunity after the requirement is added to the candidate's program of study may result in program dismissal.

#### **Graduation Requirements:**

To successfully complete the Ed.S. program and be recommended for certification a teacher candidate must:

1. Complete all program requirements.
2. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
3. Earn a minimum graduate grade of "B" (grade point of 3.0 on a 4.0 scale), or "S" (Satisfactory) in each graduate-level course taken as a graduate student.
4. Claim enrollment with the Georgia Professional Standards Commission.

#### **Program Completion:**

1. Complete program surveys and the Graduation Checklist.

**State of Georgia Certification Requirements**

For Teacher Leadership Ed.S. Students: 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.

RSC 600 Introduction to Graduate Programs	3
EDU 602 Teachers as Leader and Mentor	3
EDU 604 Observation and Analysis	3
EDU 611 Leading the Professional Learning Community	3
EDU 615 Educational Law	3
EDU 616 Education Reform	3
EDU 617 Using Data to Improve Schools	3
EDU 618 Building Collaborative Teams	3
EDU 619 Action Research for Teacher Leaders	3
EDU 630 Teacher Leadership Residency I	3
EDU 631 Teacher Leadership Residency II	3

**Total Credits for Degree** **33**

\*Students who complete one of the Thomas University Masters of Education or Masters of Art in Teaching programs and continue into the Thomas University Education Specialist program must take EDU 601 (0 credits), Orientation to Advanced Programs in Education in place of RSC 600 Introduction to Graduate Programs.

**Education Specialist Educational Leadership (Tier II)**

The EdS in Educational Leadership prepares candidates with the content knowledge, skills, and dispositions necessary to effectively lead schools, districts, and educational agencies. Applicants accepted into the program and completing all degree requirements, will be eligible for a Georgia Professional Standards Commission (GaPSC) Tier II Leadership Certification. The EdS in Educational Leadership (Tier II) certifies the educator to serve as a principal or in a district position that supervises principals.

Upon completion of this program, students will be able to:

- Analyze and evaluate data and review educational research in order to address and resolve significant problems/challenges in the school that influences instructional practice and student learning.
- Establish and support effective and continuous professional development with staff for the purpose of improved instruction and student learning.
- Facilitate stakeholders' efforts to build collaborative teams within the school to improve instruction, student achievement, and the school culture.

**Admission Requirements**

1. Hold a master's degree or higher in a relevant field from a regionally accredited college or university.
2. Present a current Georgia Tier I Educational Leadership certificate or hold a valid, GaPSC issued Standard Professional L or PL certificate in Educational Leadership.
3. Report a minimum GPA of 3.0 on a 4.0 scale on all graduate coursework in fulfillment of the requirements for the latest graduate degree and any additional graduate coursework.
4. Have a minimum of three years of teaching and/or administrative experience.
5. Hold a leadership position or role as defined by the Candidate's District or Independent/Charter school.
6. Present a clear background check. TU recognizes a combination of a copy of the Candidate's current state teaching certificate and verification of current employment via a signed Mentor Form as adequate proof for a background check.

7. International students seeking admission into a graduate program must refer to international admissions for additional required documents.

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 and/or a GPA below 3.0.
2. Official transcripts from all institutions where a degree was awarded and all institutions where graduate coursework was completed, even if a degree was not awarded attended, to be forwarded directly from the schools attended to the Thomas University Office of Admissions.
3. Completed Mentor Form
4. Completed School System Endorsement Form.
5. A signed Partnership Agreement between TU and the Candidate's School District or Independent/Charter School/District if there is not one on file.
6. A \$50 non-refundable application fee made payable to Thomas University.

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.

NOTE: An interview may be required. If so, the candidate will be contacted by the program to set up the interview.

#### **Retention Policies:**

1. Graduate candidates must abide by the Georgia Professional Practices Code of Ethics.
2. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
3. Earn a minimum graduate grade of "B" (grade point of 3.0 on a 4.0 scale), or "S" (Satisfactory) in each graduate-level course taken as a graduate student.
4. Graduate candidates may take no more than 12 credit hours in a single semester.
5. Professional dispositions will be assessed throughout the program. A graduate candidate must maintain an acceptable rating. For any dispositional deficiencies that are identified, a Professional Development Plan will be implemented. Professional Development Plans may require more experience, coursework, counseling, or remediation 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.
6. Any Thomas University professor who observes a candidate having difficulty with academic writing may refer that candidate to the Program Director for review. Consequently, a candidate may be required to take RSC 507(Academic Writing), in addition to other program requirements. Candidates may continue their regular program of study while taking RSC 507 with permission of the Program Director. 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.
7. Any Thomas University professor who observes a candidate having difficulty with teacher candidate's content knowledge, pedagogical skill, and/or ethical practices may submit a Disposition Deficiency form to refer that candidate to the Division of Education Assessment Committee for review. Consequently, a candidate may be required to take EDU 399 (Education Professional Support and Development), in addition to other program requirements. Candidates may continue their regular program of study while taking EDU 399 with permission of the Division Chair. After satisfactorily completing EDU 399, 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 EDU 399 at the first available opportunity after the requirement is added to the candidate's program of study may result in program dismissal.

**Graduation Requirements:**

To successfully complete the Ed.S. program and be recommended for certification a teacher candidate must:

1. Complete all program requirements.
2. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
3. Earn a minimum graduate grade of “B” (grade point of 3.0 on a 4.0 scale), or “S” (Satisfactory) in each graduate-level course taken as a graduate student.
4. Claim enrollment with the Georgia Professional Standards Commission.

**Program Completion:**

1. Complete program surveys and the Graduation Checklist.

**State of Georgia Certification Requirements**

A passing score on the Performance Assessment for School Leaders (PASL) will be required for certification.

EDU 601 Orientation to Advanced Programs	0
EDU 676 Culturally Responsive Leadership	3
EDU 677 Facilitation Professional Learning Development in a Collaborative Culture	3
EDU 678 Leadership Development	3
EDU 679 Utilizing Data to Lead School Improvement	3
EDU 682 Leading from a Culture of Care	3
EDU 683 Ethical and Legal Resource Management	3
EDU 684 Leading Curriculum and Instruction for Educational Change	3
EDU 685 Advanced Educational Research for School Leaders	3
EDU 686 Organizational Management	3
EDU 687 EL Tier II Certification Preparation	3
750 Clinical Hours	

**Total Credits for Degree 30**

**Certificate in Tier I Educational Leadership- Certification Only**

The Certificate in Educational Leadership provides candidates who already hold a master’s degree or higher in education with the content knowledge and credentials necessary to effectively lead schools, districts, and educational agencies. Applicants accepted into the program and completing all degree requirements, will be eligible for a Georgia Professional Standards Commission (GaPSC) Tier I Leadership Certification. Tier I Educational Leadership certifies the educator to serve as an assistant principal or coordinator at the district level who does not supervise principals.

Upon completion of this program, students will be able to:

- Develop, advocate, enact, and evaluate, through consensus of all stakeholders, a shared mission, vision, and core values of high quality education and academic success and well-being of each student.
- Act ethically and according to professional norms, and ensure that personnel are educated and understand professional norms and practices.
- Provide equity of educational opportunity and culturally responsive practices through a caring and supportive school culture that values diversity, encourages high expectations and trust, and includes all participants, including the families and community.

- Develop and demonstrate ways to support intellectually rigorous, coherent, equitable, and personalized systems of curriculum, instruction, and assessment that are continually delivered to students through authentic and differentiated pedagogy and effective assessment and evaluation strategies.
- Manage school operations and human and fiscal resources effectively, efficiently, and equitably through organizational policies and practices aimed at addressing regulatory requirements and building a positive and professional school culture.

### **Admission Requirements**

1. Hold a master's degree or higher in a relevant field from a regionally accredited college or university.
2. Possess a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, service field certificate, or Life certificate at the appropriate level:
3. Report a minimum GPA of 3.0 on a 4.0 scale on all graduate coursework in fulfillment of the requirements for the latest graduate degree and any additional graduate coursework.
4. Have a minimum of one (1) of teaching experience.
5. Present a passing score on the Georgia Ethics for Educational Leaders.
6. Present a clear background check. TU recognizes a combination of a copy of the Candidate's current state teaching certificate and verification of current employment via a signed Mentor Form as adequate proof for a background check.
7. Present completion of three (3) or more semester hours of coursework in the identification and education of children who have special educational needs or the equivalent through a Georgia-approved professional learning program. TU recognizes a current Georgia educator certificate showing that this requirement has been met as verification of this condition of admissions.
8. International students seeking admission into a graduate program must refer to international admissions for additional required documents.

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 and/or a GPA below 3.0.
2. Official transcripts from all institutions where a degree was awarded and all institutions where graduate coursework was completed, even if a degree was not awarded attended, to be forwarded directly from the schools attended to the Thomas University Office of Admissions.
3. Three professional references (at least one from a building or system level administrator).
4. Completed Mentor Form
5. Completed School System Endorsement Form.
6. A signed Partnership Agreement between TU and the Candidate's School District or Independent/Charter School/District if there is not one on file.
7. A \$50 non-refundable application fee made payable to Thomas University.

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.

NOTE: An interview may be required. If so, the candidate will be contacted by the program to set up the interview.

### **Retention Policies:**

1. Graduate candidates must abide by the Georgia Professional Practices Code of Ethics.
2. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
3. Earn a minimum graduate grade of "B" (grade point of 3.0 on a 4.0 scale), or "S" (Satisfactory) in each graduate-level course taken as a graduate student.
4. MEd and EdS candidates may take no more than 12 credit hours in a single semester.

5. Professional dispositions will be assessed throughout the program. A graduate candidate must maintain an acceptable rating. For any dispositional deficiencies that are identified, a Professional Development Plan will be implemented. Professional Development Plans may require more experience, coursework, counseling, or remediation 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.
6. Any Thomas University professor who observes a candidate having difficulty with academic writing may refer that candidate to the Program Director for review. Consequently, a candidate may be required to take RSC 507(Academic Writing), in addition to other program requirements. Candidates may continue their regular program of study while taking RSC 507 with permission of the Program Director. 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.
7. Any Thomas University professor who observes a candidate having difficulty with teacher candidate's content knowledge, pedagogical skill, and/or ethical practices may submit a Disposition Deficiency form to refer that candidate to the Division of Education Assessment Committee for review. Consequently, a candidate may be required to take EDU 399 (Education Professional Support and Development), in addition to other program requirements. Candidates may continue their regular program of study while taking EDU 399 with permission of the Division Chair. After satisfactorily completing EDU 399, 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 EDU 399 at the first available opportunity after the requirement is added to the candidate's program of study may result in program dismissal.

#### **Graduation Requirements:**

To successfully complete the M.Ed. program a teacher candidate must:

1. Complete all program requirements.
2. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
3. Earn a minimum graduate grade of "B" (grade point of 3.0 on a 4.0 scale), "S" (Satisfactory) in each graduate-level course taken as a graduate student.
4. Claim enrollment with the Georgia Professional Standards Commission.
5. Complete the Certification Only Conferral Application and pay fee.

#### **Program Completion Requirements:**

1. Complete program surveys and the Graduation Checklist.

#### **State of Georgia Certification Requirements:**

A passing score on the Educational Leadership GACE is required for certification.

##### **Core Courses (12 Credit Hours):**

EDU 671 Leading with a Social, Emotional and Cultural Lens	3
EDU 672 Human and Fiscal Resources	3
EDU 673 Collaborating and Communicating with Stakeholders	3
EDU 674 Instructional Leadership for School Improvement	3

##### **Electives (6 Credit Hours):**

EDU 611 Leading a Professional Learning Community	3
EDU 615 Educational Law	3
EDU 617 Using Data to Improve Schools	3

**Total Credit Hours for Certificate**

**18**

## Endorsements

### **Admission to the Endorsement Program**

Endorsement programs are offered as stand-alone endorsement programs or as endorsement programs embedded in a Georgia Professional Standards Commission-approved advanced degree preparation program (e.g., M.Ed., Ed.S.).

#### **Non-degree Endorsement 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 valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, service certificate, leadership certificate, or Life certificate.

#### **Additional Requirements for K-5 Math**

1. Hold a professional T-4 or higher teaching certificate in one of the following fields:
  - a. Elementary Education (P-5)
  - b. Middle Grades Mathematics (4-8)
  - c. Special Education General Curriculum / Early Childhood Education (P-5); or
  - d. Any of the following certificates combined with a core academic content concentration in mathematics:
    - i. Special Education General Curriculum (P-12);
    - ii. Special Education Adapted Curriculum (P-12);
    - iii. Special Education Behavior Disorders (P-12);
    - iv. Special Education Learning Disabilities (P-12);
    - v. Special Education Deaf Education (P-12);
    - vi. Special Education Physical and Health Disabilities (P-12);
    - vii. Special Education Visual Impairment (P-12); or
    - viii. Gifted Education (P-12).
2. One (1) year of successful classroom teaching experience.

#### **Additional Requirements for Teacher Leadership**

1. One (1) year of successful classroom teaching experience.
2. Mentor Form.

#### **Non-degree Endorsement applicants must submit the following to the Office of Admissions:**

1. Online application along with a \$50 non-refundable application fee made payable to Thomas University.
2. Valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, service certificate, leadership certificate, or Life certificate. - To print a copy of your Georgia teaching certificate, you may log onto [www.gapsc.com](http://www.gapsc.com).

### **Retention Policies**

1. Abide by the Georgia Professional Practices Code of Ethics. Claim enrollment with the Georgia Professional Standards Commission.
2. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
3. Earn a minimum graduate grade of "B" (grade point of 3.0 on a 4.0 scale), or "S" (Satisfactory) in each graduate-level course taken as a graduate student. Special Standing (Non-degree seeking) Endorsement students must earn a minimum graduate grade of "C" (grade point of 3.0 on a 4.0 scale), or "S" (Satisfactory) in each graduate-level course taken as a Special Standing graduate student. Grades of "C" will not be used to fulfill graduate-level course within a degree.
4. Professional dispositions will be assessed throughout the program. A graduate candidate must maintain an



acceptable rating. For any dispositional deficiencies that are identified, a Professional Development Plan will be implemented. Professional Development Plans may require more experience, coursework, counseling, or remediation 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. Any Thomas University professor who observes a candidate having difficulty with academic writing may refer that candidate to the Program Director for review. Consequently, a candidate may be required to take RSC 507(Academic Writing), in addition to other program requirements. Candidates may continue their regular program of study while taking RSC 507 with permission of the Program Director. 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.
6. Any Thomas University professor who observes a candidate having difficulty with teacher candidate's content knowledge, pedagogical skill, and/or ethical practices may submit a Disposition Deficiency form to refer that candidate to the Division of Education Assessment Committee for review. Consequently, a candidate may be required to take EDU 399 (Education Professional Support and Development), in addition to other program requirements. Candidates may continue their regular program of study while taking EDU 399 with permission of the Division Chair. After satisfactorily completing EDU 399, 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 EDU 399 at the first available opportunity after the requirement is added to the candidate's program of study may result in program dismissal.

\*Students admitted to any Education Endorsement program who is not also enrolled in an Education degree seeking program must take EDU 601 (0 credits), Orientation to Advanced Programs in Education, simultaneously with the first endorsement course(s).

### **Completion Requirements**

Application for Certificate or Endorsement Conferral and pay fee.

### **Available Endorsement Programs**

#### **Dyslexia Endorsement**

##### **Purpose**

The Dyslexia Endorsement program is designed to prepare educators with specific knowledge related to reading and language development, instruction, assessment, and remediation of reading disabilities.

### **Program Goals**

#### **Completers of the Dyslexia Endorsement will be able to:**

- Identify and describe the foundations of literacy acquisition;
- Identify the distinguishing characteristics of dyslexia and other language difficulties including expressive and receptive language;
- Describe fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes;
- Define the differences among and purposes for screening, progress monitoring, and diagnostic and outcome assessments;
- Integrate, summarize, and communicate (orally and in writing) the meanings of educational assessment data for sharing;
- Implement the essential principles and practices of structured literacy instruction;
- Work collaboratively with relevant professionals (e.g., speech-language pathologist, school psychologist, curriculum specialist) to provide intervention to individuals with dyslexia.

**Dyslexia Endorsement**

EDU 635 Literacy Development and Dyslexia	3
EDU 636 Assessment of Reading and Language Skills	3
EDU 637 Interventions for Students with Dyslexia	3

**Total Credit Hours for Endorsement** 9

**ESOL Endorsement****Purpose**

The purpose of the ESOL Endorsement program is to prepare individuals to serve in ESOL teaching positions or general education classrooms with an EL population in PK-12 schools including, but not limited to public, waiver, charter schools, and private schools (i.e. faith-based schools, early learning centers, hospitals, juvenile detention centers).

**Program Goals****Completers of the Gifted In-Field Endorsement will be able to:**

- Demonstrate knowledge of English language structures, English language use, and second language acquisition and development processes to help English Learners (ELs) acquire academic language and literacies specific to various content areas.
- Apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELs as supported by research and theories. Plan supportive environments for ELs, design and implement standards-based instruction using evidence-based, EL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual EL outcomes and adjusting instruction.
- Plan supportive environments for ELs, design and implement standards-based instruction using evidence-based, EL-centered, interactive approaches.
- Apply assessment principles to analyze and interpret multiple and varied assessments for ELs, including classroom-based, standardized, and language proficiency assessments and understand the importance of communicating results to other educators, ELs, and ELs' families
- Apply principles of effective leadership when collaborating with local and district school personnel on issues related to EL instruction, and school, district, and state policies and state and federal legislation that impact ELs educational rights.

<b><u>ESOL Endorsement</u></b>	3
EDU 645 Language Development and the Classroom	
EDU 646 Cultural Issues and English Language Learners	3
EDU 647 Methods and Resources for Teaching English Language Learners	3

**Total Credit Hours for Endorsement** 9

**Gifted In-Field Endorsement****Purpose**

The purpose of the Gifted In-Field Endorsement program is to enhance teachers understanding of how gifted learners grow and develop in order to design and teach developmentally appropriate and challenging learning experiences.

**Program Goals****Completers of the Gifted In-Field Endorsement will be able to:**

- Describe the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- Create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.
- Use knowledge of general (core content) and specialized (interventions that are designed to address the unique needs of individuals with gifts and talents) to advance learning for individuals with gifts and talents.
- Deploy multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.
- Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.
- Utilize foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.
- Collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

**Gifted In-Field Endorsement**

EDU 632 Characteristics of Gifted Children	3
EDU 633 Curriculum & Instruction for Gifted Children and Youth	3
EDU 634 Assessment & Program Implementation for Gifted Children and Youth	3
<b>Total Credit Hours for Endorsement</b>	<b>9</b>

**K-5 Math Endorsement****Purpose**

The purpose of the K-5 Mathematics Endorsement program is to enhance the mathematical content and pedagogical knowledge of teachers in grades K-5.

