

# THOMAS MORE UNIVERSITY

Catalog 2019 – 2020



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# About Thomas More University

## MISSION STATEMENT

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Thomas More University is the Catholic University of the Diocese of Covington, Kentucky. Inspired by the Catholic Intellectual Tradition, we challenge students of all faiths to examine the ultimate meaning of life, their place in the world, and their responsibility to others.

### EXPLICATION

Thomas More University is the Catholic University of the Diocese of Covington, Kentucky. The University welcomes students of all faiths and beliefs. Our primary mission is to develop and sustain challenging undergraduate, graduate, and professional programs of study, marked by superior teaching and scholarship within the Catholic intellectual tradition. Academic programs are delivered using existing and innovative teaching and learning modalities. Inspired by the teachings of the Catholic Church, and by our patron, Saint Thomas More, we challenge students to examine the ultimate meaning of life, their place in the world, and their responsibility to others. Our programs of study emphasize liberal arts within a context of ethical concern and social responsibility. These programs of study are complemented by co-curricular services and programs intended to enhance lifelong learning, foster personal growth, and develop leadership qualities.

## PROFILE

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Thomas More University, named for Saint Thomas More, the English scholar and statesman, was founded in 1921 in Covington, Kentucky, as Villa Madonna College by the Benedictine Sisters. Established as a college for women whose purpose was to train Catholic schoolteachers, the College received its charter from the Commonwealth of Kentucky in 1923. Six years later, in 1929, Villa Madonna College graduated its first students and in that same year was officially recognized as part of the Diocese of Covington. It was during this time that the operation of the College was expanded to three religious orders: the Sisters of Notre Dame, the Congregation of Divine Providence and the Benedictine Sisters.

Although founded as an institution for women, men attended many of the same classes through the Villa Madonna affiliated Saint Thomas More College. It was in 1945 that Villa Madonna College was officially designated co-educational and Saint Thomas More College was abolished. During the next twenty years, the College continued to grow and serve the needs of the community; and in 1968 an increasing enrollment and affirmation of its goals prompted the College to relocate from downtown Covington to what is now the Crestview Hills campus. The new complex was renamed Thomas More College and was dedicated by President Lyndon B. Johnson.

In 2018, Thomas More College became Thomas More University during the 50<sup>th</sup> anniversary celebration since moving to Crestview Hills, Kentucky. The University's restructure includes three colleges: Arts and Sciences, Business, and Education and Health Professions.

Today, Thomas More University serves more than 1,900 full and part-time students and is an integral part of the Northern Kentucky community. In addition to drawing heavily from the Greater Cincinnati and Northern Kentucky areas, students come to Thomas More from all over the United States and around the globe.

As an institution of higher education with a rich Catholic heritage, Thomas More University seeks to provide a quality liberal arts education in the arts, humanities, social and natural sciences. Its purpose is to provide within each student the quest for truth, the ability to reason and the degree of wisdom that marked the life of its namesake, Saint Thomas More. In achieving that end, Thomas More University hopes to help each student apply these qualities to successful life in the twenty first century.

## ACCREDITATION

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Thomas More University is:

- accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Master, Bachelor, and Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or 404-679-4500 for questions about the accreditation of Thomas More University.
- accredited by the Accreditation Commission for Education in Nursing, Inc for the Nursing (BSN) and RN to BSN programs.
- approved by the Kentucky State Board of Nursing to offer a Bachelor of Science in Nursing (BSN) degree.
- approved accreditation of the Business Administration (MBA, BBA, BA), Sports and Entertainment Marketing (BA), and Accountancy (BA) programs by the Accreditation Council for Business Schools and Programs (ACBSP).
- licensed as a postsecondary institution by the Kentucky Council on Postsecondary Education. For questions regarding Kentucky licensure, contact the Kentucky Council on Postsecondary Education at 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601, <http://cpe.ky.gov> , or 502-573-1555.
- affiliated for a Medical Laboratory Science Program with the Clinical Laboratory Programs of Saint Elizabeth Medical Center of Covington, Kentucky.
- approved by the Kentucky Education Professional Standards Board (EPSB) to offer teacher-education programs at the elementary, middle school, and secondary levels.
- accredited by the Council for Accreditation of Educator Preparation covering initial teacher preparation programs at Thomas More University out of the Education Department.
- accredited by the Commission on Accreditation of Athletic Training Education for the Master in Athletic Training program.
- approved institution with the National Council for State Authorization Reciprocity Agreements, which allows the University to provide our high-quality programs to students in other states via distance education.

## SHARED VISION STATEMENT

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As Thomas More University fulfills its stated mission, we envision our school clearly known for its commitment to academic excellence in the liberal arts and in career preparation. To achieve our mission, we resolve to maintain a student/faculty ratio that permits small classes, individual attention, and close student/faculty relationships. As a necessary foundation, we will develop an endowment sufficient to support high quality academic and extracurricular programs while we minimize tuition increases. In response to the spirit of our University community, we will provide an atmosphere of openness, honesty, trust and respect that is ever apparent to ourselves and to visitors alike. Ultimately, we at Thomas More University have committed ourselves to the integrity, concern for justice, and service to others for which our Spiritual Patron and namesake – Saint Thomas More – is so justly renowned.

## STATEMENT ON VALUES

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Thomas More University has a twofold nature: it is 1) Catholic and 2) an institution of higher learning. It consequently has a twofold goal: to promote the truth and moral values espoused by the Roman Catholic Church and to do so in the context of providing higher education in both the speculative and practical orders. The faculty believes that such a goal can only be achieved when certain values are embraced and conveyed. While an exhaustive listing of these values might be more confusing than helpful, the faculty considers the statement that follows to indicate the way in which these values are interrelated and interdependent within the framework of a truly Christian understanding of faith, hope and love.

