THOMAS UNIVERSITY



2026-2027 Catalog

Revised July 2026

Information Directory

Academic Affairs	227-6956
Administration	227-6956
Admissions	227-6925
Athletic Director	226-1621
Business Office	227-6883
Fax	227-6888
Financial Aid	227-6925
Learning Commons	227-6959
Communications	227-6903
Registrar	227-6883
Student Affairs	226-1621

Thomas University

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

or visit us online
www.thomasu.edu

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

Mail correspondence to:

Thomas University | 1550 Magnolia Street | Thomasville, Georgia 31792-7636

Thomas University 2026-2027 Catalog

Last revised June 2026

1550 Magnolia Street
Thomasville, Georgia 31792-7636
Phone # (229) 226-1621 Fax # (229) 227-6888
1-800-538-9784

The catalog of Thomas University, Volume 52, Fall 2026 (USPS 015779)
is published annually by Thomas University.

Thomas University Mission

Vision Statement

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

Mission Statement

Thomas University is a private, comprehensive, University offering undergraduate and graduate degree programs as well as training for non-credit industry certifications to prepare students to serve the common good through industry, government, and community.

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

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment of 1974, is the federal law that protects the privacy of a student's educational records and limits the ability of others to access those records, except as authorized by law. All of the rights provided by FERPA belong to the student, regardless of age, once he or she has enrolled in a post-secondary institution. Enrollment is defined as the first day of the first term for which a student is registered.

Student's rights under FERPA include:

- The right to inspect and review information contained in their educational records;
- The right to request amendment of educational records to ensure they are not inaccurate, misleading, or otherwise in violation of privacy or other rights;
- The right to consent to disclosure, with certain exceptions that are specified in the Act (see Directory Information below), of personally identifiable information contained in educational records;
- The right to be apprised of this policy on an annual basis;
- The right to file complaints with the Department of Education concerning alleged failure of the University to comply with the Act.

No one other than the student may access his or her educational record unless the student has granted permission for that individual through Hawklink, the University's student portal. Students may grant and remove permissions through their student portal. Persons who are granted access will be provided a unique log on for Hawklink by which they can review the records. Granting of access to another individual does not provide that individual the ability to act on the student's behalf.

However, the law provides that information from the student's educational record may be released without the student's consent to:

- University officials who have a legitimate educational interest to access the information in order to fulfill their professional responsibilities
    - A "University official" is
        - A person employed by the University in an administrative, supervisory, academic, research, or support staff position
        - A person employed by or under contract to the University to perform a special task, such as an attorney or auditor
        - A person serving on the Board of Trustees
        - A student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
    - A University official has a "legitimate educational interest" if the official is:
        - Performing a task that is specified in his/her position description or by a contract agreement

    - Performing a task related to a student's education
    - Performing a task related to the discipline of a student
    - Providing a service or benefit relating to the student or student's family, such as health care, counseling, academic or job placement, or financial aid
- Parents of dependent students as defined by Section 152 of the Internal Revenue Code
- Persons who need to know in cases of health and safety emergencies
- Federal, State, and local government officials for purposes authorized by law
- An accrediting agency in carrying out its function
- Individuals who have lawfully obtained court orders or subpoenas
- Appropriate parties in connection with financial aid to a student
- Officials at institutions at which the student is seeking to enroll
- In any other circumstances permitted by the regulations of the US Department of Education

Directory Information:

FERPA allows the University to release certain "Directory Information" without the student's consent. This information includes:

- Student's name
- Student's address
- Student's telephone number
- Student's University email address
- Student's date of birth
- Student's major program of study
- Student's participation in recognized activities and sports
- Weight and height of members of athletic teams
- Student's dates of attendance
- Student's degrees and honors received

Directory Information does not include:

- Student's Social Security Number
- Student's TU ID number
- Student's race
- Student's ethnicity
- Student's nationality
- Student's gender

Preventing release of information:

A student may direct the University to withhold release of Directory Information, except as described above, by completing and submitting the Directory Out form found in Hawklink to the Registrar's Office. The University accepts no liability for any Directory Information released before the completed form is submitted.

Educational Record:

The student's educational record is any record maintained by the University that contains personally identifiable information. This includes records maintained in any format, including but not limited to print, digital, or microfiche. The educational record does not include:

- Records in sole possession of the maker (i.e., advising notes kept separate from the academic file, notes used for memory aids)
- Law enforcement records
- Financial records of the student's parents
- Confidential letters of recommendation if the right to access was waived
- Medical records
- Employment records
- Alumni records

While medical, employment, and alumni records are not part of the educational record and subsequently not covered by FERPA, Thomas University maintains the security of those records in compliance with the laws that govern those specific records. For information on records not covered by FERPA, the student should contact the appropriate office.

Student Request to Review Records:

Upon request, students will be given access to inspect their educational record maintained by Thomas University. Requests must be made to the Registrar's Office after which an appointment will be scheduled. The records will be open for inspection in the presence of the appropriate University official. Requests must be made at least one week in advance.

Educational Records Excluded from Student Access:

- Confidential letters and statements of recommendation placed in the record prior to 1975
- Medical and psychological information
- Private notes and procedural matters retained by the maker or substitutes
- Financial records of parents or other individuals

Student Request to Amend Educational Record:

Students may request that their educational record be amended due to inaccurate, misleading, or information otherwise in violation of the student's privacy rights under FERPA by submitting the request in writing to the Registrar's Office. The request must clearly identify the part of the record the student wants changed and specify why it should be changed. Upon receipt of the request, the Registrar and appropriate University official will review the request and record to determine if amendment is required. If the request for amendment is not granted, the student will be notified of the decision in writing.

Complaints:

In many situations, complaints relative to FERPA can be resolved within the University on an informal basis. Any student who wishes to discuss a FERPA complaint may contact the Academic Affairs Office, 1550 Magnolia Street, Thomasville, GA 31792. To file a complaint with the US Department of Education, contact the Office that administers FERPA at:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Dissemination of this Policy:

FERPA requires that students be notified and reminded of this policy annually. Therefore, this policy will be published in the University Catalog and on the University's web site. In addition, students will

be reminded of the policy annually through the University email system.

Sources Consulted in Developing this Policy

- FERPA | Protecting Student Privacy (https://studentprivacy.ed.gov/ferpa)
- http://catalog.yhc.edu/content.php?catoid=23&navoid=893&hl=%22FERPA%22&returnto=search#FERPA
- Florida Memorial University Student Handbook (https://www.fmu.edu/wp-content/uploads/2024/08/FMU-Handbook-2024-2025x.pdf)
- https://gardner-webb.edu/about/offices-and-departments/office-of-the-registrar/records-and-registration/
- https://www.lagrange.edu/current-students/registrar/ferpa.html
- Academic Policies - Keystone College (https://www.keystone.edu/registrar/academic-policies/)

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 the Director of Disability Services officeofdisabilityservices@thomasu.edu. 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 49.

Accreditation & Authorization

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

The Master of Science in Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Program (CACREP).

Thomas University is authorized by the Georgia Professional Standards Commission (GaPSC) to offer teacher certification programs for Elementary Education, Computer Science Education, Middle Grades Education, Special 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 and MSN nursing programs at Thomas University in Thomasville, GA are accredited by the:

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

The most recent accreditation decision made by the ACEN Board of Commissioners for the RN- BSN and MSN nursing programs 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 approved by the State of Georgia to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional framework that facilitates state oversight of postsecondary distance education and applies to institutions authorized to confer degrees in at least one state. Through its participation in NC-SARA, Thomas University is authorized to offer distance education programs to students residing in other SARA member states.

Thomas University Catalog Disclaimer Notice

All Rights Reserved

All Thomas University catalogs contain the most accurate information available at the time of publication. Thomas University catalogs are for informational purposes only and do not constitute a contract. Thomas University makes every effort to ensure that this Catalog contains complete and accurate information at the time of posting. However, circumstances may arise that require the University to change existing policies, rules, or program information prior to the posting of the next Catalog. The University reserves the right to change, modify, or alter any information in this Catalog at any time and may apply to enrolled as well as prospective students.

Contents

Thomas University Mission 3
Confidentiality of Student Records 4
Students with Disabilities 7
Accreditation & Authorization 7
Academic Calendars 11
University Facilities 14
Admissions 17
Classification of Students 17
Undergraduate Admissions 17
Transfer Admissions 19
Extra-Institutional Learning Credit 20
Readmitted Students 21
Undergraduate Special Standing Non-Degree Seeking Students 21
Dual Enrollment Students 22
Audit Students 22
Undergraduate International Admission 22
Graduate Admission 23
Graduate International Admission 25
Financial Aid 27
Loans and Grants 32
Debt Management and Default Reduction 37
Student Aid Index (SAI) (formerly Expected Family Contribution – EFC) 37
Changes in Your Situation 37
Federal Work Study 38
Renewing Aid 38
Dropping Courses and the Census Date 38
Return of Title IV Funds Calculation and Withdrawal Record 39
Withdrawals and the Degree Partnership Program (DPP) 40
Student Responsibilities Reporting Changes 40
Appeals 41
Institutional Aid Policy 42
Fees and Expenses 43
Student Accounts 46
Student Affairs 49
Student Support Center 49
Students Rights and Responsibilities 51
Student Activities 53
Military and Corporate Relations 53
Thomas University Center for Military Life (CMiL) 54
Athletic Programs 56
Academic Affairs 58
Consent to Academic Policies, Regulations, and Procedures 58
Disclosure of Student Information 58
Academic Policies 58
Registration Policies 63
Graduation 68
Learning Support 69
Undergraduate Policies 71

Academic Honors....77
Graduate Policies....79
Associate and Bachelor's Programs....83
Graduate Programs....84
Academic Divisions and Programs....86
General Education....86
Division of Business....91
Division of Education....104
Division of Health and Sciences....166
Division of Humanities....194
Division of Social and Behavioral Sciences....202
Minor Programs....222
Course Listings....228
Campus Directory....336
Board of Trustees....336
Members....336
Senior Administrative Officers....337
Academic Affairs....337
Academic Division Chairs....337
Academic Support Services....337
Registrar's Office....337
Academic Affairs Support Staff....338
Student Affairs....338
Enrollment Management....338
Admissions....338
Office of Student Success....339
Marketing....339
Military and Corporate Relations....339
Grants and Contracts....339
Institutional Advancement....339
Business Office....340
Student Accounts....340
Financial Aid....340
Human Resources....340
Athletics....340
IT Services....342
Learning Commons....342
TRIO Programs....342
Food Services....342
Facilities....342
Genealogy Library....343
Faculty Roster....344
Memberships & Recognition....349
Thomas University Alma Mater....351
....351

Academic Calendars

Fall 2026

August 17	Term A (8-week classes) and Term C (16-week classes) begin
August 23	Last day to add/drop Term A, B, and C courses
September 7	Labor Day – University Closed
September 25	Last day to withdraw from Term A courses (W)
October 9	Term A Classes end
October 12-16	Fall Break
October 19	Term B Classes (8-week classes) begin
October 25	Last Day to add/drop Term B courses (new Term B students only)
October 30	Last day to withdraw from Term C courses (W)
November 25-27	Thanksgiving Holiday - University Closed
November 29	Last day to withdraw from Term B course (W)
December 11	Term B and C classes end
December 7-11	Final Exams

*For programs that require Saturday class meetings, the final day of classes is the Saturday after the last day of classes for all other programs.

Spring 2027

January 4	University Offices re-open
January 11	Term A (8-week classes) and Term C (16-week classes) begin
January 17	Last day to add/drop Term A, B, and C courses
January 18	Martin Luther King, Jr. Day - University Closed
February 19	Last day to withdraw from Term A classes (W)
March 5-6	Term A classes end
March 8-12	Spring Break
March 15	Term B classes begin (8-week classes)
March 21	Last day to add/drop Term B courses (new Term B students only)
March 26	Last day to withdraw from Term C courses (W)
April 18	Last day to withdraw from Term B courses (W)
May 7	Term B and C classes end
May 3-7	Final Exams
May 8	Commencement

*For programs that require Saturday class meetings, the final day of classes is the Saturday after the last day of classes for all other programs.

Summer 2027

May 10	Term A Classes begin
May 16	Last day to add/drop Term A classes
May 31	Memorial Day – University Closed
June 1	Term B & C classes begin
June 6	Last day to add/drop Term B and C classes
June 17	Last day to withdraw from a Term A class (W)
June 18	Juneteenth Observed – University Closed
July 2-3	Term A classes end
July 5	Independence Day Observed – University Closed
July 9	Last day to withdraw from a Term B course (W)
July 16	Last day to withdraw from a Term C course (W)
July 23	Term B classes end
August 6	Term C classes end

*For programs that require Saturday class meetings, the final day of classes is the Saturday after the last day of classes for all other programs.

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, was originally located on the site of the former Birdwood Plantation in Thomasville, Georgia, at what became known as the Forbes Campus. In 2011, the University acquired the Magnolia Campus, located at 1550 Magnolia Street in Thomasville. Today, the Magnolia Campus includes two apartment-style residence halls, the Smith-Bonvillian Gymnasium, and the Chapelle Building, which houses athletic facilities, offices, laboratories, and classrooms. In 2025, the University sold the Forbes Campus and relocated to the Woodlands Campus, located at 254 Woodlands Boulevard, approximately half a mile from the Magnolia Campus. The Woodlands Campus accommodates administrative offices, classrooms, residence halls, student activity spaces, and dining facilities. Today, Thomas University includes the Magnolia Campus, the Woodlands Campus, Rust Residential Hall, and associated athletic facilities.

Campus Facilities

Magnolia Campus Facilities

The Magnolia Campus serves as a hub for athletics, residential life, and student activities.

Chapelle Building

The Chapelle Building houses Athletics, as well as fitness, training, laboratories, and classroom spaces.

Smith-Bonvillian Gymnasium

The Smith-Bonvillian Gymnasium includes a basketball court, locker rooms, and a concession area.

Davis Lobby

The Davis Lobby, located within the gymnasium, serves as an entry and gathering area for athletic events.

Katherine Reed Practice Field

The Katherine Reed Practice Field provides space for athletic practices and training.

Ireland Poe Residential Hall (1700 Magnolia)

The Ireland Poe Residential Hall offers apartment-style housing with kitchens and on site laundry facilities.

Smitha Residential Hall (1702 Magnolia)

The Smitha Residential Hall provides apartment-style housing with kitchens and on-site laundry facilities.

Ben Grace Historic Quadrangle

Located between the Smitha and Ireland Poe Residence Halls, the Ben Grace Historic Quadrangle provides an open green space for student use.

Magnolia Pavilion

The Magnolia Pavilion, constructed in 2020, provides a shaded outdoor space for students to gather and participate in campus activities.

Rust Residential Hall (126 S. Pinetree Blvd.)

Located approximately half a mile south of the Magnolia Campus, the Rust Residential Hall offers traditional double-occupancy rooms with private bathrooms.

Woodlands Campus Facilities

The Woodlands Campus serves as the primary location for academic, administrative, and student support functions. The campus features modern facilities designed to support instruction, student engagement, and campus life.

University Center (254 Woodlands Blvd.)

The University Center serves as a central hub for student life and university operations, housing the Birdwood Suite, the Hawk's Nest Dining Hall, the Student Center, the Business Office, and the Auditorium.

Birdwood Suite

The Birdwood Suite is home to Admissions, Advising, the Registrar, and Military Affairs & Corporate Relations.

Business Office

The Business Office supports the University's administrative and operational functions.

Student Center

The Student Center provides a gathering space for student activities and includes a bowling alley, pool tables, and indoor gymnasium.

Hawk's Nest Dining Hall

The Hawk's Nest Dining Hall offers both dining plan meals and à la carte options.

Rumble Terrace

Rumble Terrace is an outdoor gathering space located near the Hawk's Nest Dining Hall, providing seating and a communal space for students.

Landis Atrium

The Landis Atrium, located at the middle of the University Center, serves as a primary gathering and collaborative space.

Forbes Building (171 Hickory Ridge West)

The Forbes Building includes the Flowers Executive Suite, classrooms, faculty offices, residential spaces, and the Library and Learning Commons.

Flowers Executive Suite

The Flowers Executive Suite houses administrative offices, and conference spaces, including the Office of the President, the Office of Advancement, and Marketing.

Tom Callaway Conference Room

The Tom Callaway Conference Room, located within the Flowers Executive Suite, is used for meetings and events.

Residence Hall

The Woodlands Campus residence hall features single and double occupancy rooms with communal bathrooms and adjacent outdoor spaces, including a basketball court and fishing pond.

Balfour Building

The Balfour Building includes classrooms, faculty offices, residential spaces with double-occupancy rooms, en suite bathrooms, and study areas, as well as nearby outdoor spaces.

Other Spaces and Landmarks

Wight Park

The Wight Park, located on the Magnolia Campus

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. An undergraduate student who expects to graduate from Thomas University may be granted 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.
4. 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.
5. 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.
6. 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.

Student Financial Aid is not processed until the student is admitted to the University. Students must by 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 of higher

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 Dean of Academics. 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.

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 credit will only be awarded for courses in which a grade of "C" or higher was earned.

Students are advised that some degree programs may have higher letter- grade requirements as established by professional licensing or accrediting bodies. Students enrolling in those programs may be required to repeat courses in which a C was earned in order to meet those requirements.

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.

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.

All other associate degrees will be evaluated for transfer on a course-by-course basis.

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 one calendar year 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

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

Dual Enrollment Program

The Dual Enrollment program provides dual enrollment opportunities for students who are enrolled at participating eligible public, private, or home school programs. 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. Georgia residents must also complete the Dual Enrollment application found online at www.gafutures.org. Applicants must be approved by their high school guidance counselor for classification as a dual enrollment student and additional program information.

Thomas University Dual Enrollment Admission Requirements

1. Thomas University application for admission.
2. High School transcript (counselor recommendation required with high school unweighted GPA less than 3.0)

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 a www.gafutures.org.

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

Audit Students

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

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).
- ACT or SAT scores with minimum of 18 (ACT) or 940 (SAT)
- :
    - 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
- 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.)
- For non-native speakers of English, who do not have College transfer credit for Composition I:
    - 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.

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:

1. A completed 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 school 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. For a Thomas University alumnus 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. 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. Requests for graduate transfer credit are made to and approved by the Registrar. The Registrar, in consultation with the faculty subject matter expert, will determine acceptability. Only graduate level courses for which a grade of B or higher was earned that apply to the student's declared program will be considered. Transfer credit may be awarded 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 must request transfer credit prior to beginning coursework.

No transfer credit will be allowed from a conferred degree.

Readmitted Students

Students who have interrupted their studies at Thomas University and have not been enrolled for one calendar year and wish to return, must apply for readmission.

To be readmitted to Thomas University, students must have a cumulative grade point average of 3.0 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.

Advanced Standing

Students pursuing sequential graduate degrees within the same discipline at Thomas University may request advanced standing to apply up to 25% of the coursework from the first degree toward the second, higher level degree. Similar standing may be awarded to students who have completed a graduate degree at Thomas University and wish to pursue an additional graduate certificate in the same discipline. Advanced standing and application of coursework toward a second degree or certificate may be awarded only upon recommendation of the Program Director and approval of the Division Chair.

Students who have earned a Master of Education degree from Thomas University and are returning

to pursue an Education Specialist degree will have to following coursework from the M.Ed. applied to the Ed.S:

M.Ed. in Curriculum and Instruction, Teacher Leadership, Elementary Education, Middle Grades Mathematics or English Language Arts, Secondary Mathematics or English, or Special Education

- EDU 600 and 620 toward EDU 600 and 616 for the Ed.S. in Teacher Leadership
- EDU 600 and 620 toward EDU 600 and 604 for the Ed.S. in Special Education

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 that earned a Bachelor's degree outside the United States:
    - 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

InCred International Credential Evaluations
816-595-8390
incred@naia.org
incredevals.org

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

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

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

Commission on Graduates of Foreign Nursing Schools (CGFNS)
+1 215 222 8454
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 committed to supporting your educational journey. A variety of financial aid options are available 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
Thomas University
1500 Millpond Rd.
Thomasville, GA 31792
229-715-7119
Email: 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 2026-2027 application will use 2024 tax information). 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 28. 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.
- 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.
- 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 admitted 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.

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 Direct 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 Direct 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 FAFSA Submission Summary 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 offer letter by approximately April 1. Aid applications are then completed on a rolling basis by date of receipt with offer notifications being sent out as files are completed.

You will receive an email or letter once your financial aid offer 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 Hawklink email account, so be sure to keep your information up to date!

The offer 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 offer within 30 days. The accepted offer indicates the student has read and agrees to the terms of the offer as outlined.

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

1. Log in using your username and password
2. Select Financial Aid
3. Click on “My Financial Aid”
4. Sign in using the User Name and Password you used to log into your portal as confirmation
5. Click “Documents”
6. Click on the link for the missing document
7. To accept your offer, click award and either Accept, Decline, or Reduce offer.

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

Effective July 1, 2026, Parent PLUS Loan borrowing is limited to a maximum of $20,000 per academic year and may not exceed the student's Cost of Attendance (COA), minus any other financial assistance received.

To apply for a Parent PLUS Loan, the parent borrower must complete the PLUS Loan Application at StudentAid.gov. If the application is approved, the parent must also complete a Master Promissory Note (MPN) through StudentAid.gov before the loan can be processed.

Please note that PLUS loans are credit based and require a separate application process. Please visit www. studentaid.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.

Offer 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 Hawklink. 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 2026-2027 aid year and minimum enrollment requirements for the various sources of aid can be found on the Office of Student Financial Aid and Scholarships Web site at www.thomasu.edu. At the census date of each term, each student's final enrollment is locked. Financial aid for that term is then adjusted, based on the enrollment level at that time. When a reduction in aid is required due to a student's reduced enrollment level at the census date, the reduction can create a balance due on the student's TU account. If there is a tuition refund because of dropped credits, the tuition refund will be used to reduce the balance due on the student's account.

A student whose census date enrollment is less than half-time is not eligible for federal student loans. In these cases, the entire loan amount for the term will be returned to the Federal Student Loan program. The return of loan funds creates a bill on the student's TU account but also reduces the outstanding principal balance due on the student loan. Any current term aid disbursed after the census date will be based on the student's enrollment on the census date, or their actual number of credits enrolled at the time of disbursement, whichever is less. Retroactive aid (aid for a term that has ended before disbursement) must be disbursed based on completed grades/credit hours, or census date registration. 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 Direct Subsidized and Unsubsidized 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.
- 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.

Veteran's Affairs Benefits

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 offer, 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 Stafford Loans. 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 request any changes in writing by submitting an Award Revision Request form to the FAO. This electronic form can be found in the Financial Aid section of your Hawklink.

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

- 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 Student Aid Index 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, need-based grant from Thomas University.

Who can receive this grant? This grant is available to undergraduate students only. Awards are determined by the Director of Financial Aid.

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 offer 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 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 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 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 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. Federal funding for this grant is limited. Eligibility for this program and the annual amount of this grant are included on the offer 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.

Eligibility: Students must qualify for the federal PELL grant through the FAFSA, must demonstrate exceptional financial need, maintain Satisfactory Academic Progress, enroll each term, and meet all registration and application deadlines.

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 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 offer letter.

Limits: The annual grant amount is up to $4,000. However, the current, yearly offer 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 the TEACH Grant 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 $500 per semester and can receive payment for up to three semesters per year.

Eligibility: There are several basic eligibility requirements. To be eligible, students must:

- Be a U.S. citizen or national of the U.S. or have evidence from INS of eligible permanent resident alien status;
- Be a legal resident of Georgia;
- Be enrolled as a full-time student at an eligible private college or university in Georgia;
- Be an undergraduate student in a program of study leading to a college degree;
- Maintain satisfactory academic progress;
- Be in compliance with Selective Service registration requirements;
- Not be in default or owe a refund on a student financial aid program;
- Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990, O.C.G.A. §20-1-20, et seq., and
- Must not have received TEG payments for more than 127 semester/190 quarter hours.

Dual Enrollment

Description: Dual Enrollment is a Georgia program that enables high school students (grades 9–12) to earn college credit while working toward their high school diploma

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

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

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

Educational Loans

Thomas University participates in the Federal Direct Loan programs. Under this program, funding for student loans is provided by the federal government through colleges rather than by banks. When loans are due, borrowers repay them directly to the federal government through a loan servicer which is assigned by the U.S. Department of Education to each borrower once the first disbursement of a loan is processed. The assigned loan servicer then services any subsequent loans. Loans are available to students and parents of dependent students through the Direct Loan program. If they demonstrate financial need, undergraduate students may borrow the Federal Direct Subsidized Stafford Loan. Undergraduate students may also borrow the Federal Direct Unsubsidized Stafford Loan regardless of financial need. Graduate and professional students are eligible to borrow only the Federal Direct Unsubsidized Stafford Loan.

Effective July 1, 2026, eligibility for the Federal Direct Graduate PLUS Loan is limited to legacy borrowers under the OB3 provisions. Only graduate or professional students who received a Graduate PLUS Loan prior to July 1, 2026, may apply for and receive additional Graduate PLUS funding. Students who first enroll in a graduate or professional program on or after July 1, 2026, and who have never previously received a Graduate PLUS Loan, are not eligible to apply for or receive a Graduate PLUS Loan.

Parents of dependent undergraduate students may apply for the Federal Direct Parent PLUS Loan.

Students apply to participate in the Federal 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 https://studentaid.gov/plus-app. The student must have completed a FAFSA for their parent borrower to participate in this loan program.