**Program Goals****Completers of the Gifted In-Field Endorsement will be able to:**

- Demonstrate conceptual and procedural fluency regarding major concepts of mathematics appropriate for grades K-5
- Utilize instructional strategies based on current research as well as national, state, and local standards relating to mathematics instruction.
- Apply their knowledge of student diversity to affirm and support full participation and continued study of mathematics by all students.
- Deploy appropriate technology to support the learning of mathematics.
- Utilize appropriate assessment methods to assess student learning and program effectiveness.

**K-5 Math Endorsement**

MTH 676 Developing Concepts of Numbers and Operation	3
MTH 678 Developing Concepts of Algebraic Thinking and Data Analysis	3
MTH 679 Developing Concepts of Geometry and Measurement	3

**Total Credit Hours for Endorsement** **9**

**Online Teaching Endorsement****Purpose**

The Online Teaching Endorsement program is designed to prepare educators to teach in a virtual environment.

**Program Goals**

**Completers of the Online Teaching Endorsement will be able to:**

- Use current and emerging technologies to effectively support student learning and engagement in online learning environments.
- Incorporates instructional design principles and best practices when designing and facilitating online learning experiences.
- Designs and implements a variety of assessments and provides high-quality feedback in online learning environments.
- Engages in data analysis and reflection to increase student learning and enhance professional growth.
- Models, guides, and encourages legal, ethical, and safe behavior in online learning environments.
- Recognizes the diversity of student academic needs, ensures accessibility of online learning, and incorporates appropriate accommodations into online learning environments.

**Online Teaching Endorsement**

EDU 620 Applying Technology for Effective Instruction	3
EDU 621 Instructional Design and Practices for Online Instruction	3
EDU 627 Digital Learning Assessment Design and Data Analysis	3
EDU 628 Internship in Digital Learning	3

**Total Credit Hours for Endorsement** **12**

**Reading Endorsement****Purpose**

The purpose of the Reading Endorsement program is to give classroom teachers additional knowledge to meet literacy needs of learners across the grade levels. Emphasis will be on understanding readers and the reading process, linking assessment and instruction, and using instructional strategies in specific content courses.

**Program Goals**

**Completers of the Reading Endorsement will be able to:**

- Utilize knowledge of the major theoretical, conceptual, and evidence-based foundations of literacy and language development and the ways in which they interrelate.
- Apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to provide a coherent and motivating literacy program that addresses both general and discipline specific literacy processes.
- Examine, select, and use appropriate assessments to gather evidence for all students' content

- knowledge and literacy processes within a discipline for instructional and accountability purposes.
- Examine their own culture and beliefs; set high expectations for their students; and learn about and appreciate the cultures of their students, families, and communities to inform instruction.
- Apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies.
- Reflect upon practice, use ongoing inquiry to improve their professional practice and enhance students' literacy learning, and advocate for students and their families to enhance students' literacy learning.

### **Reading Endorsement**

RDE 651 Foundations of Literacy and Assessment	3
RDE 653 Comprehension, Curricular and Programmatic Strategies	3
RDE 654 Enhancing Literacy with Literature	3
RDE 656 Patterns of Practice in the English Language Arts	3

**Total Credit Hours for Endorsement                      12**

### **Teacher Leadership Endorsement**

The Teacher Leadership Endorsement program 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.
- 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.

### **Teacher Leadership Endorsement**

EDU 604 Observation and Analysis	3
EDU 611 Leading the Professional Learning Community	3
EDU 618 Building Collaborative Teams	3
EDU 619 Action Research for the Teacher Leader	3

**Total Credit Hours for Endorsement                      12**

# *Division of Health and Sciences*

## **Bachelor of Science Degree**

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Biology

Biomedical Laboratory Science

Exercise and Sport Science

Medical Laboratory Science

Natural Resources and Conservation Management

Nursing (RN-BSN)

## **Master of Science Degree**

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Nursing

Concentration in Administration

Concentration in Education

RN-MSN

## **MSN-MBA Master's Degree**

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MSN/MBA Master's Degree

RN-MSN/MBA Master's Degree

## **Graduate Certificate Programs**

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Nursing Administration

Nursing Education

## 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 GRE.

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 39 hours of Thomas University General Education Core**

#### **Curriculum to include:**

MTH 120 Mathematical Modeling OR

MTH 140 College Algebra 3

MTH 250 Introduction to 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

CHM 250 Organic Chemistry I 4

CHM 251 Organic Chemistry II 4

BIO 270 Microbiology 4

BIO 308 Ecology 4

BIO 315 Zoology 4

BIO 323 Botany 4

BIO 401 Evolution 3

BIO 407 Writing in Biology 3

BIO 410 Cell & Molecular Biology	4
BIO 412 Genetics	4
BIO 465 Senior Seminar	3
PHS 301 Physics I	4
PHS 302 Physics II	4
<b>Total Credit Hours General Ed. Core</b>	<b>40</b>
<b>Total Credit Hours Major Requirements</b>	<b>65</b>
<b>Total Credit Hours Open Electives</b>	<b>15</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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. "HUM 201 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 by the American Society for Clinical Pathologists via route 1. Other MT certifications may be taken after completing this degree.

**\*\*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/Clinical Laboratory Technology.

#### **Program Student Learning Outcomes**

A graduate of this program will be able to:

1. Communicate and demonstrate medical laboratory science ethics as it relates to patients, colleagues, and society.
2. Correlate laboratory findings to common disease processes through case studies.
3. Analyze and portray data using scientific method and design.

**All Biomedical Laboratory Science majors are required to complete 33-35 hours of Thomas University Core Curriculum to include:**

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 General Chemistry I	4
CHM 102 General Chemistry II	4
CHM 107 Survey of Organic Chemistry	4

#### **Required Gen Ed Core Sciences: (Choose 2 courses)**

BIO 261 Human Anatomy and Physiology I	4
BIO 262 Human Anatomy and Physiology II	4



BIO 310 Medical Molecular Cell Biology	3
BIO 312 Medical Genetics	3
BIO 409 Pathophysiology	3
CHM 201 Biochemistry, MLS Track	4

**Required Upper Division Courses: (40 credit hours)**

MLS 405 Parasitology, Mycology and Virology	3
MLS 411 Urinalysis & Body Fluids	3
MLS 414 Immunology & Molecular Diagnostics	3
MLS 421 Clinical Microbiology II	4
MLS 431 Clinical Hematology & Coagulation II	4
MLS 441 Clinical Immunohematology II	4
MLS 451 Clinical Chemistry II	4

**Science Elective Credits: (choose 5 courses)**

BIO 201 Biochemistry, MLS Tract	3
BIO 270 Microbiology	4
BIO 310 Medical Molecular Cell Biology	3
BIO 312 Medical Genetics	3
BIO 409 Pathophysiology	3
MLS 452 Research Methods and Project	3
OR	
RSC 300 Research Methods	
MLS 470 Lab Management and Supervision	3

<b>Total Credit Hours General Ed. Core</b>	<b>33-35</b>
<b>Total Credit Hours Major Requirements</b>	<b>40</b>
<b>Total Articulation Credit Hours</b>	<b>24</b>
<b>Total Open Elective Credit Hours</b>	<b>25</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

## Bachelor of Science Exercise and Sport Science

**Program Purpose**

The purpose of this major is to address the public health need of physical inactivity by equipping students with the knowledge, skills and abilities necessary for entry-level exercise and sport science positions in public or private industries or future graduate study in related areas. Additionally, this program will prepare individuals for sport related careers, such as coaching, strength and conditioning, and aerobic training of athletes.

**Program Outcomes**

At the completion of the exercise and sport science program of study, students will be able to:

1. Demonstrate fundamental content knowledge in broad areas of anatomy, physiology, kinesiology, chemistry, physics, sociology, and psychology as they relate to an understanding of human performance and sport.
2. Apply fundamental concepts of human physiology to explain how the human body responds to exercise and changing environments
3. Correlate biomechanical and anatomical concepts of human motion and apply these concepts to understanding exercise, performance, and injury
4. Evaluate neuromuscular control systems and concepts related to movement and motor skill acquisition, retention, and transfer
5. Assess, design and implement safe and effective fitness programs to improve health and sport performance
6. Demonstrate readiness for entry-level sport / exercise / health science profession or graduate school.

## All Exercise and Sport Science majors are required to complete 39 hours of Thomas University General Education Core Curriculum

### Exercise and Sport Science majors must include the following required courses:

BIO 101 Principles of Biology I	4
BIO 261 Anatomy and Physiology I	4
BIO 262 Anatomy and Physiology II	4
CHM 101 General Chemistry I	4
CHM 107 Survey of Organic Chemistry	4
PSY 351 Sport and Performance Psychology	3
SOC 401 Sport Sociology	3
SPS 200 Introduction to Sport Science	3
SPS 210 Strength and Conditioning	3
SPS 220 Motor Learning	3
SPS 300 Injury Prevention	3
SPS 301 Exercise Physiology	3
SPS 302 Biomechanics	3
SPS 303 Introduction to Sport Nutrition	3
SPS 350 Sport Management	3
SPS 400 Exercise Testing and Prescription	3
SPS 420 Coaching Theories and Methods	3
SPS 465 Senior Seminar	2
OR	
RSC 300 Research Methods	3

<b>Total Credit Hours General Ed. Core</b>	<b>39</b>
<b>Total Credit Hours Major Requirements</b>	<b>48</b>
<b>Total Credit Hours Open Electives</b>	<b>33</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

## 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](http://www.NAACLS.org)

### MLS Program Mission

The mission of the Thomas University Medical Laboratory Science program is to produce competent and professional laboratory scientists through rigorous didactic and technical coursework.

### MLS Program Philosophy

The MLS program fosters medical and scientific endeavor and promotes the concept of change as related technology evolves. We believe that quality education is the foundation of quality healthcare and nurture the spirit of involvement in lifelong professional learning. The program will strive to ensure MLS graduates employ expertise and high standards of ethical conduct to guide patient care and medical decisions throughout various healthcare settings in their communities.

Along with the assistance of its clinical affiliate laboratories, the MLS program is committed to providing quality didactic and clinical instruction, which encompasses the cognitive, psychomotor, and affective domains of learning to prepare its graduates to work upon career entry as competent medical laboratory scientists in health care facilities.

The program is committed to meeting the employment needs of medical laboratories and to providing quality continuing education to laboratory professionals in our service area and beyond.

**MLS Program Goals**

The purpose of the Thomas University MLS 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.

The program strives to achieve and produce graduates that will:

1. Demonstrate the profession's code of ethics and consistently act within those standards during interactions with fellow classmates and working professionals in the clinical laboratory setting.
2. Demonstrate knowledge of theory underlying laboratory testing using analytical, interpretive, and problem solving skills.
3. Achieve entry-level competencies of a medical laboratory scientist by testing biological samples using current technology to generate accurate, quality assured laboratory results.
4. Gain relevant professional employment or continue their education within one year of graduation from the program and their employers will be satisfied with the training the graduate received at Thomas University.
5. Utilize critical thinking skills to assess and problem-solve laboratory data as applied to patient diagnoses.
6. Prepare students for the national certification examination for the profession.
7. Prepare graduates to function as competent practitioners in the medical laboratory science field dedicated to maintaining high ideals and standards as a member of the healthcare team.

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

**Program Student Learning Outcomes:**

Upon successful completion of the MLS program, graduates will be able to:

1. Demonstrate ethical and professional conduct and interpersonal communication skills with patients, the public, and all members of the healthcare team.
2. Perform laboratory procedures and demonstrate entry-level competencies of a medical laboratory scientist according to established protocols in an atmosphere that fosters interest in and enthusiasm for the profession.
3. Relate laboratory findings to common disease processes.
4. Complete the MLS program and pass the national ASCP certification exam within 1 year of graduation.

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.

**Route A: Online MLS 2+2 Program**

This 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 CLT/MLT certification. Students will be accepted each semester, to begin a structured curriculum that includes on line courses and a competency based clinical experience. These courses will provide the skills needed by the coming generation of Medical Laboratory Scientists. 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.

Consideration for admission into the Route A MLS Program is based on the following criteria:

1. Associate Degree from a NAACLS accredited CLT/MLT (Clinical/Medical Laboratory Technology) program. \*
  1. Documentation of NAACLS accreditation status of previous CLT/MLT program.
  2. Cumulative transfer GPA of 2.75 or higher.
  3. National MLT Certification. \*\*
  4. On-going employment in a medical laboratory that meets appropriate testing requirements and is willing to serve as a clinical site. **We do not locate clinical sites for the 2+2 students.**

Notes: \*If a student did not graduate from a NAACLS accredited program with an A.A. or A.A.S. degree in MLT/CLT then they MUST apply as a Route B campus based student. Classes may still be completed online if other requirements are met.

\*\*Conditional status may be granted while awaiting employment and/or taking the MLT certification exam for a max of two semesters. After two semesters, students will be diverted to the B.S. degree in Biomedical Laboratory Science program if interested in continuing their education at Thomas University.

Once accepted, students are required to submit the following documents prior to registering for class:

A Statement of Support from their employer or qualified laboratory, Clinical Fact Sheets for that laboratory, Drug Screen and Background Check Waiver, essential functions declaration, and a copy of their MLT certification. Students will also have to purchase liability insurance before the start of their clinicals. Specific information regarding this documentation can be found in the MLS Handbook. Forms will be provided to the student upon acceptance to the MLS program.

\*\*Conditional admission status may be granted to students who do not have acceptable clinical sites or appropriate certification upon admission such as new MLT/CLT graduates. 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 Laboratory Science if interested in continuing their education at Thomas University.

### **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 certification.

### **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
<b><u>Required Science Courses: (16 Credit Hours)</u></b>	
BIO 101 Principles of Biology I or equivalent	4
CHM 101 Chemistry I	4
CHM 102 Chemistry II	4
CHM 107 Survey of Organic Chemistry	4
<b><u>Science Electives (Choose two)</u></b>	
BIO 261 Human Anatomy and Physiology I	4

BIO 262 Human Anatomy and Physiology II	4
BIO 310 Medical Molecular Cell Biology	3
BIO 312 Medical Genetics	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
OR	
RSC 300 Research Methods	3
MLS 460 Senior Seminar	3
MLS 470 Lab Management & Supervision	3
MLS 495 Advanced Clinical Practicum	4

<b>Total Credit Hours General Ed. Core</b>	<b>39</b>
<b>Total Credit Hours Major Requirements</b>	<b>38</b>
<b>Total Articulation Credit Hours</b>	<b>19</b>
<b>Total Open Elective Credit Hours</b>	<b>24</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

**Route B: Traditional MLS Program** — Please note, this track offered through the School of Arts & Sciences is no longer accepting new students, effective Fall 2022 Semester

This program is designed to provide students with the general Core requirements, and a structured curriculum to include both lecture and laboratory components in the classroom setting. Upon successful completion of the coursework and professional training, students will enter clinical settings and perform internships during the last two semesters of program. These courses will provide the skills needed by the coming generation of Medical Laboratory Scientists. Students graduating with the B.S. degree from Thomas University will be eligible to sit for the national certification examination in Medical Laboratory Science.

### **Admission**

Students must be admitted to Thomas University prior to admission to the MLS program. Contact the office of Admissions or the Thomas University website for assistance with university admission procedures. Upon completion of all core requirements, students interested in the MLS program, must apply to the and meet the program acceptance requirements. Traditional MLS students are accepted each fall. Acceptance decisions for each fall are made by June 1st. All Route B students must reside within a 50-mile radius of Thomasville, Georgia due to lecture and labs conducted on campus.

Consideration for admission into the MLS Program is based on the following criteria:

1. Cumulative GPA of 2.75 or higher.
2. Interview scores. Selection for interviews will be based on academic rank.
3. Grade of B or higher in the course MLS 250 Clinical Laboratory Methods.

Note: First selection deadline is May 31st.

Once accepted, students are required to submit the following documents prior to the first day of class or as requested by the program director:

1. Complete physical exam within the last 6 months
2. Criminal background check
3. Drug screen documentation (Program Director will notify of the date)
4. Immunization records with Hepatitis B and PPD
5. Essential functions declaration.
6. Students will also have to provide proof of health insurance and liability insurance before the start of their clinicals.
7. There may be additional requirements based upon the student's assigned clinical site.

Specific information regarding this documentation can be found in the MLS Handbook.

### **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.

### **All MLS Majors required to complete 39 credit hours of Thomas University General Education Core**

#### **Curriculum to include:**

MTH 120 Mathematical Modeling or higher	3
MTH 250 Introduction to Statistics	3
CHM 101 Chemistry I	4

#### **Required Sciences for MLS: (16 credit hours)**

BIO 261 Human Anatomy and Physiology I	4
BIO 262 Human Anatomy and Physiology II	4
CHM 102 Chemistry II	4
CHM 107 Survey of Organic Chemistry	4

#### **Required Medical Lab Science Courses: (64 Credit Hours)**

MLS 250 Clinical Laboratory Methodologies	3
MLS 314 Immunology and Molecular Diagnostics*	4
MLS 321 Clinical Microbiology I*	4
MLS 331 Clinical Hematology & Coagulation I*	4
MLS 341 Clinical Immunohematology I*	4
MLS 351 Clinical Chemistry I*	4
MLS 400 Clinical Internship I	5
MLS 401 Clinical Internship II	5
MLS 405 Parasitology, Mycology and Virology	3
MLS 411 Urinalysis & Body Fluids II	3
MLS 421 Clinical Microbiology II	4
MLS 431 Clinical Hematology & Coagulation II	4
MLS 441 Clinical Immunohematology II	4
MLS 451 Clinical Chemistry II	4
MLS 460 Senior Seminar	3
MLS 470 Laboratory Management & Supervision	3
RSC 300 Research Methods	3

OR

MLS 452 Research Methods and Project

\*These courses include a lab component

<b>Total Credit Hours General Ed. Core</b>	<b>39</b>
<b>Total Credit Hours Major Requirements</b>	<b>80</b>
<b>Total Credit Hours Open Electives</b>	<b>3</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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. "HUM 201 WI."

## **Bachelor of Science** **Natural Resource Conservation Management**

### **Mission**

Conservationists protect and sustain our world's natural resources for future generations. Students interested in the Natural Resources and Conservation Management Program at Thomas University will be provided with the academic background and professional training to pursue careers in this rapidly growing field.

Natural resource conservation is a multi-disciplinary field that integrates rigorous academic training in the natural, conservation, and geospatial sciences. The student will solve complex conservation problems through a hands-on interdisciplinary approach. This degree provides a challenging and rewarding experience while simultaneously preparing the student for careers in resource planning, management, conservation, restoration and education within the field of natural resources.

### **Program Student Learning Outcomes**

A graduate of this program will be able to:

1. Demonstrate fundamental content knowledge in broad Natural Resource sciences including Biology, Zoology, Ecology, Conservation Science, Environmental Science and Geospatial Science.
2. Express a knowledge of how conservation and management relates to the economy and environment, both currently and in the future.
3. Express clearly scientific terminology and understanding of major scientific concepts when writing or speaking about natural resources and conservation management.
4. Perform laboratory and field techniques to examine data using the process of science.
5. Evaluate and summarize scientific data, draw reasonable conclusions, and effectively communicate data to peers.
6. Understand his/her role in the scientific community through interaction with scholarly scientific literature and application of knowledge to personal, scientific, and community problems.