Because the University acknowledges the importance of human life and faith in God, it sees the pursuit of knowledge in all realms as contributing to a deeper understanding of God and God's creation. Knowledge, then, is not merely an end in itself, but a gateway opening to the mystery of reality, and of truth. Faith informs the process by which truth is sought and underpins the value we place on the practice of academic freedom, which seeks to bear witness to the respect with which God treats individuals in their quest to know and live His Truth.

As a Christian community living in hope, the University attaches particular importance to those qualities that bring the reality of the Kingdom of God into the world. The University seeks to develop persons who will be competent in their various fields of endeavor, who will have a sense of responsibility toward their fellow human beings, respect for all life, indeed toward all the resources of the earth that God has placed in our care. The University community, therefore, holds out the ideal of a world in which the justice and peace of the Kingdom can be a reality that we bring to life, not simply an image we wish for, but do nothing to attain.

In an atmosphere characterized by Christian love, the University promotes respect for the unique talents, self-awareness, self-fulfillment, and freedom of each person together with tolerance and compassion for their weaknesses and limitations. Because love is not just an emotion or a passing fancy, the University community challenges itself to translate love into commitment and service to others.

As a Catholic, liberal arts university we work to give witness to God's creation and the dignity of the human spirit by including the diversity of humankind in our pursuit of scholarship, service and integrity.

## **POLICY FOR ACCOMMODATING STUDENTS WITH DISABILITIES**

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Students with disabilities, both visible and invisible, seeking special accommodations must do so through the Office of Student Accessibility (OSA) of Thomas More University. Section 504 of The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Thomas More University to provide reasonable accommodations that afford an equal opportunity for students with disabilities. However, the University is not required to provide accommodations that would place an undue hardship on Thomas More University, lower the standards of the academic program, or fundamentally alter the academic program. For accommodations to be awarded, the student must provide appropriate documentation of the disability. Generally, an undergraduate student needs only to produce the documentation of the disability at the beginning of his/her academic tenure at Thomas More University. However, all students receiving accommodations for disabilities must renew his/her registration for accommodations at the beginning of each and every semester the student is enrolled in classes.

Students seeking information about Thomas More University's disability services or wanting to register for accommodations should contact the Office of Student Accessibility.

# COLLEGES AND DEGREE PROGRAMS

## COLLEGES

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Thomas More University has three distinct Colleges and one Institute:

- College of Arts and Sciences
- College of Business
- College of Education and Health Sciences
- Institute of Ethical Leadership and Interdisciplinary Studies

## GRADUATE DEGREES AWARDED

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Thomas More University offers graduate programs and awards the following degrees:

- Master of Arts in Ethical Leadership (MA)
- Master of Arts in Teaching (MAT)
- Master of Business Administration (MBA)
- Master of Education (MEd)
- Master of Science in Athletic Training (MS)

## UNDERGRADUATE DEGREES AWARDED

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In its undergraduate programs, Thomas More University awards the following degrees:

- Bachelor of Arts (BA)
- Bachelor of Business Administration (BBA)
- Bachelor of Elected Studies (BES)
- Bachelor of Fine Arts (BFA)
- Bachelor of Science (BS)
- Bachelor of Science in Nursing (BSN)
- Associate in Arts (AA)
- Associate in Elected Studies (AES)

A student receiving a bachelor's degree from Thomas More University may receive a second bachelor's degree of a different type from Thomas More University, e.g. a Bachelor of Arts degree and a Bachelor of Science in Nursing degree, after completing a minimum of 30 additional credit hours beyond the requirements for the first degree, including all requirements for the second degree program. Thomas More University does not award two separate bachelor's degrees within the minimum 120 credit hours required for a bachelor degree.

In addition, the University awards certificates for successful completion of certificate programs.

## MAJOR FIELDS OF STUDY

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The major fields of study at Thomas More University differ, depending upon whether the student is working toward a bachelor's degree, an associate's degree, or a certificate.

### Baccalaureate Majors available:

Accountancy (BA, BES)  
Art (BA, BES, BFA)  
Biology (BA, BES, BS)  
Biochemistry (BS)

Business Administration (BA, BBA, BES)  
Chemistry (BA, BES, BS)  
Communication (BA, BES)  
Computer Information Systems (BA, BES)

Criminal Justice (BA, BES)	Laws (BA)
Economics (BA, BES)	Mathematics (BA, BES)
Education:	Management Information Systems (BA)
Educational Studies (BA)	Medical Laboratory Science (BS)
Elementary School (BA)	Nursing (BSN)
Middle School (BA)	Philosophy (BA, BES)
Secondary School (BA)	Physics (BA, BES, BS)
Special Education (BA)	Political Science (BA)
English (BA, BES)	Psychology (BA, BES)
Ethical Leadership (BA, BES)	Sociology (BA, BES)
Exercise and Health Strategies (BS)	Spanish (BA)
Exercise Science (BS)	Sports and Entertainment Marketing (BA)
History (BA, BES)	Theatre (BA, BES)
International Studies (BA, BES)	Theology (BA, BES)

Student initiated majors are also possible for the creative student who wishes to plan his/her own major program as an alternative to the above majors. The multidisciplinary approach to a major program paves the way for majors that are responsive to the contemporary student's quest for relevance and meaning, while not relaxing the standards which the University has set for the more traditional majors. A multidisciplinary major is defined as an academic program focusing on a significant global problem – for example, a major societal, academic, cultural, environmental, institutional or organizational problem – that draws upon several disciplines for courses which together constitute an academic approach to the problem. It is a full-fledged major, but without a specific department. It must receive approval from the Provost and the student must have a sponsoring advisor.