You can view the annual Federal Direct loan limits here: https://studentaid.gov/announcements-events/big-updates/definitions#loan-limits.

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.

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 Federal Direct 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.gov/understand-aid/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.gov/understand-aid/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 - $6,000 in the first and second academic years of undergraduate study up to 59 credits; and up to $7,000 an academic years for the remaining years of undergraduate study. Graduate students may borrow up to $20,500 per year.

Lifetime (aggregate) Federal Direct Stafford Loan Borrowing Limits:

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.
- $157,500 as a graduate student including graduate plus loans and all undergraduate loans.
- $257,500 as a professional student including all loans borrowed as a graduate and 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 who have earned fewer than 30 credit hours may borrow a maximum of $4,000 a year above the annual Federal Direct Unsubsidized Stafford Loan limit of $2,000. Students who have earned at least 59 credit hours may borrow a maximum of $5,000 a year above the annual Federal Direct Unsubsidized Stafford Loan limit of $2,000. Not all applicants will qualify for the maximums in additional funding. The Federal Direct Unsubsidized Stafford Loan may be used to replace the Student Aid Index (SAI), 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 Loan (PLUS)

This program provides loans to parents of dependent undergraduate students. For students who are enrolled as of June 30, 2026, received a disbursement of a Federal Direct Loan while enrolled and remain enrolled in the same program of study, the parent may borrow an annual amount that is equal to the cost of attendance minus any financial assistance the student receives. Parents may continue to borrow up to the cost of attendance for up to three academic years or the remainder of the student's expected time to finish their program of study, whichever is less. For students who were not enrolled as of June 30, 2026, but are enrolled on July 1, 2026, the parent may borrow a maximum annual PLUS loan amount of $20,000 and a maximum aggregate amount of $65,000 per dependent student. 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.gov/understand-aid/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.studentaid.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 only to credit-qualified students who are pursuing a graduate. Like the Federal 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.gov/understand-aid/types/loans/interest-rates.

Students who are enrolled and received a disbursement of a Federal Direct Loan as of June 30, 2026, may borrow a Graduate PLUS loan up to their cost of attendance for up to three academic years or the remainder of the student's expected time to finish their program of study, whichever is less. Students who were not enrolled as of June 30, 2026, and enroll on or after July 1, 2026, are not eligible for the Graduate PLUS, as this loan program will be eliminated by the U.S. Department of Education.

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

Alternative (to the federal student loan programs) Loans

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

Loan Repayment

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

Entrance and Exit Counseling

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

Student Aid Index (SAI) (formerly Expected Family Contribution – EFC)

The information you provide on your FAFSA is used to calculate your Student Aid Index (SAI). Schools use this number to determine your eligibility for federal grants, loans, and work-study.

Changes in Your Situation

The Office of Student Financial Aid & Scholarships 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 eligible Student Aid Index (SAI) to qualify.

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.

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 offer.

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 Census Date is the last date you can drop classes for a full tuition refund. Students are allowed to add classes after the census date. This Census Date is used for all terms, including the summer session. 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.

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 courses, 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 offer.

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.

Federal financial aid is offered 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 more than 60% of the term. In cases where full participation and more than 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 Office 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.

An unofficial withdrawal is when the school is not notified by the student that the student has ceased or will cease attending the institution. 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 amount 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 60% or less 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:

- Unsubsidized Direct Loans
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants

- Federal Supplemental Opportunity Grant (FSEOG)
- TEACH Grants

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.

A student may be required to repay Title IV aid if he received a credit balance refund of Title IV aid, subsequently withdraws from the same term and does not earn 100% of the aid disbursed. The amount of Title IV aid earned is determined by multiplying the percentage of the term the student completed (days attended/days in the term) by the amount of aid (excluding FWS) that was disbursed.

If a student earns more Title IV loan funds than were disbursed, TU will notify the student of the amount she is eligible to receive. The student must notify TU only if she wants the undisbursed loan funds to be disbursed.

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 the student. The student will be notified if they 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.

Withdrawals and the Degree Partnership Program (DPP)

In cases of unofficial withdrawal, the last date of participation is required to determine if a student attended the course(s) at the partner school and, if applicable, determine the percentage of the term the student attended. 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

Satisfactory Academic Progress (SAP)

Federal and state regulations require institutions to establish and monitor academic progress standards to ensure students are making progress toward their educational goals. Satisfactory Academic Progress (SAP) is reviewed at the end of each semester.

SAP is evaluated based on all coursework attempted at Thomas University, including repeated courses, as well as most transfer credits, regardless of whether financial aid was received.

Students who do not meet SAP standards are not eligible for financial aid, with the exception of those placed on Warning or Probation status, as described below.

Qualitative Measure (GPA Requirement)

- Undergraduate students must maintain a minimum cumulative GPA of 2.0.
- Graduate students must maintain a minimum cumulative GPA of 3.0.

Quantitative Measure (Completion Rate)

Students must successfully complete at least 67% of all attempted credit hours. This requirement applies to undergraduate, graduate, and associate degree programs.

Maximum Time Frame

Students may attempt up to 150% of the credit hours required for their program of study.

Example: A student in a bachelor's degree program requiring 120 credit hours may attempt up to 180 credit hours before becoming ineligible for financial aid.

Warning Status

If you do not meet the completion rate and/or the GPA requirements, you will be placed in Warning status for the next term of enrollment. If you are in Warning status, you will be eligible to receive available financial aid for one term. However, you must complete an online Web Advisor Session within the first two weeks of the term. This session will review the satisfactory academic progress policy and provide resources designed to improve academic standing. If you fail to complete this session within the first two weeks of the term, a hold will be placed on future financial aid disbursements until this session is completed. After your Warning term, disbursements may be delayed while your academic progress is reviewed. If you do not achieve Good Standing by the end of your Warning term, you will be placed in Suspended eligibility status.

Suspended Eligibility Status and Appeals

Students placed in Suspended status are not eligible to receive federal or state financial aid. In addition, some alternative loan and scholarship programs require students to be in Good Standing under satisfactory academic progress guidelines.

If you are in Suspended status, you may submit an appeal in writing to the Office of Student Financial Aid & Scholarships which documents special or unforeseen circumstances that interfered with the completion of your coursework or in meeting any other part of the policy.

Submitting an Appeal

The appeal must include an academic plan that will bring you into Good Standing or that will satisfy any remaining requirements to complete your degree. You will complete the Appeal in collaboration with your success advisor.

Appeals must be submitted by the end of the second week of the term. Appeals submitted after the deadline will be reviewed but late petitions may result in a loss of funding for the term. If an appeal is approved, you will be placed in Probation status and will be eligible to receive financial aid.

You must follow this Academic Plan for each term of Probation status until you reach Good Standing. If you do not pass the credits and/or earn the GPA given in the Academic Plan, you will be placed in Suspended status again.

Institutional Aid Policy

The objective of Thomas University's (TU) Financial Aid Office 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, TU strives to continue to serve as a responsible steward of institutional aid as set forth by our Board of Trustees.

Financial aid frequently includes institutional aid, that is not funded explicitly from other sources or private endowments. Athletic and Academic scholarships as well as Activity and TU Grants are examples of institutional aid.

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 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 institutional financial aid award:

- Be a citizen of the United States;
- 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 comply with regulations and guidelines for all funds included in the aid package, and any revision to the aid package. Where applicable students should use awarded funds for educational purposes only, and abide by the honor policy of the institution;
- Be enrolled full-time;
- Not be receiving any discount of tuition.

The following strictly applies to all institutional aid awards:

- Institutional aid awards are applied to tuition and fees only;
- Institutional aid awards cannot exceed 50% of tuition and fees;
- Adjustments in institutional aid awards will be made so that the combination of all tuition-only grants (state, federal and institutional) and any external scholarships do not exceed the total of tuition and fees;
- Adjustments in institutional awards will be made for students who serve in a capacity where a tuition benefit is extended (e.g. Resident Assistant/Resident Director);
- Institutional aid cannot be used for the cost of consortium coursework taken by a student at any other institution;
- Students may receive athletic scholarships as a graduate student as long as the student is NAIA eligible.

Scholarship Management System (SMS)

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

SMS Database:
https://thomasu.scholarshipuniverse.com/public/home?scholarshipType=public&take=10&skip=0

Fees and Expenses

Thomas University operates on a semester basis. The cost of attendance per semester, for Fall 2026, Spring 2027, and Summer 2027 as follows, is as follows.

One time only fees:

Degree conferral and processing fee (degree seeking students)*	$175
Certificate conferral and processing fee (certificate students only)*	$75

*This fee covers processing and the conferral of a completed degree/certificate and printing/mailing of the diploma/certificate.

Undergraduate Tuition:	
Full-Time (12 – 18 credits)	**$7,125/semester**
Part-Time (<12 credits)	**$475/credit**
Credits > 18	**$475/credit**
Dual Enrollment	**$250/credit**
Course Audit (64 and younger)	**$100/credit**
Graduate Tuition (all programs)	**$635/credit**
Audit/Continuing Education	**$100 per credit**
Fees:	
Enrollment Fee (Graduate students only)	**$100 per credit**
Technology Fee (Undergraduate)	**$200**
Activity Fee (on campus students only)	**$125**
Parking Fee (on campus students only)	**$25**
*Late Fee (when applicable)	**$50**
Experiential Learning Credit Fee	**$350**
Visual Arts Studio	**$25**

ART 210, 212, 250, 270, 320, 322, 350, 370 and 400	$25
ASL 101	$80
BIO 101	$100 on campus $334 online
BIO 102	$100 on campus $130 online
BIO 261	$100 on campus $185 online
BIO 262	$100 on campus $225 online
BIO 270	$100 on campus
BIO 308	$100 on campus $142 online
BIO 301, 315, 323, 4 10, 412, 465, 491, 498, 499	$100 on campus
BIO 351	$100 on campus
BUS 495	$25
CHM 101, 102, 103, 107, 250, 251, 301	$100 on campus
CHM 101	$215 Online only

CHM 102	$271 Online only
CHM 103	$138 Online only
CHM 107	$244 Online only
COU 602	$240
CRJ 470	$35
EDU 301	$175
EDU 316	$250
EDU 327	$250
EDU 428	$625
EDU 431	$400
GEO 302, 303, 410	$75
MLS 251	$210
MLS 400, 401, 495, 496	$75
MLS 460	$110
PHS 220	$185 Online only
PHS 221	$116 Online only
PHY 301	$180
PHY 302	$185
PSY 498	$35
SPS 300	$30
Experiential Learning Credit	$350
***Academic Transcript**	$15
***Diploma Re-print fee**	$30
***Return Check Fee**	$35

Housing (2026-2027):

Room Reservation Fee*	$300
Pinetree - Double occupancy (Talon Meal Plan required)	$3,500 per semester
Magnolia - Single Occupancy	$3,800 per semester
Magnolia - Double Occupancy	$3,500 per semester
Woodlands – Single Occupancy (Talon Meal Plan required)	$3,700 per semester
Woodlands – Double or Triple Occupancy (Talon Meal Plan required)	$3,500 per semester

*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 (2026-2027):

TALON Plan (19 meals per week) Required for students residing in Pinetree, Woodlands, and Overflow Housing	$2,300 per semester
BIG 10 (10 meals per week.)	$1,230 per semester
Commuter Plan (5 meals per week)	$675 per semester
Early Access (3 meals per day) Fall athletes arriving early	$600

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 by the end of the first week 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 six, five, four and 2 payment plan options 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 a $35 payment 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 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://hawklink.thomasu.edu/ICS/
- Go to the "Student Accounts" tab

- Click on “Set up Payment Plan”
- 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
   1550 Magnolia Street
   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. 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**. 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.

No Show Policy

Any student who does not confirm their enrollment and participate during the first week of classes will be recorded as a no-show and removed from their courses at the end of the first week of classes.

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 of their charges, including books, the student will not be allowed to charge books to their student account.

Student Affairs

Student Support Center

Mission

To provide important support services which help our students be successful while at Thomas University and far beyond. The Director of the Student Support Center ensures the quality of student services, the training of intern counselors, and the overall student satisfaction with these services:

- Confidential Counseling Services
- Career Services
- Disability Services

Thomas University believes that student success is more than just grades.

The TU Student Support Center can be reached by emailing studentsupportcenter@thomasu.edu. The center is a fully-staffed virtual Teams platform support center with always confidential appointments. Confidential on-campus appointments upon request. The Student Support Center provides services to all TU students, both on-campus and online.

Career Services

Career Counselors (Coaches) helps students find the jobs that match their career objectives and professional aspirations. All coaching appointments are held in the privacy of the coach's Teams video platform. The Career Services staff includes the Director and several graduate students from the counseling program, trained in the skills needed to help students achieve their career goals. They are also qualified to provide students with referrals to confidential counseling services. Those students needing in-person on-campus appointments may do so by request.

Services:

- Resume writing
- Job Interviewing principles
- Mock job interviews
- Cover letter writing
- LinkedIn Profile development
- Post job openings that match majors and programs
- Help direct job searches
- Help finding intern positions
- Perform interest and personality assessments
- Help complete career assignments for coursework

Students contact the Career Services at **careercenter@thomasu.edu** to secure an appointment with a Career Counselor. Students receive a prompt response to their career development inquiries.

Student Disability Support Services

The Director of Disability Support 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 Support 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 Support 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 Support Services.

The federal law, the Americans with Disabilities Act or ADA, is enforced at Thomas University. 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 Support 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 Support Services at officeofdisabilityservices@thomasu.edu Students can also fill out the brief disabilities contact form on the office's TU website page where you can describe your situation in advance. That goes to the office's email. Either way, the office responds promptly to student inquires. \

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 University campus; there is no University health clinic.**

First-aid kits are available in the Student Affairs Building, Business Office, Learning Commons, Campus Center, Chappelle 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.

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.

TU Student Email Accounts

Thomas University considers the University-issued student email account to be the primary means of

formal communication between the University and students. Due to security and privacy concerns, Thomas University expects that students communicate with faculty/staff regarding all school-related matters using their assigned TU email.

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 believe your TU email and/or user account have been compromised, please reset your password immediately. Each student and employee is issued unique credentials for accessing the University's technology systems. Sharing of these credentials is strictly prohibited and will result in disciplinary action.

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 University and community, to respect the rights of others, and to observe State and Federal laws.

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 University policy or federal, state, or local laws.

Student Conduct

Thomas University expects lawful and reasonable conduct from students both on and off campus. The Code of Community Standards and disciplinary processes 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, vehicles, grounds, residence halls, and other facilities leased by the University that serve in a residential capacity.

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.

General Student Complaints

We understand that at times students may have concerns about the application of a policy or process to their particular situation. Students are encouraged to discuss their concern or decision with the person with whom he/she differs and attempt to resolve the situation. For concerns that cannot be resolved informally, TU has created a process by which those concerns can be heard, addressed, and

resolved. The Student Complaints Policy and related processes are detailed in Appendix E of the Student Handbook. This procedure does not apply to academic appeals, which are conducted according to the process outlined in the Academic Affairs section of the Thomas University Catalog.

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.

Students enrolled in distance education courses or programs offered by Thomas University while residing outside the state of Georgia are covered under the University's participation in the State Authorization Reciprocity Agreement (SARA). Distance education students who have exhausted the University's internal grievance procedures without satisfactory resolution may submit a complaint to the Georgia Nonpublic Postsecondary Education Commission (GNPEC), the state portal agency for SARA. For information on the SARA complaint process, students should refer to the SARA Complaint Process webpage. Additional guidance on filing a complaint beyond the institutional level is available through GA-SARA.

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.

Clubs and Organizations

Thomas University hosts a variety of University-sanctioned student-run clubs and organizations. For a list of active groups or to start a new group, please contact the Office of Student Affairs.

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@thomasu.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@thomasu.edu.
- All VA benefits will be certified within 30 days of the start of class for 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

Joshua Dean
jdean@thomasu.edu
229-236-9990

Thomas University Center for Military Life (CMiL)

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.

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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.

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 mangers and users of these facilities.

The Thomas University **Soccer Program** uses the soccer field located on campus. This facility includes 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 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.

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.

Academic Policies

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), 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.

Statement Regarding Artificial Intelligence (AI) Tools in Student Work

Unless permission is explicitly given, in writing, the use of artificial intelligence (AI) to complete any work or assessment at Thomas University is a violation of the Academic Honor Code and strictly forbidden. When permitted to use AI, the following guidelines apply:

You may not represent any work generated by an AI program as your own creation. AI programs, e.g., ChatGPT, may be used to help generate ideas and brainstorm; however, you should be aware that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. If you include material

generated by an AI program, it must be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with severely under relevant Thomas University policies.

Attendance

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. Regardless of course format (e.g. in-person, online synchronous, online asynchronous) or term length (e.g. 8-week, 16-week), attendance is understood to mean being present and participating in class activities as specified in the course syllabus. Students are encouraged to review and adhere to the attendance policy posted in each instructor's course syllabus. Failure to meet these expectations will result in a recorded absence. Excessive absences may result in a reduced or failing grade or removal from a course, as established in course attendance policy. Additionally, any student who does not attend and participate in a course during the first week of classes will be dropped from that course for non-participation.

Please note: In the event that a student chooses not to complete a course, it is the student's responsibility to officially drop or withdraw from that course by the deadlines established in the University's Academic Calendar.

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 = 2.666 = 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 Academic Dean. 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 Academic Dean may dismiss a grade appeal for lack of merit, may issue a determination,

or in rare circumstances, 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 Academic Dean, who will consider the committee's recommendation, review all documents, and make additional inquiries if necessary before reaching a decision. In all cases, the decision of the Academic Dean is final.

Academic complaints other than those regarding grading are to be addressed following the University's Student Complaints Policy and Procedure detailed in Appendix E of the Student Handbook.

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 "**F#**" is assigned for any course for which a student has failed due to non-attendance. The faculty member assigning this grade will also note the last date of attendance or participation which will be used by the Financial Aid Office to determine any impact on the student's financial aid award.

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 withdrawal by the Academic Dean 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**" is assigned for administrative withdrawals. An administrative withdrawal is a University-initiated withdrawal of a student from a course. A student may be administratively withdrawn by the Academic Dean or his/her designee for reasons including cases of extenuating health or safety-related concerns.

A "**WF**" (withdrawal failing) will be assigned by the registrar to any student who is withdrawn after the normal semester withdrawal deadline, and is failing the course at the time of the withdrawal.

A "**WIP**" notation designates that the course is currently work in progress.

A "**V**" (or an "**AU**") 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: Online undergraduate and graduate semesters are Fall, Spring, and Summer. On-campus

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.

Registration Policies

Residential Freshman Registration Policy

All freshmen enrolled on-campus must enroll only in campus-based courses during their first two semesters of 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 Academic Dean.

Add/Drop and Student Accounts Policies

During the fall, spring, and summer semesters, students may drop and/or add class(es) during the Drop/Add period as defined on the Academic Calendar posted online and in this Catalog. While classes begin at varying dates throughout the semesters, the Drop/Add period remains as published for all courses in which the student is enrolled. The only exception to the published drop/add period is for students who begin their enrollment at Thomas University during the second half of a term. Students who begin their enrollment during the second half of the term have the opportunity to drop and/or add classes during the first week of that session.

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 this period are handled in accordance with the Academic Withdrawal policy described below.

- Students may change their schedules during the published, applicable Drop/Add period after conferring with their student success advisor.
- Classes may not be added or dropped after the Drop/Add period.
- Students may withdraw from a course(s) after the Drop/Add period in accordance with the Academic Withdrawal policy below.
- The final tuition and fees balance is calculated at the end of the Drop/Add period for all semesters.

Academic Withdrawal

Students may withdraw from a course following the drop/add period and until the deadline designated on the academic calendar for that term. A withdrawal before the deadline is non-punitive, and a grade of "W" is assigned. Students may not withdraw after the withdrawal deadline.

Withdrawing from a course can affect financial aid, athletic eligibility, projected graduation date, and other aspects of a student's college experience. A such, students wishing to withdraw are highly encouraged to consult with their advisor and the Office of Financial Aid prior to withdrawing.

Administrative Withdrawal

An administrative withdrawal is a University-initiated withdrawal of a student from a course. A student may be administratively withdrawn by the Academic Dean or his/her designee for reasons including 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

Tuition and fee charges will not be recalculated following Academic or Administrative withdrawals. 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.

Repeating Courses

Undergraduate

Undergraduate students who do not successfully complete a course may request to repeat that course a maximum of two (2) times. If the course is not successfully completed at that time, the course may not be repeated again. 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 be required to select a different course of study. Students may not take a course at another institution and transfer it back to TU as a substitute for a course that was not successfully completed at TU.

The following stipulations apply:

1. 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 best attempt.
2. The lesser attempt and grade will remain on the transcript but will not be counted in the GPA.

3. Students may only repeat a course in which they have earned a grade lower than a C. Students will not receive additional credit for repeating a course for which they have already received credit.
4. Students must apply for grade forgiveness using the appropriate form and submitting it to the Registrar's Office, clearly indicating which course and section is being requested. If approved, the student will be notified and registered for the course by the Registrar's Office.
5. Requests for Grade Forgiveness/course repeats must be received one week prior to the start of the term in which the repeat course will be taken.

Graduate

Graduate 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. As such, if an insufficient grade is earned in a required course, that course must be repeated. Graduate students may repeat a course only once, so if a course is not passed on the second attempt, that course may not be repeated again. 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 unsuccessfully completed at TU.

The following stipulations apply:

1. Graduate students may repeat a maximum of two (2) courses.
2. 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 best attempt.
3. The lesser attempt and grade will remain on the transcript but will not be counted in the GPA.
4. Graduate students may only repeat a course in which they have earned a grade lower than a B. Students will not receive additional credit for repeating a course for which they have already received credit.
5. Students must apply for grade forgiveness using the appropriate form and submitting it to the Registrar's Office, clearly indicating which course and section is being requested. If approved, the student will be notified and registered for the course by the Registrar's Office.
6. Requests for Grade Forgiveness/course repeats must be received one week prior to the start of the term in which the repeat course will be taken.

Note:

Students who receive financial aid may be impacted when repeating a course in which they have already earned credit with a D grade or higher. In addition, all academic grades that appear on your TU transcript are included when determining GPA eligibility under federal financial aid satisfactory academic progress. All students who wish to repeat a course are highly encouraged to contact the Office of Financial Aid in advance of registration.

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 Academic Dean. Directed study courses may not be substituted for courses that a student has previously failed.

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.

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
- 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 Division Chair 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 an undergraduate 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 Paranesthesia, 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.

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.

All students must register for GRAD when registering for their final coursework. Certificate seeking students will register for GRAD 000, Associate degree seeking students will register for GRAD 101, bachelor's degree seeking students will register for GRAD 201 and Graduate students will register for GRAD 501. Registration for the appropriate GRAD serves as the graduation application.

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 (all hours attempted at Thomas University).
- Honors are calculated after all grades are posted. Any Honors published in the Commencement program are anticipated based on the student's cumulative grade point average at the conclusion of the last completed term. The student's official grade point average and honors awarded are listed on their official transcript as determined by the Registrar.
- Graduate students, already subject to maintaining a higher GPA as a student in the graduate program, are not issued Latin Honors

Commencement Procedures

In addition to registering for GRAD, students are required to pay graduation fees and clear all accounts in the Student Accounts Office. Diplomas will not be provided until all financial obligations with the University have been satisfied.

NOTE: Students expecting to complete their degree requirements in the summer term may participate in the Commencement Ceremony provided they are registered for all remaining courses and are in good academic standing.

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."

The Library provides a variety of resources to support the academic programs of the University. The Library provides 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 InterLearning Commons Loan service.

Learning Commons

The Learning Commons 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 Learning Commons provides all Thomas University students with free assistance from their trained peer tutors and professors in all academic subjects. The Learning Commons delivers these services both face to face and online using a variety of technologies.

Student Success Advising

Student Success 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 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.

Undergraduate Policies

These policies apply to all students enrolled in Associate or Bachelor's level coursework at Thomas University.

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 Dean of Academics for approval. A student must have a minimum 3.0 cumulative GPA to request an overload.

Declaring a Major

Students are required to formally 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 Dean of Academics. The decision of the Dean of Academics 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.

Second Bachelor's Degree

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 as long as the intended major course of study differs from the first degree as determined and approved by the Academic Dean. Once the major is approved, the graduate must apply for readmission through the Office of Admission. Post-baccalaureate second-degree special students are not eligible for on-campus housing.

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.

Courses and grades earned in pursuit of the first degree will not be calculated in the grade point average of the second degree, and courses used for completion of the major(s) of the first degree cannot be used to fulfill major requirements of the second degree.

Second Associate Degree

The awarding of an additional, consecutive associate degree is allowed provided that the requirements for both degrees have been satisfied in each program.

1. The first associate degree must be completed to be eligible to begin the second.
2. Earn a minimum of 15 credit hours, taken at Thomas University, beyond the requirements of the first degree. Credits earned prior to the conferral of the first degree may not be used in the calculation of the 15 new credits required for the second associate degree.
3. Earn a 2.00 (C) or better for all coursework included in the additional 15 credit hours.
4. Complete all requirements for the degree as listed in the current Thomas University Catalog, including all General Education Requirements. No General Education requirements will be waived for the second associate degree.

5. Earn a minimum of 75 total credit hours.
6. Students cannot earn two degrees at the same level at the same time using the same credit.
7. Students are required to apply for graduation and pay an additional graduation fee for the second associate degree.
8. Students who complete their first associate degree and experience a period of non-enrollment at Thomas University must apply for readmission. Students who continue for the second associate degree in the term immediately following conferral of the first degree (fall or spring) are not required to apply for readmission.