**All NRCM majors are required to complete 39 credit hours of Thomas University General Education Core Curriculum to include:**

MTH 140 College Algebra or higher	3
MTH 250 Introduction to Statistics	3
BIO 101 Principles of Biology I	4

**All NRCM majors must include the following required courses:**

BIO 102 Principles of Biology II	4
CHM 101 General Chemistry I	4
CHM 103 Environmental Systems	4
GEO 201 Introduction to Geography	

(Professional School)

OR

GEO 202 Topography & Navigations (Arts & Sciences)	4
PHS 221 Principles of Physical Science	4
BIO 308 Ecology	4
BIO 311 Conservation Science	4
BIO 315 Zoology	4
BIO 323 Botany	4
BIO 351 Environmental Science	4
GEO 302 GIS I	4
GEO 303 GIS II	4
GEO 410 Community GIS	4
GEO 420 Remote Sensing	4
GEO 495 or BIO 403 or BIO 495	2

<b>Total Credit Hours General Ed. Core</b>	<b>39</b>
<b>Total Credit Hours Major Requirements</b>	<b>58</b>
<b>Total Credit Hours Open Electives</b>	<b>23</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

### **Bachelor of Science Nursing RN-BSN Program**

The RN-BSN program is designed for the registered nurse to complete a Bachelor of Science degree in Nursing while maintaining an active practice. 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.

#### **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.

### **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 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.
- 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. 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. Undergraduate application fee payment.

**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 Division Chair of Health and Sciences, 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 <b>OR</b>	
SPE 105 Oral Communication for Professionals	3
MTH 250 Introduction to Statistics	3
Social, Behavioral, Philosophical Inq.	3
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 306 Professional Nursing Praxis	6
NSG 311 Advanced Health Assessment	3
NSG 370 Ethical Issues in Nursing Practice	3
NSG 452 Evidence-based Practice in Nursing	3
NSG 456 Community & Public 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

<b>Total Credit Hours General Ed. Core</b>	<b>15</b>
<b>Total Credit Hours Major Requirements</b>	<b>42</b>
<b>Total Credit Hours Open Electives</b>	<b>63</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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.

**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. Another option to receive (3) credit hours for NSG 490 is for students to complete the Vizient AACN Nurse Residency Program (NRP) or other similar nationally recognized curriculum. Students who complete this program must provide evidence of completing all requirements and complete each of the items listed below. This credit is only available within the first two years of completion of the NRP program.

To receive credit, a student must:

- Have the certification approved by his/her nursing advisor and the Division Chair
- Submit a copy of the certification to his/her advisor along with a letter requesting the credit
- Attach a copy of the official certification requirements.
- 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.
- Pay \$350 fee if materials merit course 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 Chair of Health and Sciences 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 commencement 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 Department 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 Department of Nursing to educate registered nurses for professional practice and personal and professional growth.

**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. 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; studies in advanced pharmacology, physical assessment and; 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 618 Adv. Pharmacotherapeutics, Pathophysiology, & Health Assessment  
 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

**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 degree or RN-MSN MBA 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. Another option to receive (3) credit hours for NSG 490 is for students to complete the Vizient AACN Nurse Residency Program (NRP) or other similar nationally recognized curriculum. Students who complete this program must provide evidence of completing all requirements and complete each of the items listed below. This credit is only available within the first two years of completion of the NRP program.

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.
- Pay \$350 fee if materials merit course 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 Health and Sciences. Upon review and approval by the Nursing Department, 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 is 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 Department 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 Department 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 is 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 Chair of Health and Sciences 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 Division Chair of Health and Sciences, 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 commencement 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 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 program, Registered Nurses earn a single Master's degree combining the skills and knowledge of both a Master of Science in Nursing and a Master of Business Administration. All graduate admission policies apply to this program and all entry/progression options.

#### **Two 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 degree. All RN-MSN and MBA admission and progression policies apply to this program. A BSN degree is not awarded.

#### **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.

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 614 Global Perspectives on Population-based Health  
 NSG 616 Leadership and Financial Management Strategies  
 NSG 618 Adv. Pharmacotherapeutics, Pathophysiology, & Health Assessment  
 NSG 644 Nursing Administration Internship  
 NSG 646 Capstone Project in Nursing Administration  
 NSG 690 Nursing Elective

**MBA COURSES: 24 Credit Hours**

MBA 601 Organizational Behavior  
MBA 632 Human Resource Management  
MBA 645 Financial Management  
MBA 663 Operations Management or MBA 669 Training and Development  
MBA 664 Quality & Productivity  
MBA 665 Managing Talent & Workforce Flow  
MBA 675 Marketing Management  
MBA 685 Current Issues in Strategic Management

**Total Credit Hours for Degree** **54**

**Graduation**

To graduate from the Thomas University MSN-MBA 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 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 commencement 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 Humanities and Interdisciplinary Studies*

## **Associate of Arts**

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Liberal Studies

## **Bachelor of Arts Degree**

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Creative Technologies

**Humanities**— This major is no longer accepting new students, effective Fall 2022 Semester

Concentration in Art

Concentration in English

Concentration in Film Studies

Concentration in Music

## **Bachelor of Science Degree**

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Interdisciplinary Studies

Literature and Media

## **Associate of Arts 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.

### **Program Student Learning Outcomes**

A graduate of this program will be able to:

1. Demonstrate skill in writing and Mathematics appropriate to the level of a college Sophomore as measured by a nationally normed assessment of such skills.
2. Demonstrate reasoning skills in the Social Sciences appropriate to the level of a college Sophomore as measured by a nationally normed assessment of such skills.
3. Demonstrate reasoning skills in the arts and humanities appropriate to the level of a college Sophomore as measured by a nationally normed assessment of such skills.
4. Demonstrate reasoning skills in the Natural Sciences appropriate to the level of a college Sophomore as measured by a nationally normed assessment of such skills.
5. Demonstrate critical thinking skills appropriate to the level of a college Sophomore as measured by a nationally normed assessment of such skills.

### **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.

ASL 101 American Sign Language

ENG 211 World Literature I

ENG 212 World Literature II  
HIS 201 United States History and Government I  
HIS 221 World History I  
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  
HUM 205 Humanities Abroad  
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  
ENG 211 World Literature I  
ENG 212 World Literature II  
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 205 Humanities Abroad  
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  
ENG 250 Introduction to Creative Writing  
THE 250 Introduction to Applied 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 215 Principles of 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 205 Psychology of Personal Adjustment

PSY 230 Theories of Personal Relationships

PSY 265 Stress Management

RHS 220 Introduction to Rehabilitation Studies

SOC 201 Introduction to Sociology

SWK 201 Introduction to Social Work

SWK 244 Human Behavior in the Social Environment

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 (3)

BIO 110 Current Issues in Life Science (3)

BIO 250 Human Osteology (4)

BIO 252 Current Issues in Environmental Science (3)

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)

MLS 250 Medical Laboratory Methods (3)

OCE 220 Oceanography (4)

PHS 220 Principles of Physical Science I (4)

PHS 221 Principles of Physical Science II (4)

SPS 200 Introduction to Sport Science (3)

<b>Total General Ed. Curriculum Hours</b>	<b>39</b>
<b>Total Open Elective Hours</b>	<b>18</b>
<b>Total Foreign Language Requirement</b>	<b>3</b>
<b>Total Hours for Degree</b>	<b>60</b>

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: ASL 101 American Sign Language, 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.

## Bachelor of Arts Creative Technologies

### Mission

Creative Technologies is a mixed media design program that combines traditional creative disciplines (art, creative writing, film, music) with technology-driven media (graphic and web design, digital photography, digital media writing). Students in the program learn various forms of creative expression and gain hands on experience with essential digital design tools and techniques. The curriculum prepares students for careers in a range of creative fields, including digital media design, graphic art, website development, audio-visual production, among others.

### Program Student Learning Outcomes

A graduate of this program will be able to:

1. Employ multiple digital media software tools to create, edit, and publish unique and innovative content.
2. Demonstrate and apply the principles of digital media design.
3. Demonstrate and apply the principles of various creative disciplines.
4. Combine and synthesize traditional creative forms and digital design techniques to convey an artistic or creative idea.
5. Communicate an artistic or creative idea in a variety of contexts, including professional, personal, academic, and public life.
6. Demonstrate an understanding of the publishing process for creative and digital media content.

**All Creative Technology majors are required to complete the Thomas University General Education Core Curriculum to include twelve hours of foreign language.**

### Creative Technologies Major Required Courses (36 Credit Hours)

ART 380 Digital Photography I	3
ART 380 Digital Photography II	3
CRT 390 Creative Technologies Special Topics	3
CRT 400 Creative Technologies Senior Portfolio	3

### Three credit hours from the following:

ART 212 2-D Design	
OR	
ART 270 Introduction to Painting	3

**Three credit hours from the following:**

ART 320 Sculpture

OR

ART 350 Printmaking 3

**Six credit hours from the following:**

ENG 360 Digital Media Writing 3

ENG 302 Creative Nonfiction

OR

ENG 304 Creative Writing 3

**Six credit hours from the following:**

FLM 400 Methods &amp; Materials of Film Making 3

FLM 410 Methods &amp; Materials of Film Making II 3

FLM 450 Film Making 3

**Total Credit Hours Core Ed. Core 39****Total Credit Hours Program Requirement 36****Total Credit Hours Open Electives 33****Total Foreign Language Requirement 12****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: ASL 101 American Sign Language, 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 Humanities

Please note: this major is no longer accepting new students, effective Fall 2022 Semester

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. Demonstrate an understanding of the essential principles and critical approaches of art, music, literature, and history.
4. 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 to included twelve hours of foreign language.**

### **Interdisciplinary Core required for ALL Humanities concentrations (12 hours total)**

#### **Course**

ART 305 Art History II or	3
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	

### **Required Program 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
IDS 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
IDS 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
IDS 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
IDS 417 Senior Thesis	3
HUM 450 Senior Humanities Seminar	3

<b>Total Credit Hours Core Ed. Core</b>	<b>39</b>
<b>Total Credit Hours Program Requirement</b>	<b>63</b>
<b>Total Foreign Language Requirement</b>	<b>12</b>
<b>Total Credit Hours Open Electives</b>	<b>6</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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. "HUM 201 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:

- e. 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.
- f. 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: ASL 101 American Sign Language, SPN 101 Elementary Spanish I, SPN 102 Elementary Spanish II, ENG 330 Word Origins or SPN 202 Conversational Spanish.
- g. 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.
- h. 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 Interdisciplinary Studies**

The 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

**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.

**Program Required 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, Psychology, Rehabilitation Studies.

**Math/Science**

Biology, Chemistry, Geology, Math, Statistics.

**Career Specialty**

Business, Education, Social Work.

**Interdisciplinary Core required for ALL Interdisciplinary Studies (12 credit 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 451 Georgia History	3
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, 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
<b>Total Credit Hours General Ed. Core</b>	<b>39</b>
<b>Total Credit Hours Program Requirements</b>	<b>39</b>
<b>Total Credit Hours Open Electives</b>	<b>42</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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. "HUM 201 WI."

## Bachelor of Science Literature and Media

### Mission

To produce well-rounded individuals who possess superior communication, critical thinking, and media technology skills and are capable of entering a variety of professions and occupations.

### Program Learning Outcomes

Upon completion of this program, students will be able to:

- Analyze and apply textual information for the purpose of developing, supporting, and arguing ideas.
- Communicate clearly and effectively in a variety of genres, modes, and media.
- Employ digital media technologies to produce, edit, and publish original and creative content.
- Make intelligent contributions to public discourse by drawing on an understanding of cultural, historical, and political perspectives.
- Exercise critical and creative thinking to engage in strategic problem solving for the complexities of the modern world.
- Conduct effective research using both web-based and traditional methods.

**Literature and Media Majors are required to complete the Thomas University General Education Core Curriculum.**

### Literature and Media Major Required Courses (39 credit hours)

ENG 200 Professional Communication	3
ENG 302 Creative Nonfiction	3
ENG 303 Argument and Persuasion	3
ENG 304 Creative Writing	3
ENG 306 Cultural Criticism in a Digital World	3
ENG 339 Literature and Film	3
ENG 360 Digital Media Writing	3
ENG 425 Shakespeare	3
ENG 490 Special Topics in English	3
ENG 495 Portfolio Review	3

### Nine credit hours from 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

Total Credit Hours Gen Ed. Core	39
Total Credit Hours Program Requirements	39
Total Credit Hours Open Electives	42
<b>Total Credit Hours for Degree</b>	<b>120</b>

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. "HUM 201 WI".



# *Division of Social and Behavioral Sciences*

## **Associate of Science Degree**

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Law Enforcement

## **Bachelor of Science Degrees**

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Criminal Justice

Homeland Security

Justice Administration

Psychology

Rehabilitation Studies

## **Bachelor of Social Work Degree**

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## **Master of Science Degree (MS)**

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Counseling

Specializations in:

Addictions and Alcoholism Counseling

Clinical Mental Health Counseling

Clinical Rehabilitation Counseling

Professional School Counseling

## 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. For successful graduation from a corrections academy as a certified corrections officer with at least 404, or more training hours, students will be given 27 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**

ENG 101 Composition I	3
ENG 102 Composition II	3
MTH 120 or above	3
SPE 105 Oral Communication for Professionals	3
Cultural Foundations	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. “HUM 201 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 and discuss different effects and empathetic treatment of people by and/or within the criminal Justice system based on characteristics of human diversity.
3. Demonstrate ability to research criminal justice issues using scholarly sources and technological resources.
4. 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.
5. Demonstrate Leadership qualities needed for career advancement.
6. 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
CRJ 255 Criminal Procedure	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 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
RSC 300 Research Methods	3
 Total Credit Hours Gen Ed. Core	 39
Total Credit Hours Program Requirements	48
Total Credit Hours Open Electives	33
<b>Total Credit Hours for Degree</b>	<b>120</b>

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. "HUM 201 WI."

A minor in Criminal Justice is available.

## Bachelor of Science Homeland Security

The Homeland Security degree will concentrate on the development of student's skills in the areas of national security, critical infrastructure protection, intelligence, risk management, legal and ethical issues required to succeed in the field of Homeland Security. The major is designed to introduce students to the field of Homeland Security in the United States and advance the knowledge of dedicated individuals assigned to protecting our nation and communities.

### Program Student Learning Outcomes

A graduate of this program will be able to:

1. Describe the historical and changing field of homeland security.
2. Recognize and apply critical thinking in regard to various homeland security threats.
3. Apply appropriate homeland security approaches.
4. Identify best practices of interagency relationships in developing comprehensive homeland security strategies.

**Homeland Security majors are required to complete the Thomas University General Education Core Curriculum**

### HMS Major Required Courses (48 credit hours)

CRJ 320 Terrorism	3
CRJ 340 Standards & Practices	3
CRJ 370 Constitutional Law	3
CRJ 430 Management in Law Enforcement	3
CRJ 441 Computer Forensics	3
GEO 302 Geographic Information Systems Applications I	3
HMS 220 Introduction to Homeland Security	3
HMS 235 Homeland Security Technology	3
HMS 245 Infrastructure Protection	3
HMS 255 Disaster Resilience	3
HMS 330 Unconventional Threats and Responses	3
HMS 410 Intelligence for Homeland Security	3
HMS 415 Homeland Security Risk Management	3
MGT 443 Leadership	3
NSG 440 Emergency Preparedness	3
RSC 300 Research Methods	3
 Total Credit Hours Gen Ed. Core	 39
Total Credit Hours Program Requirements	48
Total Credit Hours Open Electives	33
<b>Total Credit Hours for Degree</b>	<b>120</b>

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. "HUM 201 WI."

### **Bachelor of Science Justice Administration**

The Justice Administration degree will concentrate on the development of student's skills in the areas of analytics, supervision and leadership required to succeed in supervisory positions within criminal justice agencies. The major is designed to introduce students to the criminal justice system of the United States, expose students to administrative methods, and issues, explore ethical considerations, and provide students with basic academic and administrative skills needed for supervisory and executive positions.

#### **Program Student Learning Outcomes**

A graduate of this program will be able to:

1. Identify major issues facing administrators that affect services provided by criminal justice agencies.
2. Explain the legal and constitutional difficulties of providing policing, court, and correctional services in a diverse society.
3. Integrate and relate information to a diverse workforce and public orally, or written through documents, online, graphics, and presentation techniques.
4. Collect information and apply critical thinking to plan proper courses of action for administrative problems common to criminal justice agencies.
5. Describe the legal, social, political, and economic environments criminal justice agencies must operate within.
6. Identify best practices of administrative, leadership, and critical thinking skills in public, private, or nonprofit criminal justice organizations.

**Justice Administration majors are required to complete the Thomas University General Education Core Curriculum to include:**

#### **Course**

**CRJ 105 Introduction to Criminal Justice	3
*CRJ 150 Criminology	3
*Met by Law Enforcement Training	
** Met by Law Enforcement Training or Basic Correctional Officer Training	

#### **Program Required Courses: 45 credit hours**

BUS 250 Intro to Business & Entrepreneurship	3
ADM 440 Labor Relations	3
ADM 441 Alternative Dispute Resolutions	3
ADM 445 Training and Development	3
ADM 462 Public Relations	3
BUS 320 Principles of Finance	3
BUS 350 Mgt. Information Systems	3
BUS 390 Professional Communication	3
CRJ 340 Standards & Practices	3
CRJ 370 Constitutional Law	3
CRJ 430 Management in Law Enforcement	3
CRJ 470 Criminal Law	3
MGT 340 Organizational Behavior	3
MGT 443 Leadership	3
RSC 300 Research Methods	3

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. “HUM 201 WI.”

### **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**

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

#### **Program Required Courses: 42 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 Behavioral Neuroscience	3
PSY 423 Abnormal Psychology	3
PSY 445 Professional Standards & Ethics	3
RSC 300 Research Methods	3

**All PSY Majors choose the remaining 6 required courses from the following options (18 credit hours)**

**Psychological Processes:**

PSY 300 Interpersonal Communication	3
PSY 310 Educational Psychology	3
PSY 340 Social Psychology	3
PSY 360 Theories of Personality	3
PSY 390 Positive Psychology	3
PSY 433 Psychology of Grief Counseling	3
PSY 440 Industrial/Organizational Psychology	3
PSY 460 Psychology of Aging	3

**Applied Psychology:**

PSY 205 Psychology of Personal Adjustment	3
PSY 230 Theories of Personal Relationships	3
PSY 265 Stress Management	3
PSY 335 Psychology of Reasoning & Problem Solving	3
PSY 345 Psychology of Religion	3
PSY 351 Sport Psychology	3
PSY 450 Research in Psychology	3
PSY 490 Special topics*	3
PSY 495 Psychology Practicum	3

Total Credit Hours General Ed. Core	39
Total Credit Hours Major Requirements	42
Total Credit Hours Open Electives	39
<b>Total Credit Hours for Degree</b>	<b>120</b>

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. "HUM 201 WI."