**Major programs enable students to prepare themselves for:**

1. graduate work in the various fields of preparation;
2. entrance to professional schools of dentistry, engineering, law, medicine, pharmacy, veterinary medicine, and related professions; and
3. employment in a variety of fields such as teaching, social work, medical laboratory science, nursing, engineering, industry, and business among others.

Students who, subsequent to the awarding of a given degree, earn a second major for that same degree are not entitled to participate in the graduation ceremony again, nor are they entitled to a second diploma. This regulation, however, does not prohibit students who complete the requirements of a different degree program from either participating in the graduation ceremony again or receiving a second diploma.

Thomas More University offers minors to complement the baccalaureate majors. Minors are designed to increase knowledge or skills for a student’s interest and to improve career preparedness.

**Minors available:**

Accountancy	Gerontology
Art History	History
Biology	Humanities
Biochemistry	Information Systems
Bioinformatics and Computational Biology	International Studies
Business Administration	Mathematics
Chemistry	Multimedia Design
Communication	Non-Profit and Public Administration
Criminal Justice	Philosophy
Economics	Physics
English	Political Science
Environmental Science	Psychology
French	Sociology



Spanish  
Theatre  
Theology

Visual Art  
Web Design

**Associate Majors available:**

Management (AES)

Music (AA, AES)

**Majors listed with a teach out plan:**

Accountancy (AA, AES)  
Athletic Training (BS)  
Biology (AA, AES)  
Business Administration (AA)  
Chemistry (AA, AES)  
Computer Information Systems (AA, AES)

Gerontology (AA)  
History (AA, AES)  
Mathematics (AA, AES)  
Philosophy (AA, AES)  
Psychology (AA, AES)  
Theology (AA, AES)

**Certificate programs available:**

Theology

# UNDERGRADUATE ADMISSION

## ADMISSION PROCEDURES

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I. Students who have been out of high school for less than five years must adhere to the following admission procedures. All students seeking admission to undergraduate degree status for any program must be graduates of an accredited high school (or have a G.E.D.) and must have a copy of their high school (or G.E.D.) transcript submitted directly to the University, as well as scores on the American College Test (ACT), the Scholastic Aptitude Test (SAT), or the Classical Learning Test (CLT). An exception is made for students who have never been enrolled in any college for a period of more than two years after graduation from high school who did not previously take either the ACT, SAT or CLT. They will not be required to take either test as a condition of admission. Students who have previously been enrolled in another college must also have official transcripts of their work submitted directly to the University. An application form, available from the Office of Admissions, is required. Credentials accepted for admission become the property of Thomas More University.

The pre-university curriculum required for admission should include the following 17 units, but an applicant who lacks some of them may be admitted at the discretion of the Admissions Committee.

English 4

Mathematics (Including Algebra II) 3

Science 3

Social Studies 3

Arts Appreciation 1

Non-native Language 2

Computer literacy 1

The admission policy of the University is based on the principle that only those who show promise of success are to be admitted. This decision rests on a consideration of the student's past performance. A student may be admitted by the Director of Admissions by fulfilling the following criteria:

1. A high school average of C+ or 2.5/4.0 based on college preparatory courses; or GED scores in the top 50th percentile.
2. A minimum of 20 on the English section of the American College Test (ACT) or 480 on the verbal section of the Scholastic Aptitude Test (SAT).
3. A minimum composite score of 20 on the ACT, 980 combined score on the SAT, or 66 on the CLT.

II. Students who have been out of high school for five or more years must complete an application, request high school transcripts showing graduation or GED scores and transcripts from all colleges previously attended (whether credit was earned or not) be submitted directly to the University. As stated under Section I, the admission policy of the University is based on the principle that only those who show promise of success are to be admitted to degree status.

A student may be admitted by the Director of Admissions by fulfilling the following criteria:

1. A high school average 2.0/4.0 based on college preparatory courses; or successful completion of a GED.
2. A grade point average of 2.0 or above (0–4 quality point scale) from previous colleges; for students transferring more than 24 hours, the high school GPA requirement is waived.
3. Resume demonstrating increased levels of professional responsibility.
4. Satisfactory interview with an advisor.

Meeting minimum academic requirements does not guarantee admission to Thomas More University.

If a student does not meet each of the above requirements, his/her file may be forwarded to the Admissions Committee for individual consideration. The Committee then decides the student's status from the following alternatives: unconditional admission, conditional admission or rejection. The Committee reserves the right to limit the number of credit hours for which a student may register and/or restrict the student from attending accelerated classes.

## READMISSION

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Students who have attended Thomas More University, but have been out of attendance for one year, must apply for readmission. They will be subject to the appropriate admission requirements currently stated in the section on admission procedures. Exceptions are granted for students who submit an approved Notice of Enrollment Interruption form with the Office of the Registrar prior to a break in enrollment. Students who leave for military service will be readmitted with the same status they had when last in attendance, as long as the period of absence does not exceed five years. After five years, the student must reapply. (Cf. also the Policy on Maintenance/Forfeiture of Degree Status under "Academic Regulations".)