Students should consult with the Official of Financial Aid to determine how a second associate's degree impacts their student aid prior to enrolling in a second associate degree program.

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 term and cumulate GPA are 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 subsequent fall or spring 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 Dean of Academics, 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 dismissal, 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 or satisfy any course requirement, however, the credits earned will remain. Any course that is part of the renewal that is a required course for any portion of the student's program of study must be repeated. 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.

On-Campus students enrolling in courses or programs offered online

Individual courses

Students enrolled in-person at Thomas University who have achieved Sophomore standing (completed at least 30 credit hours of coursework) may take up to two online courses per semester following consultation with their Advisor.

Degree programs/majors

Students enrolled in-person at Thomas University may pursue degree programs (major or minor) offered online provided the following conditions are met:

1. The major or minor that the student wishes to enter is not offered on campus.
2. The student completes all non-major/minor coursework* on campus. 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.

On-campus students taking either individual courses or a major/minor online 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.

Online students enrolling in courses or programs offered on campus

Individual courses

Students enrolled online may take up to two in-person courses per semester following consultation with their Advisor.

Degree programs/majors

Students enrolled online may pursue degree programs (major or minor) offered on campus provided the following conditions are met:

1. The major or minor that the student wishes to enter is not offered online
2. The student completes all non-major/minor coursework* online. 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.

Online students taking either individual courses or a major/minor on campus must adhere to the policies, schedule, and course requirements of both schools.

Undergraduate Students 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.

*Undergraduate students admitted to the BS in Special Education General Curriculum and the BS in Special Education General Curriculum Elementary are permitted to apply 9 credit hours of graduate coursework toward their Bachelor's degree.

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.

Directed Study

Students who have achieved junior or senior standing are permitted to take a Directed Study course with the following provisions: (a) the student must have at least a 3.0 cumulative grade point average and a 3.0 grade point average for the previous semester, (b) a faculty member must agree to offer the directed study, and (c) the respective program director or division chair must approve the directed study. Students must register for a directed study prior to the beginning of a term or during the official drop-add period. Students registering for a directed study will be charged an additional fee of $125 per credit hour.

Before a directed study will be approved, students must complete at least two full semesters at Thomas University. No student may take more than one directed study per semester, unless the courses are part of an approved study abroad program. The Dean of Academics may grant exceptions to this policy upon the recommendation of the division chair.

Transient Authorization

Undergraduate Thomas University students who wish to enroll temporarily in another college or University must be a currently enrolled student, 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.

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.

Psi Chi

Psi Chi is the International 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 Veterans National Honor Society is the premier honor society recognizing the academic achievements of military and veteran students. Undergraduate students must have a minimum GPA of 3.0, while graduate students must maintain a GPA of at least 3.5. Eligible members include those

who are currently serving or those who have previously served in the U.S. military, National Guard, or reserves, and who demonstrate the highest standards of ethics and integrity.

Graduate students who are inducted into SALUTE and have completed a minimum of 12 semester credit hours (or equivalent) are designated as **SALUTE Gold Members**.

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 dedicated to the advancement of knowledge, teaching, learning and service through cultivation of communities of practice, education and research. . 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.

Social Work Honor
TU Social Work Honors celebrates program graduates who complete their Bachelor of Social Work degree with a grade point average of 3.5 or above in their upper division courses. We signify this achievement via the use of a rainbow cord worn at the commencement ceremony. This rainbow cord intertwines six colors, which represents the weaving together of Social Work's six core values: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals and intentions to which all social workers aspire.

Graduate 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.

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 Dean of Academics, 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.

Associate and Bachelor's Programs

Associate of Arts

Liberal Studies

Associate of Science

Law Enforcement*

Bachelor of Arts

Humanities - *This program is closed to new students as of Summer 2026 and is being taught out for currently enrolled students.*

Bachelor of Science

Accounting⁺
Business Administration⁺
Biology
Biomedical Laboratory Science*
Computer Science Education⁺
Computer Systems Management*
Creative Technologies
Criminal Justice*
Data Intelligence* - *This program is closed to new students as of Summer 2026 and is being taught out for currently enrolled students.*
Elementary Education⁺
Exercise and Sport Science
Homeland Security* - *This program is closed to new students as of Summer 2026 and is being taught out for currently enrolled students.*
Human Resources Management⁺
Interdisciplinary Studies⁺
Justice Administration⁺
Literature and Media - *This program is closed to new students as of Summer 2026 and is being taught out for currently enrolled students.*
Management⁺
Marketing⁺ - *This program is closed to new online students and is being taught out for currently enrolled students.*
Medical Laboratory Science*
Middle Grades Education⁺
Nursing (RN-BSN)*
Psychology⁺
Rehabilitation Studies*
Secondary Grades Education – Math⁺
Secondary Grades Education - English
Special Education Elementary Education⁺
Special Education General Curriculum⁺
Supply Chain Management* - *This program is closed to new students as of Summer 2026 and is being taught out for currently enrolled students.*

Bachelor of Social Work*

*Program offered exclusively online
⁺Program offered both in-person and online

Graduate Programs

Master's Programs

Master of Arts in Teaching in:
- Elementary Education
- Pedagogy
- Special Education Elementary Education
- Special Education General Curriculum

Master of Business Administration
- Concentration:
- Hospitality Management

Master of Education in:
- Curriculum Instruction
- Educational Leadership Tier I
- Elementary Education
- Middle Grades English
- Middle Grades Mathematics
- Secondary Grades English
- Secondary Grades Mathematics
- Special Education General Curriculum
- Teacher Leadership

Master of Science in:
- Counseling
  - **Specialization:**
  - Addictions & Alcoholism Counseling
  - Clinical Mental Health Counseling
  - Clinical Rehabilitation Counseling
  - Professional School Counseling
- Human Resource Management - *This program is closed to new students as of Summer 2026 and is being taught out for currently enrolled students.*
- Nursing - Traditional and RN-MSN
  - **Concentrations:**
  - Nursing Administration
  - Nursing Education
- MSN/MBA Degree – Traditional and RN-MSN/MBA

Education Specialist

Educational Leadership Tier II
Special Education General Curriculum
Teacher Leadership

Graduate Certificates and Endorsement Programs

Graduate Certificate in Educational Leadership Tier I
Graduate Certificate in Educational Leadership Tier II
Post-Masters Certificate in Nursing Administration
Post-Masters 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
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.

All bachelor degree seeking students must complete the General Education curriculum as specified below.

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.

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
UNV 205 Resilience, Problem-Solving and Communication

(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
ASL 201 American Sign Language II
EDU 205 Inclusive Leadership for Coaches and Educators

ENG 211 World Literature I
ENG 212 World Literature II
HIS 201 United States History and Government I
HIS 220 Introduction to Public and Oral History
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
GEO 201 Introduction to Geographic Information Systems
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
UNV 205 Resilience, Problem-Solving and Communication

(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)
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)
UNV 205 Resilience, Problem-Solving and Communication

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

Accounting

Business Administration

Computer Systems Management

Human Resources Management

Management

Marketing

Supply Chain Management

Master of Business Administration (MBA)

Concentration in Hospitality Management

Master of Science Degree

Human Resource 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 Collegiate Entrepreneurships Organization (C.E.O.), to inform, support and inspire college students to be entrepreneurial and seek opportunity through enterprise creation.

Bachelor of Science Accounting

Program Mission and Goal

Our mission is to provide value-added accounting education and provide service to the profession, University, and community. Our graduates should have the requisite accounting and information technology skills to become the future ethical leaders of business.

Program Student Learning Outcomes

- Apply critical and analytical decision-making skills to accounting issues.
- Read and analyze financial statements
- Recognize ethical and legal issues facing financial professionals.
- Prepare income tax schedules and returns
- Demonstrate understanding of the basics of cost determination and allocation
- Apply knowledge of business concepts and functions in an integrated manner

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 390 Professional Communications	3
BUS 495 Strategy	3
MTH 140 College Algebra or MTH 150 Pre-Calculus	3
MTH 250 Introduction to Statistics	3

Accounting Major-Public Accountancy (24 Hours)

ACC 300 Intermediate Accounting I	3
ACC 301 Intermediate Accounting II	3
ACC 302 Cost Accounting	3
ACC 305 Income Tax Accounting-Individuals	3
ACC 400 Accounting Information Systems	3
ACC 401 Auditing and Internal Control	3
ACC 407 Advanced Accounting	3
BUS 408 Advanced Business Law	3
CCC	

Total Credit Hours General Ed. Core	**39**
Total Credit Hours Major Requirements	**48**
Total Credit Hours Open Electives	**33**
Total Credit Hours for Degree	**120**

Accounting Major-Managerial (21 Hours)

ACC 300 Intermediate Accounting I	3
ACC 301 Intermediate Accounting II	3
ACC 302 Cost Accounting	3
ACC 309 Financial Statement Analysis	3
ACC 400 AIS	3
ACC 407 Advanced Accounting	3
BUS 341 Operations Management	3

Total Credit Hours General Ed. Core	**39**
Total Credit Hours Major Requirements	**45**
Total Credit Hours Open Electives	**36**
Total Credit Hours for Degree	**120**

Bachelor of Science Business 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.

Core Program Required Courses (36 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
MTH 140 College Algebra **OR** MTH 150 Pre-Calculus	3
MTH 250 Introduction to Statistics	3
RSC 300 Research Methods	3

Business Administration Major (18 Hours)

BUS 309 Financial Statement Analysis	3
BUS 315 Data Analytics for Bus Management	3
BUS 445 Training & Development	3
MGT 341 Operations Management	3
PSY 440 Industrial/Organizational Psychology	3
Total Credit Hours General Ed. Core	**39**
Total Credit Hours Major Requirements	**51**
Total Credit Hours Open Electives	**30**
Total Credit Hours for Degree	**120**

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 (54 Credit 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
MTH 140 College Algebra or Higher	3
PSY 265 Stress Management	3
Total Credit Hours General Ed. Core	**39**
Total Credit Hours Program Requirements	**51**
Total Credit Hours Open Electives	**30**
Total Credit Hours for Degree	**120**

Bachelor of Science Human Resources Management

The Human Resource Management program emphasizes the strategic role that human resources plays in the performance of global organizations, providing students with the knowledge and skills needed to be effective HR leaders. HR outcomes impact business outcomes. Emphasis on cost-effectiveness and congruence ensures that HR policies are not only aligned with the company's strategic goals but also implemented in a way that properly balances the needs of the employees and the needs of the company.

Program Student Learning Outcomes

A graduate of this program will be able to:

1. Analyze strategic, financial and operational plans to support informed decision-making.
2. Apply ethical, legal and data-informed decision making to human resource management policies, managing diversity and inclusion, principled leadership, HR technology, and corporate social responsibility.

3. Evaluate human capital management practices within a global context. performance management, learning and development, employee relations, and HR analytics.
4. Examine human capital management concepts, including talent acquisition and retention, employee motivation, change management, and organizational culture
5. Analyze scenarios, identify issues, apply HR concepts to propose solutions to create a supportive and productive work environment that aligns with their strategic objectives to improve retention, performance, and profitability.
6. Demonstrate effective oral and written communication in business and workforce applications.

Students will be prepared for entry into business, management, or leadership positions in corporate, non-profit, or governmental organizations, or to pursue a graduate degree in a related field.

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.

Core Program Required Courses (36 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
MTH 140 College Algebra	3
OR MTH 150 Pre-Calculus	
MTH 250 Introduction to Statistics	3
RSC 300 Research Methods	3

Human Resource Management Major Required courses: (15 Hours)

ADM 410 Alternate Disagreement Resolution	3
BUS 315 Data Analytics	3
BUS 340 Management and Organizational Behavior	3
BUS 445 Training & Development	3
MGT 342 Human Resource Management	3
Total Credit Hours General Ed. Core	**39**
Total Credit Hours Major Requirements	**45**
Total Credit Hours Open Electives	**36**
Total Credit Hours for Degree	**120**

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.

Core Program Required Courses (36 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
MTH 140 College Algebra	3
OR MTH 150 Pre-Calculus	
MTH 250 Introduction to Statistics	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 446 Best Practices, Strategies & Trends in Management	3

Total Credit Hours General Ed. Core	**39**
Total Credit Hours Major Requirements	**45**
Total Credit Hours Open Electives	**36**
Total Credit Hours for Degree	**120**

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.

Core Program Required Courses (36 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
MTH 140 College Algebra	3
OR MTH 150 Pre-Calculus	
MTH 250 Introduction to Statistics	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
Total Credit Hours General Ed. Core	**39**
Total Credit Hours Major Requirements	**45**
Total Credit Hours Open Electives	**36**
Total Credit Hours for Degree	**120**

Bachelor of Science Supply Chain Management

NOTE: Not currently accepting new students.

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.

Program Required Courses: (36 credit hours)s

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
Total Credit Hours General Ed. Core	**39**
Total Credit Hours Major Requirements	**39**
Total Credit Hours Open Electives	**42**
Total Credit Hours for Degree	**120**

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.

Graduate programs may set a maximum number of credit hours students may take in a given semester. Graduate students in the Division of Business are limited to twelve credit hours of course work per 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.

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 601 Organizational Behavior	3
MBA 619 Business Law	3
MBA 645 Financial Management	3
MBA 650 Research & Statistics	3
MBA 662 Leadership	3
MBA 675 Marketing Management	3
MBA 690 Business Strategy and Policy	3
MBA Electives	9
Total Credit Hours for Degree	**30**

Concentration in Hospitality Management

Thomas University's Master of Business Administration with a concentration in Hospitality Management prepares students to compete for global entry-level and supervisory positions in the hospitality industry. Core business courses incorporate leadership, innovation, and ethical decision-making, and address the key functional areas of management, finance, marketing, and human resources. The major courses offer a broad-based curriculum with internships specific to hospitality management, including hotel and restaurant management, event planning, tourism activities, and services marketing.

Program Student Learning Outcomes

Upon graduating from this program students will be able to:

1. Identify and integrate legal and ethical models in leadership. Evaluate diversity and ethical considerations relevant to the hospitality industry.
2. Apply concepts and strategies in marketing management aligned to organizational success including the use of industry benchmarking tools and metrics relevant to revenue management in the hospitality industry.
3. Identify and examine the relationships between leaders, managers, and organizational behaviors. Describe and apply the fundamental principles of leadership and model the behavior of effective leaders.
4. Evaluate financial planning models utilized in business management decision-making. Identify and apply business concepts and skills relevant to the operational areas of hospitality management.
5. Demonstrate effective communication skills.
6. Analyze information and make decisions using critical thinking and problem-solving skills. Apply qualitative and quantitative methods as a strategy to investigate critical management issues in business.

Symposium: Introduction to MBA with concentration in Hospitality Management

MBA 601 Organizational Behavior	3
MBA 619 Business Law	3
MBA 632 Human Resources Management	3

MBA 645 Financial Management	3
MBA 662 Leadership	3
MBA 675 Marketing Management	3
MBA 690 Business Strategy and Policy	3
MBA 696 – 698 Practicum (3 experiences)*	9
Total Credit Hours for Degree	**30**

*Three 3-credit practicum experiences are required to complete the Hospitality Management Concentration. Those experiences encompass the functional areas of Hospitality Management to include:

- Hotel Lodging Management and Operations
- Events and Tourism Management
- Food and Beverage Service Management and Operations

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.

Master of Science Human Resource Management

NOTE: Not currently accepting new students.

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.
6. 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
Total Credit Hours for Degree	**36**

Graduate programs may set a maximum number of credit hours students may take in a given semester. Graduate students in the Division of Business are limited to twelve credit hours of course work per 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.

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

- Elementary Education
- Computer Science Education
- Middle Grades Education
- Secondary Education
- Special Education – General Curriculum/Elementary Education
- Special Education General Curriculum

Master of Arts in Teaching Degree

- Elementary Education
- Special Education – General Curriculum/Elementary Education
- Pedagogy
- Special Education General Curriculum

Master of Education Degree

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

Education Specialist Degree

- Educational Leadership Tier II
- Special Education General Curriculum
- Teacher Leadership

Endorsements

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

Certificate Programs

- Educational Leadership Tier 1
- Educational Leadership Tier 2

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 in-person and online. All in-person courses are offered on the main campus. Online courses are offered on Saturday via a combination of synchronous and asynchronous 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:

- Possess the depth and breadth of content knowledge necessary to make positive academic impacts on PK- 12 students.
- Integrate assessment, planning, and instructional strategies in coordinated and engaging ways when teaching lessons.
- Demonstrate the professional and ethical disposition required of a classroom teacher.

Specific Admission and Retention Requirements

Admission to Teacher Education

Admission requirements to all Bachelor of Science programs includes:

1. Be admitted to Thomas University.
2. Complete the lower division coursework requirements (minimum of 60 semester hours) and program specific requirements (listed with each program).
3. Have a cumulative GPA of 2.5 on required lower division coursework.
4. Submit three professional letters of recommendation which address the applicant's potential to become a PK-12 teacher.
5. Obtain professional liability insurance.
6. Complete the GaPSC Educator Ethics Assessment.
7. Upon admission, there are additional 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 Certificate 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.

8. Required program of study courses submitted for transfer credit older than 5 years will be reviewed by the Program Director or Division Chair for acceptance of transfer credit.
9. Readmission Policy:
   Any student readmitted to the program after one (1) or more years of non-attendance will be required to follow the program requirements as published in the current University Catalog including but not limited to additional or repeated course work due to changes in rules implemented by the Georgia Professional Standards Commission (GaPSC).
   - Program course prerequisites must have been completed within three (3) years of re-enrollment for students who were academically dismissed or took a voluntary break from their 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. An action that results in a GaPSC open ethics case against a candidate and will prevent the candidate from completing any course that requires a field component and may result in program dismissal. A student who is currently enrolled in a course which requires a field component and is dismissed from a placement due to an ethics violation will receive a grade of F in that course. A candidate who is removed from a field placement required for a course by the school administration due to an ethics violation is required to self-report the incident to the Division of Education Coordinator of Placements and Partnerships and will receive a grade of F in the course. Should the ethics violation investigation by the GaPSC Educator Ethics Division result in the candidate being allowed to return to the classroom, the grade of F will be changed to an Incomplete and the candidate will be allowed to finish the course. A final letter of adjudication from the GaPSC Educator Ethics Division must be provided to the Division of Education Coordinator of Placements and Partnerships.
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. Teacher candidates must maintain a Pre-service certification or the appropriate certification for their school position throughout the program. Failure to hold a Pre-service certification may result in an administrative withdrawal from courses and/or the program.
5. Teacher candidates who are school employees must make the Coordinator of Internships and Partnerships aware of any change in employment. Failure to do so could result in an administrative withdrawal from a course and/or the program.
6. Any student who does not pass the EDU 301 course during their first attempt must retake the course during the next available offering. Failure to take and pass the course during the next available offering may result in an administrative withdrawal from courses and/or the program.
7. Failure of a candidate to meet the required field-based learning experience for a course may result in the candidate being administratively withdrawn from the course.
8. 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 on all dispositions in order to continue in the program. 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. Not maintaining or meeting Satisfactory progress on dispositions may lead to program dismissal.

9. 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 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.
10. The teacher work sample (TWS) is a program completion assignment. As a result, teacher candidates must achieve a 70% or higher overall grade on the TWS as a requirement for program completion. Candidates who do not achieve 70% or higher on the TWS will be required to enroll each subsequent semester thereafter in EDU 399 to remediate deficiencies and achieve a passing score on the TWS. Until all deficiencies are remediated the teacher candidate will not be allowed to complete the program and graduate.
11. The candidate assessment on performance standards (CAPS) is a program completion assignment. As a result, teacher candidates must achieve a Level II or higher on all CAPS standards. Candidates who do not achieve a Level II on all standards will be required to enroll each subsequent semester thereafter in EDU 399 to remediate the specific standard not achieved at a Level II or higher. Until all deficiencies are remediated the teacher candidate will not be allowed to complete the program and graduate.
12. The Teacher Candidate Exit Evaluation is a program completion assignment. As a result, teacher candidates must achieve an agree or strongly agree on 80% or more of the survey response items for program completion. Candidates who do not achieve 80% or higher on the Teacher Candidate Exit Evaluation will be required to enroll each subsequent semester thereafter in EDU 399 to remediate deficiencies and achieve a passing score on the Teacher Candidate Exit Evaluation. Until all deficiencies are remediated, the teacher candidate will not be allowed to complete the program and graduate.

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 areas(s) of specialization and pass the GACE Literacy Assessment.
5. Earn acceptable ratings on the Core Professional Dispositions Student Assessment.
6. Complete program surveys.
7. Complete the required grade bands and clinical experiences aligned to the certification program in which the candidate is enrolled.
8. Earn a 70% or higher overall grade on the Teacher Work Sample (TWS).
9. Earn a Level II or higher on all Candidate Assessment on Performance Standards (CAPS).
10. Earn an agree or strongly agree on 80% or more of the survey responses on the Teacher Candidate Exit Evaluation.

Admission -to- Graduation Requirement:

Students must complete all program requirements within four (4) years of admission to the Division of Education. Failure to do so will result in the student being dismissed from the program and removed from GaTPMS. Students dismissed from the program may be eligible to reapply for enrollment but may be subject to additional coursework and/or requirements deemed necessary by the Division of Education.

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 63 Credit Hours

EDU 301 Orientation to the Education Profession: Standards, Scholarship, and Professional Practice	3
EDU 316 Teaching Methods and Strategies I	3
EDU 327 Teaching Methods and Strategies II	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 428 Developing Pedagogical Content Knowledge	3
EDU 431 Student Teaching	15
EDU 468 Educating Exceptional Learners	3
EDU 499 GACE Exam	0
MTH 140 College Algebra	3
RDE 450 Reading in the Content Area	3
RDE 455 Diagnosing & Remediation Reading Difficulties	3

Content Concentration– Choose 21 credits from the list

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
Total Credit Hours General Ed Core	**39**
Total Credit Hours Professional Core	**63**
Open Electives	**18**
Total Credit Hours for Degree	**120**

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 57 Credit Hours

ECE 326 Developmentally Appropriate Practices for Pre-K and Kindergarten	3
EDU 460 Social Studies Curriculum Development	3
EDU 470 Mathematics Curriculum Development	3
EDU 480 Science Curriculum Development	3
EDU 301 Orientation to the Education Profession: Standards, Scholarship, and Professional Practice	3
EDU 316 Teaching Methods and Strategies I	3
EDU 327 Teaching Methods and Strategies II	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 428 Developing Pedagogical Content Knowledge	3
EDU 431 Student Teaching	15
EDU 468 Educating Exceptional Learners	3
EDU 499 GACE Exam	0
RDE 452 Teaching Reading	3
RDE 454 Child and Adolescent Literature	3
RDE 455 Diagnosing & Remediation Reading Difficulties	3
Total Credit Hours General Ed Core	**39**
Total Credit Hours Professional Core	**54**
Open Electives	**27**
Total Credit Hours for Degree	**120**

Bachelor of Science Special Education General Curriculum - Elementary Education

The Special Education General Curriculum - Elementary Education Program is designed to prepare teachers to provide instruction or instructional support to all students in grades P-5, including those with disabilities whose individual education plan indicates instruction using the general statewide assessments. Admission, retention, and graduation requirements are detailed in the section titled Specific Admission and Retention Requirements.

Professional Core Courses 63 Credit Hours

ECE 326 Developmentally Appropriate Practices for Pre-K and Kindergarten	3
EDU 460 Social Studies Curriculum Development	3
EDU 470 Mathematics Curriculum Development	3
EDU 480 Science Curriculum Development	3
EDU 301 Orientation to the Education Profession: Standards, Scholarship, and Professional Practice	3
EDU 316 Teaching Methods and Strategies I	3
EDU 327 Teaching Methods and Strategies II	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 341 Special Education Ethics, Policies, and Procedures	3
EDU 342 Curriculum Design and Adaptation in Special Education	3
EDU 428 Developing Pedagogical Content Knowledge	3
EDU 431 Student Teaching	15
EDU 468 Educating Exceptional Learners	3
EDU 499 GACE Exam	0
RDE 452 Teaching Reading	3
RDE 454 Child and Adolescent Literature	3
RDE 455 Diagnosing & Remediation Reading Difficulties	3

Total Credit Hours General Ed Core	**39**
Total Credit Hours Professional Core	**63**
Open Electives	**18**
Total Credit Hours for Degree	**120**

Bachelor of Science Special Education General Curriculum

The Special Education General Curriculum program prepares teachers to teach all students in grades P-12 with disabilities whose individual education program indicates instruction using the general

education curriculum and participation in the general statewide assessment.

Professional Core Courses (57 Credit Hours)

EDU 301 Orientation to the Education Profession: Standards, Scholarship, and Professional Practice	3
EDU 316 Teaching Methods and Strategies I	3
EDU 327 Teaching Methods and Strategies II	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 341 Special Education Ethics, Policies, and Procedures	3
EDU 342 Curriculum Design and Adaptation in Special Education	3
EDU 428 Developing Pedagogical Content Knowledge	3
EDU 431 Student Teaching	15
EDU 468 Educational Exceptional Learners	3
EDU 499 GACE Exam	0
RDE 401 Academic Discourse Applications	3
RDE 450 Reading in the Content Area	3
RDE 452 Teaching Reading	3
RDE 454 Child and Adolescent Literature	3
RDE 455 Diagnosing & Remediation Reading Difficulties	3
Total Credit Hours General Ed Core	**39**
Total Credit Hours Professional Core	**54**
Open Electives	**27**
Total Credit Hours for Degree	**120**

Bachelor of Science Middle Grades Education

Next cohort start is Fall 2027.