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

### **Bachelor of Science Rehabilitation Studies**

The Thomas University Undergraduate Rehabilitation Studies degree prepares students to provide rehabilitation services in public and private agencies to persons with various disabilities. This degree is offered entirely online, and courses are 8 weeks in length, allowing students the opportunity to balance earning their degree with their personal and professional obligations. Completion of this program provides students with strong foundational knowledge if they want to continue on into the TU Clinical Mental Health and Clinical Rehabilitation Counseling master's degree 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.**

#### **Program Required Courses (42 credit hours)**

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	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
RSC 300 Research Methods	3
PSY 423 Abnormal Psychology or Elective	3

<b>Total Credit Hours Gen Ed. Core</b>	<b>39</b>
<b>Total Credit Hours Program Requirements</b>	<b>42</b>
<b>Total Credit Hours Open Electives</b>	<b>39</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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 Social Work**

The Social Work Program is committed to preparing students for a career as professional social workers. The BSW degree program is fully accredited by the Council on Social Work Education; and is offered at TU's Forbes Campus and totally online.

#### **Mission and Goals**

The mission of the Social Work Program 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 Program has set the following goals:

**Goal 1: Academic Excellence** – To maintain an accredited Bachelor of Social Work (BSW) program that will teach students the foundation curriculum content, including knowledge, critical thinking skills, research, practice skills, communication skills, and values necessary to become effective social workers.

**Goal 2: Professional Skills** – To prepare generalist social work practitioners to intervene effectively in a variety of human and social problem areas from micro to macro and to evaluate the effectiveness of their interventions.

**Goal 3: Advocacy** – To prepare generalist social work practitioners to understand current social policies impacting clients, and to advocate for needed changes at all levels of society and government.

**Goal 4: Ethics** – To prepare generalist social work practitioners to understand and utilize the ethical standards of the profession embodied in the Code of Ethics of the National Association of Social Workers (NASW) and to follow this code as a member of the social work profession.

**Goal 5: Cultural Competence** – To instill in BSW students an awareness of and sensitivity to issues of race, ethnicity, gender, class, age, sexual orientation, ability, and religion, as well as other factors, in our pluralistic society.

The Social Work Program 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 within a person's life. To assist clients, social work is practiced on three different levels: micro (individuals), mezzo (families and groups) and macro (organizations and communities). The Thomas University Social Work Program emphasizes

outreach to special populations such as the poor in rural areas, children and families, disadvantaged groups, while providing support, advocacy, and service to the community.

### **Program Student Learning Outcomes:**

To accomplish the goals listed, the Social Work Program has utilized the Competencies (2015 EPAS) identified by the Council on Social Work Education (CSWE) for student learning outcomes for the program of study:

1. **Ethics and Professionalism** – To demonstrate ethical and professional behavior in all areas of practice.
2. **Diversity** - To engage diversity and difference in practice with knowledge and sensitivity.
3. **Social Activism** - To advance human rights and social, economic, and environmental justice.
4. **Research**- To engage in practice-informed research and research-informed practice.
5. **Policy** - To engage in social welfare policy practice to impact macro level concerns.
6. **Engagement** - To engage with individuals, families, groups, organizations, and communities to build relationships, rapport, and cooperation.
7. **Assessment** - To assess individuals, families, groups, organizations, and communities in a collaborative fashion in order to accurately ascertain issues of concern.
8. **Intervention** – To intervene with individuals, families, groups, organizations, and communities in a collaborative fashion to create positive and impactful change.
9. **Evaluation** – To evaluate practice with individuals, families, groups, organizations, and communities in order to engage the effectiveness and impact of social work practice.

### **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 Social Work Program. 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 freshman and sophomore year, students are encouraged to take SWK 201 Introduction to Social Work, SWK 215\_Cultural Diversity, and SWK 244 Human Behavior in the Social Environment to have an overview of the profession, perspectives, and core values. Students are encouraged to make an appointment with their advisor and a Social Work faculty member to discuss their interest in the major and to receive information regarding the program. Transfer students are also encouraged to meet with their advisor and Social Work faculty members 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 Program Director. Admission to the social work major is based on a review of an application completed prior to or during the student's participation in SWK 350 Social Work Practice with Individuals: Generalist Practice I. Acceptance into the Social Work Program 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 their Advising Guide.
- 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.

### **Online BSW Program**

The Bachelor of Social Work program is also offered totally online in the 8-week course format - except for practicum and seminar courses (16 weeks). The online program offers the identical program requirements, curriculum, and progression of classes as the Forbes campus program.

### **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 in 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), students participate in 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:**

SWK 201 Introduction to Social Work	3
SWK 215 Cultural Diversity	3

### **Required Program Courses**

SWK 244 Human Behavior in the Social Environment	3
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 348 Social Welfare Policy	3
SWK 370 Ethical Issues in Human Services	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
RSC 300 Research Methods	3

Social Work majors are encouraged to consider the following areas as foundation for upper division study and graduate work: Biology, Psychology and Statistics. Students are requested to speak with their advisor regarding the selection of electives related to social work.

<b>Total Credit Hours General Ed. Core</b>	<b>39</b>
<b>Total Credit Hours Program Requirements</b>	<b>48</b>

<b>Total Credit Hours Open Electives</b>	<b>33</b>
<b>Total Credit Hours for Degree</b>	<b>120</b>

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. "HUM 201 WI."

### **Master of Science in Counseling**

The Thomas University Master of Science in Counseling is a professional and applied graduate degree that prepares students for positions as counselors in a wide range of human service settings. Students have the unique opportunity to choose from 4 counseling specialization or emphasis areas, depending on their career goals. Thomas University offers a core foundational counseling curriculum that covers all the content areas for students to be proficient and successful counselors, while then allowing students to choose from a specialty area to complete the 60 credit hour degree. The four specialization areas offered are: Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, Professional School Counseling (Accreditation to be applied for in 2023) and Addiction Counseling (Accreditation to be applied for in 2023).

Upon completion of the 60-credit hour program, all students, regardless of specialty area, are eligible to apply for licensure as a professional counselor in their state. The MSC program offers all courses necessary for professional counselor licensure/certification in every state. Students need to make sure that state requirements for licensure in the state in which they reside are completed prior to graduation. There will be numerous opportunities throughout the program to check state requirements through course assignments, and students can discuss their individual state requirements with faculty, the Program Director and/or academic advisor.

In addition, students who complete the corresponding specializations will also be qualified to become a Certified Rehabilitation Counselor (Clinical Rehabilitation Counseling specialist), a Professional School Counselor (Professional School Counseling specialist) and/or a licensed or certified Addiction counselor (Addiction Counseling Specialist), after the completion of post-graduate supervision as required per credentialing standards in each state.

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

#### **Transfer Credit Policy**

Students who have completed graduate coursework prior to admission into Thomas University's Masters of Science in Counseling program may have their coursework evaluated for up to 15 credit hours of transfer credit. No transfer credit will be allowed from a conferred Master's degree.

#### **Mission Statement**

The mission of Thomas University's Master of Science in 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 clinical mental health counseling, clinical rehabilitation counseling, professional school counseling and/or addiction counseling and to train students to effectively advocate on behalf of the clients they serve.

The Master of Science in Counseling (MSC) program accomplishes this through the following objectives:

- Faculty will provide rigorous and intellectually challenging studies that require creativity, discipline, and personal responsibility.
- Students will become competent in a variety of counseling areas, including but not limited to: theoretical foundations, counseling techniques, ethical practice, case management, group work, crisis counseling, diagnostic procedures, cultural competence, and medical and psychosocial issues through the completion of 60-credit hours of coursework.

- Students will learn through classroom, practicum and internship, and community experience how to address the needs of persons with physical, mental, emotional, and psychological disabilities and chronic illness in a manner that is consistent with the program's mission.
- The MSC program will provide students with the curriculum content that abides by CACREP standards for state licensure as a professional counselor in all states, and students are eligible to sit for the NCE/NCMHCE and CRC as early as successful completion of 75% of program coursework. Students will learn the licensure requirements in the state in which they reside and ensure all requirements are completed prior to graduation.
- The Master of Science in Counseling program's clinical preparation includes 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.
- For students who previously graduated from a 48-credit hour program and are looking for additional coursework to apply for the CRC or state licensure, Thomas University offers a Bridge Program that can help non-degree seeking students complete the academic requirements for these credentials. (See video on Bridge Program).
- CACREP is a recognized agency by the Council for Higher Education Accreditation (CHEA) and holds full membership status with the Association of Specialized and Professional Accreditors (ASPA), and the International Network of Quality Assurance Agencies in Higher Education (INQAAHE). TU is accredited under the 2009 CACREP standards which are available for review on the CACREP website.
- Thomas University has been approved by the State of Georgia to participate in the National Council for State Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of post-secondary distance education and pertains to approval of distance education courses that are offered across state lines by institutions that already have degree authorization in at least one state. As a participant in NC-SARA, Thomas University can offer distance education to any other SARA state member.

### **Vision Statement**

The vision of the Master of Science in Counseling is to equip graduates with the practical, theoretical and ethical skills needed for employment in human service agencies as a credentialed counselor in their chosen discipline.

### **Program Goals for Counseling**

1. To prepare each student to take and pass the state licensure exam for professional counselors, as well as the corresponding credentialing exams of each specialty area, by engaging them in rigorous intellectual studies that require creativity, discipline and personal responsibility.
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 prepare students to engage in professional and ethical behaviors consistent with quality counseling, serving persons who have mental, physical, emotional, and/or addiction 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 practices in the areas of clinical mental health counseling, clinical rehabilitation counseling, professional school counseling and addiction counseling in order to promote the social, psychological, physical, emotional, cultural and spiritual needs 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 counseling.

### **Additional Program Goals for the Professional School Counseling Specialization**

1. To prepare each student to take and pass the Georgia Assessments for the Certification of Educators (GACE) School Counseling exam 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 Georgia Professional Standard Commission standards for school counseling, the ASCA National Model and professional standards, and the CACREP School Counseling standards. Students who pursue the professional school counseling specialization will

meet the Georgia state requirements of having at least 700 hours in four different grade bands: PK-2, 3-5, 6-8, 9-12. Students are encouraged, but not required, to apply as professional school counselors in the state of Georgia prior to graduation, which will then allow the ease of transfer of their credential to their home state.

2. To prepare each student to take and pass the Georgia Ethics Assessment. The Division will provide students with the curriculum content that abides by the Georgia Professional Standard Commission standards for school counseling and school personnel.

### **Additional Requirements related to the Professional School Counseling Specialization**

All prospective Professional School Counseling students have a choice to meet the GA Professional standards and be credentialed in GA. Clearance through the GAPSC may make it easier to transfer credentials to other states. All Georgia residents applying for the School Counseling specialization must comply with GaPSC requirements which include:

1. Be admitted to Thomas University.
2. A minimum composite score of 750 across the three tests within the GACE Program Admissions Assessment are required unless exempted by the following:
  - SAT® (1000 Verbal/Critical Reading and Math prior to 7/1/19)
  - SAT® (1080 on Evidence-based Reading/Writing and Math on or after 7/1/19)
  - ACT® (43 English and Math)
  - GRE® (1030 Verbal and Quantitative; after 8/1/11, 297 Verbal and Quantitative)
  - Possess a current Georgia Professional Standards Commission (GaPSC) Provisional Teacher Certification (exclusion, Provisional Teacher Certification in Career and Technical Specialization fields).
3. Hold a bachelor'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 and relevant graduate coursework or conferred master's degree. The GPA is considered in context of the cumulative GPA for that bachelor's degree, work experience, relevant credentials, and 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 admission by the prospective graduate program. Any candidate admitted with a GPA lower than 3.0 may be required to take a 3-credit hour writing course and/or additional requirements as deemed appropriate by the graduate program.
5. International students seeking admission into a graduate program must refer to international admissions for additional required documents.
6. Submit three recommendation forms from professional or academic references (2 colleagues and 1 administrator/supervisor).
7. A personal statement of career and educational objectives, including the rationale for pursuing a graduate degree (maximum two pages). Applicants with a GPA lower than 3.0 and/or an ethics reprimand on their certificate must explain the circumstances which adversely impacted their previous academic performance and/or the reason for the reprimand.
8. Provide proof professional liability insurance.
9. PK-12 School Employees must submit a Professional School Experience form.
10. Complete the GaPSC Educator Ethics Assessment. An individual holding a current Georgia Professional Standards Commission Provisional Teacher Certification will be exempt from taking the GaPSC Educator Ethics Assessment for program admission.
11. Not have previously been denied admission to, had an unsatisfactory performance rating, or been removed from student teaching at another institution.
12. Upon admission, there are a few last tasks for students to complete in their MyPSC account before they will be eligible to register for classes. They are: 1) claiming program enrollment, 2) answering Personal Affirmation Questions (PAQs), 3) submitting the Pre-Service Application (if applicable), and 4) having official transcripts from ALL colleges/universities previously attended submitted to the GaPSC.

**Retention in the Masters of Science in Counseling (MSC) program**

To be graduate from the Master of Science in Counseling program, a student must complete the required 60-credit hour program of study. Students are evaluated throughout the program in three major areas:

1. Academic Performance-Each student is expected to demonstrate high academic achievement and maintain a 3.0 GPA in every course. 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 Masters of Science in Counseling Program.
  - Professional Disposition is assessed each semester via faculty completion of Tevera's CCS-R. Site supervisors will assess student Interpersonal Skills and Professional Disposition during Fieldwork experiences and Tevera's CCS-R. Low scores on the CCS-R may result in failure of a Fieldwork course, remediation steps, or dismissal from the 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.

**Program Student Learning Outcomes for Masters of Science in Counseling**

A graduate of this program will be able to:

1. Demonstrate awareness of the professional role of counseling and apply the ACA, ASCA, and CRC Code of Ethics of counseling in a legal and ethical manner, inclusive of international standards and cultural contexts.
2. Identify and articulate an understanding of social, economic, cultural, and environmental obstacles which may present barriers to a client's success.
3. Demonstrate a working knowledge of human development and the needs of individuals with mental health and physical 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 for gainful employment and facilitate the reduction of environmental and attitudinal barriers.
5. Demonstrate and apply a personal philosophy and identity as a mental health, rehabilitation, addiction, and/or school counselor 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 program evaluation by applying evidence-based practice to counseling.
9. Understand and apply the role and function of the counselor as a member of interdisciplinary teams in a variety of settings.
10. Identify and plan for the provision of culturally competent mental health, rehabilitation, educational, and/or addiction services to persons from marginalized and underserved populations.

**Additional Program Student Learning Outcomes for Professional School Counseling Specialization**

A graduate of this program will be able to:

1. Take and pass the Georgia Assessments for the Certification of Educators (GACE) School Counseling exam as well as the professional counselor licensing exam. The Division will provide students with the curriculum content that abides by the Georgia Professional Standard Commission standards for school counseling, the ASCA National Model and professional standards, and the CACREP School Counseling standards.
2. Demonstrate effective and professional school counseling skills in school settings, thus learning from these field experiences. Students will have a foundation of understanding school counseling and its unique role school counselors play in each different level of school. Students will learn how school counselors are advocates, collaborators, and leaders who help create systemic change to benefit the learning and lives of their students and families.
3. Articulate and assume the professional and ethical role of a counselor as specified in the Georgia Professional Standards Commission and the American School Counseling ethical and professional standards.
4. Discuss and demonstrate techniques of cross-cultural counseling and advocate on behalf of diverse populations and those who require individualized education and/or behavioral interventions for success.

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.

**Foundational Counseling Courses: (45 Credit Hours)**

COU 602 Foundations and Techniques of Counseling	3
COU 606 Ethics & Professional Orientation	3
COU 612 Human Growth & Development	3
COU 627 Theories & Techniques of Counseling	3
COU 628 Theories & Techniques of Group Counseling	3
COU 634 Testing & Assessment	3
COU 646 Foundations of Career Development and Job Placement Services	3
COU 656 Crisis & Trauma Counseling	3
COU 657 Substance Abuse Counseling	3
COU 670 Psychopathology & Diagnosis	3
COU 673 Research & Program Evaluation	3
COU 680 Counseling Practicum (100 clinical hours)	3
COU 681 Counseling Internship I (450 clinical hours)	3
COU 682 Counseling Internship II (450 clinical hours)	3
COU 698 Counseling Capstone	3



**Specializations (15 credit hours): Choose one:****Specialization in Addiction Counseling: 15-18 credit hours**

AAC 604 Ethics in Addiction & Alcoholism	3
COU 608 Psychosocial and Multicultural Aspects	3
COU 613 Human Sexuality (if req for licensure)	3
AAC 668 Co-Occurring Disorders	3
AAC 678 Psychopharmacology	3
AAC 683 Counseling Internship III	3

**Specialization in Clinical Mental Health Counseling: 15 credit hours**

COU 608 Psychosocial and Multicultural Aspects	3
RCE 621 The Helping Professional: CM & Comm Counseling	3
COU 664 Marriage and Family Counseling	3
COU 671 Abnormal Behavior	3

**Three credit hours of the following:**

COU 613 Human Sexuality OR	3
AAC 678 Psychopharmacology	

**Specialization in Clinical Rehabilitation Counseling: 15 credit hours**

RCE 605 Medical Aspects of Disability	3
COU 608 Psychosocial and Multicultural Aspects	3
RCE 621 The Helping Professional: CM & Comm Counseling	3
COU 664 Marriage and Family Counseling	3

**Three credit hours of the following:**

COU 613 Human Sexuality OR	3
COU 671 Abnormal Behavior OR	
AAC 678 Psychopharmacology	

**Specialization in Professional School Counseling: 15 credit hours**

PSC 624 Collaborative Classrooms	3
PSC 625 Diversity and Exceptionality	3
PSC 611 Counseling Children and Families	3
PSC 600 Introduction to Graduate Programs	3

**Three credit hours of the following:**

COU 613 Human Sexuality OR	3
COU 671 Abnormal Behavior OR	
AAC 678 Psychopharmacology	

# Minors Programs

## **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.)

### **Accounting 15 credit hours**

BUS 300 Intermediate Accounting I	3
BUS 301 Intermediate Accounting II	3
BUS 302 Cost Accounting	3
BUS 305 Individual Income Tax	3
BUS 408 Advanced Bus Law with UCC	3

\*Prerequisites: BUS 205 Introduction to Business and BUS 220 Principles of Accounting

### **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 Art Minor (15 credit hours) provides students with a foundation in creative visual expression. The studio-based courses emphasize experiential learning through hands-on projects. Students also have the opportunity to learn fundamental skills in the display and presentation of visual art through the Thomas University Art Gallery.