## TRANSFER STUDENTS

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Students who have been enrolled in another post-secondary institution who seek admission to the University in any of its programs must have official transcripts submitted directly from the issuing institution to Thomas More University. Credits completed at the previous, post-secondary institution(s) that meet the criteria outlined below are considered transferable and will be posted to the student's record at Thomas More University. Grades earned will not be used in the calculation of the Thomas More University G.P.A. After submission of these transcripts, students may be admitted as transfer students under one of the following conditions:

1. Students who have earned any amount of transfer credit from a post-secondary institution prior to high school graduation must meet the applicable admissions requirements previously listed for students who have been out of high school less than five years or for students who have been out of high school for five years or more.
2. A student who has achieved a cumulative grade point average of 2.0 or higher (on 0–4 quality point scale) at the previous, post-secondary institution(s) and has completed less than 12 transferable semester credits at the post-secondary institution(s) must meet the applicable admissions requirements previously listed for students who have been out of high school less than five years or for students who have been out of high school for five years or more.
3. A student who has achieved a cumulative grade point average of 2.0 or higher (on 0-4 quality point scale) at the previous, post-secondary institution(s) and has completed at least 12 transferable semester credits at the post-secondary institution(s) will be admitted.
4. A student who has not achieved a cumulative grade point average of 2.0 or higher (on 0-4 quality point scale) at the previous, post-secondary institution(s), no matter how many credit hours were earned, may be admitted to the University (at the discretion of the Admissions Committee). Thomas More University will, however, respect the academic sanctions applied by other institutions.
  - a. Students who have been placed on probation at another institution may be granted conditional admission to Thomas More University. The Admissions Committee will determine the conditions to be met before the student's status may be changed to unconditional. Failure to meet those conditions would result in dismissal from the University.
  - b. A student suspended or dismissed by another institution will only be considered for admission to Thomas More University under the same criteria applied to its own students. (Cf. Suspension and Dismissal.) The Admissions Committee may elect to grant conditional admission to such students.

## TRANSFER CREDIT

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### A. Transfer Credit Prior to a Student's Matriculation to Thomas More University

Thomas More University recognizes that courses taken at other post-secondary institutions prior to a student's admission to Thomas More may qualify for transfer, but the University reserves the right to determine the acceptability of transfer credits in accord with its mission and goals. Usually, the following regulations and guidelines are employed in identifying university-level learning for transfer, but these are not all-inclusive of the considerations that must be weighed in reviewing an official transcript for the awarding of transfer credit at Thomas More University. It is the student's responsibility to request the issuance of transcripts from other institutions to Thomas More University. Only official transcripts sent directly from the issuing institutions to Thomas More University will be accepted. No other copies will be used in the official determination of transferable credit.

#### I. Number of credit hours that may be accepted in transfer

- a. Thomas More University accepts up to 90 semester-hour credits and equivalency credits in transfer and allows them to be applied to a bachelor's degree; it allows as many as 44 semester hour credits and equivalency credits which are accepted in transfer towards an associate's degree; and as many as 12 semester-hour credits and equivalency credits, which are accepted in transfer to be applied to a certificate. No more than 60 semester hours will be awarded in transfer from a two-year institution. Students must earn at least 25% of their credit hours through instruction offered by Thomas More University, exclusive of transfer credit and credit earned through the consortium program.
- b. Of the above number of credits (A), the maximum number of credits awarded for "extra-institutional learning" (as defined in Section II. C. below) which may be applied to a bachelor degree is 60, to the associate's is 30, and to the certificate is 8.
- c. In order to earn a degree in a specific major, a student must complete at least 18 of the hours required in that major for a bachelor's degree and 9 hours for an associate's at Thomas More University.

#### II. Institutions from which credit hours may be accepted in transfer

- a. Thomas More University accepts credit attached to courses taken at any post-secondary degree granting institution of higher education accredited by one of the Regional Accrediting Associations. The completed courses must carry a grade of C- or better (1.667 or higher on a 0-4 quality point scale). Grades earned will not be used in the calculation of the Thomas More University G.P.A. Courses with a Pass/Satisfactory grade will ordinarily be accepted as general elective credit only. Courses not awarded credit by the student's previous institution(s) cannot be transferred. A quarter-hour taken at schools operating on the quarter calendar system will convert to .667 semester hours at Thomas More University.
- b. Courses taken at a post-secondary institution of higher education not accredited by one of the Regional Accrediting Associations will be considered on an individual basis by the appropriate Academic Department, the Office of the Registrar, and the Office of the Provost. Students who apply for admission from other countries are required to have their credentials evaluated by American Association of College Registrars and Admissions Officers (AACRAO) International or the World Education Service. The applicant is responsible for the fees charged for this service.
- c. The award of credit for "extra institutional learning" will be based on the recommendation of the American Council on Education (ACE), as stated in their current publications. "Extra-institutional learning" includes but is not limited to ACE, CLEP, Dantes, Challenge Tests, and credit for work or professional training, including military training. Credit by examination cannot be awarded for a lower level course in a discipline than one for which the student has already earned credit. A student may also not earn credit by examination for a course if they have earned credit for a course with similar

content. If the credit is transferred to meet a major requirement, the department may require supplemental learning to meet the Thomas More University equivalency. Courses not approved by ACE will be considered on an individual basis by the appropriate Academic Department, the Office of the Registrar, and the Office of the Provost.