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 concentration areas (mathematics, language arts, reading, and science) and must complete at least 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 (69 Credit Hours)

EDU 301 Orientation to the Education Profession: Standards, Scholarship, and Professional Practice	3
EDU 316 Teaching Methods and Strategies I	3
EDU 327 Teaching Methods and Strategies II	3

EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 428 Developing Pedagogical Content Knowledge	3
EDU 431 Student Teaching	15
EDU 468 Educational Exceptional Learners	3
EDU 499 GACE Exam	0
RDE 450 Reading in the Content Area	3
RDE 455 Diagnosing & Remediation Reading Difficulties	3
Content Specialization	30

Content Concentration Requirements:

Middle Grades Language Arts (15 Credit Hours)

Only offered through the School of Arts and Sciences effective Fall 2023

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 (21 Credit Hours)

MTH 150 Pre-Calculus	3
MTH 250 Introduction to Statistics	3
MTH 340 Set Theory	3
MTH 350 Intro to Probability Theory	3
MTH 360 Geometry	3
MTH 374 Developing Algebraic Concepts	3
MTH 475 Mathematics Problem Solving, Error Analysis and Financial Literacy	3

Middle Grades Reading (15 Credit Hours)

RDE 401 Academic Discourse Applications	3
RDE 450 Reading in the Content Area	3
RDE 452 Teaching Reading	3
RDE 454 Child and Adolescent Literature	3
RDE 455 Diagnosis and Remediation of Reading Difficulties	3

Total Credit Hours General Ed Core	**39**
Total Credit Hours Professional Core	**69**
Open Electives	**12**
Total Credit Hours for Degree	**120**

Bachelor of Science Secondary Grades Education: English Concentration

Next cohort start is Fall 2027.

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 (60 Credit Hours)

EDU 301 Orientation to the Education Profession: Standards, Scholarship, and Professional Practice	3
EDU 316 Teaching Methods and Strategies I	3
EDU 327 Teaching Methods and Strategies II	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 428 Developing Pedagogical Content Knowledge	3
EDU 431 Student Teaching	15
EDU 468 Educational Exceptional Learners	3
EDU 499 GACE Exam	0
RDE 450 Reading in the Content Area	3
RDE 455 Diagnosing & Remediation Reading Difficulties	3
Content Specialization	21

CONTENT CONCENTRATION REQUIREMENTS

Secondary English Education (21 Credit Hours)

ENG 211 World Literature I	3
ENG 212 World Literature II	3
RDE 401 Academic Discourse Applications	3
RDE 454 Child and Adolescent Literature	3
Choose three (3) English courses at the 200, 300, or 400 level	
Total Credit Hours General Ed Core	**39**
Total Credit Hours Professional Core	**60**
Open Electives	**21**
Total Credit Hours for Degree	**120**

Bachelor of Science Secondary Education: Mathematics Concentration

Next cohort start is Fall 2027.

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 (69 Credit Hours)

EDU 301 Orientation to the Education Profession: Standards, Scholarship, and Professional Practice	3
EDU 316 Teaching Methods and Strategies I	3
EDU 327 Teaching Methods and Strategies II	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 428 Developing Pedagogical Content Knowledge	3
EDU 431 Student Teaching	15
EDU 468 Educational Exceptional Learners	3
EDU 499 GACE Exam	0
RDE 450 Reading in the Content Area	3
RDE 455 Diagnosing & Remediation Reading Difficulties	3
Content Specialization	30

CONTENT SPECIALIZATION REQUIREMENTS

MTH 150 Pre-Calculus	3
MTH 250 Introduction to Statistics	3
MTH 270 Calculus I	3
MTH 280 Calculus II	3
MTH 320 Introduction to Linear Algebra	3
MTH 340 Set Theory	3
MTH 350 Introduction to Probability Theory	3
MTH 360 Geometry	3
MTH 370 Discrete Mathematics	3
MTH 374 Developing Algebraic Concepts	3
MTH 475 Mathematics Problem Solving, Error Analysis and Financial Literacy	3
Total Credit Hours General Ed Core	**39**
Total Credit Hours Professional Core	**69**
Open Electives	**12**
Total Credit Hours for Degree	**120**

Bachelor of Science Secondary Education: Science Concentration

The Secondary Science Education Program is designed to prepare professional educators to teach biology 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 (60 Credit Hours)

EDU 301 Orientation to the Education Profession: Standards, Scholarship, and Professional Practice	3
EDU 316 Teaching Methods and Strategies I	3
EDU 327 Teaching Methods and Strategies II	3
EDU 340 Assessment Strategies to Improve PK-12 Learning	3
EDU 428 Developing Pedagogical Content Knowledge	3
EDU 431 Student Teaching	15
EDU 468 Educational Exceptional Learners	3
EDU 499 GACE Exam	0
RDE 450 Reading in the Content Area	3
RDE 455 Diagnosing & Remediation Reading Difficulties	3
Content Specialization	21

CONTENT SPECIALIZATION REQUIREMENTS (22 Credit Hours)

BIO 101 Principles of Biology I	4
BIO 102 Principles of Biology II	4
BIO 308 Ecology	4
BIO 312 Genetics	4
BIO 401 Evolution	3
Choose ONE Elective from Below:	3 or 4
BIO 311 Conservation Science	3
BIO 315 Zoology	4
BIO 323 Botany	4
BIO 351 Environmental Science	4
BIO 410/310 Cell and Molecular	4
Total Credit Hours General Ed Core	**39**
Total Credit Hours Professional Core	**60**
Open Electives	**21**
Total Credit Hours for Degree	**120**

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:

- Possess the depth and breadth of content knowledge necessary to make positive academic impacts on PK-12 students.

- Be able to integrate assessment, planning, and instructional strategies in coordinated and engaging ways when teaching lessons.
- Demonstrate the professional and ethical disposition required of a classroom teacher.

Admission to the Master of Arts in Teaching

Admission requirements to the Master of Arts in Teaching programs includes:

1. Be admitted to Thomas University.
2. Hold a minimum of a bachelor's degree from a regionally accredited college or University.
3. Report a minimum GPA of 2.75 on a 4.0 scale from their bachelor's degree and relevant graduate coursework or conferred master's degree. Applicants with a GPA lower than 2.75 may be considered for admission by the prospective graduate program. 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. Any candidate admitted with a GPA lower than 2.75 may be required to take a 3-credit hour writing course and/or additional requirements as deemed appropriate by the graduate program.
4. Submit three recommendation forms from professional or academic references (2 colleagues and 1 administrator/supervisor).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 2.75 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.
5. Provide proof professional liability insurance.
6. PK-12 School Employees must submit a Professional School Experience 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).
7. Passing scores GAPSC Educator Ethics Assessment.
8. Not have previously been denied admission to, had an unsatisfactory performance rating, or been removed from student teaching at another institution.
9. Upon admission, there are additional 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.
10. Required program of study courses submitted for transfer credit older than 5 years will be reviewed by the Program Director or Division Chair for acceptance of transfer credit.

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 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.

Additional Admissions Requirements for MAT-Special Education General Curriculum

Must provide evidence of 15 hours of Middle Grades content (math, science, social studies, language arts, reading). Applicants who do not have evidence of 15 hours of Middle Grades content, will be required to complete the Reading Content area as listed below.

Readmission Policies

1. Any student readmitted to the program after one (1) or more years of non-attendance will be required to follow the program requirements as published in the current University Catalog including but not limited to additional or repeated course work due to changes in rules implemented by the Georgia Professional Standards Commission (GaPSC).
2. Program course prerequisites must have been completed within three (3) years of re-enrollment for students who were academically dismissed or took a voluntary break from their 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. An action that results in a GaPSC open ethics case against a candidate and will prevent the candidate from completing any course that requires a field component and may result in program dismissal. A student who is currently enrolled in a course which requires a field component and is dismissed from a placement due to an ethics violation will receive a grade of F in that course.
    - A candidate who is removed from a field placement required for a course by the school administration due to an ethics violation is required to self-report the incident to the Division of Education Coordinator of Placements and Partnerships and will receive a grade of F in the course. Should the ethics violation investigation by the GaPSC Educator Ethics Division result in the candidate being allowed to return to the classroom, the grade of F will be changed to an Incomplete and the candidate will be allowed to finish the course. A final letter of adjudication from the GaPSC Educator Ethics Division must be provided to the Division of Education Coordinator of Placements and Partnerships.
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. Teacher candidates must maintain a Pre-service certification or the appropriate certification for their school position throughout the program. Failure to hold a Pre-service certification may result in an administrative withdrawal from courses and/or the program.
5. Any student who does not pass the EDU 600 course during their first attempt must retake the course during the next available offering. Failure to take and pass the course during the next available offering may result in an administrative withdrawal from courses and/or the program.
6. Teacher candidates who are school employees must make the Coordinator of Internships and Partnerships aware of any change in employment. Failure to do so could result in an administrative withdrawal from a course and/or the program.
7. Failure of a candidate to meet the required field-based learning experience for a course may result in the candidate being administratively withdrawn from the course.
8. MAT teacher candidates may take no more than 15 credit hours in a single semester.
9. 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 on all dispositions in order to continue in the program. 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. Not maintaining or meeting Satisfactory progress on dispositions may lead to program dismissal.
10. 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.
11. 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.
12. The teacher work sample (TWS) is a program completion assignment. As a result, teacher candidates must achieve a 70% or higher overall grade on the TWS as a requirement for program completion. Candidates who do not achieve 70% or higher on the TWS will be required to enroll each subsequent semester thereafter in EDU 399 to remediate deficiencies and achieve a passing score on the TWS. Until all deficiencies are remediated the teacher candidate will not be allowed to complete the program and graduate.

13. The candidate assessment on performance standards (CAPS) is a program completion assignment. As a result, teacher candidates must achieve a Level II or higher on all CAPS standards. Candidates who do not achieve a Level II on all standards will be required to enroll each subsequent semester thereafter in EDU 399 to remediate the specific standard not achieved at a Level II or higher. Until all deficiencies are remediated the teacher candidate will not be allowed to complete the program and graduate.
14. The Teacher Candidate Exit Evaluation is a program completion assignment. As a result, teacher candidates must achieve an agree or strongly agree on 80% or more of the survey response items for program completion. Candidates who do not achieve 80% or higher on the Teacher Candidate Exit Evaluation will be required to enroll each subsequent semester thereafter in EDU 399 to remediate deficiencies and achieve a passing score on the Teacher Candidate Exit Evaluation. Until all deficiencies are remediated, the teacher candidate will not be allowed to complete the program and graduate.

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 areas(s) of specialization and pass the GACE Literacy Assessment.
4. Earn acceptable ratings on the Core Professional Dispositions Student Assessment.
5. Complete program surveys.
6. Complete the required grade bands and clinical experiences aligned to the certification program in which the candidate is enrolled.
7. Earn a 70% or higher overall grade on the Teacher Work Sample (TWS).
8. Earn a Level II or higher on all Candidate Assessment on Performance Standards (CAPS).
9. Earn an agree or strongly agree on 80% or more of the survey responses on the Teacher Candidate Exit Evaluation.

Admission -to- Graduation Requirement:

Students must complete all program requirements within four (4) years of admission to the Division of Education. Failure to do so will result in the student being dismissed from the program and removed from GaTPMS. Students dismissed from the program may be eligible to reapply for enrollment but may be subject to additional coursework and/or requirements deemed necessary by the Division of Education.

MAT in Elementary Education

The MAT in Elementary Education 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.

EDU 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 639 Instructional Assessment and Data-Informed Teaching	3
EDU 640 Education of Exceptional Students	3
EDU 626 Early Childhood Curriculum and Instruction	3
EDU 660 Social Studies Curriculum Development and Methods	3
EDU 670 Mathematical Curriculum Development and Methods	3
EDU 680 Science Curriculum Development and Methods	3
EDU 599 – GACE Exam	0
RDE 653 Comprehension, Curricular, and Programmatic Strategies for Improving Literacy Across the Content Areas	3
RDE 659 Comprehensive Literacy Methods	3
Total Credit Hours for Degree	**42**

MAT Elementary students may exempt EDU 660, 670, and/or 680 if they pass the corresponding GACE exam PRIOR to admission. If a student does not have a passing score at the time of admission, they must take these courses as part of their program of study.

MAT Special Education General Curriculum - Elementary Education

The MAT in Special Education General Curriculum/Elementary Education is designed to prepare teachers to provide instruction or instructional support to all students in grades P-5, including those with disabilities whose individual education plan indicates instruction using the general statewide assessments. Admission, retention, and graduation requirements are detailed in the section titled Specific Admission and Retention Requirements.

EDU 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 626 Early Childhood Curriculum and Instruction	3
EDU 639 Instructional Assessment and Data-Informed Teaching	3

EDU 640 Education of Exceptional Students	3
EDU 641 Special Education Ethics, Policies, & Procedures	3
EDU 642 Curriculum Design and Adaptation in Sp Ed	3
EDU 660 Social Studies Curriculum Development and Methods	3
EDU 670 Mathematical Curriculum Development and Methods	3
EDU 680 Science Curriculum Development and Methods	3
EDU 599 – GACE Exam	0
RDE 653 Comprehension, Curricular, and Programmatic Strategies for Improving Literacy Across the Content Areas	3
RDE 659 Comprehensive Literacy Methods	3
Total Credit Hours for Degree	**48**

Reading Content Area (if content area not completed at time of acceptance):	
RDE 401 Academic Discourse Applications	3
RDE 450 Reading in Content Areas	3
RDE 452 Teaching Reading	3

MAT Special Education General Curriculum/Elementary Education students may exempt EDU 660, 670, and/or 680 if they pass the corresponding GACE exam PRIOR to admission. If a student does not have a passing score at the time of admission, they must take these courses as part of their program of study.

MAT Special Education General Curriculum

The MAT in Special Education General Curriculum prepares teachers to teach all students in grades P-12 with disabilities whose individual education program indicates instruction using the general education curriculum and participation in the general statewide assessment. Admission, retention, and graduation requirements are detailed in the section titled Specific Admission and Retention Requirements.

EDU 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 639 Instructional Assessment and Data-Informed Teaching	3

EDU 640 Education of Exceptional Students	3
EDU 641 Special Education Ethics, Policies, & Procedures	3
EDU 642 Curriculum Design and Adaptation in Sp Ed	3
EDU 599 – GACE Exam	0
RDE 653 Comprehension, Curricular, and Programmatic Strategies for Improving Literacy Across the Content Areas	3
RDE 659 Comprehensive Literacy Methods	3
Total Credit Hours for Degree	**36**

MAT in Pedagogy

The MAT in Pedagogy leads to an advanced degree and initial teacher certification in middle grades (4-8), secondary (6-12), or a P-12 fields (except special education). The program is intended for those who have demonstrated content expertise in one of the teaching areas for middle grades (4-8), secondary (6-12), and all P-12 fields (except special education) and would now like to become certified to teach that subject. Admission, retention, and graduation requirements are detailed in the section titled Specific Admission and Retention Requirements.

EDU 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 624 Collaborative Classrooms Through Social Emotional Learning	3
EDU 639 Instructional Assessment and Data-Informed Teaching	3
EDU 640 – Education of Exceptional Students	3
EDU 599 – GACE Exam	0
RDE 659 Comprehensive Literacy Methods	3
Total Credit Hours for Degree	**33**

Master of Education in Curriculum and Instruction

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

- Advanced Professional and Pedagogical Knowledge: The candidate demonstrates a comprehensive understanding of advanced pedagogical theories and practices, enabling

them to design, implement, describe, and/or evaluate effective learning experiences that foster student engagement and achievement.
- 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 Curriculum and Instruction

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. Possess a valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate.
3. Be currently employed in a full-time position in a PK-12 school as a classroom teacher, instructional coach, or related leadership position. Under special circumstances a student may be considered for admissions who is not employed in a full-time PK-12 position but will be required to have regular clinical access to a classroom. The admissions decision rests with the Program Director of the program for which the applicant is applying.
4. Report a minimum GPA of 2.75 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 2.75 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. Required program of study courses submitted for transfer credit older than 5 years will be reviewed by the Program Director or Division Chair for acceptance of transfer credit.
6. 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.

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 2.75.
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).

Readmission Policies:

1. Any student readmitted to the program after one (1) or more years of non-attendance will be required to follow the program requirements as published in the current University Catalog including but not limited to additional or repeated course work due to changes in rules implemented by the Georgia Professional Standards Commission (GaPSC).
2. Program course prerequisites must have been completed within three (3) years of re-enrollment for students who were academically dismissed or took a voluntary break from their studies.

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 in courses, field experiences, and other settings in which the candidate represents the university. A graduate candidate must maintain an acceptable rating on all dispositions in order to continue in the program. 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. Not maintaining or meeting Satisfactory progress on dispositions may lead to program dismissal.
6. Any student who does not pass the EDU 600/EDU 601 course during their first attempt must retake the course during the next available offering. Failure to take and pass the course during the next available offering may result in an administrative withdrawal from courses and/or the program.
7. Failure of a candidate to meet the required field-based learning experience of a course may result in the candidate being administratively withdrawn from the course and/or program.
8. 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.
9. 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. Earn acceptable ratings on Professional Dispositions.
5. Complete program surveys and the Graduation Checklist in EDU 699.

State of Georgia Certification Requirements:

1. An attempt of the Curriculum and Instruction GACE is required to be recorded as a program completer.
2. A passing score on the Curriculum and Instruction GACE is required for a certificate upgrade in Curriculum and Instruction.

MEd Curriculum and Instruction

EDU 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
EDU 699 Advanced Candidate Program Completion	.5
Total Credit Hours for Degree	**33.5**

Master of Education in Elementary, Middle, and Secondary

Education

Thomas University's Master's degrees in Elementary Education, Middle Grades Education, and Secondary Education 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 demonstrates a comprehensive understanding of advanced pedagogical theories and practices, enabling them to design, implement, describe, and/or evaluate effective learning experiences that foster student engagement and achievement.
- 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 Education, and Secondary Education

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

Applicants must meet the following criteria:

1. Hold a bachelor's degree in a relevant field from a regionally accredited college or University.
2. Possess a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate in the field for which the candidate is seeking an advanced degree.
3. Be currently employed in a full-time position in a PK-12 school as a classroom teacher, instructional coach, or related leadership position. Under special circumstances a student may be considered for admissions who is not employed in a full-time PK-12 position but will be required to have regular clinical access to a classroom. The admissions decision rests with the Program Director of the program for which the applicant is applying.
4. Report a minimum GPA of 2.75 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 2.75 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. Required program of study courses submitted for transfer credit older than 5 years will be reviewed by the Program Director or Division Chair for acceptance of transfer credit.

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 2.75.
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).

Readmission Policies

1. Any student readmitted to the program after one (1) or more years of non-attendance will be required to follow the program requirements as published in the current University Catalog including but not limited to additional or repeated course work due to changes in rules implemented by the Georgia Professional Standards Commission (GaPSC).
2. Program course prerequisites must have been completed within three (3) years of re-enrollment for students who were academically dismissed or took a voluntary break from their studies.

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 in courses, field experiences, and other settings in which the candidate represents the university. A graduate candidate must maintain an acceptable rating on all dispositions in order to continue in the program. 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. Not maintaining or meeting Satisfactory progress on dispositions may lead to program dismissal.
6. Any student who does not pass the EDU 600/EDU 601 course during their first attempt must retake the course during the next available offering. Failure to take and pass the course during the next available offering may result in an administrative withdrawal from courses and/or the program.
7. Failure of a candidate to meet the required field-based learning experience of a course may result in the candidate being administratively withdrawn from the course and/or program.
8. 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.

9. 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. Earn acceptable ratings on Professional Dispositions.
5. Complete program surveys and the Graduation Checklist in EDU 699.

MEd Elementary Education

EDU 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
EDU 625 Diversity and Exceptionalities (Math Concentration Only)	3
EDU 699 Advanced Candidate Program Completion	.5
Choose One Concentration: **Mathematics Concentration (9 credit hours)**	
NOTE: Not currently accepting new students.	
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
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	**33.5**

MEd Middle Grades Language Arts

NOTE: Not currently accepting new students.

EDU 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
EDU 699 Advanced Candidate Program Completion	.5
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 654 Enhancing Literacy with Literature	3
RDE 656 Patterns of Practice in the English Language Arts	3
Total Credit Hours for Degree	**33.5**

MEd Middle Grades Mathematics

NOTE: Not currently accepting new students.

EDU 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
EDU 625 Diversity and Exceptionalities	3
EDU 699 Advanced Candidate Program Completion	.5

Math Concentration (9 credit hours)

MTH 670 Set Theory	3
MTH 675 Developing Geometric Concepts	3
MTh 685 Concepts & Applications of Probability and Statistics	3
Total Credit Hours for Program	**33.5**

MEd Secondary Education

EDU 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
EDU 625 Diversity and Exceptionalities	3
EDU 699 Advanced Candidate Program Completion	.5

English Concentration (9 credit hours)

NOTE: Not currently accepting new students.

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
Total Credit Hours for Degree	**33.5**

Mathematics Concentration (9 Credit Hours)

NOTE: Secondary Math not currently accepting new

students.

MTH 670 Concepts and Application of Set Theory	3
MTH 685 Concepts and Applications of Probability and Statistics	3
MTH 675 Applying Geometric Concepts	3
Total Credit Hours for Program	**33.5**

Master of Education in Special Education General Curriculum

Thomas University's Master's degree in Curriculum and Instruction for certified teachers is designed to enhance the role of the teacher as a leader in the school community. Teachers with certification in this area are infield to teach students in grades P-12 with disabilities who receive instruction using the general education curriculum and participate in the general statewide assessment, as well as students in special education preschool (ages 3-5 years). The program's professional practices include candidate proficiencies related to expected knowledge, skill, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences are designed to address the following advanced outcomes:

- Advanced Professional and Pedagogical Knowledge: The Candidate demonstrates a comprehensive understanding of advanced pedagogical theories and practices, enabling them to design, implement, describe, and/or evaluate effective learning experiences that foster student engagement and achievement.
- 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 Special Education General Curriculum

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. Possess a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate in the field for which the candidate is seeking an advanced degree.
3. Be currently employed in a full-time position in a PK-12 school as a classroom teacher, instructional coach, or related leadership position. Under special circumstances a student may be considered for admissions who is not employed in a full-time PK-12 position but will be required to have regular clinical access to a classroom. The admissions decision rests with the Program Director of the program for which the applicant is applying.
4. Report a minimum GPA of 2.75 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 2.75 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. Required program of study courses submitted for transfer credit older than 5 years will be reviewed by the Program Director or Division Chair for acceptance of transfer credit.
6. 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.

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 2.75.
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).

Readmission Policies

1. Any student readmitted to the program after one (1) or more years of non-attendance will be required to follow the program requirements as published in the current University Catalog including but not limited to additional or repeated course work due to changes in rules implemented by the Georgia Professional Standards Commission (GaPSC).
2. Program course prerequisites must have been completed within three (3) years of re-enrollment for students who were academically dismissed or took a voluntary break from their studies.

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 on all dispositions in order to continue in the program. 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. Not maintaining or meeting Satisfactory progress on dispositions may lead to program dismissal.
6. Any student who does not pass the EDU 600/EDU 601 course during their first attempt must retake the course during the next available offering. Failure to take and pass the course during

the next available offering may result in an administrative withdrawal from courses and/or the program.

7. Failure of a candidate to meet the required field-based learning experience of a course may result in the candidate being administratively withdrawn from the course and/or program.
8. 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.
9. 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. Earn acceptable ratings on Professional Dispositions.
5. Complete program surveys and the Graduation Checklist in EDU 699.

MEd Special Education General Curriculum

EDU 600 Introduction to Graduate Programs	3
EDU 603 Best Practices in Teaching and Learning	3
EDU 610 Educational Research Methods	3
EDU 612 Teacher as a Researcher	3
EDU 613 Curriculum Design and Development for Student Achievement	3
EDU 620 Applying Technologies for Effective Instruction	3
EDU 623 Educational Assessment and Decision-Making	3

EDU 624 Collaborative Classrooms through Social Emotional Learning	3
EDU 648 Policies and Procedures in Special Education	3
EDU 649 Advanced Curriculum Development, Instruction, and Assessment In Special Education	3
EDU 650 Seminar in Special Education: Current Trends and Issues	3
EDU 699 Advanced Candidate Program Completion	.05
Total hours:	**33.5**

Master of Education in Teacher Leadership

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

- Advanced Professional and Pedagogical Knowledge: The Candidate demonstrates a comprehensive understanding of advanced pedagogical theories and practices, enabling them to design, implement, describe, and/or evaluate effective learning experiences that foster student engagement and achievement.
- 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 Teacher Leadership

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. Possess a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate in a teaching field.
3. Be currently employed in a full-time position in a PK-12 school as a classroom teacher, instructional coach, or related leadership position. Under special circumstances a student may be considered for admissions who is not employed in a full-time PK-12 position but will be required to have regular clinical access to a classroom. The admissions decision rests with the Program Director of the program for which the applicant is applying.
4. Report a minimum GPA of 2.75 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 2.75 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. Required program of study courses submitted for transfer credit older than 5 years will be reviewed by the Program Director or Division Chair for acceptance of transfer credit.
6. 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.

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 2.75.
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. One year of teaching experience at the PK-12 level.
5. A completed Mentor Assurance Form.