#### **Six credit hours from the following:**

ART210 Introduction to Drawing  
ART212 2D Design  
ART250 Introduction to Studio Art  
ART270 Painting

#### **Three credit hours from the following:**

ART304 Art History I  
ART305 Art History II  
ART306 Art History III

#### **Six credit hours from the following:**

ART320 Sculpture\*  
ART350 Printmaking\*  
ART380-2 Digital Photography (1, 2, and 3)

\*Prerequisite options for ART320 and ART350 are any one of the following: ART 210, ART 212 or ART 250.

**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

\*\*These courses cannot be counted for both the Biology major and NRCM major. NRCM major students wishing to pursue a minor in Biology must select alternate Biology courses at the 300 or 400 level to fulfill the requirements of the Biology minor. These courses must be approved by the Program Director for Science in order to be attributed to the Biology minor.

**Business Administration** **15 credit hours**

Prerequisites: BUS 205 and a 2.0 CGPA.

BUS 215 Principles of Economics	3
BUS 220 Principles of Accounting	3
BUS 320 Principles of Finance	3
BUS 360 Principles of Marketing	3
MGT 340 Management and Organizational Behavior <b>OR</b>	
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

**Communications** **15 credit hours**

ART 390 Graphic Art and Web Design	3
ENG 200 Professional Communication	3
ENG 302 Creative Nonfiction Writing	3
OR	
ENG 303 Argument and Persuasion	
ENG 360 Digital Media Writing	3
PSY 300 Interpersonal Communications	3

**Creative Writing** **15 credit hours**

ENG 250 Introduction to Creative Writing	3
ENG 302 Creative Nonfiction	3
ENG 304 Creative Writing	3
ENG 360 Literature and Media	3
ENG 405 Fiction Workshop	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 350 Integrating Educational Technology into Teaching	3
RDE 452 Teaching Reading	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 302-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 II	4

(Offered in School of Arts & Science and School of Professional Studies)

**Geographic Information Systems 19 credit hours**

GEO 201 Introduction to Geography

OR

GEO 202 Topography and Navigation	4
GEO 302 Geographic Information Systems Applications I - Methods	4
GEO 303 Geographic Information Systems Applications II - Analysis	4
GEO 410 Community GIS	4
BIO 495/GEO 495 Geography Internship	3

(Offered in School of Arts & Science and School of Professional Studies)

**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

**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 Jazz Ensemble or MUS 390 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 330 Psychology of Learning	3
Or	
PSY 400 Cognitive Psychology	
Or	
PSY 410 Behavioral Neuroscience	
Any PSY courses	9

**Rehabilitation Studies** **15 credit hours**

RHS 215 Cultural Diversity	3
RHS 220 Introduction to Rehabilitation Studies	3
RHS 285 Assistive Technology	3
Any RHS Courses	6

**Social Work** **15 credit hours**

The minor consists of 15 semester hours taken in social work above the 200 level.

**Sports Studies** **15 credit hours**

Choose 5 courses:

PSY 351 Sport and Performance Psychology	3
SPS 200 Introduction to Sport Science	3
SPS 300 Injury Prevention	3
SPS 350 Introduction to Sport Management	3
SPS 420 Coaching Theories and Methods	3
SOC 401 Sociology of Sport	3

(Offered in School of Arts & Science and School of Professional Studies)

# Course Listings

## AAC-Alcohol and Addictions Counseling

**AAC 604****3 credits****Addictions & Alcoholism Ethics**

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.

**AAC 668****3 credits****Co-Occurring Disorders**

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 mental health and addictions will be explored in detail through evidence-based practices of treatment effectiveness.

**AAC 678****3 credits****Psychopharmacology**

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.

**AAC 683****3 credits****Counseling Internship III**

Prerequisites: Successful completion of clinical and academic requirements of RCE 682 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.

## ADM-Administration

**ADM 440****3 credits****Labor Relations**

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.

**ADM 441****3 credits****Alternative Dispute Resolution**

This course examines the effect mediation and arbitration have in both the workplace and legal system. The course focuses on theories and skills related to alternative dispute resolution, including how to create, organize, and perform a mediation or arbitration.

**ADM 445****3 credits****Training and Development**

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

**ADM 462****3 credits****Public Relations**

This course provides an introduction to the theory, history, practice, and future of public relations. This course makes extensive use of new research findings, new communication methods, new social media communication techniques and extensive use of current events and trends in public relations. Additionally, the course provides a framework for class discussion of best practice techniques. Activities are designed to address each student's needs by applying and practicing techniques related to public relations in diverse organizations, including the private, public, and social sectors.

### **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 \$25 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 fee required.

**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. Studio fee required.

**ART 240****3 credits****Art Appreciation**

Prerequisite: ENG 101. 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. Studio fee required.

**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 fee required.

**ART 304** **3 credits****Art History I**

Writing Intensive. 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**

Writing Intensive. 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**

Writing Intensive. 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. Studio fee required.

**ART 322** **3 credits****Ceramics**

Introduction to hand building techniques including coiling, slab, and pinch methods, textures, glazing, kiln firing and pit firing. Studio fee required.

**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. Studio fee required.

**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.

## ASL-American Sign Language

**ASL 101** **3 credits****American Sign Language**

Students will learn in this introductory course to communicate using American Sign Language (ASL) in real-life contexts. Students will develop ASL communication skills through the use of technology, ASL materials, and practice. They will learn cultural contexts, information, and perspective of the deaf community. The goal is that each student will successfully communicate in a meaningful way basic American sign language.

## 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 a symbols, terminology related to the human anatomy, disease states, and terminology specific to the student's field of study.

**BIO 105** **3 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.

**BIO 110** **3 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.

**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: A grade of "C" or better in 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: A grade of "C" or better in 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** **3 credits****Current Issues in Environmental Science**

Writing Intensive. This course will investigate large-scale environmental problems such as global warning, 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 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: A grade of "C" or better in 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: A grade of "C" or better in BIO 308 or permission of instructor. This course is the study of wildlife as a natural resource with a special emphasis on conservation, ecology and land management practices. This course provides foundational knowledge about the principles of wildlife ecology that are necessary to think critically as a professional wildlife ecologist and to solve wildlife conservation problems.

**BIO 310****3 credits****Medical Molecular Cell Biology**

This course examines the organization and function of cellular structures. 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 is framed within the context of Medical Molecular Cell Biology.

**BIO 311****4 credits****Conservation Science**

Prerequisite: A grade of "C" or better in 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****Medical Genetics**

Prerequisite: A grade of "C" or better in 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. This course is framed within the context of Medical Genetics.

**BIO 315****4 credits****Zoology**

Prerequisites: A grade of "C" or better in 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: A grade of "C" or better in 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: A grade of "C" or better in 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: A grade of "C" or better in 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 401****3 credits****Evolution**

Prerequisite: Senior-standing Biology Major & a grade of "C" or better in BIO 308 and BIO 412. A study of the historical development of the concept of natural selection and modern concepts of evolution. The required ETS Major Fields test for Biology will be part of the grade for this course.

**BIO 403****4 credits****Field Biology**

Prerequisites: A grade of "C" or better in 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****Scientific Communication**

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: A grade of "C" or better in 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: A grade of "C" or better in BIO 101, BIO 270 and BIO 315. 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: A grade of "C" or better in BIO 101, BIO 270 & BIO 380. 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: A grade of "C" or better in 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****3 credits****Senior Seminar**

Prerequisites: A grade of "C" or better in 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 491****1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

**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****Introduction to Business and Entrepreneurship**

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 220. 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 220 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. 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 220. 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 220 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 215. 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 220. 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 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**

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 362** **3 credits****Retailing Management**

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 390** **3 credits****Professional Communication**

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 220. 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 441** **3 credits****Small Business Management**

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**

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 460****3 credits****Marketing Research**

Prerequisite: BUS 360. 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 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 491****1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

**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 205. 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.

## **CHM—Chemistry**

**CHM 101****4 credits****General Chemistry I**

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****3 credits****Medical Biochemistry**

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.

## COU-Counseling

**COU 601****3 credits****Foundation and Techniques of Counseling**

This course provides an overview of the counseling profession including its history, philosophy, and theoretical foundations. Topics fundamental to the development of the profession will be explored and focus on an understanding of the American Counseling Association (ACA), its activities and services, as well as its overall structure, philosophy and divisions. Students will learn about credentialing, licensure, accreditation standards, ethical practices, various employment settings and opportunities in the counseling field, and the importance of advocating for clients by addressing institutional and social barriers that limit or impede success. Central to this course will be on on-going self-evaluation of students' attitudes, values, interpersonal skills, cultural competency, dispositions, and interest in choosing counseling as a profession.

**COU 608****3 credits****Psychosocial and Multicultural Aspects of Disability**

The purpose of this course is to familiarize the students with the concepts and paradigms used in counseling diverse populations. Students will study key characteristics and needs of disability groups, multicultural groups, and other marginalized populations, and the current theories, trends, and issues in counseling special populations. Students will learn skills relevant to working with diverse populations, and study strategies useful to help organizations and communities develop an understanding of, and change attitudes and behaviors toward marginalized groups. Emphasis will be on developing the knowledge, skills, and attitudes needed to effectively counsel persons with differing characteristics from the counselor especially in regard to culture, race, age, gender, sexual orientation, disability status, family values, SES, ethnicity, and religious preference. Focus will be on developing awareness of one's own values, attitudes, and beliefs as they relate to counseling in a diverse society. Course material will include theories of multicultural counseling, identity development, and multicultural competency and ethical and legal considerations.

**COU 612****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.

**COU 613****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.

**COU 627****3 credits****Theories and Techniques of Counseling**

This course will familiarize students with the terms, concepts, principles, and techniques of the major counseling theories. Through application of theoretical material and clinical case studies, students will analyze individual counseling practices, 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 in order to develop their identity as a counselor and integrate their learning into their own style of counseling.

**COU 628****3 credits****Theories and Techniques of Group Counseling**

Pre-requisite: COU 627. Group Counseling explores the social and interpersonal influences on behavior and group dynamics. The course will examine different theoretical and practical approaches to counseling groups, basic principles of group interaction, group developmental stages, member roles, and basic group counseling skills. Consideration will be given to ethical, legal, and professional issues, incorporating a developmentally appropriate, culturally sensitive approach to the initiation, maintenance and termination of counseling groups. This class contains a didactic and a synchronous experiential element, which requires that each student participate in 10-clock hours of direct experience (via Zoom) where they will learn and utilize principles of group dynamics, communication, group process, group stages and goals, group leadership, democratic group procedures, individual and group resistance, and the initiation and development of small groups.

**COU 634****3 credits****Testing and Assessment**

This course covers formal and informal assessment strategies. Aptitude, achievement, interest, behavioral, and personality instruments are presented. Analysis, synthesis and utilization of assessment data for counseling and service planning are emphasized. Basic psychometric properties of standardized tests will be discussed. Students will learn how to identify specific assessment strategies most appropriate for an individual client's needs and how to synthesize and utilize objective, behavioral and clinical data in service planning. Students will also learn to interpret test results and write appropriate reports based on those test results. Ethical and legal implications of testing and assessment will be covered, along with the impact of cultural and disability issues on assessment and how to use assessment data in an ethical manner with diverse populations.

**COU 646****3 credits****Foundations of Career Development and Job Placement Services**

Students will examine current theory and practice in career development for individuals at a variety of transitional life stages. 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 lifestyle development through experiential exercises, assessment evaluation, and report writing.

**COU 656****3 credits****Crisis and Trauma Counseling**

This course provides an overview of the theories, techniques, models, and clinical skills involved in crisis intervention. The progression of symptomology in crisis, crisis resolution, and resilience will be explored through current research on crisis intervention. The appropriate psychological, educational and specialized techniques implemented in crisis and trauma counseling will be examined as they apply to diverse populations. Crisis intervention strategies and suicide prevention models, including the use of psychological first aid and diagnostic procedures will be explored.

**COU 664****3 credits****Marriage and Family Counseling**

This course provides an understanding of the nature and needs of individuals at all developmental levels and in multicultural contexts, including learning styles, personality development, normal and abnormal behavior, and lifespan transitions. It emphasizes physiological, cognitive, social, emotional, spiritual, and moral development from conception to end of life. Students will be able to demonstrate an understanding of individual and family development, the impact that crises or trauma-causing events have on individual and family functioning, ethical issues related to human development and theories for facilitating optimal development and wellness across the life span.

**COU 670****3 credits****Psychopathology and Diagnosis**

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-5). The major categories, diagnostic criteria, and treatment of mental disorders and chemical abuse are explored. Proper assessment and identification of discrete aspects of cognition, affect, and behavior that lead to diagnoses will be explored. The link among acculturation, acculturative stress and psychopathological conditions will be addressed.

**COU 671****3 credits****Abnormal Behavioral**

This course examines human behaviors that deviate from the majority, and may pose a threat to a person's livelihood and well-being. The course focus will be on the etiology of abnormal behavior, understanding abnormal behaviors from a multicultural perspective, and treatment options for behavioral change.

**COU 673****3 credits****Research and Program Evaluation**

This course is intended to provide students with an introduction to applied research methods in the counseling profession so that they can become intelligent consumers of research. Students will be able to identify various research approaches, the strengths and limitations associated with different approaches, the evaluation procedures necessary to effectively assess services, develop needs assessments, and design research projects. This course is also designed to give students the necessary skills to conduct research in the counseling field including frequently utilized qualitative and quantitative research approaches. Students will apply skills including: developing research questions, program evaluation, statistics and research design, hypothesis testing, research proposal development and research utilization.

**COU 680****3 credits****Counseling Practicum**

Prerequisites: Completion of a minimum of 12 credit hours of course work 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 counseling under clinical and faculty supervision through a minimum of 100 clock hours, 40 of which are in direct service to clients, 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.

**COU 681****3 credits****Counseling Internship I**

Prerequisite: Successful completion of RCE 680. 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.

**COU 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.

**COU 695****1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

**COU 698****3 credits****Counseling Capstone**

Prerequisite: Completion of 80% of required curriculum courses in the CRMHC program. This course serves as the culmination of student development through the Masters of Counseling graduate program. Students will demonstrate mastery of core curriculum areas through the development of a portfolio that applies key clinical benchmarks to assess readiness to proceed into professional counseling practice. The required portfolio will serve to examine student performance on a variety of counseling skills and evaluate program content. The portfolio will encourage synthesis of learning across courses and experiences and allow students to showcase their strengths as a counselor through an oral defense of their portfolio at the end of the course. An additional part of the capstone process will also require completion of a cumulative comprehensive final exam that covers all program content in order to prepare students for licensure and certification examinations. Students must pass this exam with an 80% or higher to pass the class.

## **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 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 355****3 credits****21<sup>st</sup> Century Policing**

This course examines the President's Task Force on 21st Century Policing and its recommendations in the context of American policing paradigms. It examines each of the six pillars of 21st Century Policing and considers the practical application and implementation of recommendations and guidelines in law enforcement agencies and communities.

**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.

**CRJ 491** **1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

**COU 657** **3 credits****Substance Abuse Counseling**

This course provides counselors-in-training with an overview of the addictive process how to provide counseling services to those who have, or have had substance abuse (alcohol, drugs, inhalants, prescription medications etc.) problems. Theories of addictions counseling and application of these theories will be covered and help students develop the skills necessary to apply techniques to individuals, couples, families and groups. Co-occurring disorders, such as process addictions and mental illness will be addressed and students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction, assessment strategies, interventions, wellness strategies for facilitating optimal development and diagnosis and treatment planning.

## **CSC-Computer Science**

**CSC 120** **3 credits****Microcomputer Applications**

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.

**CSC 301** **3 credits****Computer Operating Systems-How do computers "think"**

This course presents the theory of operating systems and an overview of one or more operating system environments. Operating system concepts covered should include (but are not limited to): process management, memory management, I/O management, file management, and security. Theory concepts will be put into practice with exercises, some requiring college algebra skills and/or basic programming knowledge. Operating system environments may include (but are not limited to): Windows, UNIX, and Linux.

**CSC 310** **3 credits****Introduction to Programming**

This course introduces students to algorithmic design and structured/modular programming. Programming concepts will be put into practice by using Java for programming projects. These basic programming concepts and constructs will be covered: variables, data types, strings, arithmetic and logical operators, branching statements, loops, and debugging. Additionally, these object-oriented programming concepts will be covered: classes, instance variables, methods, and constructors.

**CSC 320****3 credits****Data Management Concepts**

This course provides an overview of data management concepts. This course explores the enterprise perspective of managing data needs of an organization. This includes data integrity, database models, and integration of databases, security, and database administration issues. The student will be introduced to query processing within a database environment.

**CSC 330****3 credits****Technology in a Global Society**

This course presents the social, political, economic, multicultural, and ethical issues surrounding the use of computers and computer technology. Course work includes class discussion, readings, collaborative projects and formal term papers on selected topics.

**CSC 401****3 credits****Computer Architecture**

The student will learn about the various hardware components of a computer system. Course topics include: data representation, number systems, Boolean algebra, combinational logic, sequential logic, CPU layout, registers, adders, buses, and memory devices. Includes CompTIA A+ certification.

**CSC 410****3 credits****Network/Cloud**

This course introduces students to computer networking through the lens of the data communication in a business. Students will learn about distributed applications, networking, networking management and security as it applies to the business environment and the concerns of business management and staff. Included will be a study of Azure and/or AWS as both a Platform and a Service. Includes AWS Cloud Practitioner and CompTIA Network + certifications.

**CSC 420****3 credits****Introduction to Cybersecurity**

This course introduces students to various security concepts, issues, and countermeasures. The topics to be examined include, but are not limited to, cryptographic techniques and applications, attack and vulnerability identification, defenses and countermeasures, security tools and techniques, and ethical and legal issues. Several of these concepts may be put into practice using laboratory exercises.

**CSC 430****3 credits****Project Management**

This course presents the full range of topics necessary to prepare students for both the ITIL® 4 Foundation Certification Exam and the CSSC Six Sigma Yellow Belt Certification Exam. Particular emphasis and application are made toward computer systems analysis and design. Students address the terms, processes, and skills that are covered in the exams.

**CSC 495****3 credits****Internship**

Practicum work experience that allows the student to apply theories learned in the classroom to a professional experience. Course requires a paper, two evaluations by the company supervisor, a log, completion of 120 hours of work for three credits, and periodic meetings with the internship coordinator. Students must submit an internship application and other internship-related forms to the internship coordinator for approval prior to registering.

## 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.

**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.

**EDU 301****1 credit****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**

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. Meets Computer Skill course requirement.

**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**

The purpose of this course is to provide a comprehensive review of the knowledge and skills identified in Georgia Professional Standards Commission program standards and certification requirements for the content area in which the educator is being certified. This course will provide individualized opportunities for instruction, assessment, and feedback to support the educator's development of essential content knowledge, pedagogical skills, and/or ethical practices.

**EDU 428****3 credits****Developing Pedagogical Content Knowledge**

Prerequisites: 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 490** **3 credits****Special Topics in Education**

Special topics courses offer the student opportunities to explore current issues and selected topics of interest in the discipline.