### III. **Types of courses for which credit hours may be accepted in transfer**

- a. Credit is granted for academic work substantially equivalent to that offered at Thomas More University. Cooperative education credit will be considered after appropriate documentation is provided by the student and the appropriate academic department reviews the documentation and approves. No more than 15 hours of co-op credit will be awarded in transfer and co-op credit awarded will count towards general elective credit and not towards major requirements. Credits for courses of a vocational or technical nature are not acceptable in transfer. Remedial level courses will not be accepted in transfer.
- b. Transfer courses are evaluated in the Office of the Registrar for acceptance of core curriculum requirements and general elective credit. A student's major department determines whether credit applicable to departmental requirements will be accepted in transfer.
- c. The transfer of credit awarded for prior experiential learning by any post-secondary institution of higher education will be considered on an individual basis in consultation with the appropriate department(s).
- d. Registered nurses who successfully completed a National League of Nursing (61 Broadway, New York, New York 10006, 1-800-669-1656) accredited Hospital Diploma Program may be awarded as many as 90 semester hour equivalency credits for past academic work.
- e. Paramedics who have successfully passed the National Exam for Paramedic Certification may be awarded as many as 40 semester hour equivalency credits for past academic work.
- f. Students who are International Baccalaureate Diploma Recipients may receive up to one full year of college credit. I.B. certificate recipients are eligible for limited credit. I.B. recipients should request the Thomas More University guidelines for granting I.B. credit.

### **B. Transfer Credit for Current Students at Thomas More University**

To help ensure the achievement of its objectives, Thomas More University normally requires that a matriculated student complete his/her study at the University; however, a full time student at Thomas More University may register through the University for courses at any college or university in the Greater Cincinnati Collegiate Connection. In addition, a student may be given permission to take up to 18 credit hours at other institutions at the discretion of the Provost. In all situations involving study at another institution, the student must provide, in advance and in writing, academic justification for his/her request and obtain permission from the Provost after obtaining the signature of the Chairperson of the department of the course in question. Courses taken in violation of this policy will not be accepted in transfer.

Please see the section about the Greater Cincinnati Consortium and Residency for more details.

## **NON-DEGREE STATUS**

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Individuals wishing to take courses for academic credit (or audit) but not currently pursuing a degree program may enter the University as non-degree seeking students. Enrollment as a non-degree student does not imply admission to the degree granting program of the University; however, non-degree seeking students are held to the same academic standards as degree students. Non-degree seeking students are not eligible for financial aid or club and athletic participation. Registration for non-degree seeking students is available through the Office of the Registrar.

- I. **Eligibility for Non–Degree Status** - Enrollment in non-degree status is open to persons who:
  - a. have a high school diploma, or an equivalency certificate based on the results of the General Educational Development (GED) Tests;
  - b. if enrolled at another collegiate institution or at Thomas More University at any time during the previous calendar year, are eligible to return to that institution in good standing;
  - c. meet the prerequisite of the course or courses;
  - d. are international students whose previous educational attainments in foreign or U.S. schools are deemed to be of an acceptable level by Thomas More University; or
  - e. have received an exemption from the above requirements by the Provost.
- II. **Change of Status from Non–Degree to Degree Student** - Only students who have applied to and been admitted by the Office of Admissions may hold degree status. Non-degree seeking Thomas More students may apply for admission to degree status through the Office of Admissions by filing an application with the Office of Admissions or the Center for Adult and Professional Education after the successful completion of 24 credits with a cumulative grade point average of C or better earned at Thomas More. A non-degree student eligible for admission to degree status may apply up to 24 credit hours taken at Thomas More University in non-degree status, if that course work is deemed by the University to be appropriate to a degree program. Students who choose to continue in a non-degree status after the completion of 24 credit hours have no assurance that additional credit may be applied to a degree.

## INTERNATIONAL STUDENTS

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Qualified international students may apply to the University for admission and must meet the applicable admissions requirements previously listed for students who have been out of high school less than five years, students who have been out of high school for five years or more, or transfer students. In addition to those requirements, students who completed high school (or equivalent) outside of the United States and whose primary language is not English must demonstrate the ability to read, write and understand English by submitting passing scores on the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Duolingo English Test (DET). The minimum scores are as follows:

- TOEFL, internet-based test – 70 total score, with a minimum of 17.5 in each section
- TOEFL, paper-based test – 520 total score, with a minimum of 35 in each section
- IELTS – 6 total score, with a minimum of 5.5 in each section
- DET – Internet-based test – 50 total score

Students attending college for the first time must submit a complete and official record of all secondary schools (or equivalent) previously attended, signed by an authorized official of the school, including dates of attendance, subjects studied, and grades; a certified copy is acceptable. Students who have previously been enrolled in another college (or equivalent) must also submit a certified translated transcript of credits from any institution previously attended and have their credentials evaluated by the American Association of College Registrars and Admissions Officers (AACRAO) International or the World Education Service. (The applicant is responsible for the fees charged for this service.) Counseling is available through the Office of Admissions where they are authorized to issue I-20's (Certificates of Eligibility) for F-1 student visas.

## EARLY ADMISSION/DUAL CREDIT PROGRAMS

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The Early Admission and Dual Credit Programs at Thomas More University offer qualifying high school students the opportunity to register for courses and receive college credit with their high school's approval. Early Admission students may enroll in on-campus or online courses offered at Thomas More University. Dual Credit courses are offered in conjunction

with area high schools. Students may take up to seven hours per semester in Early Admission and Dual Credit courses. Courses are offered at a discounted rate. Once enrolled, students will have an official academic record at Thomas More University.

Thomas More University will enroll non degree status students who:

1. have two courses in English, two in Mathematics, two in Science, two in Social Studies;
2. have an overall grade point average of 3.5 or better in the above courses;
3. have submitted a completed application and a high school transcript.
4. maintain a 2.0 in Thomas More University Early Admission and Dual Credit courses to continue in the program.