Readmission Policies

1. Any student readmitted to the program after one (1) or more years of non-attendance will be required to follow the program requirements as published in the current University Catalog including but not limited to additional or repeated course work due to changes in rules implemented by the Georgia Professional Standards Commission (GaPSC).
2. Program course prerequisites must have been completed within three (3) years of re-enrollment for students who were academically dismissed or took a voluntary break from their studies.

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 on all dispositions in order to continue in the program. 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. Not maintaining or meeting Satisfactory progress on dispositions may lead to program dismissal.

6. Any student who does not pass the EDU 600/EDU 601 course during their first attempt must retake the course during the next available offering. Failure to take and pass the course during the next available offering may result in an administrative withdrawal from courses and/or the program.
7. Failure of a candidate to meet the required field-based learning experience of a course may result in the candidate being administratively withdrawn from the course and/or program.
8. 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.
9. 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. Earn acceptable ratings on Professional Dispositions.
5. Complete program surveys and the Graduation Checklist in EDU 699.

State of Georgia Certification Requirements:

1. An attempt of the Teacher Leadership GACE is required to be recorded as a program completer.
2. A passing score on the Teacher Leadership GACE is required for state certification in Teacher Leadership.

MEd Teacher Leadership

EDU 600 Introduction to Graduate Programs 3

EDU 602 Teacher as Leader and Mentor	3
EDU 638 Improving Colleagues' Communication & Collaboration with Families and the Community	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 675 Teacher Leadership Certification Preparation	3
EDU 699 Advanced Candidate Program Completion	.5
Total Credit Hours for Program	**33.5**

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.

The program's professional practices include candidate proficiencies related to expected knowledge, skill, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences are designed to address the following advanced outcomes:

- Advanced Professional and Pedagogical Knowledge: The Candidate demonstrates a comprehensive understanding of advanced pedagogical theories and practices, enabling them to design, implement, describe, and/or evaluate effective learning experiences that foster student engagement and achievement.
- 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.

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.

3. Report a minimum GPA of 2.75 on a 4.0 scale from their bachelor's degree or undergraduate coursework and in any other graduate coursework. Applicants with a GPA lower than 2.75 may be considered for provisional admission by the prospective Graduate Council. Any candidate provisionally admitted may be required to take a 3- credit hour writing course, and other requirements may be prescribed by the Division and/or Graduate Council.
4. 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. Be currently employed in a full-time position in a P – 12 school or school district as a classroom teacher, instructional coach, or elated leadership position.
9. Required program of study courses submitted for transfer credit older than 5 years will be reviewed by the Program Director or Division Chair for acceptance of transfer credit.

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.

Applicants with a GPA lower than 2.75 may be considered for provisional admission. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division.

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

Readmission Policies

1. Any student readmitted to the program after one (1) or more years of non-attendance will be required to follow the program requirements published in the current University Catalog. Students may be required to repeat or take additional coursework if any additional or new standards are implemented by the GaPSC.

2. Program course prerequisites must have been completed within three (3) years of re-enrollment for students who were academically dismissed or took a voluntary break from their studies.

Retention Policies

1. Graduate candidates must abide by the Georgia Professional Practices Code of Ethics.
2. Claim Enrollment with the Georgia Professional Standards Commission.
3. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
4. 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.
5. Be currently employed in a full time position in a P – 12 school or school district.
6. Complete six clock hours of Educational Leadership Coaching per semester.
7. MEd and EdS graduate candidates may take no more than 12 credit hours in a single semester.
8. Any student who does not pass the EDU 600/EDU 601 course during their first attempt must retake the course during the next available offering. Failure to take and pass the course during the next available offering may result in an administrative withdrawal from courses and/or the program.
9. 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.
10. 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.
11. 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. Earn acceptable ratings on Professional Dispositions.
6. Complete program surveys, the Graduation Checklist and course EDU 699, Advanced Candidate Program Completion.

State of Georgia Certification Requirements:

For Educational Leadership Tier I Level: An attempt of the Ed. Leadership GACE is required to be recorded as a program completer. A passing score on the GACE content assessment in Educational Leadership is required for state entry level certification in Educational Leadership.

Course Requirements:

EDU 600 Introduction to Graduate Programs	3
EDU 604 Observation and Analysis	3
EDU 611 Leading a Professional Learning Community	3
EDU618 Building Collaborative Teams	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
EDU 699 Advanced Candidate Program Completion	.5
250 Clinical Hours	
Total Credit Hours for Degree	**33.5**

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:

- 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.
- Demonstrate a comprehensive understanding of advanced pedagogical theories and practices, enabling them to design, implement, describe, and/or evaluate effective learning experiences that foster student engagement and achievement.
- Design and implement research and assessment practices to improve teaching and learning for all learners.
- Practice a core set of professional and ethical dispositions, serve as a teacher leader and mentor, and model practices that embrace the importance of life-long learning.

Applicants must meet the following criteria:

1. Be currently employed in a full-time position in a PK-12 school as a classroom teacher, instructional coach or related position. Under special circumstances a student may be considered for admissions who is not employed in a full-time PK-12 position. The admissions decision rests with the Program Director of the program for which the applicant is applying.
2. Possess a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate in a teaching field.
3. Must have a master's degree in a relevant field from a regionally accredited college or University.
4. Report a minimum GPA of 2.75 on a 4.0 scale form their bachelor's degree or undergraduate coursework and in any other graduate course work. Applicants with a GPA lower than 2.75 may be considered for provisional admission by the respective Graduate Council. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division and/or Graduate Council.
5. All applicants must have 1 year of teaching experience and a full-time position in a PK-12 school.
6. Required program of study courses submitted for transfer credit older than 5 years will be reviewed by the Program Director or Division Chair for acceptance of transfer credit.

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 2.75.
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 completed Mentor Assurance form.

Readmission Policies

1. Any student readmitted to the program after one (1) or more years of non-attendance will be required to follow the program requirements as published in the current University Catalog including but not limited to additional or repeated course work due to changes in rules implemented by the Georgia Professional Standards Commission (GaPSC).
2. Program course prerequisites must have been completed within three (3) years of re-enrollment for students who were academically dismissed or took a voluntary break from their studies.

Retention Policies:

1. Graduate candidates must abide by the Georgia Professional Practices Code of Ethics.
2. Claim enrollment with the Georgia Professional Standards Commission.
3. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
4. 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.
5. Graduate candidates may take no more than 12 credit hours in a single semester.
6. Any student who does not pass the EDU 600/EDU 601 course during their first attempt must retake the course during the next available offering. Failure to take and pass the course during the next available offering may result in an administrative withdrawal from courses and/or the program.
7. Professional dispositions will be assessed throughout the program. A graduate candidate must maintain an acceptable rating on all dispositions in order to continue in the program. 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. Not maintaining or meeting Satisfactory progress on dispositions may lead to program dismissal.
8. Failure of a candidate to meet the required field-based learning experience of a course may result in the candidate being administratively withdrawn from the course and/or program
9. 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.
10. 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. Earn acceptable ratings on Professional Dispositions.
5. Complete program surveys and the Graduation Checklist in EDU 699.

State of Georgia Certification Requirements

1. An attempt of the Teacher Leadership GACE is required to be recorded as a program completer.
2. A passing score on the Teacher Leadership GACE is required for state certification in Teacher Leadership.

Course Requirements:

EDU 600 Introduction to Graduate Programs*	3
EDU 602 Teacher as Leader and Mentor	
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 638 Improving Colleagues' Communication & Collaboration with Families and the Community	3
EDU 675 Teacher Leadership Certification Preparation	3
EDU 699 Advanced Candidate Program Completion	.5
Total Credits for Degree	**33.5**

*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 (0.5 credits), Orientation to Advanced Programs in Education in place of EDU 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.

The program's professional practices include candidate proficiencies related to expected knowledge, skill, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences are designed to address the following advanced outcomes:

- Advanced Professional and Pedagogical Knowledge: The Candidate demonstrates a comprehensive understanding of advanced pedagogical theories and practices, enabling them to design, implement, describe, and/or evaluate effective learning experiences that foster student engagement and achievement.
- 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.

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

- Demonstrate Advanced Professional and Pedagogical Knowledge by employing research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- Utilize Research and Inquiry Skills to design and implement research and assessment practices to improve teaching and learning for all learners.
- Engage in Professional and Ethical Practice by practicing a core set of professional and ethical dispositions, serving as a school-building or district leader and mentor, and modeling practices that embrace the importance of life-long learning.
- Practice a core set of professional and ethical dispositions, serve as a teacher leader and mentor, and model practices that embrace the importance of life-long learning.

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 2.75 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. The term leadership position refers to those positions requiring leadership certification as determined by the employing LUA for placement on the state salary schedule.

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. Required program of study courses submitted for transfer credit older than 5 years will be reviewed by the Program Director or Division Chair for acceptance of transfer credit.
8. 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.

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.

Applicants with a GPA lower than 2.75 may be considered for provisional admission. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division.

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

Readmission Policies

1. Any student readmitted to the program after one (1) or more years of non-attendance will be required to follow the program requirements as published in the current University Catalog. Students may be required to repeat or take additional coursework if any additional or new standards are implemented by the GaPSC.
2. Program course prerequisites must have been completed within three (3) years of re-enrollment for students who were academically dismissed or took a voluntary break from their studies.

Retention Policies:

- Graduate candidates must abide by the Georgia Professional Practices Code of Ethics.
- Claim enrollment with the Georgia Professional Standards Commission.
- Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
- 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.

- Complete six clock hours of Educational Leadership Coaching per semester.
- Graduate candidates may take no more than 12 credit hours in a single semester.
- Any student who does not pass the EDU 600/EDU 601 course during their first attempt must retake the course during the next available offering. Failure to take and pass the course during the next available offering may result in an administrative withdrawal from courses and/or the program.
- 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.
- Be currently employed in a full time position in a P – 12 school or school district.
- 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.

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. Earn acceptable ratings on Professional Dispositions.
5. Complete program surveys and the Graduation Checklist.

State of Georgia Certification Requirements

For Tier II Advanced Level Preparation: An attempt of the Georgia Assessments for the Certification of Educators (GACE) Educational Leadership Tier II assessment is required to be recorded as a program completer. A passing score on the GACE Educational Leadership Tier II assessment is required for Tier II certification in Educational Leadership.

Course Requirements:

EDU 601 Orientation to Advanced Programs	.5
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 699 Advanced Candidate Program Completion	.5
750 Clinical Hours	
Total Credits for Degree	**28**

Education Specialist Special Education General Curriculum

Thomas University's Education Specialist Special Education General Curriculum program for certified teachers is designed to enhance the role of the teacher as a leader in the school community. The EdS in Special Education prepares educators in the field of special education who serve as educational agency (i.e., school-building, school district, RESA, state department) leaders of special education programs, and who provide instruction or instructional support to all students in grades P-12, including those with disabilities whose individual education plan indicates instruction using the general statewide assessments.

The EdS in Special Education Leadership includes 6 of the 18 hours required for Tier I Educational Leadership Certification. The additional 12 hours of the Tier I Educational Leadership Certification can be completed in two semesters.

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:

- Use research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- Design and implement research and assessment practices to improve teaching and learning for all learners.
- Practice a core set of professional and ethical dispositions, serve as a teacher leader and mentor, and model practices that embrace the importance of life-long learning.
- 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.

Applicants must meet the following criteria:

1. Be currently employed in a full-time position in a PK-12 school. Under special circumstances a student may be considered for admissions who is not employed in a full-time PK-12 position. The admissions decision rests with the Program Director of the program for which the applicant is applying.
2. Possess a valid, level 5 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate in Special Education.
3. Must have a master's degree in a relevant field from a regionally accredited college or University.
4. Report a minimum GPA of 2.75 on a 4.0 scale form their bachelor's degree or undergraduate coursework and in any other graduate course work. Applicants with a GPA lower than 2.75 may be considered for provisional admission by the respective Graduate Council. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division and/or Graduate Council.
5. All applicants must have 1 year of teaching experience and a full-time position in a PK-12 school.
6. Required program of study courses submitted for transfer credit older than 5 years will be reviewed by the Program Director or Division Chair for acceptance of transfer credit.

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 2.75.
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).

Readmission Policies:

1. Any student readmitted to the program after one (1) or more years of non-attendance will be required to follow the program requirements as published in the current University Catalog including but not limited to additional or repeated course work due to changes in rules implemented by the Georgia Professional Standards Commission (GaPSC).
2. Program course prerequisites must have been completed within three (3) years of re-enrollment for students who were academically dismissed or took a voluntary break from their studies.

Retention Policies:

1. Graduate candidates must abide by the Georgia Professional Practices Code of Ethics.
2. Claim enrollment with the Georgia Professional Standards Commission.
3. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
4. 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.

5. Graduate candidates may take no more than 12 credit hours in a single semester.
6. Any student who does not pass the EDU 600/EDU 601 course during their first attempt must retake the course during the next available offering. Failure to take and pass the course during the next available offering may result in an administrative withdrawal from courses and/or the program.
7. Professional dispositions will be assessed throughout the program. A graduate candidate must maintain an acceptable rating on all dispositions in order to continue in the program. 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. Not maintaining or meeting Satisfactory progress on dispositions may lead to program dismissal.
8. Failure of a candidate to meet the required field-based learning experience of a course may result in the candidate being administratively withdrawn from the course and/or program
9. 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.
10. 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. Earn acceptable ratings on Professional Dispositions.
5. Complete program surveys and the Graduation Checklist in EDU 699.

Education Specialist Special Education General Curriculum

EDU 600 Introduction to Graduate Programs*	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 Teacher Leaders	3
EDU 638 Improving Colleagues Communication w/Families/Community	3
EDU 651 Educational Research and Policy in Special Education	3
EDU 652 Advocacy and Leadership in SPED	3
EDU 653 Critical Analysis of Special Education Literature	3
EDU 699 Advanced Candidate Program Completion	.5
Total Hours:	**33.5**

*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 (0.5 credits), Orientation to Advanced Programs in Education in place of EDU 600 Introduction to Graduate Programs.

Certificate in Tier I Educational Leadership- Certification Only

The Certificate in Tier I 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 program 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:

- Advanced Professional and Pedagogical Knowledge: The Candidate demonstrates a comprehensive understanding of advanced pedagogical theories and practices, enabling them to design, implement, describe, and/or evaluate effective learning experiences that foster student engagement and achievement.
- 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 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 2.75 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) 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. Be currently employed in a full time position in a P – 12 school or school district
9. Required program of study courses submitted for transfer credit that are older than 5 years will be reviewed by the Program Director or Division Chair for acceptance of transfer credit.

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.

Applicants with a GPA lower than 2.75 may be considered for provisional admission. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division.

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

Readmission Policies

1. Any student readmitted to the program after one (1) or more years of non-attendance will be required to follow the program requirements as published in the current University Catalog. Students may be required to repeat or take additional coursework if any additional or new standards are implemented by the GaPSC.

2. Program course prerequisites must have been completed within three (3) years of re-enrollment for students who were academically dismissed or took a voluntary break from their studies.

Retention Policies:

1. Graduate candidates must abide by the Georgia Professional Practices Code of Ethics.
2. Claim enrollment with the Georgia Professional Standards Commission.
3. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
4. 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.
5. Complete six clock hours of Educational Leadership Coaching per semester.
6. Any student who does not pass the EDU 600/EDU 601 course during their first attempt must retake the course during the next available offering. Failure to take and pass the course during the next available offering may result in an administrative withdrawal from courses and/or the program.
7. 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.
8. Be currently employed in a full time position in a P – 12 school or school district.
9. 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.
10. 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 Tier I Educational Leadership Certificate 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. Complete the Certification Only Conferral Application and pay fee.
5. Earn acceptable ratings on Professional Dispositions.
6. Complete program surveys and the Graduation Checklist.

State of Georgia Certification Requirements:

For Tier I Entry Level: An attempt of the Ed. Leadership GACE is required to be recorded as a program completer. A passing score on the GACE content assessment in Educational Leadership is required for the state entry level certification in Educational Leadership.

Course Requirements:

Core Courses (13 Credit Hours):	
EDU 601 Orientation to Advanced Programs	.5
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
EDU 699 Advanced Candidate Program Completion	.5
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
250 Clinical Hours	
Total Credit Hours for Certificate	**19**

Certificate in Tier II Educational Leadership- Certification Only

The Certificate in Tier II Educational Leadership provides candidates who already hold a master's degree or higher in education with the content knowledge, skills, and dispositions necessary to effectively lead schools, districts, and educational agencies. Applicants accepted into the program and completing all program requirements, will be eligible for a Georgia Professional Standards Commission (GaPSC) Tier II Leadership Certification. Tier II Educational Leadership 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:

- Advanced Professional and Pedagogical Knowledge: The Candidate demonstrates a comprehensive understanding of advanced pedagogical theories and practices, enabling them to design, implement, describe, and/or evaluate effective learning experiences that foster student engagement and achievement.
- 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.Engage in Professional and Ethical Practice by practicing a core set of professional and ethical dispositions, serving as a school-building or district leader and mentor, and modeling practices that embrace the importance of life-long learning.

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 2.75 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. Required program of study courses submitted for transfer credit older than 5 years will be reviewed by the Program Director or Division Chair for acceptance of transfer credit.
8. 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.

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.

Applicants with a GPA lower than 2.75 may be considered for provisional admission. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division.

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

Readmission Policies

1. Any student readmitted to the program after one (1) or more years of non-attendance will be required to follow the program requirements as published in the current University Catalog. Students may be required to repeat or take additional coursework if any additional or new standards are implemented by the GaPSC.
2. Program course prerequisites must have been completed within three (3) years of re-enrollment for students who were academically dismissed or took a voluntary break from their studies.

Retention Policies:

1. Graduate candidates must abide by the Georgia Professional Practices Code of Ethics.
2. Claim enrollment with the Georgia Professional Standards Commission.
3. Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
4. 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.
5. Complete six clock hours of Educational Leadership Coaching per semester.
6. Graduate candidates may take no more than 12 credit hours in a single semester.
7. Any student who does not pass the EDU 600/EDU 601 course during their first attempt must retake the course during the next available offering. Failure to take and pass the course during the next available offering may result in an administrative withdrawal from courses and/or the program.
8. 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.
9. Be currently employed in a full time position in a P – 12 school or school district.
10. 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 Tier II Educational Leadership Certificate 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. Earn acceptable ratings on Professional Dispositions.
5. Complete program surveys and the Graduation Checklist.

State of Georgia Certification Requirements

For Tier II Advanced Level Preparation: An attempt of the Georgia Assessments for the Certification of Educators (GACE) Educational Leadership Tier II assessment is required to be recorded as a program completer. A passing score on the GACE Educational Leadership Tier II assessment is required for Tier II certification in Educational Leadership.

Course Requirements:

EDU 601 Orientation to Advanced Program	.5
EDU 676 Culturally Responsive Leadership	3
EDU 677 Facilitation Professional Learning Development in a Collaborative Culture	3
EDU 678 Leadership Development	3
EDU 682 Leading from a Culture of Care	3
EDU 684 Leading Curriculum and Instruction for Educational Change	3
EDU 686 Organizational Management	3
EDU 699 Advanced Candidate Program Completion	.5
750 Clinical Hours	
Total Credits for Certificate	**19**

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.
3. Be currently employed in a full-time position in a PK-12 school. Under special circumstances a student may be considered for admissions who is not employed in a full-time PK-12 position. The admissions decision rests with the Program Director of the program for which the applicant is applying.

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)
2. Special Education General Curriculum / Early Childhood Education (P-5); or
    a. 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).
3. 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:

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.

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. Any student who does not pass the EDU 600/EDU 601 course during their first attempt must retake the course during the next available offering. Failure to take and pass the course during the next available offering may result in an administrative withdrawal from courses and/or the program.
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. Failure of a candidate to meet the required field-based learning experience of a course may result in the candidate being administratively withdrawn from the course and/or program.
7. 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.
8. 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.

Completion Requirements

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

- Complete all program requirements.
- Have a cumulative minimum GPA of 3.0, meeting Satisfactory Academic Progress requirements.
- 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.
- Earn acceptable ratings on Professional Dispositions.

- Complete program surveys

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 Curriculum

EDU 601 Orientation to Advanced Programs	.5
EDU 635 Literacy Development and Dyslexia	3
EDU 636 Assessment of Reading and Language Skills	3
EDU 637 Interventions for Students with Dyslexia	3
EDU 699 Advanced Candidate Program Completion	.5
Total Credit Hours for Endorsement	**10**

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 ESOL 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.
- 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.

ESOL Endorsement Curriculum

EDU 601 Orientation to Advanced Programs	.5
EDU 645 Language Development and the Classroom	3
EDU 646 Cultural Issues and English Language Learners	3
EDU 647 Methods and Resources for Teaching English Language Learners	3
EDU 699 Advanced Candidate Program Completion	.5
Total Credit Hours for Endorsement	**10**

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 Curriculum

EDU 601 Orientation to Advanced Programs	.5
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
EDU 699 Advanced Candidate Program Completion	.5
Total Credit Hours for Endorsement	**10**

K-5 Math Endorsement Purpose

NOTE: Not currently accepting new students.

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 theK-5 Math 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 Curriculum

EDU 601 Orientation to Advanced Programs	.5
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
EDU 699 Advanced Candidate Program Completion	.5
Total Credit Hours for Endorsement	**10**

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 Curriculum

EDU 601 Orientation to Advanced Programs	.5
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
EDU 699 Advanced Candidate Program Completion	.5
Total Credit Hours for Endorsement	**13**

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 Curriculum

EDU 601 Orientation to Advanced Programs	.5
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
EDU 699 Advanced Candidate Program Completion	.5
Total Credit Hours for Endorsement	**13**

Teacher Leadership Endorsement

Purpose:

The Teacher Leadership Endorsement program is designed to enhance the role of the teacher as a leader in the school community.

Program Goals:

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 demonstrates a comprehensive understanding of advanced pedagogical theories and practices, enabling them to design, implement, describe, and/or evaluate effective learning experiences that foster student engagement and achievement.
- 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 Curriculum

EDU 601 Orientation to Advanced Programs	.5
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
EDU 699 Advanced Candidate Program Completion	.5
Total Credit Hours for Endorsement	**13**

Division of Health and Sciences

Bachelor of Science Degree

Biology

Biomedical Laboratory Science

Exercise and Sport Science

Medical Laboratory Science

Nursing (RN-BSN)

Master of Science Degree

Nursing

Concentration in Administration
Concentration in Education
RN-MSN

MSN/MBA Master's Degree

MSN/MBA Master's Degree

RN-MSN/MBA Master's Degree

Post Master's Certificate Programs

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 complete 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.

Biology major required courses:

BIO 101 Principles of Biology I	4
BIO 102 Principles of Biology 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
MTH 120 Mathematical Modeling **OR**	3
MTH 140 College Algebra	
MTH 250 Introduction to Statistics	3
CHM 101 General Chemistry I	4
CHM 102 General Chemistry II	4
CHM 250 Organic Chemistry I	4
CHM 251 Organic Chemistry II	4
PHY 301 Physics I	4
PHY 302 Physics II	4
Total Credit Hours General Ed. Core	**40**

Total Credit Hours Major Requirements	**65**
Total Credit Hours Open Electives	**15**
Total Credit Hours for Degree	**120**

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, hold current MLT certification, and desire a Bachelor of Science degree. These graduates cannot take the MLS Board of Certification (BOC) exam by the American Society of Clinical Pathologists (ASCP) via route 1. However, other BOC exam routes and MLS certifications may be taken after completing this degree.

Admission Requirements

- Associate Degree in Medical Laboratory Technology and acceptance to the University.

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 methods and design.

Biomedical Laboratory Science required courses

BIO 101 Principles of Biology I or equivalent	4
CHM 101 General Chemistry I	4
CHM 107 Survey of Organic Chemistry	4
MTH 250 Introduction to Statistics	3
Choose 2 courses	
BIO 261 Human Anatomy & Physiology I	4
BIO 262 Human Anatomy & Physiology II	4
BIO 310 Medical Molecular Cell Biology	3
BIO 312 Medical Genetics	3
BIO 409 Pathophysiology	3
CHM 102 General Chemistry II	4
CHM 201 Medical Biochemistry	4
Required Upper Division Courses: (41 credit hours)	
MLS 350 Orient to Online Medical Lab Science	1
MLS 405 Parasitology, Mycology and Virology	3
MLS 411 Clinical Urinalysis & Body Fluids II	3
MLS 414 Clinical Immunology	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)	
CHM 201 Medical Biochemistry	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 in MLS	3
OR	
RSC 300 Research Methods	
MLS 470 Medical Laboratory Management	3
MLS 460 Senior Seminar	3
Total Credit Hours General Ed. Core	**33-35**
Total Credit Hours Major Requirements	**41**
Total Articulation Credit Hours	**24**
Total Open Elective Credit Hours	**24**
Total Credit Hours for Degree	**120**

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.

Exercise and Sport Science required courses:

BIO 101 Principles of Biology I	4
OR	
BIO 105 Survey of Biology for Non-Majors	3
BIO 261 Anatomy and Physiology I	4
BIO 262 Anatomy and Physiology II	4
CHM 101 General Chemistry I	4
OR	
CHM 104 Non-Majors Chemistry for Life	3
PSY 351 Sport and Performance Psychology	3
SOC 401 Sport Sociology	3
SPS 200 Introduction to Sport Science	3
SPS 205 Principles of Personal Training	3
SPS 220 Motor Learning	3
SPS 300 Injury Prevention	3
SPS 301 Exercise Physiology	3
SPS 302 Applied Kinesiology	3
SPS 303 Sports Nutrition	3
SPS 304 Strength and Conditioning	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
Total Credit Hours General Ed. Core	**39**
Total Credit Hours Major Requirements	**52-53**
Total Credit Hours Open Electives	**28-29**
Total Credit Hours for Degree	**120**

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

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 nurtures 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 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, representing the professionals concerned with the training and employment of medical laboratory scientists, will 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 designed for the medical laboratory technician. A student must possess an Associate of Applied Science or an Associate of Science Degree from a NAACLS accredited /MLT program and hold MLT certification. Students will be accepted each semester, to begin a structured curriculum that includes online courses and a competency based clinical experience. A course alternate may be available for students that are eligible to have their clinical experience waived due to recent graduation or sufficient work experience at the Program Director's discretion. 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 MLS Board of Certification (BOC) exam by the American Society for Clinical Pathologists (ASCP). Completion of the degree is not contingent upon passing the exam.