**EDU 491** **1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

**EDU 601** **0 credits****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, from a variety of cultural and linguistic backgrounds. 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 planning and practices/culturally responsive pedagogy, educational environments, assessment types and uses, learning communities, and dispositions of the profession.

**EDU 604** **3 credits****Observation and Analysis**

The purpose of this course is the critical examination and application of current research related to the advancement of teacher practice. Course materials and assignments will target the development of professional skills related to observation and feedback in order to support reflective practice and teacher growth. Additional emphasis is placed on the facilitating the selection, design, and interpretation of multiple assessments to improve student learning.

**EDU 605** **3 credits****Foundations of Instruction**

The purpose of this course is to introduce research-based best practices for responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. Thirty clock hours of professional field experiences are required.

**EDU 606** **3 credits****Clinical Practice I**

Pre-requisite: EDU 605. The purpose of this course is to examine research-based best practices for effective teaching. Emphasis will be placed on the methods and strategies needed to meet the diverse needs of all learners. This course requires a classroom field placement; the grade band is dependent on the student's major.

**EDU 607** **3 credits****Culturally Relevant Pedagogical Content Knowledge**

Pre-requisites: EDU 605, EDU 606, EDU 623, and EDU 625. The course covers general principles and approaches to culturally responsive teaching such as how teachers develop meaningful relationships with students, how teachers learn from and about a school and local community, how teachers develop and implement culturally responsive classroom management, and how teachers develop expectations for students that maximize their capacity. In addition, the course will assist students in learning about and developing culturally responsive curriculum and pedagogy in their different content/subject matter areas.

**EDU 608** **3 credits****Clinical Practice II**

Pre-requisites: EDU 605, EDU 606, EDU 625. This course provides the intern with daily co-teaching experiences in a classroom aligned with the intern's area of certification under the supervision and direction of the university supervisor, a mentor, and the school-building principal.

**EDU 609** **3 credits****Leadership, Collaboration, and Advocacy in Education**

Pre-requisite: EDU 605. The purpose of this course is to critically examine the impact of professional learning, ethical practice, collaboration, and leadership on the career path of an educator.

**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 provide students with a balanced, inclusive, and integrated overview of the field of educational research. The course is designed to be balanced in its presentation of quantitative and qualitative research by examining foundational issues of research. 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**

Professional learning is the avenue for changing teachers' practice and thereby impacting student learning and school improvement. Teacher leaders are key components in the effective design, implementation, and evaluation of effective professional learning. This course is designed to equip teacher leaders with tools, skills, and strategies for



developing and analyzing student and teacher needs in order to inform and facilitate the design, implementation, and evaluation of leading others in a coherent, job-embedded, and differentiated professional learning that will impact teacher practice, student achievement, and school improvement as part of a professional learning community. This course aligns with the requirements for Teacher Leadership GACE Task 3: Professional Learning.

**EDU 612****3 credits****Teacher as Researcher**

Prerequisite EDU 610. 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 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 school 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 school 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 School Leaders**

This course provides school 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 a school leader

will provide the foundation needed for students to apply the fundamentals of action research at the local school level as a school leader.

**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 621** **3 credits**

**Instructional Design and Practices for Online Instruction**

This course is designed to develop skills in designing flexible, digital, interactive and collaborative learning experiences that engage students in the learning process and promote higher order thinking and creativity.

**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 and strategies for building a collaborative classroom community and positive learning environment.

**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 626** **3 credits**

**Early Childhood Curriculum and Instruction**

The focus of this course is on the cognitive, physical, and intellectual development of the preschool and kindergarten learner, as well as a set of research-based best practices preschool and kindergarten teachers utilize to appropriately design, implement, and assess student learning

**EDU 627** **3 credits**

**Digital Learning Assessment Design and Data Analysis**

This course is designed to further develop the knowledge and technical skills required of PK-12 teachers to design and use digital assessments, analyze data results, and provide high quality feedback that moves student learning forward in both a digital learning environment and traditional classroom. Reflection on and application of course content promotes professional growth.

**EDU 628** **3 credits****Internship in Digital Learning**

Pre-requisites: EDU 620, EDU 621, & EDU 627. Students will explore existing literature on best practices in online teaching and learning based on their specific contexts, whether K-12, higher education, business, etc. This course incorporates instructional design theory and online pedagogical knowledge putting students' learning into action and practice in an authentic online environment.

**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 Georgia Professional Standards Commission's 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 and the GACE Teacher Leader Assessment 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 Professional Standards Commission's 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.

**EDU 632** **3 credits****Characteristics of Gifted Children and Youth**

This course is designed to examine the nature and needs of gifted and talented learners. Participants will become knowledgeable about the characteristics of gifted and talented students. Emphasis will be on the unique learning, behavioral characteristics, developmental patterns, special populations, accommodations, and special issues of gifted children and youth.

**EDU 633** **3 credits****Curriculum & Instruction for Gifted Children and Youth**

This course is designed to prepare participants to organize and deliver appropriate curriculum for gifted children and youth. Teachers will explore curriculum models, instructional strategies, and assessments to meet the needs and abilities of gifted students.

**EDU 634** **3 credits****Assessment & Program Implementation for Gifted Children and Youth**

This course is designed to prepare participants to examine assessments tools, and consider their uses and limitations for identifying gifted students, including students from diverse backgrounds.

**EDU 635** **3 credits****Literacy Development and Dyslexia**

The purpose of this course is to investigate the development of literacy and the factors that influence its development. Emphasis will be placed on becoming familiar with literacy profiles of students, including those with dyslexia who face difficulties in literacy development.

**EDU 636** **3 credits****Assessment of Reading and Language Disabilities**

The purpose of this course is to investigate the process to screen, progress monitor, diagnose, and assessment students who may be dyslexic. Emphasis will be placed on reviewing practices of evidence-based literacy intervention for students with dyslexia.

**EDU 637** **3 credits****Interventions for Students with Dyslexia**

The purpose of this course is to explore the knowledge, skills, and dispositions necessary to develop, implement, and monitor interventions for students with dyslexia.

**EDU 645** **3 credits****Language Development and the Classroom**

This course is designed to develop an understanding of language acquisition principles teachers need for classroom settings. Candidates will explore and apply theories of language development including principles of English language in reading, writing, speaking, and listening; language acquisition, and second language acquisition.

**EDU 646** **3 credits****Cultural Issues and English Language Learners**

This course explores principles, theories, and research on cultural and linguistic diversity. This course also focuses on the impact of a culturally responsive environment on English Language Learners and their academic achievement.

**EDU 647** **3 credits****Methods and Resources for Teaching English Language Learners**

This course introduces a variety of methods and resources for teaching English Language Learners through the lens of instructional and assessment issues. Application of teaching and learning best practices that lead to language growth is emphasized throughout the course.

**EDU 655** **3 credits****Utilizing Data to Lead School Improvement**

This course will provide candidates experiences in reviewing different types of data, analyzing data from multiple sources, and using different methodologies of interpreting and presenting data. Candidates will also explore the use of data within curriculum, instruction, and comprehensive school improvement efforts in order to develop a data-driven culture within the school.

**EDU 656** **3 credits****Leading Curriculum and Instruction for Educational Change**

This course is designed to provide leader candidates with the knowledge, skills, and dispositions to develop and support an equitable, rigorous, and coherent system of standards-based curriculum, instruction, and assessments to promote academic success and well-being for all students. Candidates will analyze P-12 curriculum, identify learning gaps, and formulate actions steps for continuous improvement. Candidates will also enhance observation strategies and how to give effective and specific feedback during an observation cycle.

**EDU 660** **3 credits****Social Studies Curriculum Development and Methods**

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 meet the diverse needs of all learners. Focus is placed on developing teacher candidate content and pedagogical content knowledge needed to teach social studies to K-5 students.

**EDU 670** **3 credits****Mathematical Curriculum Development and Methods**

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 meet the diverse needs of all learners.

Focus is placed on developing teacher candidate pedagogical skill and understanding of how to teach mathematics to K-5 students through a progression of concrete, representational, and abstract concepts.

**EDU 671** **3 credits**

**Leading with a Social, Emotional, and Cultural Lens**

This course addresses the critical intersection of social emotional learning (SEL) and culturally responsive teaching (CRT) to emphasize the importance of leaders engaging stakeholders in professional learning that supports the implementation of culturally responsive social emotional competency development. The course will provide tools for examining the extent to which SEL is culturally responsive and sustaining and will provide resources and strategies for increasing the linkage between SEL and CRT that leads to all children having healthy social, emotional, and academic development.

**EDU 672** **3 credits**

**Human and Fiscal Resources**

This course provides knowledge and skills necessary for school administrators to be ethically and legally compliant in school operations for the academic success of all students. Course topics will include human resources, state financial structures and policies, fiscal planning, operations, financial decision-making, and legal and ethical issues.

**EDU 673** **3 credits**

**Collaborating and Communicating with Stakeholders**

This course provides a foundation for developing relationships among stakeholders in the school community (students, school, parents, and the community at large) for the express goal of supporting student learning. In addition to examining research findings, students will explore family engagement, mutually beneficial community relationships, and student advocacy.

**EDU 674** **3 credits**

**Instructional Leadership for School Improvement**

In this course, educational leaders will learn to facilitate and evaluate instruction to support and coach teachers in the implementation of a shared vision of teaching and learning and to use job-embedded professional learning to implement instruction that is standards-based, focused on student and adult learning, and accessible to and inclusive of all students with specific needs related to academic ability, age, gender, and those from linguistically and culturally diverse backgrounds.

**EDU 676** **3 credits**

**Culturally Responsive Leadership**

The purpose of this course is to prepare educational leaders with the knowledge, skills, and dispositions in culturally responsive leadership essential for creating an equitable learning environment where all students can achieve high academic standards. Candidates will also use the school improvement process to assess, plan, implement, and evaluate community and family engagement initiatives to maximize each student's academic success and social and emotional well-being, and that promote continuous school improvement.

**EDU 677** **3 credits**

**Facilitating Professional Development in a Collaborative Culture**

Candidates will learn how to expand professional capacity of schools to improve equitable practice and programs. Candidates will demonstrate the use of professional learning communities, protocols, coaching, mentoring, evaluation techniques, and other structures that create supportive conditions for continuous job-embedded learning and continuous improvement.

**EDU 678** **3 credits**

**Leadership Development**

This course is based on the increasingly important role of a school leader in identifying and developing teacher leaders in K-12 schools. School leaders need to be able to work with teacher teams effectively as well as cultivate the talents of teachers as leaders in various aspects of school life. This course explores the dynamics of teacher leadership development in schools today and how school leaders can be prepared to cultivate this important resource.

**EDU 679** **3 credits****Utilizing Data to Lead School Improvement**

This course will provide candidates experiences in reviewing different types of data, analyzing data from multiple sources, and using different methodologies of interpreting and presenting data. Candidates will also explore the use of data within curriculum, instruction, and comprehensive school improvement efforts in order to develop a data-driven culture within the school and to promote accountability

**EDU 680** **3 credits****Science Curriculum Development and Methods**

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 meet the diverse needs of all learners. Focus is placed on developing teacher candidate content and pedagogical content knowledge needed to teach science to K-5 students.

**EDU 681** **3 credits****Literacy & Problem Solving in Mathematics**

This course examines a brief history of mathematics and the Georgia Standards of Mathematical Practice (GSMP) and problem solving in grades K-5. Students will demonstrate using problem solving to support mathematical literacy and practice standards.

**EDU 682** **3 credits****Leading from a Culture of Care**

Candidates will generate policies and procedures that will create and sustain a school culture that values equity, access, diversity, safety, and high expectations for academic learning and the values of democracy. Candidates will formulate policies and procedures that build and sustain a school climate that supports personalized learning and well-being for all students. Practices will include infusing the school's positive learning environment with the culture and values of the school's community, promoting social emotional learning skills for students, faculty, and staff, and learning to build buy in among all stakeholders.

**EDU 683** **3 credits****Ethical and Legal Resource Management**

Candidates will learn to apply systems thinking to manage school operations and resources to promote each student's academic success and well-being. This course identifies local, state, and federal sources for school funding and provides students with familiarity with state funding formulas and local budget guidelines. An emphasis is also placed on ensuring that aspiring leaders develop competencies essential to the ethical allocation of resources toward teaching, learning, and school improvement priorities. Candidates will also have the opportunity to explore non-traditional funding sources such as grants, foundations, and community partnerships.

**EDU 684** **3 credits****Leading Curriculum & Instruction for Educational Change**

This course is designed to provide leader candidates with the knowledge, skills, and dispositions to develop and support an equitable, rigorous, and coherent system of standards-based curriculum, instruction, and assessments to promote academic success and well-being for all students. Candidates will analyze P-12 curriculum, identify learning gaps, and formulate actions steps for continuous improvement. Candidates will learn how to use Change Theory, how to garner consensus for a vision, and how to develop and cultivate buy-in in order to build a collective mission and purpose in the school setting.

**EDU 685** **3 credits****Advanced Educational Research for School Leaders**

This course provides school leaders with the knowledge and skills necessary to utilize appropriate research methodology to study localized problems that result in solutions and action plans to support continuous improvement.

**EDU 686****3 credits****Organizational Management**

Candidates will learn how to analyze, develop, manage, oversee, and improve operations within a school that are essential to providing a safe, secure, orderly environment conducive to student learning. Candidates will engage in continuous quality improvement processes to improve operations and organize school structures for efficiency and effectiveness. The course will focus on strategically implementing and managing effective, efficient school processes that support the vision and mission of the school and comply with local, state, federal laws, rights, policies, and regulations.

**EDU 687****3 credits****Educational Leadership Tier II Certification Preparation**

This course provides opportunities for candidates to apply the Georgia Professional Standards Commission's Educational Leadership knowledge, skills, and dispositions to the preparation of the candidate's Performance Assessment for School Leaders (PASL) responses. Professional learning proficiencies outlined in the Educational Leadership Standards will guide the Candidate's work toward successful completion of PASL tasks and submissions.

**EDU 695****1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

**EDU 699****0 credits****Advanced Candidate Program Completion**

The purpose of this course is to provide a structure for advanced candidates to complete program exit surveys, field placement/grade band reports, and certification requirements required by the Georgia Professional Standards Commission.

## ENG-English

**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 101L****4 credits****Composition I with Lab**

Writing Intensive. Prerequisite: Students with Reading/Writing placement scores of ACT 20 or less or SAT 500 or less must take this composition course with lab. 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. This course includes lab and course assignments for academic support. 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** **1 credit****College Success in English Composition I**

This course is designed to increase student knowledge of plagiarism and academic integrity. Students will explore issues related to university policies regarding academic integrity, use of intellectual property, types and causes of plagiarism, and management of sources. Students will use critical thinking ability to develop academic integrity skills, organize and present information, and comprehend the legal aspects of information use.

**ENG 200** **3 credits****Professional Communication**

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 professional contexts as an articulate, conscientious professional.

**ENG 211** **3 credits****World Literature I**

Writing Intensive. This course is a survey of world literature from ancient times to the end of the seventeenth century. Emphasis is on the major genres of world literature (oral traditions, the epic, lyric poetry, and drama) and the literary conventions that define them. The course also explores the influence of philosophy, religion, and history on world literary traditions as well as the sharing of ideas across national, ethnic, and cultural boundaries. Analytical essays and a research paper are required.

**ENG 212** **3 credits****World Literature II**

Writing Intensive. This course is a survey of world literature from the mid-seventeenth century to the present. Emphasis is on the major genres of modern world literature (drama, the novel, short fiction) and the literary conventions that define them. The course also explores the influence of philosophy, religion, and history on modern world literary traditions as well as the sharing of ideas across national, ethnic, and cultural boundaries. Analytical essays and a research paper are required.

**ENG 250** **3 credits****Introduction to Creative Writing**

This course is an introduction to the fundamentals of creative writing across three genres: poetry, fiction and creative nonfiction. It includes the study of various schools of poetry, nonfiction and fiction and will culminate in the development of a final portfolio consisting of at least one poem, one short story and one short piece of creative nonfiction as well as a short reflection about what you learned in the course.

**ENG 302** **3 credits****Creative Nonfiction Writing**

Writing Intensive. 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**

Writing Intensive. 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**

Writing Intensive. 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 306** **3 credits****Cultural Criticism in a Digital World**

Public intellectuals are leaders who shape our culture and politics. This course focuses on the ways in which public intellectuals use the digital sphere, specifically blogs and social media, to enhance awareness and sway public opinion on a variety of social issues. Students will analyze how public intellectual explore issues of identity and navigate the complexities of freedom of expression in the digital age. In addition, students will evaluate traditional journalistic approaches to cultural criticism and compare these approaches with ones employed by cultural critics who utilize new technologies.

**ENG 311** **3 credits****American Literature Survey I**

Writing Intensive. A survey of the major American writers and genres of the 17th, 18th, and 19th centuries.

**ENG 313** **3 credits****American Literature Survey II**

Writing Intensive. 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**

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**

Writing Intensive. 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**

Writing Intensive. 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**

Writing Intensive. 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 360** **3 credits****Digital Media Writing**

This course explores advanced writing opportunities using multiple digitally mediated platforms. To that end, this course emphasizes theoretical and hands-on applications of researched based writing as a means of communicating targeted digital messages. Students will develop an understanding of digitally mediated communication through analysis, evaluation, and development of written messages as well as the selection of appropriate media platform including blogs, podcasts, wikis, and e-zine or online newspaper articles.

**ENG 361****3 credits****Advanced Grammar and Syntax**

Writing Intensive. 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**

Writing Intensive. 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 405****3 credits****Fiction Workshop**

This course is a writing workshop that introduces students to the craft of fiction and digital storytelling. Students will study the elements of fiction (character, setting, dialogue, narrative) through reading the work of published professional writers. Students will share their written work in the workshop format. Students will be required to write at least one piece of writing specifically designed for the digital sphere. All students will read, comment on, and discuss their classmates' writing assignments in order to provide constructive feedback for revision. This course will incorporate both in-class writing exercises assignments as well as longer writing assignments (short stories) to improve students' writing and understanding of the genre.

**ENG 412****3 credits****British Literature Survey I**

Writing Intensive. 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**

Writing Intensive. 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**

Writing Intensive. 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**

Writing Intensive. 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**

Writing Intensive. Special topics courses offer the student opportunities to explore selected topics of interest in the discipline.

**ENG 491** **1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

**ENG 495** **3 credits****Portfolio Review**

Literature and Media majors who have earned 39 credit hours or more toward the degree must take this course. The course requires preparation and completion of an electronic portfolio that has been developed within the Literature and Media major. Students must present the portfolio to faculty and the TU community to complete the course. In addition to the portfolio, students must also participate in the editorial and publication process for the annual Nighthawk Review.

**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** **3credits****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** **4 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****Community Geographic Information Systems**

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 420****4 credits****Remote Sensing**

This course will focus on the applications of remote sensing to both natural and cultural resource management, while providing students with the opportunity to gain hands on experience using satellite remote sensing.