Students not meeting the above requirements may be admitted to the program with joint approval of the Provost and the student's guidance counselor.

# COSTS AND FINANCIAL AID

## TUITION AND FEES

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### **Undergraduate Traditional Programs Tuition and Fees Summer 2019**

Per credit hour for 1 through 11 hours	\$500
12-18 credit hours	\$15,275
Additional per credit hour in excess of 18 hrs.	\$620
Saints Experience Fee	\$77/cr. hr., Max \$770

### **Undergraduate Traditional Programs Tuition and Fees Fall 2019 and Spring 2020 (effective summer 2019)**

#### **Full-Time per Semester**

12-18 credit hours	\$15,275
Additional per credit hour in excess of 18 hrs.	\$620
Saints Experience Fee	\$770

#### **Part-Time per semester**

Per credit hour for 1 through 11 hours	\$665
Saints Experience Fee	\$77/cr. hr., Max \$770

#### **Additional fees**

Athletic Training and Nursing differential	\$45 per credit hour
Graduation Fee	\$50
Graduation Late Fee	\$25
Transcript Fee (per copy)	\$5 for online request, \$15 for in-person or mailed request
Consortium Fee (per credit hour)	\$15
Admission Fees as applicable	

### **Graduate Programs Tuition and Fees 2019-2020 (effective summer 2019)**

**Master of Arts in Teaching** Per credit hour \$510

**Master of Education** Per credit hour \$510

**Master of Science in Athletic Training** Per credit hour \$565

#### **Additional fees**

Saints Experience Fee	\$230 per course
Graduation Fee	\$50
Graduation Late Fee	\$25
Transcript Fee (per copy)	\$5 for online request, \$15 for in-person or mailed request
Admission Fees as applicable	

Saints Experience Fee includes student activity, technology, printing, parking services, and book rental program.



NOTE: Some courses have special lab and supply fees, which range from \$10 to \$200. Consult the schedule of classes in the Office of the Registrar for lab and course fees. For rates applicable to accelerated programs please consult the Accelerated Program Office. (N.B. These rates apply for the 2019–2020 academic year only.)

There are also additional fees applicable to all students. Please consult the Bursar for more information. For Room and Board charges, consult the Bursar or Student Life.

Since income from tuition and fees covers only a portion of the total cost of educational and institutional services, the University has to rely on other sources to meet costs including contributed services, support from the Diocese of Covington and its parishes, annual fund programs, funded scholarships, and gifts from individuals, corporations, and foundations. Thus, every Thomas More student actually receives financial assistance from many donors.

### METHOD OF PAYMENT

The total amount of tuition, fees, and residence hall charges is due prior to the start of the semester. Thomas More University accepts all major credit cards, including Discover, MasterCard, Visa, and American Express. All payments are to be made to the Bursar and checks are to be made payable to Thomas More University.

Amounts from a prior semester must be paid in full before registration will be permitted for any subsequent semester. A \$100 late fee will be added if payment or payment arrangements are not made by the approved date. Also, the registration may be canceled and the students will have to re-register incurring a \$100 reinstatement fee. No student with an account balance will receive an official transcript of credits or a diploma. Interest is charged on any unpaid balance. Please consult the Bursar for more information.

The University has a payment plan which has been designed to relieve the pressure of large "lump sum" payments by allowing students to spread the cost over a period of months without borrowing money or paying interest charges. The plan may be used to supplement all other forms of financial aid such as grants, loans, and scholarships. Participation is on a semester basis and there is an enrollment fee. Thomas More University also offers an employer reimbursement deferred payment plan for students eligible for employer reimbursement. The student must provide a letter on company letterhead that confirms the student's eligibility for full or partial reimbursement. In addition, the student will incur a \$15 per credit hour administrative fee. Any bills not paid by 30 days after the completion of the course will be subject to the University's policy on past due accounts. Please contact the Office of the Bursar for further details on either plan.

### WITHDRAWAL AND REFUNDS

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Students wishing to withdraw from a class or from the University must notify the Office of the Registrar in writing. The date of receipt of notification is the official date of withdrawal for purpose of obtaining a pro-rated refund. THE STUDENT WILL BE BILLED AND FINANCIALLY RESPONSIBLE FOR ANY PAYMENT DUE TO THE UNIVERSITY RESULTING FROM THE REFUND POLICY.

#### **Tuition will be refunded based on the following schedule:**

Traditional semester courses that meet 16 weeks and beyond:  
Before and during the first week – 100%  
During the second week – 75%  
During the third week – 50%  
During the fourth week – 25%  
After the fourth week – 0%

For courses that meet alternate weeks:  
On or before the sixth day after the course begins – 100%  
Between the seventh and twentieth day after the course begins – 50%  
Anytime thereafter – 0%

For courses that meet from 4 to 15 weeks: For courses that meet from 1 to 3 weeks:  
Before or during the first week – 100% On or before the second day – 100%  
During the second week – 50% On the third or fourth day – 50%  
After second week – 0% After the fourth day – 0%  
For further information please contact the Office of the Bursar.

Note: Failure to attend class(es) does not constitute official withdrawal or eligibility for refund. Lab and course fees are not refundable after classes begin. Refunds for room and board are determined by the Department of Student Affairs as reflected on the Housing Contract. In extraordinary circumstances, such as serious illness or injury, when a student is forced to withdraw from classes after the refund period has ended, a written appeal may be made. Contact the Office of the Bursar for specific procedures. Appropriate documentation is required with such an appeal.