Admission Requirements for Route A:

Associate Degree from a NAACLS accredited MLT Medical Laboratory Technology) program.

1. Cumulative transfer GPA of 2.75 or higher.
2. National MLT Certification. *
3. 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:

*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 Biomedical Laboratory Science program if interested in continuing their education at Thomas University.

Once accepted, students are required to submit the following documents in their MLS 350 Orientation to Online MLS Course:

- A Statement of Support from their employer or qualified laboratory,

- Clinical Fact Sheets for that laboratory,
- Drug Screen and Background Check Waiver,
- 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 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 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 MLT courses from previous MLT program.

MLS required courses:

BIO 101 Principles of Biology I	4
BIO 261 Human Anatomy and Physiology I	4
BIO 262 Human Anatomy and Physiology II	4
CHM 101 General Chemistry I	4
CHM 102 General Chemistry II	4
CHM 107 Survey of Organic Chemistry	4
MTH 120 Mathematical Modeling	3
MTH 250 Introduction to Statistics	3

Articulation/Advanced Placement: (24 Credit Hours)

Required Medical Lab Science Courses: (38 Credit Hours)

MLS 350 Orient to Online Medical Lab Science	1
MLS 405 Parasitology, Mycology and Virology	3
MLS 411 Clinical Urinalysis and Body Fluids II	3
MLS 414 Clinical Immunology	3
MLS 415 Molecular Diagnostics	3
MLS 421 Clinical Microbiology	4
MLS 431 Clincial Hematology and Coagulation II	4

MLS 441 Clinical Immunohematology II	4
MLS 451 Clinical Chemistry II	4
MLS 460 Senior Seminar	3
MLS 470 Medical Laboratory Management	3
MLS 495 Advanced Clinical Practicum OR	
MLS 496 Advanced Clinical Laboratory Concepts	3
Total Credit Hours General Ed. Core	**39**
Total Credit Hours Major Requirements	**38**
Total Articulation Credit Hours	**24**
Total Open Elective Credit Hours	**19**
Total Credit Hours for Degree	**120**

Route B: Traditional MLS Program

NOTE: Not currently accepting new students.

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 Introduction to Medical Laboratory Science.
4. Note: First selection deadline is May 31st.
5. Once accepted, students are required to submit the following documents prior to the first day of class or as requested by the program director:
6. Complete physical exam within the last 6 months
7. Criminal background check
8. Drug screen documentation (Program Director will notify of the date)
9. Immunization records with Hepatitis B and PPD
10. Essential functions declaration.

11. Students will also have to provide proof of health insurance and liability insurance before the start of their clinicals
12. 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.

MLS curriculum requirements:

BIO 261 Human Anatomy & Physiology I	4
BIO 262 Human Anatomy & Physiology II	4
CHM 101 General Chemistry I	4
CHM 102 General Chemistry II	4
CHM 107 Survey of Organic Chemistry	4
MTH 120 Mathematical Modeling or higher	3
MTH 250 Introduction to Statistics	3
MLS 250 Introduction to Medical Laboratory Science	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 in Medical Lab Science	
*These courses include a lab component	
Total Credit Hours General Ed. Core	**39**
Total Credit Hours Major Requirements	**80**
Total Credit Hours Open Electives	**3**
Total Credit Hours for Degree	**120**

Route C: Second Bachelor's

Thomas University's Medical Laboratory Science Program offers an option for graduates with a baccalaureate degree in biology, chemistry, microbiology or other physical science to complete a NAACLS accredited MLS Program. Once pre-requisite courses are met, these students have the opportunity to complete the MLS program at an accelerated 12-month (3 semester) or via a 24-month (6 semester) progression. Applications are accepted year-round and students can begin courses any semester.

At the conclusion of the program, graduates are eligible to take the national certification exam as a medical laboratory scientist. Certification is required by most employers nationwide to work as a medical laboratory scientist in a clinical laboratory. Graduation is not contingent on taking or passing the national certification exam.

Admission Requirements:

Students who wish to apply to the MLS Second Bachelor's degree program must have a minimum GPA of 2.75 and have completed a baccalaureate degree in biology, chemistry, microbiology or other physical science at a regionally accredited college.

Required Medical Lab Science Courses: (69 Credit Hours)	
BIO 101 Principles of Biology I	4
BIO 261 Human Anatomy and Physiology I	4
BIO 262 Human Anatomy and Physiology II	4
CHM 101 General Chemistry I	4
CHM 102 General Chemistry II	4
CHM 107 Survey of Organic Chemistry	3
MLS 250 Introduction to Medical Laboratory Science	3
MLS 251 Introduction to Medical Laboratory Science Experience	1
MLS 350 Orientation to Online Medical Laboratory Science	1
MLS 405 Parasitology, Mycology and Virology	3
MLS 411 Clinical Urinalysis and Body Fluids II	3
MLS 414 Clinical Immunology	3
MLS 415 Molecular Diagnostics	3
MLS 421 Clinical Microbiology II	4

MLS 431 Clinical Hematology and Coagulation II	4
MLS 441 Clinical Immunohematology II	4
MLS 451 Clinical Chemistry II	4
MLS 460 Senior Seminar	3
MLS 470 Medical Laboratory Management	3
MLS 400 Clinical Internship	3
MTH 120 College Algebra or higher	3
MTH 250 Introduction to Statistics	3

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 Department 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 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.

Program Requirements

BIO 261 Human Anatomy & Physiology I	4
BIO 262 Human Anatomy & Physiology II	4
BIO 270 Microbiology	4
MTH 250 Introduction to Statistics	3
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
Total Credit Hours General Ed. Core	**15**
Total Credit Hours Major Requirements	**42**
Total Credit Hours Open Electives	**63**

Total Credit Hours for Degree **120**

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 Paranesthesia, 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.
- 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.

*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 Department of Nursing Philosophy Conceptual Framework and professional competences. 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.
- 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 advanced pathophysiology; 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 culminating 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 or clinical setting. The culminating 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 3
NSG 606 Advanced Theoretical Foundations 3
NSG 608 Research Design and Methodologies 3
NSG 610 Policy, Law and Ethics in Nursing 3
NSG 614 Global Perspectives on Population-Based Health 3
NSG 616 Leadership & Financial Management Strategies 3
NSG 618 Adv. Pharmacotherapeutics, Pathophysiology, & Health Assessment 3
NSG 690 Nursing Elective 3

Nursing Administration Track (12 credit hours)

NSG 632 Human Resources Management for the Nurse Administrator 3
NSG 644 Nurse Administration Internship 3
NSG 646 Capstone Project in Nursing Administration 3
NSG 690 Special Topics in Nursing Administration 3

Nursing Education Track (12 credit hours)

NSG 620 Teaching Strategies in Nursing 3
NSG 622 Curriculum Development, Assessment, and Evaluation in Nursing Education 3
NSG 640 Nursing Educator Internship 3
NSG 642 Capstone Project in Nursing Education 3

Total Credit Hours for Degree 36

Experiential Learning Credit- MSN

The requirements for experiential Nursing elective credit are as follows:

Upon acceptance to the Thomas University MSN program, students who hold an active professional certification sponsored by a National Organization may receive three (3) credit hours for NSG 690 Graduate Elective as part of their required RN-MSN, MSN, MSN MBA 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 Paranesthesia, 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 Associate Degree in Nursing (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 (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

Graduate students requesting transfer of credit should consult the Graduate Transfer Credit section of this Catalog.

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.

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.

*Health Policies

Required Immunizations/Documentation

7. **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.
8. 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.
9. **Mumps** - Documentation of immunization with live mumps virus vaccine, on or after the first birthday; or positive mumps titer (blood test) proving immunity.
10. **Polio** - Documentation of immunization to oral polio vaccine, primary series of three doses, or inactivated polio vaccines, primary series of four doses.
11. **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.
12. **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.
13. **Hepatitis C** - testing is recommended
14. **PPD** - If a history of a positive result occurs, the student must provide documentation of a chest x-ray.
15. **Tetanus-booster** recommended every 10 years.
16. **Meningococcal polysaccharide vaccine** documentation or signed waiver form.
17. **Other immunizations/vaccinations** as required by the clinical agency.

*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 Courses in Business Administration:

BUS 205 Introduction to Business
MTH 250 Introduction to Statistics

MSN COURSES: 30 Credit Hours

NSG 604 Information Technology in Nursing Administration and Education 3
NSG 606 Advanced Theoretical Foundations 3
NSG 608 Research Design and Methodologies 3
NSG 610 Policy, Law and Ethics in Nursing 3
NSG 614 Global Perspectives on Population-based Health 3
NSG 616 Leadership and Financial Management Strategies 3
NSG 618 Adv. Pharmacotherapeutics, Pathophysiology, & Health Assessment 3
NSG 644 Nursing Administration Internship 3
NSG 646 Capstone Project in Nursing Administration 3

NSG 690 Nursing Elective 3

MBA COURSES: 24 Credit Hours

MBA 601 Organizational Behavior 3
MBA 632 Human Resource Management 3
MBA 645 Financial Management 3
MBA 665 Managing Talent & Workforce Flow 3
MBA 669 Training and Development 3
MBA 673 Current Issues in Human Resource Management 3
MBA 675 Marketing Management 3
MBA 676 Economics & Demographics of Labor Markets 3
Total Credit Hours for Degree 54

Post Master's Certificate in Nursing Administration or Nursing Education

Thomas University offers Post Master's Certificates (PMCs) in Nursing Administration and Nursing Education. Any student with an earned master's degree in any nursing field can complete either of these PMCs.

Admission Requirements:

Minimum of a Master's of Science in Nursing (MSN) 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 or completed the Nursing Administration Track at Thomas University are eligible to earn a Post-Master's Certificate in nursing education by completing 9 additional credit hours: NSG 620, NSG 622, and NSG 640.
- Students who are currently enrolled in or completed the Nursing Education Track at Thomas University are eligible to earn a Post-Master's 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.
- 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 ($1 million per occurrence/$3 million aggregate in coverage).

Post Master's 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

Post Master's 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

Associate of Arts

Liberal Studies

Bachelor of Science Degree

Creative Technologies

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
UNV 205 Resilience, Problem-Solving and Communication

(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
ASL 201 American Sign Language II
EDU 205 Inclusive Leadership for Coaches and Educators
ENG 211 World Literature I
ENG 212 World Literature II
HIS 201 United States History and Government I
HIS 220 Introduction to Public and Oral History
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
MUS 195 Special Topics: Steel Drums
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.

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
GEO 201 Introduction to Geography
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
UNV 205 Resilience, Problem-Solving and Communication

(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)
OCE 220 Oceanography (4)
PHS 220 Principles of Physical Science I (4)
PHS 221 Principles of Physical Science II (4)
UNV 205 Resilience, Problem-Solving and Communication

Total General Ed. Curriculum Hours	**39**
Total Open Elective Hours	**18**
Total Foreign Language Requirement	**3**
Total Hours for Degree	**60**

***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:**

- 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.
- 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 Science 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.

Creative Technologies Major Required Courses (36 Credit Hours)

ART 380 Digital Photography I	3
ART 381 Digital Photography II	3
CRT 390 Creative Technologies Special Topics	3
CRT 400 Creative Technologies Senior Portfolio	3
MUS 350 Music and Multimedia	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:	
CRT 300 Video and Multimedia I	3
CRT 310 Video and Multimedia II	3
CRT 350 Video Production	3
Total Credit Hours Core Ed. Core	**39**
Total Credit Hours Program Requirement	**36**
Total Credit Hours Open Electives	**45**
Total Credit Hours for Degree	**120**

Bachelor of Science in Interdisciplinary Studies

Program Description

The Interdisciplinary Studies Major is designed to meet the needs of disciplined and highly motivated students whose interests are clearly focused, but fall outside of the currently developed programs of study offered by the University. The flexibility of this major recognizes that not every student's area of interest is pre-defined by the current programs and acknowledges the continuing development of new and exciting career options in our world today.

Students completing the Interdisciplinary Studies Major will gain advanced knowledge surrounding a coherent theme or topic involving at least two disciplines; thereby broadening their academic foundation while successfully applying that knowledge to an integrative senior thesis project.

Students will work with a faculty mentor throughout their program as well as additional faculty members who will guide them through development and execution of their senior thesis. The ability to work closely with faculty experts in the student's chosen topic area is an opportunity to not only develop academically, but to network and create relationships for future growth.

Admission Criteria

Admission to the Interdisciplinary Studies Major requires sophomore standing and a minimum cumulative grade point average of 3.33 as well as approval of a formal proposal for the individual curriculum.

Approval of proposed curriculum

Students must submit their proposed course of study for the Interdisciplinary Studies major to the Academic Dean no later than March 1st of the sophomore year. Entering transfer students who have attained sophomore standing may extend their submission deadline to no later than November 15th of the junior year. Once reviewed by the Academic Dean, proposals are submitted to the Curriculum Committee for final approval. Approval of the Curriculum Committee will be communicated to the student along with any required changes. Any amendments to the approved proposal must be

submitted to the Academic Dean for additional approval.

The proposal must include:

- A brief descriptive title
- Rationale for choosing the Interdisciplinary Studies Major rather than other majors offered by the University – intellectual growth and professional goals should be included
- The list of courses, including introductory and upper-level courses in its constituent departments from at least two department/programs, with an explanation of how the proposed coursework will advance the student's goals outlined earlier in the proposal.
- The name of the faculty member who has agreed to serve as the student's faculty mentor, with his/her signed approval included.

All students in the Interdisciplinary Studies Major will complete the General Education Curriculum required of all bachelor degree-seeking students.

Major Requirements

13 distinct courses derived from the student's approved proposal, at least 24 credits of which must be at the 300-level or higher, spanning two different disciplines/programs.

IDS 417	**Senior Thesis**
IDS 452	**Senior Research Project**

Bachelor of Science Literature and Media

NOTE: Not currently accepting new students.

This degree prepares students for a range of professions and occupations bearing in mind the complexity of 21st century digital culture. Course of study concentrates on the convergence of literary study, writing, and critical thinking with digital media. Editing, publishing, and digital content creation are blended with multimodal approaches to literature and the humanities more broadly. Through a critical analysis of emerging as well as traditional text technologies, students learn both a theoretical and hands-on approach to the interaction of literature and culture.

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 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**
Total Credit Hours for Degree	**120**

Division of Social and Behavioral Sciences

Associate of Science Degree

Law Enforcement

Bachelor of Science Degrees

Criminal Justice

Data Intelligence

Homeland Security

Justice Administration

Psychology

Rehabilitation Studies

Bachelor of Social Work Degree

Master of Science Degree (MS)

Counseling Specializations in:

Alcoholism and Addictions 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.
5. A graduate of this program will be prepared to enroll in a bachelor's degree level program.

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.

Required Courses for ASLE: 21 credits	
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: 12 Credits

CRJ 150 Criminology	3
CRJ 210 Policing in America	3
CRJ 250 Juvenile Justice	3
CRJ 255 Criminal Procedure	3
Total Articulated Credit Hours BLET/BCOT	40/27
Total Credit Hours Gen.Ed. Core	21
Total Additional Requirements BCOT	12
Total Credit Hours for Degree	**60**

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.

*Met by Basic Law Enforcement Training
** Met by Basic Law Enforcement Training, or basic correctional officer training

CRJ Major Required Courses: 48 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
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

*Met by Basic Law Enforcement Training
** Met by Basic Law Enforcement Training, or basic correctional officer training

Total Credit Hours Gen Ed. Core	**39**
Total Credit Hours Program Requirements	**48**
Total Credit Hours Open Electives	**33**
Total Credit Hours for Degree	**120**

A minor in Criminal Justice is available.

Bachelor of Science Data Intelligence

NOTE: Not currently accepting new students.

This program provides students with solid foundations in intelligence and technical data analysis and prepares them to apply an analytic intelligence tradecraft to the management of data.

Program Student Learning Outcomes

A graduate of this program will be able to:

1. Apply knowledge in data and technology systems to support decision makers through analysis and research.
2. Communicate effectively with a range of stakeholders about functional areas of technology, cybersecurity, research and analysis, data visualization, data management, and cloud applications.
3. Apply knowledge to make responsible ethical, professional, legal, and social decisions related to data management, artificial intelligence and machine learning.
4. Apply critical thinking and logical analysis skills to design, implement, and evaluate computing-based solutions to complex business problems.

5. Articulate the impact of emerging technologies on national security, and how they affect global society.
6. Apply the tools and technologies that are being used in the national security community today to solve real world problems.
7. Apply statistical concepts to law enforcement investigations and national security missions.
8. Demonstrate knowledge of coding languages that are useful for analysis of criminal and national security use cases.

Program Prerequisites: 6 credits

HMS 220 Introduction to Homeland Security	3
MTH 250 Introduction to Statistics	3

Major Required Courses: 42 credit hours

CRJ 460 Criminal Investigation	3
CRJ 465 Crime Prevention	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 405 Data Visualization	3
CSC 410 Networking/Cloud	3
CSC 420 Introduction to Cybersecurity	3
GEO 302 Geographical Information Systems Applications I	3

Total Credit Hours Gen Ed. Core	**39**
Total Credit Hours Program Requirements	**39**
Total Credit Hours Open Electives	**42**
Total Credit Hours for Degree	**120**

Bachelor of Science Homeland Security

NOTE: Not currently accepting new students.

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.

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**
Total Credit Hours for Degree	**120**

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.

Program Required Courses: 51 credit hours

BUS 250 Intro to Business & Entrepreneurship	3
BUS 315 Data Analytics for Business Management	3
BUS 445 Training and Development	3
BUS 320 Principles of Finance	3
BUS 350 Mgt. Information Systems	3
BUS 390 Professional Communication	3
CRJ 105 Introduction to Criminal Justice	3
CRJ 150 Criminology	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 342 Human Resource Management	3
MGT 443 Leadership	3
MGT 446 Best Practices, Strategies and Trends in Management	3
RSC 300 Research Methods	3
Total Credit Hours Gen. Ed. Core	**39**
Total Credit Hours Program Requirements	**51**
Total Credit Hours Open Electives	**30**
Total Credit Hours for Degree	**120**

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.

Program Required Courses: 33 Credit Hours

MTH 250 Introduction to Statistics	3
PSY 125 Lifespan Development	3
PSY 201 General Psychology	3
PSY 320 History of Psychology	3
PSY 330 Psychology of Learning	3
PSY 400 Cognitive Psychology	3
PSY 410 Behavioral Neuroscience	3
PSY 423 Abnormal Psychology	3

PSY 445 Professional Standards & Ethics	3
PSY 498 Psychology Capstone	3
RSC 300 Research Methods	3

All PSY Majors choose the remaining 6 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 350 Tests and Measurements	3
PSY 351 Sport and Performance Psychology	3
PSY 450 Advanced Research in Psychology	3
PSY 490 Special topics*	3
PSY 491 Directed Study	
PSY 495 Psychology Practicum	3
Total Credit Hours General Ed. Core	**39**
Total Credit Hours Major Requirements	**42**
Total Credit Hours Open Electives	**39**
Total Credit Hours for Degree	**120**

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 Master of Science in Counseling 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 tents 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.

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 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 400 Cognitive Psychology	3
PSY 423 Abnormal Psychology or Elective	3
*Students utilizing the RSA grant must take the following courses in addition to the requirements listed:	
RHS 360 Counseling Practicum	3
RHS 470 Rehabilitation Internship I (in place of PSY 423 above)	
Total Credit Hours Gen Ed. Core	**39**
Total Credit Hours Program Requirements	**42**
Total Credit Hours Open Electives	**39**
Total Credit Hours for Degree	**120**

Bachelor of Social Work

The Social Work program at Thomas University (TU) provides students with a robust curriculum that prepares them for beginning generalist social work practice, graduate studies in the field, and increases their capacity to be effective and empathetic members of their communities. In addition, Social Work courses align with courses in other majors, allowing Thomas University students to earn a minor in Social Work or to enhance their understanding of the biopsychosocial needs of people by taking these courses as electives.

Mission and Goals The mission of the TU 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 TU Bachelor of Social Work (BSW) Program has set the following goals:

Goal 1: Academic Excellence – To maintain an accredited 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 members 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 TU 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 its mission, the Social Work Program has set the following learning outcomes representing the educational competencies established by our accrediting body—The Council on Social Work Education (CSWE):

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and

Communities

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 unless they receive special permission from the Program Director. 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.

There are two possible outcomes to the admission 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, 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 fully 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 class progression as offered in the on 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 consists of classroom instruction in theory and practical skills, typically five classes each semester. In the student's second year, students participate in an internship at a social service organization to begin "practicing" these skills under the guidance of a field instructor. They complete concurrent classwork to bridge the learning experience between traditional classes and their internship. Students in their senior year complete 400 total hours of internship. This may be completed over one semester or two. Most students who complete their internship over two semesters also take additional academic courses to maintain full-time status.

Required Program Courses

PSY 300 Interpersonal Communication	3
RSC 300 Research Methods	3
SWK 201 Introduction to Social Work	3
SWK 215 Cultural Diversity	3
SWK 350 Social Work Practice with Individuals: Generalist Practice I	3
SWK 360 Human Sexuality	3
SWK 375 Social Work Practice with Families: Generalist Practice II	3
SWK 420 Field Practicum I*	6
SWK 450 Social Work Practice with Groups: Generalist Practice III	3
SWK 451 Field Practicum II*	6
SWK 370 Ethical Issues in Human Services	3
SWK 475 Social Work Practice with Communities & Organizations: Gen. Practice IV	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.

Total Credit Hours General Ed. Core	**39**
Total Credit Hours Program Requirements	**48**
Total Credit Hours Open Electives	**33**
Total Credit Hours for Degree	**120**

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 and Addiction Counseling.

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 of Credit

Graduate students requesting transfer of credit should consult the Graduate Transfer Credit section of this Catalog.

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 600 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:
    a. SAT® (1000 Verbal/Critical Reading and Math prior to 7/1/19)
    b. SAT® (1080 on Evidence-based Reading/Writing and Math on or after 7/1/19)
    c. ACT® (43 English and Math)
    d. GRE® (1030 Verbal and Quantitative; after 8/1/11, 297 Verbal and Quantitative)
3. Possess a current Georgia Professional Standards Commission (GaPSC) Provisional Teacher Certification (exclusion, Provisional Teacher Certification in Career and Technical Specialization fields).
4. Hold a bachelor's degree in a relevant field from a regionally accredited college or University.
5. 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.
6. International students seeking admission into a graduate program must refer to international admissions for additional required documents.
7. Submit three recommendation forms from professional or academic references (2 colleagues and 1 administrator/supervisor).
8. 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.
9. Provide proof professional liability insurance.
10. PK-12 School Employees must submit a Professional School Experience form.

11. 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.
12. Not have previously been denied admission to, had an unsatisfactory performance rating, or been removed from student teaching at another institution.
13. 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:
    a. Effective relationships between peers, professors and supervisors.
    b. Ability to establish facilitative relationships and build rapport with clients from a variety of sociocultural backgrounds.
    c. Flexibility and openness to feedback that effectively develops student professional skills and academic success.
    d. Self-awareness, openness to self-examination, and commitment to personal growth.
    e. Appropriate attitude and professional behavior in all arenas where students are representatives of Thomas University's Masters of Science in Counseling Program.
    f. 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.

The Master of Science in Counseling is a 60-credit hour program.

45 credit hours of Foundational courses plus 15 credit hours in one specialization. Students can take more than one specialization, each with 15 credits hours and additional internship requirements only with the approval of the Division Chair.

Foundational Counseling Courses: (45 Credit Hours)

COU 602 Foundations & 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 (300 clinical hours)	3
COU 682 Counseling Internship II (300 clinical hours)	3
COU 698 Counseling Capstone	3

Specializations (15 credit hours): Choose one:

Specialization in Alcohol & Addiction Counseling: 15-18 credit hours

AAC 604 Ethics in Addiction & Alcoholism	3

COU 608 Psychosocial & 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 & Multicultural Aspects	3
RCE 621 The Helping Professional: CM & Comm Counseling	3
COU 664 Marriage & 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 & Multicultural Aspects	3
RCE 621 The Helping Professional: CM & Comm Counseling	3
COU 664 Marriage & 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 & Families	3
PSC 600 Introduction to School Counseling	3
Three credit hours of the following:	
COU 613 Human Sexuality OR	3
COU 671 Abnormal Behavior OR	
AAC 678 Psychopharmacology	
Total Credit Hours for Degree	**60**

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. Minor course requirements cannot be met with courses also required of the student's declared major.

Declaration of a minor does not guarantee the coursework necessary for that minor will be offered during the student's academic career at Thomas University.