**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 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 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 304****3 credits****20th Century America**

Writing Intensive. 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 451****3 credits****History of Georgia**

Writing Intensive. 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.

## **HMS-Homeland Security**

**HMS 220****3 credits****Introduction to Homeland Security**

This course provides students with an overview of homeland security in the United States. Throughout the course, students will examine the infrastructure, roles, and mission of the United States Department of Homeland Security. Areas of study include the organization, challenges and future strategies in addressing the issues facing homeland security professionals as they commit to the safeguarding and protection of citizens.

**HMS 235****3 credits****Homeland Security Technology**

This course investigates various technological alternatives, and technological advancements available for use in the homeland security apparatus. Students will focus on privacy and social issues which can often come into conflict with homeland security operations.

**HMS 245****3 credits****Infrastructure Protection**

This course provides students with vital information on identifying critical infrastructure, key resources and assets. Students will gain insight into the responsibilities homeland security professionals have to identify threats posed against critical and assess the risk posed they may be destroyed. They will learn to develop and implement security countermeasures reducing the occurrence and severity of adverse consequences.

**HMS 255****3 credits****Disaster Resilience**

This course provides the student with knowledge and understanding of pre-disaster and post disaster considerations, concepts, laws, regulations, standards, and programs, to aide them in the development of proper planning and response.

**HMS 330****3 credits****Unconventional Threats and Responses**

The course examines unconventional threats to our nation that most likely would result in mass casualties and pose large-scale responses and cascading threats. The student will gain a comprehensive understanding of threats from an all-hazard perspective.

**HMS 410****3 credits****Intelligence for Homeland Security**

This course introduces the systems, strategies, and methods used by the Department of Homeland Security and explores how intelligence can act as a force multiplier helping homeland security personnel ensure the safety of the U.S. and its interest.

**HMS 415****3 credits****Homeland Security Risk Management**

This course examines the established principles and practices of homeland security to improve risk-informed strategic decisions. The process and tools allow the homeland security personnel to gather, integrate, analyze, and communicate information about risk. Systematic and structured assessments can be used to strategically prioritize efforts and resources

## 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 101. 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 101. 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 101. 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 101. This course introduces thoughts and values in art, music, literature, philosophy, and/or film from the 1800s through the present.

**HUM 205****3 credits****Humanities Abroad**

Writing Intensive. Prerequisite: ENG 101 with a "C" or better. A survey of the Humanities as expressed in the art, literature, music, philosophy and/or religion of the study-abroad culture with relevant foundations in Judeo-Christian culture and classical Greco-Roman antiquity. Students must travel abroad to receive credit for this course.



**HUM 210** **3 credits****Introduction to Film**

Writing Intensive. Prerequisite: ENG 101. 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 450** **3 credits****Senior Humanities Seminar**

Writing Intensive. 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**

Writing Intensive. 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.

## LIB-Library

### **LIB 210** **3 credits**

#### **Internship in Archival Principles and Practice**

The course seeks to introduce students to basic archival principles as well as provide insight into practical application of these principles through a hands on experience. The focus is on a well-defined project that constitutes a learning experience and permits the student to contribute to the ongoing work of the institution.

## **MBA-Masters of Business Administration**

Entrance prerequisites: BUS 205. Some students may begin selected graduate courses while completing prerequisite.

### **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 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**

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 domestically and internationally, 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**

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**

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**

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**

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 664** **3 credits****Quality & Productivity**

This course focuses on issues such as continuous improvement, organizational change, teamwork, motivation and leadership which support both quality and productivity in organizations.

**MBA 665** **3 credits****Managing Talent & Workforce Flow**

This course addresses management of talent and the flow into and through organizations. Particular attention is given to the impact of business strategy, internal and external labor markets, recruiting, selection, and person-job and person-organization match on staffing practices, including human resource planning, career transitions, layoffs, and other workforce movement.

**MBA 669** **3 credits****Training and Development**

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 676** **3 credits****Economics & Demographics of Labor Markets**

This course focuses on the operation of the labor market, and how economic forces and demographic trends affect a firm, its workforce, and the employment relationship. Topics will include economic reasoning and current research on labor demand, labor supply, demographic trends and projections, education and training, unions, discrimination, and unemployment.

**MBA 685** **3 credits****Current Issues in Strategic Management**

This course focuses on the global environment of business, the nature and state of competition, and current competitive strategies at the corporate, business, and industry levels. Students will research, review, analyze, and discuss concepts and best practices, utilizing case studies and current business trend and events associated, with the complex areas involved in Strategic Management.

**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.

**MBA 695** **1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

## **MGT-Management**

**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.

**MGT 341****3 credits****Operations and Inventory Management**

A study of the basic concepts, designs, techniques, and applications for managing physical resources.

**MGT 342****3 credits****Human Resources Management**

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 443****3 credits****Leadership**

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.

**MGT 446****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****3 credits****E-Commerce Marketing**

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 363****3 credits****Sales Management**

Basic principles in recruiting, training, managing, motivating, evaluating and compensating salespeople and sales forces.

**MKT 364****3 credits****Consumer Behavior**

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 461****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.

**MKT 462****3 credits****Integrated Marketing Communications**

This course is a comprehensive introduction to the business of advertising, covering the various aspects of advertising and marketing communications, including the two key functions in an agency, that of creative management and account management.

## **MLS-Medical Laboratory Science**

**MLS 250****3 credits****Medical Laboratory Methods**

This course is designed to provide an overview of clinical laboratory testing as it relates to health and disease. An overview of each core area of the laboratory will be presented along with a brief discussion of clinical significance, methods of analyses, and clinical application. Open to Medical Laboratory Science majors and non-majors.

**MLS 314****4 credits****Immunology and Molecular Diagnostics with Lab**

Prerequisite: MLS 250 with a grade of "C" or higher and acceptance into the MLS program. This course introduces students to the study of immunology, serology, and molecular diagnostic principles and theory. Simulated laboratory experience and techniques will prepare students for a career in a clinical laboratory setting. Topics include basic immunology, clinical immunology and serological techniques, immune related functions and disease states, and diagnostic molecular testing applicable to contemporary clinical laboratories.

**MLS 321****4 credits****Clinical Microbiology I**

Prerequisite: MLS 250 with a grade of "C" or higher and acceptance into the MLS program. This course will introduce basic and clinically significant pathogenic microbiology including miscellaneous and emerging pathogens. Methods used to isolate and to identify various microorganisms will be covered and performed in the student laboratory. Human disease pathogenesis, etiology, epidemiology, and treatment of medically important diseases along with current molecular identification methodologies will be discussed.

**MLS 331****4 credits****Clinical Hematology & Coagulation I**

Prerequisite: MLS 250 with a grade of "C" or higher and 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 with a grade of "C" or higher and 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, CHM 102, and MLS 250 and acceptance into the MLS program. This course will introduce the basic principles and techniques of clinical chemistry and quality control. Emphasis will be placed on the composition and pathophysiology of carbohydrates, enzymes, bilirubin, non-protein nitrogen testing, and electrolyte acid/base balance. Diagnostic testing related to clinical chemistry principles, analysis, interpretation, and significance will also be discussed.

**MLS 400****5 credits****Clinical Internship I**

Prerequisite: Acceptance into the MLS program and with faculty approval. As the first in a series of two clinical courses, this course introduces students to the clinical application of theory and techniques encompassing supervised clinical rotations. Major clinical laboratory disciplines covered include Clinical Chemistry, Immunohematology, Microbiology, Hematology and Coagulation, Urinalysis and Body Fluids, Immunology/Serology/Molecular Diagnostics, and specimen processing. Under the direction of and evaluation by clinical site preceptors, students will prove entry level competency at the MLS level in all areas of the contemporary clinical laboratory while demonstrating ethical and professional conduct.

**MLS 401****5 credits****Clinical Internship II**

Prerequisite: Acceptance into the MLS program and with faculty approval. This course follows MLS 400 to allow students to complete clinical hours in an affiliate clinical laboratory setting for further development and application of theory and techniques. Supervised clinical rotations are conducted in major disciplines including Clinical Chemistry, Immunohematology, Microbiology, Hematology and Coagulation, Urinalysis and Body Fluids, Immunology/Serology/Molecular Diagnostics, and specimen processing. Students will prove entry level competency at the MLS level in all areas and demonstrate ethical and professional conduct.

**MLS 405****3 credits****Parasitology, Mycology, and Virology**

The principles and practices of medical mycology and parasitology will be studied along with a brief overview of virology. An emphasis on general characteristics and mechanisms of human infections from parasites, fungi, and viruses will be explored including epidemiology, lifecycle, laboratory detection, and pathology.

**MLS 411****3 credits****Urinalysis & Body Fluids II**

Prerequisite: MLS 250 with a grad of “C” or higher and acceptance into the MLS traditional program OR acceptance into the MLS 2+2 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: Acceptance into the MLS 2+2 program. This course provides students with an opportunity for in-depth application and reinforcement of immunology, serology, and molecular biology principles and techniques. It will allow the student to become involved in laboratory principles and procedures at a clinical laboratory scientist level. Topics include: immune system characteristics and functions, basic and specialized serological tests and techniques, correlation of test results to disease states, PCR and DNA molecular methodologies, instrumentation methods, and clinical application of molecular testing.

**MLS 421****4 credits****Clinical Microbiology II**

Prerequisite: MLS 321 with a grade of "C" or higher and acceptance to the MLS traditional program OR acceptance to the MLS 2+2 program. 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: MLS 331 with a grade of "C" or higher and acceptance to the MLS traditional program OR acceptance to the MLS 2+2 program. 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: MLS 341 with a grade of "C" or higher and acceptance to the MLS traditional program OR acceptance to the MLS 2+2 program. 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: MLS 351 with a grade of "C" or higher and acceptance to the MLS traditional program OR acceptance to the MLS 2+2 program. 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**

Writing Intensive. The purpose of this course is to introduce students to basic research methods in the clinical 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 culminating project within the disciplines of the medical laboratory science field.

**MLS 460****3 credits****Senior Seminar**

Prerequisite: Acceptance into the MLS traditional program or the MLS 2+2 program AND faculty approval. 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: Acceptance into the MLS 2+2 program or acceptance into the MLS traditional 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: Acceptance into the MLS 2+2 program or acceptance into the MLS traditional program. 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**

This course includes the clinical application of theory and techniques encompassing supervised clinical rotations in the major clinical laboratory disciplines to include Clinical Chemistry, Immunohematology, Microbiology, Hematology and Coagulation, Urinalysis and Body Fluids, and Immunology/Serology/Molecular Diagnostics. Students will prove entry level competency at the MLS level in all areas of the contemporary clinical laboratory and demonstrate ethical and professional conduct.

**MTH-Mathematics****MTH 110** **3 credits****Concepts of Mathematics: Number Concepts**

Pre-Requisite: Sufficient placement score. 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: 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 120L may be required as a co-requisite based on placement scores.

**MTH 120L** **1 credit****Mathematical Modeling Lab**

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 140** **3 credits****College Algebra**

Prerequisite: 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 140L may be required as a co-requisite based on placement scores.

**MTH 140L** **1 credit****College Algebra Lab**

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 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 graphics. 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 depended evens, 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 676** **3 credits**

**Developing Concepts of Numbers and Operations**

This course examines the number and operations standards and student's expectations in k-5 with a focus on basic properties and computations involving whole numbers, fractions, and decimals. Emphasis will be on developing conceptual understanding of the development and vertical alignment of concepts in number and operations.

**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 678** **3 credits**

**Developing Concepts of Algebraic Thinking and Data Analysis**

This course examines the domains of algebraic thinking and data analysis. Emphasis is placed on algebraic properties, patterns and multiple representations that provide a conceptual foundation for algebra, as well as collecting, displaying and analyzing data.

**MTH 679** **3 credits**

**Developing Concepts of Geometry and Measurement**

This course examines the domains of geometry and measurement. Emphasis will be placed on properties of geometric shapes and the attributes of measurements.

**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 681** **3 credits****Literacy & Problem Solving in Mathematics**

This course examines a brief history of mathematics and the Georgia Standards of Mathematical Practice (GSMP) and problem solving in grades K-5. Students will demonstrate using problem solving to support mathematical literacy and practice standards.

**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 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**

Writing Intensive. An overview of jazz musical styles and significant jazz musicians from 1900 to the present.

**MUS 340** **3 credits****World Music**

Writing Intensive. 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**

Writing Intensive. 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 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**

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**

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 491** **1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

**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 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 618****3 credits****Advanced Pharmacotherapeutics, Advanced Pathophysiology, & Advanced Health Assessments**

This course is designed to meet the competency requirements of AACN Essentials of Masters Education in Nursing which requires all graduate nursing programs to have content and coursework in advanced pharmacology, pathophysiology and health assessment. Based on current best practices, critical content in each of these areas will be presented to prepare the graduate to function in direct and indirect care roles expected by the degree.

**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.

**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 641/441****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 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. Understanding of the research process and the devising of an innovative application of research concepts will be demonstrated through a Capstone project.

**NSG 644****3 credits****Nursing Administration Internship**

Prerequisite: Core MSN courses; NSG 644 may be taken concurrently; one core class or NSG632 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 646****3 credits****Capstone Project in Nursing Administration**

Prerequisite: Core MSN courses; NSG 644 may be taken concurrently; one core class or NSG 632 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 695****1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

## **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.

## PSC-Professional School Counseling

### PSC 600

3 credits

#### Introduction to Graduate Programs

The purpose of this course is to introduce the learner to Thomas University and the requirements for successful participation in the online curriculum, and to provide a foundation for academic and professional success as a scholar-practitioner. Course assignments focus on the practical application of writing and critical thinking skills, as well as research strategies and technology skills that will promote success in graduate school.

**PSC 611** **3 credits****Counseling Children & Adolescents**

This course is an introduction to counseling theory and technique applied to children and adolescents. Appropriate developmental and cultural issues will be presented. The course is designed to help students become more knowledgeable about current research and approaches for working with this population.

**PSC 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 and strategies for building a collaborative classroom community and positive learning environment.

**PSC 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.

## **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**

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 301** **3 credits****Coping and Resilience in the Workplace**

The demands of the modern workplace are constantly changing. To be successful and have career longevity, employees need to be able to cope with, and thrive in, an environment of continuous change. This course characterizes change as a positive force and teaches the fundamentals of personal coping, adaptability, and resilience.

**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****Psychology of Reasoning & Problem Solving**

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 and Performance Psychology**

A branch of psychology that focuses on the factors that allow individuals, teams, and groups to flourish and to achieve their aim of being the best. It helps performers develop the power of the mind and to practice mental skills in their daily lives.

**PSY 360** **3 credits****Theories of Personality**

A survey of theory and research on the development of personality characteristics.

**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 410** **3 credits****Behavioral Neuroscience**

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**

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**

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****Advanced Research in Psychology**

Prerequisite: RSC 300. 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 491** **1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

**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.

## **PUB-Public Administration**

**PUB 600** **3 credits****Public Budgeting and Finance**

This course is designed to provide the student with an understanding of the very special nature of the revenue sources (taxes) and expenditure of tax dollars through the budgeting (political) process. The course introduces students to the theory and practice of budgeting at all levels of government. Particular emphasis is given to budgeting in local government because of its historical role as an incubator for budget innovations and its accessibility to citizens. This course equips students with competence in the use of budgeting terminology, innovations in budget preparation, the linkage of the budget to the accounting and financial reporting systems, and the role of technology in shaping budget preparation and administrative implementation.

**PUB 605** **3 credits****Theories, Principles, and Practices of Public Administration**

This course examines the classic writings, that have framed the foundation of public administration, over the past 120 years. The subject matter focuses on relevant applications to current public administration practices, as its principle objective.

**PUB 607** **3 credits****Administrative Law and Process**

The role of administrative procedure in state and local governments will be taught together with the principles of administrative procedure, administrative due process and regulatory procedures.

**PUB 609** **3 credits****Current Topics in Public Administration and Nonprofit Management**

The purpose of this course is to research and discuss current concepts and best practices in the area of Public Administration and Nonprofit Management. Due to the changing economic, political, and regulatory environment, Public Administrators and Nonprofit professionals are under continuing pressure to remain current in their field. Students will read, abstract, report and discuss current Public Administration and Nonprofit case studies and current articles.



**PUB 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.

## **RCE- Rehabilitation Counseling**

**RCE 605****3 credits****Medical Aspects of Disability**

This course provides an overview of the medical, psychosocial, and sociological aspects of disability and chronic illness and their effects on vocational, personal and economic adjustment. Students will explore multiple theories and perspectives on psychologically adapting to disability and chronic illness, describe the medical and rehabilitation consequences of disabling conditions, examine functional capacities and limitations, apply technology to remove barriers and impediments to employment, and analyze existing community resources in service to clients with physical, cognitive, and mental health disabilities.

**RCE 621****3 credits****The Helping Professional: Case Management and Community Counseling**

This course provides an overview of the collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the services required to help an individual client achieve a specified goal in wellness through supported care. Students will learn how to apply evidence-based case management techniques to advocate and facilitate service provision for clients in a timely and cost-effective manner. Attention will be given to guiding students to identify and develop a knowledge base of community resources commonly used for counseling clients. Students will develop into proficient helpers by attending to assessing their helping skills including empathy, attending, questions, confrontation, sensitivity and problem solving.

**RCE 640****3 credits****Psychopathology and Diagnosis**

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-5). The major categories, diagnostic criteria, and treatment of mental disorders and chemical abuse are explored. Proper assessment and identification of discrete aspects of cognition, affect, and behavior that lead to diagnoses will be explored. The link among acculturation, acculturative stress and psychopathological conditions will be addressed.

**RCE 645****3 credits****Ethics and Professional Orientation**

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 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**

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 491** **1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

## RSC-Research

### RSC 300

3 credits

#### Research Methods

Recommended Pre-Requisite: MTH 250 Introduction to Statistics. Writing Intensive. This course will present students with an introduction to research methods from a multidisciplinary approach. The course content will cover quantitative and qualitative approaches and their differences, the ethical guidelines of social research, the need for awareness of cultural differences in the research process, the use of available databases for literature review, and the critical analysis of research journal articles. Students will conduct a literature review as a final course project.

### 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.

### RSC 600

3 credits

#### Introduction to Graduate Programs

The purpose of this course is to introduce the learner to Thomas University and the requirements for successful participation in the online curriculum, and to provide a foundation for academic and professional success as a scholar-practitioner. Course assignments focus on the practical application of writing and critical thinking skills, as well as research strategies and technology skills that will promote success in graduate school.

## SCM- Supply Chain Management

### SCM 225

3 credits

#### Fundamentals of Supply Chain Management

This course provides students with an understanding of the fundamental concepts, tools, and practices of supply chain management in a global world. Students gain valuable insights into how the supply chain shapes organizational activities and provides opportunities for developing and sustaining competitive advantages. Students will be introduced to the basics in critical areas such as operations, distribution, and supply chain integration issues. Contributes significant content in preparation for the CPIM1 (APICS) exam.