## **FINANCIAL AID**

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Financial aid is available to students at Thomas More University from federal, state and institutional sources. All students who feel that they need financial assistance are encouraged to apply.

### **FEDERAL AND STATE PROGRAMS**

Federal Pell Grant • Federal Supplemental Educational Opportunity Grant (SEOG)  
College Access Program Grant (CAP) • Kentucky Tuition Grant (KTG)  
Federal TEACH Grant • Nursing Student Loan  
Federal Direct Stafford Student Loan  
Federal Direct Parent Loan for Undergraduate Students (PLUS)

### **COLLEGE WORK PROGRAMS**

College Work Study Program (Federal)

### **THOMAS MORE UNIVERSITY SCHOLARSHIP AND GRANT PROGRAMS**

Academic scholarships are awarded to entering students on the basis of high school grade point average, and ACT/SAT score. Scholarships are automatically renewed for up to four years if the student maintains the GPA required for their scholarship. To be considered for a scholarship, the student must complete the admission application to be accepted to Thomas More University. The financial aid/scholarship process is outlined in detail in the Scholarship and Financial Aid Brochure. A variety of other scholarships are available based on such factors as academic achievement, major, geographic location and financial need. A complete listing of specific scholarships is available on the Financial Aid website.

### **SCHOLARSHIPS**

James Graham Brown Honors Scholarship • Presidential Scholarship • Dean's Scholarship • TMU Scholarship  
Additional Scholarships Available

### **OTHER FINANCIAL ASSISTANCE**

National Merit Scholarship • Governor's Scholarship • Out of State Award  
Legacy Tuition Grant • Sibling Award

### **THOMAS MORE TRUST FINANCIAL AID INITIATIVE**

Parochial Promise • Thomas More Access Grant

**FINANCIAL AID**  
**STANDARDS OF ACADEMIC PROGRESS (SAP)**

In order to qualify for financial assistance from the federal and state governments as set forth by The Higher Education Act of 1965, Thomas More University has developed standards of satisfactory academic progress prior to awarding any federal financial aid funds to students. These standards were established to encourage students to successfully complete courses for which federal financial aid is received and to progress satisfactorily toward degree completion. Successful completion of a course is defined as receiving one of the following grades: A, B, C, D or P.

The standards apply to the following financial aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, Federal Direct Stafford Loans, Federal Direct Parent Loan for Undergraduate Students (PLUS), and Nursing Student Loans. These requirements also apply to the KHEAA grant programs, College Access Program (CAP) and Kentucky Tuition Grant (KTG).

**Note: These Financial Aid Standards of Academic Progress are separate from, and in addition to, academic standards required by the University for continued enrollment.**

***This SAP policy is effective July 1, 2017 and supersedes all other Thomas More University SAP policies published on the web and/or in prior catalogs.***

The criteria used to determine financial aid academic progress are GPA, course completion rate and maximum time frame for completion of degree requirements. All periods of enrollment are reviewed, including semesters during which no financial aid was received.

**I. Qualitative Requirement – Grade Point Average**

Undergraduate students must maintain a minimum cumulative GPA of 2.00. Graduate students must maintain a minimum cumulative GPA of 3.00.

**II. Quantitative Requirement – Completion Rate**

Undergraduate and graduate students must successfully complete a minimum of 67% of the credit hours attempted.

**Repeated Coursework**

Repeated coursework for which a student previously received a passing grade will only be counted once toward financial aid eligibility. Repeated coursework for which a student failed the course may be counted for financial aid eligibility until the course is passed.

**Withdrawal**

Withdrawals count as credit hours attempted toward both completion rate and maximum time frame.

**Incomplete Grades**

At the time of evaluation (the end of each period of enrollment), Incomplete grades do not affect a student's cumulative GPA for SAP but count as credit hours attempted toward both completion rate and maximum time frame. Students with grades of Incomplete, which become new letter grades prior to or during a subsequent period of enrollment, may affect financial aid eligibility for that period of enrollment can contact Financial Aid department for further evaluation.

**III. Maximum Time Frame for Completion of Degree Requirements**

Students must complete their first degree program within 150% of the published length of their degree program. Most programs at Thomas More University are four years in length and/or minimum of 120 credit hours. Undergraduate students may receive financial aid for a period not to exceed the equivalent of 12 semesters of full-time enrollment (12 credit hours) or 180 attempted credit hours. Graduate students may receive financial aid for a period not to exceed the equivalent of 6 semesters of full-time enrollment.

#### **IV. No Passing Grades**

Students who begin attendance and have not officially withdrawn and fail to earn a passing grade in at least one course offered over the entire semester, will be treated as an unofficial withdrawal. These students may be required to return a portion of their Title IV financial aid. Unofficially withdrawn students will have received a grade of 'Y'.

#### **V. Evaluation**

All enrolled students are evaluated for SAP at the end of each semester after official grades have been posted. Students who do not meet the satisfactory academic policy standards will receive a letter from the Office of Financial Aid indicating the status of their financial aid awards as listed below:

- Warning – Failure to make SAP but student is financial aid eligible for one more period of enrollment and must make SAP by the end of that period of enrollment or financial aid eligibility will be suspended. Students do not have to appeal.
- Suspend – Failure to make SAP after a warning period but student is eligible to appeal. If the appeal is approved, the student can continue financial aid eligibility for another period of enrollment under a probation status.
- Probation – Failure to make SAP but has appealed and appeal has been approved. The student is eligible to receive financial aid for one more period of enrollment. The student may be required to follow an academic plan.
- Ineligible – Failure to make SAP and/or failure to follow required academic plan. This status also applies to appeals that are not approved. The student is not eligible for financial aid until cumulative SAP standards are met. This status may not be appealed.