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	

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 **OR**	
MGT 443 Leadership	3

Chemistry	**20 credit hours**
CHM 101 General Chemistry I	4
CHM 102 General Chemistry II	4
CHM 250 Organic Chemistry I	4
CHM 251 Organic Chemistry II	4
CHM 301 Biochemistry	4

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 Technologies	**15 credit hours**

The Creative Technologies Minor (15 credit hours) provides students with a foundation in digital design. Courses emphasize experiential learning using graphic design and computer generated images. Students learn the principles of website design and maintenance, and basic skills in online publishing.

ART 380 Digital Photography I	3
ART 381 Digital Photography II	3
ART 382 Digital Photography III	3
OR	
ART 210, ART 212, ART 250 or ART 270	
ART 390 Principles of Graphic Art & Web Design	3
ENG 360 Digital Media Writing	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

Data Analytics	**15 credit hours**
BUS 315 Data Analytics for Business Management	3
BUS 316 Excel Data Analysis & Bus Modeling	3
CSC 310 Introduction to Programming	3
CSC 320 Data Management Concepts	3
CSC 405 Data Visualization	3

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.

Entrepreneurship	**15 credit hours**
BUS 309 Financial Statement Analysis	3
MGT 340 Organizational Behavior and Management	3
BUS 315 Data Analytics	3
BUS 442 Entrepreneurship	3
MGT 443 Leadership	3

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

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

Mathematics	**15 credit hours**

The minor consists of fifteen semester hours taken in mathematics (with a MTH prefix) above the 200 level.

Music Production	**15 credit hours**
MUS 201 Introduction to Music	3
Three credit hours from the following:	
MUS 337 History of Jazz	3
MUS 340 World Music	3
MUS 344 Pop & Rock Music	3
Six credit hours from the following:	
MUS 305 Songwriting	3
MUS 350 Music and Multimedia	3
MUS 351 Audio and Music Productions	3
Three credit hours from the following:	
MUS 280 or 281 Group Piano	1-3
MUS 282 or 283 Group Guitar	1-3
MUS 284 or 285 Group Voice	1-3
MUS 390 Community Chorus	1-3

Psychology	**15 credit hours**
PSY 201 General Psychology	3
Choose one of the following courses:	
PSY 330 Psychology of Learning	
Or	
PSY 400 Cognitive Psychology	
Or	
PSY 410 Behavioral Neuroscience	3
Any three 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 choosing from 5 of the following courses:

- SWK 320 Child Welfare
- SWK 321 Gender Issues
- SWK 330 Older Adults: Family and Caregiving Issues
- SWK 332/RHS 332 Introduction to Substance Abuse
- SWK 333 Understanding Family Violence
- SWK 342 Child and Adolescent Mental Health
- SWK 348 Social Welfare Policy
- SWK 360 Human Sexuality
- SWK 370 Ethical Issues in Human Services

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

Supply Chain Management	**15 credit hours**
Prerequisites: BUS 205	
BUS 315 Data Analytics for Bus Management	3
MGT 341 Operations & Inventory Management	3
SCM 225 Fundamentals of SCM	3
SCM 355 Logistics & Transportation Management	3
SCM 365 Purchasing & Global Sourcing	3

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.

ACC-Accounting

ACC 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.

ACC 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.

ACC 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.

ACC 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.

ACC 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.

ACC 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.

ACC 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.

ADM-Administration

ADM 440 **3 credits**
Labor Relations

Prerequisite: BUS 205. 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

Prerequisite: BUS 205. 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 462 **3 credits**
Public Relations

Prerequisite: BUS 205. This course introduces 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.

ASL 201 **3 credits**
American Sign Language II

This course is an extension to the ASL101 American Sign Language (ASL) class. Students will be required to complete and pass ASL101 prior to taking this course. This course will emphasize the continued development of ASL skills including receptive and expressive conversational skills. The course will describe the history, values and culture of Deaf people in America.

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. This course includes a laboratory component.

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 suffices. 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 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

Prerequisite: Completion of BIO 101 or BIO105 with a "C" or better. 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 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 Spring, before the semester in which the degree requirements are met and prior to BIO 465 Senior Seminar offered the Fall 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 308. 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 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 **1-4 credits**
Advanced Biological Research I

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.

BIO 499 **1-4 credits**
Advanced Biological Research II

Prerequisite: BIO 498. 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. This course is taken after successful completion of BIO 498 Advanced Research I.

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 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 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 316 **3 credits**

Excel Data Analysis and Business Modeling

A working knowledge of forecasting, evaluation, and analysis modeling is in great demand to meet many organizational and project analytical needs. This course provides a thorough working knowledge of a “best practice” platform to meet those needs. Students learn business modeling and analysis techniques with Microsoft Excel with the ultimate objective of transforming data and modeling assumptions into key metrics as well as bottom-line results of forecasts, simulations, and sensitivity analyses. This course is hands-on, scenario-based, and involves relational database construction and integration including the use of Pivot Tables and Descriptive Statistics. Key tools included are trend analyses as well as advanced Excel functions (i.e. OFFSET, INDIRECT, Power View, Solver, etc.)

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

This course introduces the student to information systems concepts and the management concerns of information technology. The course focuses on the components, types, and management concerns of information systems which, when combined, support an enterprise. Students will explore the enterprise perspective on controlling the use of information systems and understanding project changes, risk, and quality management.

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 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 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 445 **3 credits**
Training and Development

Prerequisite: BUS 205. This course presents an overview of training, its roles and goals, using an open systems perspective. The content focuses on how training fits into the structure of large and small companies. Most of the course will entail the presentation of an overarching training process model that can be applied in any organization

BUS 460 **3 credits**
Marketing Research

Prerequisite: BUS 360. 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 **1-4 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 104 **3 credits**
Non-Majors Chemistry for Life

This course is an introductory chemistry class suitable for anyone who has never taken any chemistry classes. The purpose of this course is to examine aspects of inorganic and organic chemistry pertinent to life sciences. This includes structures and metabolic reactions of biomolecules most relevant to health and human performance.

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 CHM 102. 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 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.

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 665 3 credits
Residency I

Prerequisite COU 602. Must be taken prior to COU 675 and 680. The Residency I experience provides students the opportunity to develop core counseling skills, integrate introductory skills in development as a scholar-practitioner, expand the network of peers and faculty members, develop professional skills and identity, begin to develop group leadership skills, integrate counseling theory into practice, and continue to demonstrate cultural competency skills. The residency includes online course content integrated with a 3-day synchronous residential CACREP requirement. Residency I will include: 1-week online pre residency, 3 days in-person synchronous sessions, 1-week online post residency.

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 675 **3 credits**
Residency II

Prerequisite: COU 665. The Residency II experience provides students the opportunity to further develop core skills from Residency 1, integrate advanced skills in the development as a scholar-practitioner, expand network of peers and faculty members, further develop professional skills and identity, continue to develop group leadership skills, further integrate counseling theory into practice, and continue to demonstrate cultural competency skills, and develop an upcoming field experience plan. The residency includes online course content integrated with a 3-day synchronous residential CACREP requirement. Residency II will include: 1-week online pre residency, 3 days in-person synchronous sessions, 1-week online post residency.

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 COU 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 600 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

Prerequisite: Successful completion of COU 680. 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 600 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**
21st 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 apply-ing 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.

CRT-Creative Technologies

CRT 300 **3 credits**
Video and Multimedia I

ART 380 is strongly recommended as a pre- or co-requisite. This course is an introduction to and exploration of the video editing process utilizing video editing software on Macintosh computers and is designed to develop skills in the acquisition and creation of digital media.

CRT 310 **3 credits**
Video and Multimedia II

Prerequisite: CRT 300. ART 380 is strongly recommended as a pre- or co-requisite. This course is an introduction to and exploration of motion graphics, special effects, and more advanced editing techniques utilizing professional video editing software. This course is designed to develop skills in the creation and generation of digital media.

CRT 350 **3 credits**
Video Production

Prerequisite CRT 300. This is a project-oriented class developing camera techniques and utilizing professional video editing and creation applications to produce short video projects. This course may be repeated for credit.

CRT 390 **3 credits**

Creative Technologies Special Topics

Prerequisite: Completion of six (6) credit hours in Creative Technologies at the 300-level or above. Special topics courses offer the student opportunities to explore selected topics of interest in the discipline.

CRT 400 **3 credits**

Portfolio

Creative Technology majors who have earned 39 credit hours or more towards the degree must take this course. The course requires preparation and completion of a multimedia digital portfolio that has been developed within the Creative Technologies major. Students must present the portfolio to faculty and the TU community to complete the course.

CRT 491 **3 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.

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 introduces 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 405 **3 credits**
Data Visualization

Students focus on Representation and Reporting with communicating observations and patterns to diverse stakeholders, a key aspect of the data analytics life cycle. This course helps students gain communication and storytelling skills. It also covers data visualizations, audio representations, and interactive dashboards with exposure to various software.

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

Prerequisite: Admission to the Division of Education.
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.

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 205 3 credits
Inclusive Leadership for Coaches and Educators

This course introduces students to inclusive leadership practices essential for effective coaching and teaching in diverse learning environments. Candidates examine how culture, identity, ability, language, and individual differences influence learning, motivation, and participation. Emphasis is placed on developing leadership strategies that support culturally diverse learners and individuals with exceptional needs in educational, athletic, and community settings. Through applied activities, case studies, and reflective practice, students learn to create inclusive environments that promote equity, access, engagement, and success for all learners.

EDU 301 3 credits

Orientation to the Education Profession: Standards, Scholarship, and Professional Practice

Prerequisite: Admission to the Division of Education. This course serves as an upper-division orientation for students entering advanced coursework in teacher education programs. Candidates are introduced to the expectations, standards, and professional responsibilities of the teaching profession. Emphasis is placed on understanding Georgia Professional Standards Commission (GaPSC) requirements, ethical and professional conduct, scholarly writing and APA style, effective use of library and research resources, instructional and professional technology tools, and culturally responsive practices. The course prepares candidates to successfully navigate upper-division coursework and clinical experiences while developing habits consistent with professional educators.

EDU 316 3 credits

Teaching Methods and Strategies I

Prerequisite: Admission to the Division of Education. This course introduces the basic principles of instruction and learning in the context of research supported methods, strategies, and skills that meet the needs of all learners.

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

Teaching Methods and Strategies II

Prerequisite: EDU 316. This course focuses on research based effective teaching methods and strategies with attention provided to the characteristics of diverse and exceptional learners in the classroom and assessment of student learning.

EDU 340 3 credits

Assessment Strategies to Improve PK-12 Learning

Prerequisite EDU 316. 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.

EDU 341/EDU 641 3 credits
Special Education Ethics, Policies, and Procedures

Prerequisite: Admission to the Division of Education. This course includes a comprehensive overview of legal requirements, educational policies, and procedures related to special education. The course will provide students with a history of special education litigation and legislation to include the Individuals with Disabilities Improvement Act. Students will become familiar with federal guidelines and general procedures for assessment and evaluation, due process and mediation, discipline, and individual education plans (IEPs).

EDU 342/EDU 642 3 credits
Curriculum Design and Adaptation in Special Education

Prerequisite: Admission to the Division of Education. This course focuses on principles for adapting curriculum to special needs students. The course content includes analysis of diagnostic and developmental factors, goal setting, and IEP formulation. The course explores instructional strategies, identification of materials and resources, and evaluation techniques as they relate to adapting the basic content areas of the general curriculum for the special education student.

EDU 350 3 credits
Instructional Technologies in the PK-12 Classroom

Prerequisite: Admission to the Division of Education. 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
Educator Professional Certification Support and Development

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 and EDU 340. 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 431 **15 credits**
Student Teaching

Prerequisite: All program courses in Professional Core I, II, and III, and satisfactory score on Disposition Assessment. 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 460 **3 credits**
Social Studies Curriculum Development

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 social studies curricula that meets the changing needs of students and other stakeholders in a diverse community.

EDU 468 **3 credits**
Educating Exceptional Learners

Prerequisite: EDU 327 and EDU 340. 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.

EDU 470 **3 credits**
Mathematics Curriculum Development

The purpose of this course is to examine major mathematics concepts and modes of inquiry derived from national and state standards to develop cohesive mathematics curricula that meets the changing needs of students and other stakeholders in a diverse community.

EDU 480 **3 credits**
Science Curriculum Development

The purpose of this course is to examine major science concepts and modes of inquiry derived from national and state standards to develop cohesive science curricula that meets the changing needs of students and other stakeholders in a diverse community.

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 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.

EDU 601 **.5 credits**

Orientation to Advanced Programs in Education

The purpose of this course is to introduces 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 addresses relevant issues in teacher leadership focused on improving school performance. Current evidence-based research will be employed to critically analyze teacher leadership concerns and issues.

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 facilitating the selection, design, and interpretation of multiple assessments to improve student learning.

EDU 605 **3 credits**

Foundations of Instruction

Prerequisite/Corequisite: EDU 600. 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.

EDU 606 **3 credits**

Clinical Practice I

Prerequisite: 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

Prerequisites: EDU 605, EDU 606, EDU 639, and EDU 640. Corequisite: EDU 608 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 640. Co-Requisite: EDU 607. 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 600. 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 equips educators with the skills needed to design, evaluate, and refine curriculum that fosters student learning and achievement. Students will delve into the foundational principles of curriculum development, learner variability, and local, state, and national standards alignment. Through a combination of theoretical exploration and practical application, students will develop a deep understanding of curriculum design by evaluating its effectiveness through data analysis and identifying areas for improvement. This course prepares educators to inform curriculum that is universally accessible and responsive to the needs of all students, ensuring that every learner has the opportunity to succeed.

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
Curriculum and Instruction 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 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 638 3 credits
Improving Colleagues' Communication & Collab with Family & Community

This course seeks to help teacher leaders know and understand themselves and others better through the development of interpersonal skills, knowledge of adult learning theory, and cultural understandings. Teacher leaders will use that knowledge and skill to guide colleagues in the planning of a school-based family engagement activity that improves colleagues' communication with families and the community.

EDU 639 3 credits
Instructional Assessment and Data-Informed Teaching

Prerequisite EDU 605. This course prepares teacher candidates to design, implement, and interpret classroom-based assessments to support effective instruction and student learning. Candidates examine the purposes of assessment and apply assessment data to instructional planning, differentiation, and feedback. Emphasis is placed on developmentally appropriate assessment practices, ethical use of data, and strategies that promote student reflection and continuous learning in PK–12 classrooms.

EDU 640 3 credits
Education of Exceptional Students

This course provides an overview of the exceptional learner with emphasis on factors relating to identification, characteristics, current practices, and educational adaptations.

EDU 641 3 credits
Special Education Ethics, Policies, and Procedures

This course includes a comprehensive overview of legal requirements, educational policies, and procedures related to special education. The course will provide students with a history of special

education litigation and legislation to include the Individuals with Disabilities Improvement Act. Students will become familiar with federal guidelines and procedures for assessment and evaluation, due process and mediation, discipline, and individual education plans (IEPs).

EDU 642 3 credits
Curriculum Design and Adaptation in Special Education

This course focuses on principles for adapting curriculum to special needs students. The course content includes analysis of diagnostic and developmental factors, goal setting and IEP formulation. The course explores instructional strategies, identification of materials and resources, and evaluation techniques as they relate to adapting the basic content areas of the general curriculum for the special education student.

EDU 643 3 credits
Education of Exceptional Students

Prerequisite EDU 641 and EDU 642. This course focuses on methods to facilitate the teaching of students with diverse learning needs. Course content includes cognitive processing, classroom management and organization strategies. Models of instructional delivery, adaptation of instructional materials, instructional strategies, and means of assessing student progress are explored. Current trends and issues in special education are included as well.

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 648 3 credits
Policies and Procedures in Special Education

This course explores educational policies at the local, state, national and international level from multiple analytic perspectives and analyzes the process of policy development and implementation in special education to include both the benefits and unintended consequences of these policies.

EDU 649 **3 credits**

Advanced Curriculum Development, Instruction, and Assessment in Special Education

This course focuses on the knowledge, skills, and dispositions needed to employ a curriculum decision-making process and deliver evidenced-based instruction and assessment practices that promote positive academic and behavioral outcomes for students with exceptionalities and/or who are culturally and linguistically diverse.

EDU 650 **3 credits**

Seminar in Special Education: Current Trends and Issues

This course engages special education teachers in an in-depth analysis of controversial issues in special education in three broad areas: 1) special education and society, social policy, and practice; 2) inclusion, philosophies, and epistemologies; and 3) issues about exceptionality and critical considerations about specific issues in the field.

EDU 651 **3 credits**

Educational Research and Policy in Special Education

This course will provide an overview of (a) action research in special education, (b) current research and theory in the field of special education and its impact on policy, and (c) the knowledge and skills to effectively set up an action research project with appropriate attention to the existing scholarship in the field of special education.

EDU 652 **3 credits**

Advocacy and Leadership in SPED

This course will focus on developing special education leadership knowledge and skills in the areas of special education policy, advocacy, collaboration, conflict resolution, ethics, and continuous program evaluation, and will include attention to how educators can serve as advocates to correct and/ or support policies.

EDU 653 **3 credits**

Critical Analysis of Special Education Literature

This course provides a critical review of special education literature on a variety of topics with a focus on teacher education. Topics include universal design principles, evidence-based best practice in subject areas, post-secondary and community-based disability services, and assistive technologies

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 675 **3 credits**

Teacher Leadership Certification Preparation

This course provides opportunities for candidates to apply the Georgia Professional Standards Commission's Teacher Leadership knowledge, skills, and dispositions to the preparation of the

candidate's Georgia Assessment for the Certification of Educators (GACE) responses. Professional learning proficiencies outlined in the Teacher Leadership Standards will guide the Candidate's work toward successful completion of GACE tasks and submissions.

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. The course will also involve supporting faculty and staff through the lens of equity cultural responsiveness.

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

Using systems thinking to manage school operations and resources, this course identifies local, state, and federal sources school funding, including nontraditional sources, 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.

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 **.5 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: 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 550 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 or ENG 101L. 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**
Academic Integrity in College Writing

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 modern professional environments. This course helps students develop clear, concise, and accurate written and oral communication focusing on audience analysis, document design, and presentation styles. Students will use a variety of collaborative tools to develop written and oral products applicable to modern professional environments further developing effective written and public speaking skills.

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 3 credits
Rhetorical Theory and the Craft of Argument

Classical and contemporary concepts of rhetorical theory are examined. Students will employ theoretical perspectives and diverse rhetorical strategies to analyze diverse written arguments and to craft sophisticated arguments. Through the theoretical framework, students examine philosophical and cultural positions and the potential as well as the limits of persuasion itself.

ENG 604 3 credits
Poetry (Genre Study)

This course is designed to provide the fundamental concepts and techniques of literary interpretation, focusing on poetry as a genre: the nature of poetic language and the methods of analyzing figurative discourse, genre, and structure.

ENG 611 3 credits
American National Literature

The development of the American novel in the decades following the Civil War as the nation reconstructed and redefined itself as an American empire through western expansion, colonization in the Pacific, European immigration, and progressive era reforms.

ENG 612 **3 credits**

Tradition and Innovation in Early British Literature

This course investigates how prominent English writers from Anglo-Saxon times through the eighteenth century simultaneously adhered to the canonical traditions of their craft and employed innovative concepts to produce ground-breaking and ultimately enduring works of literature.

ENG 613 **3 credits**

Race, Gender, and Culture in Modern American Literature

Students are expected to engage deeply in literary critical theory that explores concepts of "national literature" and "American literature," while appreciating and critiquing the major movements, authors inclusion in and exclusion from the canon, and the diversity of literary techniques and genres.

ENG 625 **3 credits**

Studies in Shakespeare

Students read drama contemporaneous with Shakespeare's plays to broaden their understanding of the genre in historical context, to contrast Shakespeare's poetic and dramatic techniques with his contemporaries, and to understand the dramatic capacity of his plays. A range of literary critical texts will be used for analysis.

ENG 655 **3 credits**

Literature of the Global South

This course places the modern literature of the South within the context of modern literature in Central and South America. The course emphasizes cross-cultural influences as the writers of Latin America were influenced by and influenced Southern writers. The emphasis in the course will be on critical literary theory and scholarly research. In addition to surveying the major genres of the modernist traditions in both the literature of the U.S. South and Latin America, students will gain familiarity with the most common theoretical approaches to the literature including theories of race and gender identity. The course will also introduce students to the historical and cultural events that shaped these cross-cultural literary traditions. Student will learn and practice methods of scholarly research in order to develop an awareness of the major trends in the field of literature of the Southern Americas.

ENG 670 **3 credits**

African American Literary Theory and Research

This course examines the African American literary tradition with an emphasis on critical literary theory and scholarly research. In addition to surveying the major genres of the tradition, students will gain familiarity with the most common theoretical approaches to the literature including theories of race and gender identity. The course will examine the historical and cultural events that shaped the tradition such as the Harlem Renaissance and the Black Diaspora. Students will learn and practice methods of scholarly research in order to develop an awareness of the major trends in the field of African American literary studies.

ESL-English as a Second Language

ESL 099 **0 credits**

Developing English as a Second Language

This course provides support for students for which English is not their primary language, who are at a beginning or pre-intermediate proficiency level according to the Common European Framework of Reference (CEFR). Instruction will focus on developing students' skills in speaking and pronunciation, reading, listening, vocabulary, and grammar/ composition. A variety of professional, academic and cultural topics and activities will provide the context for practice. In addition, academic strategies for college success will be discussed and applied to this course as well as other courses for which the student is enrolled. This is a non-credit bearing course.

ESL 120 1-4 credits
English as a Second Language Seminar

This seminar provides students practice in intermediate and advanced level listening, speaking, writing, and reading skills, with an emphasis on vocabulary and grammar acquisition in context, on a variety of personal, professional, academic and/or cultural topics. In particular, this seminar will reinforce skills learned in content specific courses, giving students opportunity to generalize their newly acquired skills to a "real-world" environment.

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, Georeferecing, 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 or ENG 101L 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 220 **3 credits**
Introduction to Public and Oral History

This course is the first part of a public and oral history project that centers on the African American community of Thomas County, Georgia from 1900-1970. This course will provide students with a primer on the literature and methods of public and oral history, and digital humanities through various readings, historic site visits, written assignments, and participating in the project. Students will also learn about African American history in the Jim Crow South, which is necessary for the project. As the course concludes, students will begin to conduct primary and secondary research and earn IRB certification to participate in oral histories for the project.

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-Master 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 609 **3 credits**

Financial Statement Analysis

This course promotes a critical thinking approach to financial accounting and reporting by developing an understanding of the environment in which financial reporting choices are made. Emphasis is placed on understanding the economics of business transactions and analysis of financial statements for evaluating firm performance and risk.

Topics include interpretation of financial statements and footnotes, managers' incentives for earnings manipulation, comparative analysis of firms, and ethics in financial reporting.

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.

MBA 696 **3 credits**
Practicum

The Practicum experience provides the opportunity for students to develop primary management skills and integrate their knowledge in the field of Hospitality Management under site and faculty supervision through a minimum of 120 clock hours over the academic term. The course is designed to allow for practice of skills learned in a didactic setting and to facilitate the development of a leadership identity, application of ethical decision making and integration of management theories and techniques. A weekly individual supervision meeting with the site supervisor, submission of a report signed by site supervisor, and completion of online course content supervised by University faculty are mandatory requirements of this course.

MBA 697 **3 credits**
Practicum: Events

The Practicum experience provides the opportunity for students to develop primary management skills and integrate their knowledge in the field of Hospitality Management under site and faculty supervision through a minimum of 120 clock hours over the academic term. The course is designed to allow for practice of skills learned in a didactic setting and to facilitate the development of a leadership identity, application of ethical decision making and integration of management theories and techniques. A weekly individual supervision meeting with the site supervisor, submission of a report signed by site supervisor, and completion of online course content supervised by university faculty are mandatory requirements of this course.

The practicum for Hospitality Management will cover 3 areas: Hotel Lodging Management and Operations, Events and Tourism Management, and Food and Beverage Service Management and Operations.

MBA 698 **3 credits**
Practicum: Food/Beverage Service

The Practicum experience provides the opportunity for students to develop primary management skills and integrate their knowledge in the field of Hospitality Management under site and faculty supervision through a minimum of 120 clock hours over the academic term. The course is designed to allow for practice of skills learned in a didactic setting and to facilitate the development of a leadership identity, application of ethical decision making and integration of management theories and techniques. A weekly individual supervision meeting with the site supervisor, submission of a report signed by site supervisor, and completion of online course content supervised by university faculty are mandatory requirements of this course.

The practicum for Hospitality Management will cover 3 areas: Hotel Lodging Management and Operations, Events and Tourism Management, and Food and Beverage Service Management and Operations.

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**
Introduction to Medical Laboratory Science

Prerequisite: C or better in MTH 250 and BIO 262. 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 251 **1 credit**
Introduction to Medical Laboratory Science Experience

Co-Requisite: MLS 250. This course is designed to reinforce introductory laboratory skills (use of pipettes, utilization of basic laboratory glassware, dilution practice, proper specimen labeling, etc.) learned in MLS 250 required to perform laboratory tests in the clinical laboratory. Specimen collection techniques, basic laboratory testing methods for each laboratory area, and introduction to laboratory processes and policies will be included.

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 dycrasias, safety and quality control.

MLS 341 **4 credits**

Clinical Immunohematology I

This course provides the fundamental theory and techniques of immunohematology as related to transfusion medicine. Lecture and laboratory topics include blood group genetics and serology, pretransfusion testing, antibody detection and identification, standard testing procedures, decision criteria for component selection, adverse effects of transfusions, and hemolytic disease of the fetus and newborn.