### SCM 355

3 credits

#### Purchasing & Global Sourcing

This course provides students with the foundational concepts and theories in purchasing and global sourcing, as it relates to supply chain management. Students gain valuable insights into how to analyze and manage supply management functions. Students will be introduced to the basics of sourcing, category management, negotiation, supplier relationship management, legal and contractual obligations, and cost and price management. Contributes significant content in preparation for the CPSM (ISM) exam.

### SCM 365

3 credits

#### Logistics & Transportation Management

This course provides students with the foundational concepts and theories in logistics and transportation, as it relates to supply chain management. Students gain valuable insights into how to streamline logistics, transportation and distribution, order management, distribution inventory management, warehouse management, and global logistics. Students will be introduced to the basics of logistics and transportation processes as they support the needs of the business and the overall supply chain. Contributes significant content in preparation for the CLTD (APICS) exam.

**SCM 375****3 credits****Process Improvement**

Students will be able to apply the Lean principles and the 6 Sigma methodology of DMAIC to identify and overcome constraints to the Supply Chain. Contributes significant content in preparation for the CPIM1 and CPIM2 (APICS) exams, and the CSSGB (ASQ) exam.

**SCM 410****3 credits****Integration and Sustainable Supply Chain Management**

This course provides students with the foundational concepts and theories for integrating processes across the supply chain and adopting sustainability practices for value creation. Students gain valuable insights into how to integrate environmentally and financially viable practices into the complete supply chain lifecycle. Students will be introduced to the basics of product design and development, material selection, manufacturing, packaging, transportation, and continuous improvement.

**SCM 496****3 credits****End-to-End Supply Chain Management (Capstone) Simulation**

This course provides students with the opportunity to demonstrate the combined learnings of the Supply Chain Management program. Students will identify and synthesize information to build metrics and dashboards to drive decision-making, and measure supply chain performance in a simulated environment. Students will be able to apply the Lean principles and the 6 Sigma methodology of DMAIC to identify and overcome constraints to the Supply Chain. Contributes significant content in preparation for the CPIM1 and CPIM2 (APICS) exams, and the CSSGB (ASQ) exam.

## 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.

## 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-Exercise and Sports Sciences

**SPS 200****3 credits****Introduction to Sport Science**

This course is an introduction to a variety of sub-disciplines within the broad field of exercise and sport science. These sub-disciplines include philosophy, history, sociology, motor behavior, psychology, biomechanics, and physiology. Additional topics will include current issues, career options, and professional development.

**SPS 210****3 credits****Introduction to Sport Science**

Prerequisite: SPS 200. This course will examine the key theories, concepts, and scientific principles of strength training and conditioning as well as their direct application to athletic competition and performance. This course will provide the content necessary for students to sit for the National Strength and Conditioning Specialist exam upon graduation.

**SPS 220****3 credits****Motor Learning**

Prerequisite: SPS 200. This course will explore concepts of motor behavior, primarily focusing on motor learning theory, psychological variables and application in the acquisition of motor skills. We will examine the nature of the learner, the learning process, the skill context, and task characteristics in depth. Understanding these multi-layered factors allows one to be a more effective designer of motor skill learning practice sessions.

**SPS 300****3 credits****Injury Prevention**

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 301****3 credits****Exercise Physiology**

Prerequisites: SPS 210 and BIO 262. This course will explore the physiological basis of human performance in exercise and sport, including acute physiological responses and chronic adaptations to exercise and conditioning. Students will examine mechanisms related to body system responses as well as changes in the muscular, cardiovascular, respiratory, nervous and endocrine systems. Topics also include energy, metabolism, nutrition, body composition and sport training.

**SPS 302****3 credits****Biomechanics**

Prerequisites: SPS 200 and BIO 262. This course will examine anatomical and mechanical factors contributing to efficient and effective movement in physical activity, exercise and sport. Laws and principles from anatomy and physics that govern human movement (and implements used in sport) are examined with a biomechanical focus. Anatomical analyses will be followed by the study of internal and external factors related to linear and angular kinetics, kinematics, and torque. Students apply knowledge gained in the analysis of specific movement or sport skills, identification of errors, and issues of injury prevention.

**SPS 303****3 credits****Nutrition**

Prerequisites: CHM 107. This course explores the unique nutritional needs of athletes. Course topics include energy requirements for resistance and endurance athletes, principles of a balanced diet, timing and composition of pre- and post-activity meals, vitamins and minerals, ergogenic aids, hydration and unique needs for various athletic groups.

**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 400****3 credits****Exercise Testing and Prescription**

Prerequisite: SPS 301. This course provides the knowledge of how to assess aerobic capacity, cardiorespiratory endurance, muscular strength and endurance, flexibility, body fat, pulmonary function, and blood pressure and evaluate the results. Emphasis is placed on design and implementation of exercise programs for healthy and special populations based upon appropriate screening and evaluation procedures. The application of both laboratory and field based tests will be covered in lectures and laboratories. The theory and practice of designing individualized and group exercise prescription is covered. This course will help prepare students to sit for national certification exams in personal training.

**SPS 420****3 credits****Coaching Theories and Methods**

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.

**SPS 465****3 credits****Senior Seminar**

Prerequisite: Senior standing in major. This is a seminar senior capstone class for majors in the exercise and sport science program. In this course, students will prepare for entry-level jobs or graduate school. This course should be taken during the final semester in which the degree requirements are met.

**SPS 495****1-4 credits****Internship I**

This course provides students with working experience in the field of exercise and sport science. Students will complete a minimum of 30 hours per credit hour throughout the semester.

**SPS 496****1-4 credits****Internship II**

This course provides students with working experience in the field of exercise and sport science. Students will complete a minimum of 30 hours per credit hour throughout the semester.

## **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 244****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 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 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****1-6 credits****Directed Study**

Students work independently to study a unique topic of their choosing that is relevant to their course of study, under the guidance and supervision of a faculty member. Requires faculty approval. Variable credit up to 6 credit hours.

## THE-Theatre

**THE 250****3 credits****Introduction to Applied Theatre**

This course surveys the applied art of theatre. Students will learn about the process of creating theatre through study of 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, and present a live performance that integrates the essential artistic elements of theatre.

**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.

### 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, Magnolia Campus, or Dual Enrollment high school coded as 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.

**Online (OL):** course content, instruction, and interaction occurs entirely online and asynchronously through Canvas 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 Canvas 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.

**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.

# *Campus Directory*

## **Board of Trustees**

Mr. George Lilly, II

*Chair*

Mr. Clint Kadel

*Vice Chair*

## **Members**

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Mr. Scott Rich

Mr. Terry Rouse

Mrs. Eve Rumble

Mr. Fortson Rumble

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Mr. Rankin Smith

Mr. Gary Tucker

Ms. Kathy Vignos

Mr. Keith Wortman

### **Senior Administrative Officers**

Dr. James A. Sheppard  
*President*  
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*Assistant to the President*  
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*Vice President of Institutional Advancement*  
Dr. Bob Bohman  
*Vice President of Student Life*  
Susan Backofen  
*Vice President of Enrollment Management*  
Stephen Ferguson  
*Vice President of Military and Corporate Relations*  
Dr. Dañae P. Johnson  
*Vice President of Institutional Effectiveness & Research*

### **Academic Affairs**

Dr. John Meis  
*Vice President of Academic Affairs*

### **Academic Division Chairs**

Dr. Melinda Piller  
*Business*  
Dr. Susan Lynn  
*Education*  
Dr. Kim Cribb  
*Health and Sciences*  
Dr. Jason Dunn  
*Humanities & Interdisciplinary Studies*  
Dr. Pauline Patrick  
*Social and Behavioral Sciences*

### **Academic Support Services**

Dr. Katrina Steele  
*Director of Disability Services*  
Kristy Wainright  
*Director of Compliance for International Affairs and State Authorization*  
Paula Phelps  
*Director of Instructional Design and Learning Systems*  
Don Kehne  
*Instructional Designer*  
Donald Lewis  
*Career Center Director*



### **Registrar's Office**

Michelle Wendel

*Registrar*

Penny Gaskins

*Associate Registrar*

### **Academic Affairs Support Staff**

Judy Hornsby

*Administrative Program Assistant, Health & Sciences*

Candace Strickland

*Administrative Assistant, Social & Behavioral Sciences*

Heather Cessna

*Intake and Certification Officer & Senior Administrative Assistant, Education*

Brennan Rutland

*Senior Administrative Assistant, VP of Academic Affairs*

### **Enrollment Management**

Susan Backofen

*Vice President of Enrollment Management and Marketing*

Kristen Rice

*Senior Administrative Assistant, VP of Enrollment Management and Marketing*

### **Admissions**

Joshua Powell

*Admissions Representative*

Andrew Berg

*Admissions Representative*

Joshua Barrett

*Admissions Representative/Athletics*

TBD

*Admissions Representative*

Dennis O'Byrne

*Admissions Representative*

Danielle Martino

*Administrative Assistant*

### **Office of Student Success**

Burcu Demarco

*Director of Student Success*

Kristen Rice

*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*

### **Military and Corporate Relations**

Stephen Ferguson

*Vice President of Military and Corporate Relations*

Roy Nyquist

*Coordinator of Contract Training*

### **Institutional Advancement**

Kurt Stringfellow

*Vice President for Institutional Advancement*

Carla Turner

*Director of Corporate/Foundation Relations and Grant Writer*

Anna Brinson

*Administrative Assistant*

### **Business Office**

Randy Livingston

*Senior Vice President of Finance and Administration*

Sue Stone

*Manager of Budgets and Financial Reporting*

Wendalyn Frederick

*Assistant Manager of Budgets and Financial Reporting*

Chris Lyons

*Director of Human Resources*

Jenny Harvey

*Accounts Payable Analyst*

Anna denDekker

*Senior Administrative Assistant of Finance and Human Resources*

Laura Pitts

*Human Resources Assistant*

### **Student Financial Services**

Clifton Mitchell

*Director of Student Financial Services*

Derek Haskins

*Associate Director of Financial Aid*

Rene Sheffield

*Financial Aid Counselor*

Angela Uyeno

*Student Services Specialist*

JaJuan Frazier

*Administrative Assistant*

Kimberly Alderman

*Student Account Assistant*

### Athletics

TBD

*Athletic Director*

Tom Fleenor

*Head Baseball Coach*

Fernando Gonzalez

*Assistant Baseball Coach*

Errick Fox

*Head Junior Varsity Baseball Coach,*

*Assistant Baseball Coach*

TBD

*Head Men's Basketball Coach*

Colin Cotter

*Head JV Men's Basketball Coach,*

*Assistant Varsity Coach*

Zac Exume

*Head Women's Basketball Coach*

Scott Gowan

*Head Men's & Women's Cross Country/Track & Field Coach*

Fernada Blakely

*Assistant Head Men's & Women's Cross Country/Track & Field Coach*

Joe McDowell

*Head Men's Soccer Coach*

Billy Jeffery

*Head Men's Junior Varsity Soccer Coach,*

*Assistant Varsity Soccer Coach*

Julie Orlowski

*Head Women's Soccer Coach*

Jessica Sanders

*Head Softball Coach*

Ralph Sanders

*Head Junior Varsity Softball Coach,*

*Assistant Softball Coach*

Chelsea Parmer

*Head Flag Football Coach*

Orlando Mitjans

*Head Football Coach*

Roberto Pinilla

*Assistant Football Coach – Defensive Line*

William Christopher

*Assistant Football Coach for Defense*

Albert Preston

*Offensive Coordinator/Assistant Coach*

Patrick Tesey

*Assistant Football Coach for Offense*

Terry Maul

*Director of Swimming Operations*

Don Feinberg

*Head Men's & Women's Swim Coach*

Daniel Parker

*Head Athletic Trainer*

Jazmine Washington

*Assistant Athletic Trainer*

Matthew Hersh Gordon

*Assistant Athletic Trainer*

Corey Potter

*Head Strength & Conditioning Coach,*

*Fitness Center Director*

Jodi Yambor

*Sports Psychologist*

Crawford Battle

*Faculty Athletic Representative*

Angelo Pontello

*Director of Sports Information*

### **Student Life**

Dr. Robert A. Bohman

*Vice President for Student Life and Athletics*

Courtney Sinclair

*Dean of Students*

Holly Guthrie

*Administrative Assistant Athletics and Student Life*

Alexis Gresham

*Student Activities Coordinator*

William Josh Ricord

*Resident Director*

Vincent Gillins

*Manager of Residential Food Services*

TBD

*Cook*

Michael Hardy

*University Security*

Vernita Davis

*Shuttle Service*

John Rainey

*University Chaplain*

### **IT Services**

Jack Reaves

*Director of IT Services*

Stephen Lowery

*Technology Support Engineer*

### **Library**

TBD

*Director of the Library Services*

Tiffany McCardel

*Library Technical Assistant*

Erica Heasley

*Instruction and Outreach Librarian*

**TRIO Programs**

Melanie Martin

*Director, Talent Search & Gear Up*

Vera Clark

*Program Coordinator, Talent Search*

Kendrick Duncan

*Program Coordinator, Talent Search*

Jose Batista

*Program Coordinator, Gear Up*

Teresa Treat

*Senior Program Assistant, Talent Search & Gear Up*

Lakesia Bates

*Office Manager, Talent Search & Gear Up*

**Food Services**

Linda Black

*Director of Food Services*

# Faculty Roster

**Dr. Angela Anderson (2022)**

Affiliate Assistant Professor of Counseling. B.A., Bridgewater College; M.A., Eastern Mennonite University; Ph.D., Capella University.

**Deana Baker (2013)**

Assistant Professor of Biology. M.S., California State University; M.S., University of Florida; B.S., Eastern Mennonite College.

**Dr. Karl S. Barton (1997)**

Professor of Music. D.M., M.M., Florida State University; M.M. University of Akron; B.M., Duquesne University.

**Crawford Battle (2006)**

Assistant Professor 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.

**Dr. Quiana Bradshaw (2021)**

Affiliate Assistant Professor of Computer Systems Management. B.S./B.A., Colorado Technical University; M.S., Purdue University Global; Ph.D., Colorado Technical University.

**Leslie Cooper (2015)**

Assistant Professor of Medical Laboratory Science. Program Director – Medical Laboratory Science. M.S., University of Southern Mississippi; B.S., Thomas University.

**Dr. Theresa Corker (2020)**

Assistant Professor of Nursing. Ed.D., University of St. Augustine for the Health Sciences; M.S.N., Thomas University; B.S.N. Thomas University.

**Dr. Kim Cribb (2007)**

Chair, Division of Health and Sciences. 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)**

Affiliate Assistant Professor Counseling. Ph.D., University of Arizona; M.S., B.S., Utah State University.

**Robin DePaola (2007)**

Assistant Professor of English. M.A., University of Memphis; 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. Jason Dunn (2015)**

Chair, Division of Humanities. Associate Professor of English. Ph.D., University of California, Davis; M.A., San Diego State University, B.A., University of South Florida.

**Dr. Eddie Fagundo (2022)**

Affiliate Assistant Professor of Counseling. B.A., Florida International University; M.A., George Washington University; Ed.D., Argosy University; Ph.D., Lindsey Wilson College.

**Dr. Dale Graham (2003)**

Associate Professor of Mathematics. Ph.D., Florida State University; M.S., B.S., Valdosta State University.

**Scott Grubbs (2016)**

Assistant Professor of Education. Ed.S., Thomas University; M.Ed., Valdosta State University; B.A., University of Georgia.

**Dr. Susan Hagood (2013)**

Professor of Education, Coordinator of Assessment & Accreditation. Program Director Undergraduate EDU and MAT programs. 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.

**Jennifer Howell (2015)**

Affiliate Instructor of Rehabilitation Counseling. M.S., B.A., Augusta State University.

**Scott Johnson (2008)**

Affiliate Instructor of Criminal Justice. M.P.A., Columbus State University; B.S., Thomas University.

**Dr. Cristina Jones (2011)**

Associate Professor of Counseling. 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. Donna Ledford (2022)**

Assistant Professor of Educational Leadership. Ed.D., Boise State University; Ed.S., University of Georgia; M.Ed., Emory University; B.S., Florida State University.

**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. 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)**

Assistant Professor of Social Work. M.S.W., Columbia University; B.A., University of Connecticut.

**Dr. Laura Moak (2016)**

Associate Professor of Education. Ed.D, Argosy University; M.S., Georgia State University; M.A., Southwestern Baptist Theological Seminary; B.M.E., Southeastern Louisiana University.

**Jeanette Norris (2022)**

Affiliate Assistant Professor of Medical Laboratory Science. B.S., East Carolina State; M.S., University of Southern Mississippi.

**Dr. Gale Neal (2015)**

Assistant Professor of Education. Program Director Graduate Programs and Teacher Leadership. Ph.D., M.S., B.A., Florida State University.

**Dr. Remigio Padilla-Hernandez (2013)**

Associate Professor of Mathematics. Ed.D., M.Ed., B.S., Valdosta State University.

**Dr. James Patrick (2020)**

Affiliate Instructor of Counseling. Ph.D., M.S., Florida State University; B.S., Union College.

**Dr. Pauline Patrick (2008)**

Chair, Division of Social and Behavioral Sciences. Associate Professor of 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. Program Director for English. Ph.D., Florida State University; M.F.A., University of Montana; B.A., University of California.

**Amelia Snellgrove (2022)**

Affiliate Assistant Professor in Education. Ed.S., Nova Southeastern University; M.A.T., Nova Southeastern University; B.F.A., Valdosta State University.

**Dr. Minjung Song (2016)**

Associate Professor of Psychology. Program Director for Psychology. Ph.D., M.A., University of Nebraska – Lincoln; B.B.A., Korea University; B.A., Duksung Women's University.

**Dr. Katrina Steele**

Assistant Professor of Counseling; Director of Disabilities Services; Ph.D., Old Dominion University; M.S., Longwood University; B.A., Longwood University.

**Dr. Lindsey Stevenson (2018)**

Assistant Professor of Education. Ph.D., M.Ed, B.A., University of Florida. Program Director Curriculum and Instruction, Middle Grades, and Secondary MEd Programs.



**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. Todd Van Wieren (2015)**

Affiliate Assistant Professor of Counseling. Ph.D., Virginia Commonwealth University; M.A., University of Iowa; B.A., Calvin 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. 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.

**Dr. Susan Fowler (2001-2022)**

Associate Professor of Social Work. Ed.D., M.S.W., University of Georgia; M.Ed., University of South Carolina; B.A., Emory University.

**James E. Hodges (1985-2015)**

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 (2000-2018)**

Assistant Professor of Business. D.B.A., M.B.A., Nova Southeastern University; B.A., University of South Florida.

**Dr. Bonnie Woodberry (2003-2020)**

Associate Professor of English. Ph.D., M.A., B.A., Florida State University.

# *Memberships & Recognition*

## **Memberships:**

American Association of Collegiate Registrars and Admissions Officers  
American Association of University Related Research Parks  
American Library Association  
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  
Georgia Library 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 College Learning Center Associations  
National League for Nursing  
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.

## **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

# *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.*