MLS 350 **1 credit**

Orientation to Online Medical Laboratory Science

Prerequisite: Acceptance into the online MLS or BLS Program. This course is intended to prepare students for the online learning environment as well as the specifics of the Medical Laboratory Science and Biomedical Laboratory Science programs. Course components include, but are not limited to, the MLS student handbook, safety in the clinical laboratory, utilizing Learning Commons resources, and other professional topics related to the field.

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 **3 credits**

Clinical Internship

Prerequisite: C or better in the following courses: MLS 405, MLS 411, MLS 414, MLS 421, MLS 431, MLS 441, and MLS 451. 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. All 3 credits are assigned to the clinical internship (300 hours).

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

Prerequisite: MLS or BLS majors. 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
Clinical Urinalysis and Body Fluids

Prerequisite: MLS or BLS majors. This course provides students with an opportunity for in-depth application and reinforcement of urinalysis and body fluid examination techniques. It allows the student to become involved in laboratory principles and procedures at a medical laboratory scientist level to include topics on the urinary system as it relates to routine urinalysis, specialized urinalysis tests and techniques, physical, chemical, and microscopic examinations of urine as well as other body fluids such as cerebrospinal, synovial, serous, seminal, amniotic, gastric, and fecal analysis, and correlation of test results to disease states.

MLS 414 3 credits
Clinical Immunology

Prerequisite: MLS or BLS majors. This course provides students with an opportunity for in-depth application and reinforcement of immunology as it pertains to the immune system, both innate and adaptive immunity, and how it protects the body from pathogens. Immune system characteristics and functions, basic and specialized serological tests and techniques, autoimmunity, immunodeficiency, correlation of test results to disease states, and instrumentation methods are all addressed.

MLS 415 **3 credits**

Molecular Diagnostics

Prerequisite: BIO 101. This course is a comprehensive introduction to the rapidly growing field of molecular diagnostics. Students will gain expertise in molecular biology principles, laboratory techniques, and clinical applications essential for modern diagnostic testing and identification of microorganisms, inherited diseases, and oncology and cancer diagnostics. Genetics, nucleic acid extraction and amplification, polymerase chain reaction (PCR), electrophoresis, specimen handling, contamination, quality control, equipment, instrumentation, and the clinical application of molecular testing will be addressed.

MLS 421 **4 credits**

Clinical Microbiology II

Prerequisite: MLS 321 with a grade of C or higher or MLS/BLS majors . 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 or MLS/BLS majors. 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 or 414 with grade of C or higher. 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: CHM 101 and MLS 351 both with C or higher or MLS/BLS majors. This course covers topics of biochemical analysis as it pertains to the diagnosis, management and treatment of diseases covering principles, procedures, and the clinical significance of biochemical analytes to include safety, quality control, and instrumentation through case study application and review of topics for an entry level medical laboratory scientist in a clinical laboratory setting.

MLS 452 3 credits
Research Methods in Medical Laboratory Science

Prerequisite: C or better in MLS 250. The purpose of this course is to introduce students to basic research methods in the medical laboratory science field, including statistical approaches to data evaluation. Students will identify a need in the medical laboratory field, critically analyze the need, and formulate a well-researched literature review to address the need utilizing scholarly articles, books, and a variety of primary and secondary resources.

MLS 460 3 credits
Senior Seminar

Prerequisites: C or better in CHM 107, MLS 405, MLS 411, MLS 414, MLS 421, MLS 431, MLS 441, and MLS 452. Provides an in-depth analysis of various case studies from the broad spectrum of disciplines within the clinical 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
Medical Laboratory Management

Prerequisite: MLS majors only. An overview of the management and supervision of the Medical Laboratory Science 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: Medical Laboratory Science Major OR Biomedical Laboratory Science Major. This course will enable the student to research and explore technical literature on a topic pertaining to Medical Laboratory Science and trends within the field's disciplines. Working with the instructor, 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. Variable credit up to 4 credits.

MLS 495 3 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. All 3 credits are assigned to the clinical practicum (300 hours).

MLS 496 **3 credits**
Advanced Clinical Laboratory Concepts

Prerequisite: Successful completion of MLS Core Courses, MLS (2+2) Major and Program Director approval. This course is for students with recent or current clinical experience and includes the clinical application of theory and techniques encompassing the major clinical laboratory disciplines to include Clinical Chemistry, Immunohematology, Microbiology, Hematology and Coagulation, Urinalysis and Body Fluids, and Immunology/Serology/Molecular Diagnostics. Emphasis will be given to principles, procedures, quality assurance, and diagnostic correlations.

MTH-Mathematics

MTH 110 **3 credits**
Concepts of Mathematics: Number Concepts and Reasoning

Prerequisite: Sufficient placement score. This course emphasizes a study of problem solving, examination, application, and critical thinking involving selected topics in number theory: numbers & operation, ratio and proportion, real numbers, and geometry. Inductive and deductive reasoning, problem solving methods involving tables and charts, and elementary/fundamental algebraic concepts. This course could be taken as a 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 HS Algebra, appropriate placement score, or MTH 140 with a C or better, or instructor consent. 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 160 **3 credits**
Financial Literacy for the Modern World

Prerequisites: MTH 120 or 140 with a grade of "C" or better. This course equips students with the knowledge and tools to make confident, informed financial decisions across every stage of adult life, while building a comprehensive foundation in core personal finance topics, including banking, credit, investing, debt management, and insurance. Students will examine the financial mechanics behind major life purchases such as buying a car or a home, and develop practical skills for budgeting, tax planning, and navigating consumer markets. This course also introduces entrepreneurship as a pathway to wealth-building, encouraging students to think beyond traditional employment. Additionally, the course will explore concepts such as financial products, managing risk and debt strategically, and effective skill building to navigate the financial systems that shape everyday life. Emphasis is placed on applying realworld frameworks and critical thinking to personal financial decisions

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 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 graphing 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, Error Analysis, and Financial Literacy

Prerequisite: "C" or better in MTH 150 or MTH 210. This course provides a study of common difficulties in mathematics, and applications of strategies for corrective treatment such as problem solving, analyzing, and predicting types of errors commonly made when solving problems. The course also addresses personal financial management covering topics such as investment types, loans, credit cards, savings, mortgages, and types of insurances. TI 83 graphics 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 is 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 evens, 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 305 3 credits
Songwriting

An exploration of basic songwriting styles and techniques using the genres of blues, folk, punk, country, and hip-hop as a foundation. This course will focus on lyric writing and accompaniment creation to help develop critical listening skills and a personal, musical identity culminating in the creation of at least one, complete, original song with a lyric sheet and demonstration (demo) recording for public exhibition and/or broadcast. No previous formal music study is required for this class; however, a song must have vocals with lyrics and some form of accompaniment. Students do not have to be singers but should be willing to record themselves vocalizing with an

accompaniment of an instrument (including computer sequencer/music production program/digital instrument) and be able to record sound files to mp3 or a similar digital audio format. Options for students to exhibit in ACTU events will be a possibility.

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 351 3 credits
Audio & Music Production

A hands-on exploration of practical and theoretical techniques for music recording and audio production. This course will focus on how microphones, line inputs, and loudspeakers can transform sound, and how to model the sound through mixing consoles, signal processors, and digital audio workstations (DAWs). Students will develop practical audio and video workflows, practices, and standards by producing audio for selected spoken word (interviews, podcasts, field recordings, broadcast media), video (audio production for film, video games, and broadcast media), and recorded or live music productions with sound reinforcement, lighting, and multicamera livestreams.

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 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;; 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 School Counseling

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 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

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.

PSY 498 **3 credits**

Psychology Capstone

This capstone course helps students review and understand important psychological concepts, theories, and phenomena in various psychological disciplines; benefits the students in demonstrating the knowledge of the various sub disciplines of psychology in an external assessment; assists them to write a research proposal. Students must take this course during their final semester.

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 introduces 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 Counselling

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

Prerequisite: Admission to the Division of Education. 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

Prerequisite: Admission to the Division of Education. This course is designed to provide teacher candidates with knowledge of current approaches and methods for teaching reading in elementary schools. Attention is di-rected 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

Prerequisite: RDE 452. 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

Pre-requisite: RDE 452 and RDE 454. This course is designed to provide teacher candidates with an understanding of difficulties in reading, assessment procedures for diagnosing reading difficulties, and strate-gies 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 identity 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.

RDE 659 **3 credits**
Comprehensive Literacy Methods

This course focuses on strategies and methods that classroom teachers, regardless of their content area, can use to enhance their students' communication abilities in the areas of listening, speaking, reading, and writing. The course will address key components of the science of reading, including phonemic awareness and phonics, with an emphasis on fluency, vocabulary, and comprehension. Additionally, students will be introduced to the characteristics of dyslexia, including its diagnosis and evidence-based remediation strategies. By the end of the course, students will be equipped with practical tools to support all learners, including those with reading difficulties.

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 introduces 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 introduces 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: RHS 332 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 is required for RSA Undergraduate grant Scholars and 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: RHS 332 or prior work experience in the field of addictions approved by advisor. This is an overview of the complex treatment challenges associated with concurrent disorders and the treatment modalities associated with facilitating the recovery process. Particular focus will be given to case management approaches associated with the treatment of individuals with dual disorders, group interventions, and working with families.

RHS 450 3 credits
Vocational Assessment

This course will teach students how to analyze and use the principles and theories of testing, assessment, and evaluation in relationship to Rehabilitation Counseling. General topics will include types of tests, work samples, situational assessments to assess developmental variables, vocational skills, functional and physical capacities, and personality characteristics. Students will learn to interpret assessment results and basic report writing skills will be taught. Students will learn to develop, write, and present a Vocational Assessment.

RHS 460 3 credits
Medical & Health Issues in Rehabilitation

This course will provide a survey of essential medication information, medical terminology, etiology, prognosis, and treatment procedures. Vocational and independent living implications will be covered for each major disability group. The adjustment process that consumers and their families experience is also addressed, along with a general health overview of how Rehabilitation Counselors can assist clients in medical and health care issues within the job environment context.

RHS 470 3 credits
Rehabilitation Internship I

This course is required for RSA Undergraduate grant Scholars and 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 200 clock hours within the work setting, 40% of the internship hours as client contact hours, 1 hour of weekly on-site supervision, and a weekly 1.5-hour group supervision meeting.

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

Students will develop as writers within the academic community by expanding their skills in the following areas: locating scholarly sources, analyzing scholarly texts, developing an academic argument, integrating information from scholarly sources intro original writing products effectively and ethically, and writing with Standard American English, academic language, and APA style.

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

Perquisites: BUS 205 and SCM 225.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

Perquisites: BUS 205 and SCM 225. This course provides students with the foundational concepts and theories in logistics and transportations 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

Prerequisite: SCM 365. 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 Sport Science

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 205 **3 credits**
Principles of Personal Training

Pre-Requisites: SPS 200 and BIO 261. The purpose of this course is to present the introductory components of a complete integrated and systematic exercise program. Ideally these components allow students to comprehend vital information to prepare for the National Academy of Sports Medicine (NASM) Certified Personal Trainer (CPT) certification.

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

Prerequisite: BIO 262. 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 205, SPS 220 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**
Applied Kinesiology

Prerequisites: SPS 205 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**
Sports Nutrition

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 304 **3 credits**
Strength and Conditioning

Prerequisite: SPS 205, SPS 301 and SPS 302. 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 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 205, SPS 301, and SPS 302. 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 introduces 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
Older Adults: 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 Older Adults, but also on the 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 360 **3 credits**
Human Sexuality

This course introduces students to various topics related 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 and their impacts on an individual's thoughts and behavior are explored. The course will increase the participants' comfort level with these topics and facilitate their ability to communicate effectively about these issues in their personal life and professional practice.

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

This course incorporates both the hands-on and the academic aspects of the field internship component of the Social Work Program. The hands-on practical work 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 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. The academic work integrates knowledge, values, and skills derived in the student's hands-on experience. Students review social work ethics, issues in the workplace, appropriate uses of supervision, empowerment with varying 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

This course combines the hands-on and the academic aspects of the field internship component of the Social Work Program. The hands-on practical work 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 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. The academic work integrates knowledge, values, and skills derived in the student's hands-on experience. Students review social work ethics, issues in the workplace, appropriate uses of supervision, empowerment with varying populations, and social justice issues.

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 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.

UNV 110 **3 credits**

Veterans' Transition

This course ensures that student veterans transitioning from service to civilian life receive the support services necessary to help them make a smooth and successful transition. In this course, students will learn about and actively engage with faculty from their chosen discipline, advising, and the many support services available to students at TU.

UNV 205 **15 credits**

Resilience, Problem-Solving and Communication

This course is designed to assist each student in gaining a valid and comprehensive knowledge of basic to intermediate problem-solving methodologies, self-discipline, and group dynamics. Through the basic training experience, students will engage in a series of learning modules that are designed to foster collaboration among a team and that gives opportunity for that team to articulate shared goals. Areas of personal leadership and followership will be covered with an emphasis on establishing critical thinking skills and giving and receiving constructive criticism. The course is off-campus and includes both classroom and practical applications.

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 occur 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 occur 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. Clint Kadel
Chair
Mr. Philip Leabo
Vice Chair

Members

Mr. Wilson Carraway
Mr. Stephen Cheney
Mrs. Pat Choice
Mr. Richard Comstock
Mr. Marvin Dawson
Mr. Charles Dixon
Mr. Jeremy Jones
Mr. George Lilly II
Mr. Gene Lord
Mr. Jeff Merschman
Mr. Vann Middleton
Mr. Randy Rhea
Mr. Scott Rich
Mrs. Eve Rumble
Mr. Rankin Smith
Mrs. Rebecca Strickland
Mr. Ray Thompson
Ms. Kathy Vignos

Senior Administrative Officers

Kurt Stringfellow
President
Carla Turner
Assistant to the President
Dr. John Meis
Provost
TBD
Vice President of Finance and Administration
Dr. Dañáe P. Destin
Vice President of Institutional Effectiveness & Research
Chris Lyons
Vice President of Human Resources

Academic Affairs

Dr. Cristina Jones
Dean of Academic Affairs

Academic Division Chairs

Dr. Pauline Ray
Business
Dr. Susan Lynn
Education
Dr. Kim Cribb
Health and Sciences
Dr. Jason Dunn
Humanities
Dr. Pauline Patrick
Social and Behavioral Sciences

Academic Support Services

Paula Phelps
Director of Instructional Design and Learning Systems
Kristen Scott
Instructional Designer
Robin DePaola
Director of Learning Support

Registrar's Office

Kate Owens
Registrar

Kristen Horne
Associate Registrar

Academic Affairs Support Staff

Judy Hornsby
Administrative Program Assistant, Health & Sciences
Rose lee Del Valle
Intake and Certification Officer & Senior Administrative Assistant, Education
Jennifer Falepapalangi
Senior Administrative Assistant, Social & Behavioral Sciences
Jennifer Mowrey
Coordinator of Placements & Partnerships, Education
Kathryn Pittman
Academic Program Specialist, Education
Valda Roberts
Fieldwork Recruitment Specialist and Trainer, Social & Behavioral Sciences

Student Affairs

Scott Grubbs, Ed.S.
Dean of Students
Donald Lewis
Career Services Director
Vernita Davis
Shuttle Driver

Enrollment Management

Kristy Wainright
Director of Compliance for International Affairs and State Authorization
Jessica Barfield
Vice President of Enrollment
Kristy Wainright
Director of Office of Legal & Regulatory Affairs

Admissions

Joshua Powell
Assistant Admissions Director
Stacy Lopes
Admissions Representative

Averie Sheppard
Admissions Representative
Adreanna Killingsworth
Admissions Representative
TBD
Coordinator of Admissions Office
TBD
Director of Admissions

Office of Student Success

Stacie Reilly
Student Success Advisor
Natasha Mitchell
Assistant Director of Student Success
Kristen Steller
S*tudent Success Advisor*
Nichole Wise
Student Success Advisor

Marketing

Kris Kimel
Director of Marketing and Communications
Maury Kaplan
Interactive Marketing Specialist

Military and Corporate Relations

Josh Dean
Coordinator of Military Affairs & Business Development

Grants and Contracts

Institutional Advancement

Kizzy Hunt
Senior Advancement Services Coordinator
TBD
Vice President of Advancement
Melaney Martin
Administrative Assistant for Advancement

Business Office

TBD

I*nterim Vice President of Finance and Administration*

Jennifer Curles

Interim Controller

Aida Santoya-Vega

Staff Accountant

Jenny Harvey

Accounts Payable Analyst

Student Accounts

Student Accounts Coordinator

Student Services Specialist

Financial Aid

Thomas Bridges

Financial Aid Counselor

Marchelle Mitchell

Financial Aid Technician

Human Resources

Chris Lyons

Vice President of Human Resources

Anna Benefield

Human Resources Administrator

Shonna Snyder

Human Resources Assistant

Athletics

Jessica Sanders

Athletic Director, Head Softball Coach

Jordan Booker

Head Women's Basketball Coach

Matthew Diniak

Offensive Coordinator for Football

Marco Galardini

Head JV/Assistant Varsity Soccer Coach

Christopher Jones Assistant

Head Football Coach & Defensive Line Coordinator

Drew Martin

Head JV Baseball Coach/Varsity Baseball Assistant

Nikolas Megrichian

Assistant Baseball/Pitching Coach

Andrew Moore

Defensive Coordinator for Football

Dan Pippin

Head Football Coach

Sergio Rapuano

Head Women's Soccer Coach

Ni'Ja Seals

Head Flag Football Coach

Tom Fleenor

Head Baseball Coach

Colin Cotter

Head Men's Basketball Coach

Scott Gowan

Head Men's & Women's Cross Country/Track & Field Coach

Billy Jeffrey

Head Men's Soccer Coach

TBD

Head Men's Junior Varsity Soccer Coach, Assistant Varsity Soccer Coach

Ralph Sanders

Head Junior Varsity Softball Coach, Assistant Softball Coach

Daniel Parker

Head Athletic Trainer

Brandon Lundin

Assistant Athletic Trainer

Corey Potter

Head Strength & Conditioning Coach, Fitness Center Director

Jodi Yambor

Sports Psychologist

Crawford Battle

Faculty Athletic Representative

Trinity Thomas

Director of Athletic Communications

IT Services

Jack Reaves
Director of IT Services
Sean Kennedy
IT Support Engineer

Learning Commons

Robin DePaola
Director of the Learning Support
Tiffeny McCardel
University Librarian

TRIO Programs

Melanie Martin
Director, Talent Search & Gear Up
Jose Batista
Program Coordinator, Gear Up
Teresa Treat
Senior Program Assistant, Talent Search & Gear Up

Food Services

Linda Black
Director of Food Services
Bryan Byrd
Residential Hall Line Cook
Gregory Gartrell
Assistant Director of Residential Food Services
Vincent Gillins
Manager of Residential Food Services
Marvin Pittman
Residential Line Cook

Facilities

Brandon Avera
Facility Manager
Brittany Jones
Facility Assistant
Carmen McGahee Evers
Facilities Office Manager
Lachaun Patterson
Custodian

Morris Patterson
Custodian

Genealogy Library

Lillian Wingate
Executive Director of Genealogy Library

Faculty Roster

Dr. Angela Anderson (2022)
Assistant Professor of Counseling. Ph.D., Capella University, B.A. Bridgewater College; M.A., Eastern Mennonite University.

Dr. Deana Baker (2013)
Affiliate Associate Professor of Biology. Ph.D., Concord University Chicago; M.S., California State University; M.S., University of Florida; B.S., Eastern Mennonite College.

Crawford Battle (2006)
Assistant Professor of Criminal Justice. M.S., Troy State University; M.S., Albany State University; B.S., Georgia Southern University.

Dr. Bonnie Berggren (2026)
Assistant Professor of Business; JD Nova Southeastern University; M.A. Florida State University; B.A. Eckerd College

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.

Jenna Coffee (2024)
Assistant Professor of Education, M.Ed. Thomas University, B.S. Thomas University.

Dr. Kim Cribb (2007)
Chair, Division of Health and Sciences. Professor of Nursing. Ed.D., Valdosta State University; M.S.N., Albany State University; B.S.N., Valdosta 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. Director of General Education. Associate Professor of English. Ph.D., University of California, Davis; M.A., San Diego State University, B.A., University of South Florida.

Dr. Eddy Fagundo (2022)
Affiliate Assistant Professor of Counseling. Ph.D., Lindsey Wilson College, B.A., Florida International University; M.A., George Washington University; Ed.D., Argosy University.

Dr. Susan Hagood (2013)
Professor of Education, 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.

Jacinta Henry (2025)
Assistant Professor of Special Education. EdS. University of West Georgia; M.S., Walden University; B.S., Valdosta University.

Dr. Alisa Houseknecht (2025)
Affiliate Assistant Professor of Counseling, Ph.D., University of Florida; M.A., B.A. University of South Florida.

Jennifer Howell (2015)
Affiliate Instructor of Rehabilitation Counseling. M.S., B.A., Augusta State University.

Dr. Donna James (2024)
Assistant Professor of Social Work; DSW, University of Tennessee, MSW, Florida State University, BS Florida State University, Program Director Social Work.

Matt Johnson (2024)
Instructor of Business. M.B.A., B.A., Clemson University.

Dr. Cristina Jones (2011)
Dean of Academics, 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. Yolanda Lewis (2025)
Affiliate Assistant Professor of Counseling, Ph.D., Argosy University, M.S, Cambridge College, B.S. Valdosta State.

Sam Lunt (2023)
Assistant Professor of Exercise & Sports Science; M.S., Florida State University; B.S., University of Miami.

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)
Provost, Associate Professor of Psychology. Ph.D., M.S., Florida State University; B.A., Rollins College.

Dr. Matthew Michals-Voigt (2023)
Affiliate Assistant Professor of Counseling, Ph.D., Capella University, M.S., St. Cloud State University.

Dr. Angelique Mitchell (2023)
Assistant Professor of Educational Leadership. Ed.D., Clark Atlanta University; Ed.S., University of West Georgia, M.S., Georgia State University; B.S., Florida Agricultural and Mechanical University.

Dr. Jennifer Mowrey (2022)
Coordinator of Clinical Placements and Partnerships. Ph.D., Ohio University; M.Ed., Ohio University; M.A., Ohio University, B.A., Kent State University

Dr. Gale Neal (2015)
Associate Professor of Education. Ph.D., M.S., B.A., Florida State University.

Jeanette Norris (2022)
Program Director of Medical Laboratory Science, Assistant Professor of Medical Laboratory Science. M.S., University of Southern Mississippi; B.S., East Carolina University.

Dr. Remigio Padilla-Hernandez (2013)
Associate Professor of Mathematics. Ed.D., M.Ed., B.S., Valdosta State University.

Dr. Pauline Patrick (2008)
Division Chair, Division of Social and Behavioral Sciences. Professor of Counseling; RSA Grant Program Director. D.S.W., University of Tennessee, M.S.W., Florida State University; B.S., Union College.

Dr. Pauline Ray (2005)
Chair, Division of Business. Professor of Business. Ph.D., Touro University; M.S. Liberty University, M.S., B.S., Mississippi University for Women; B.S., Mississippi State University.

Dr. Lauren Robins (2026)
Affiliate Assistant Professor of Counseling. Ph.D., M.A., Regent University; B.S., Old Dominion University.

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. Ph.D., M.A., University of Nebraska – Lincoln; B.B.A., Korea University; B.A., Duksung Women's University.

Dr. Brian Sowa (2024)
Associate Professor of Business, Ph.D., Wayne State, M.A., Michigan State University, B.A.A., Central Michigan University

Dr. Katrina Steele
Associate Professor of Counseling; Director of Disabilities Services; Ph.D., Old Dominion University; M.S., Longwood University; B.A., Longwood University.

Dr. Tracy Tapcott-Jackson (2023)
Affiliate Assistant Professor for HRSA-CAY Grant. Ph.D., Old Dominion University; M.S. North Carolina A&T State University; B.A. University of Rhode Island.

Dr. Jenifer Thorn (2023)
Program Director of Exercise and Sports Science, Associate Professor of Exercise & Sports Science; Ph.D., Florida State University; M. S., Western Michigan University; B.S., Baylor University.

Dr. Nikolay Tsvetkov (2018)
Associate 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.

Dawn Williamson (2023)
Affiliate Instructor of Medical Lab Science; M.S., Rutgers University; B.S., University of North Carolina.

Dr. LeAnna Willison (2018)
Program Director of Science, Associate Professor of Biology. Ph.D., M.S., B.S., Florida State University.

Dr. Lindsey Wingate (2018)
Associate Professor of Education. Ph.D., M.Ed, B.A., University of Florida. Program Director Curriculum and Instruction, Middle Grades, and Secondary MEd Programs.

Dr. Shannon Wood (2018)
Associate Professor of Education, Ph.D., M.S., B.S., Florida State University.

Dr. Katie Wooten (2021)
Assistant Professor of Education. Ph.D. Mercer University, Ed.S, Thomas University; M.Ed., Thomas University; B.S., Thomas University.

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.

Bill Milford (2003 - 2024)
Assistant Professor of Social Work. M.S.W., Columbia University; B.A., University of Connecticut.

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 Learning Commons Association
American Medical Technologists
American Society for Clinical Laboratory Scientists
American Society for Clinical Pathology
Association of Baccalaureate Social Work Program Directors
Association of College Unions
Council for Accreditation of Counseling & Rehab Educational Programs
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 Field Directors Association
Georgia Foundation for Independent Colleges
Georgia Independent College Association
Georgia Learning Commons 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 Board for Certified Counselors
National College Learning Center Associations
National Defense Industrial Association
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.