#### **VI. Appeal Procedures**

All students who have their financial aid eligibility suspended may appeal to the Financial Aid Committee to receive financial aid in a subsequent period of enrollment. Appeals must be completed and turned in to the Office of Financial Aid within the following time frames: June 15th for fall semester, Monday before classes begin for the spring semester, June 1 for summer.

Appeals must be in a written format and include the following:

- Printed student name, ID, daytime phone number, and signature
- Information describing why SAP minimum standards have not been met and how the situation has changed so that SAP will be met at next evaluation
- Details of any mitigating circumstances, including supporting documentation from a third party (e.g., police reports, detailed hospital bill or physician's statement, death certificate, etc.)
- Enrollment plans for the next period of enrollment (e.g., number of credit hours, change in major, academic improvement plan details, any other academic-related documentation, etc.)

Students are notified of their SAP appeal decision through their Thomas More e-mail account. The Financial Aid Committee decisions are final. Students whose appeals are not approved may reestablish financial aid eligibility only by meeting the SAP cumulative standards.

Academic Plans-All students who appeal successfully and are subsequently placed on probation will create an academic plan based on the student's individual situation and content of appeal on a case-by-case basis. The requirements of these more rigorous plans will be made in writing and signed by the student prior to a subsequent financial aid disbursement and the academic plans will be monitored by the Office of Financial Aid or designee.

#### **VII. Academic Suspension**

Any student suspended from the University will be ineligible for further financial aid. If the Provost grants reinstatement, the student may appeal for reinstatement of financial aid eligibility to the Director of Financial Aid in accordance with the Financial Aid Appeal Procedure outlined in this policy.

#### **VIII. Scholarship Retention Requirements**

To retain title to a Thomas More University scholarship, by the end of each academic year, a student must meet the required GPA for the following scholarships:

- Maintain a cumulative GPA of 3.6 for full tuition scholarships, including James Brown Honors and Chancellor's Scholarship
- Maintain a cumulative GPA of 3.5 for Presidential Scholarship
- Maintain a cumulative GPA of 3.0 for the Dean's Scholarship and Dean's Transfer Scholarship
- Maintain a cumulative GPA of 2.5 for the following: TMU Scholarship, Transfer Award, and Parochial Promise
- Maintain a cumulative GPA of 2.0 for the following: Sibling Award, and Legacy Tuition Grant

Cumulative GPAs are reviewed at the end of each academic year. Students who do not meet their cumulative GPA requirement will forfeit \$1000 of their scholarship for the next academic year. Please refer to the scholarship renewal policy for additional information.

### **FINANCIAL AID WITHDRAWAL/REFUND POLICY**

Students who choose to withdraw from the University prior to the end of an enrollment period (semester) should follow the University's guidelines for withdrawing from school. An Official Withdrawal Form must be completed and submitted to the proper office before a student can be considered officially withdrawn. Students wishing to officially withdraw should contact the Office of the Registrar.

#### **I. STATE AND INSTITUTIONAL FUNDS REFUND POLICY:**

State and Institutional funds will be adjusted whenever a student drops credit hours or withdraws completely during the semester. Those funds must be refunded to either the State (per regulations) or to Thomas More University. Institutional funds will be refunded based upon Thomas More University's tuition refund schedule.

#### **II. FEDERAL TITLE IV FUNDS WITHDRAWAL REFUND POLICY:**

Federal student aid recipients who begin attending classes during a semester and who cease attending or performing academic activities prior to the end of the semester, and never complete an Official Withdrawal Form are considered by the federal government to have Unofficially Withdrawn. If University records indicate that a student did begin attending classes but subsequently unofficially withdrew, the University will consider the Unofficial Withdrawal date to be the midpoint of the semester (unless documentation exists of an earlier or later date of attendance/academic activity by the student). If no attendance or academic activity can be documented, the Unofficial Withdrawal student must repay the entire amount of aid disbursed for that semester or term.

When a federal student aid recipient withdraws, officially or unofficially, after attending at least the first class day, the University will return, and the student aid recipient will be required to repay, a prorated portion of funds received based upon a federally required calculation (see Return of Title IV Funds section below).

If University records show a federal student aid recipient never attended a class and/or never performed an academically related activity for a semester or term, then the recipient never established eligibility for any aid funds that may have been disbursed for that semester or term. In addition, any student aid recipient who drops all classes or voids his/her schedule with an effective date prior to the first day of class for a semester or term, did not establish eligibility for any aid funds that may have been disbursed for that semester or term. In either case, the student aid recipient must repay the entire amount of aid disbursed for that semester or term.

If a student withdraws with an effective date of first class day, he/she must repay the entire amount of aid disbursed for that semester or term, unless documentation of attendance and/or an academic activity of that first day can be provided by an academic official.

If a student did not receive any federal student aid but did receive other types of aid funds, and subsequently officially withdraws, refunds and repayments will be based upon the University's refund schedule.

**Return of Title IV (Federal) Funds When a Student Withdraws:**

Under the Higher Education Amendments of 1998, the amount of aid a student has earned for the enrollment period, is based on the length of time the student remains enrolled for that period. Therefore, the percentage of the enrollment period completed is also the percentage of aid the student has earned.

- If a student withdraws on or before the 60% point of the enrollment period, the percentage of aid earned is equal to the percentage of time completed. (Conversely, the percentage of aid unearned, is equal to the percentage of time not completed, up to the 60% point.)
- A student who remains enrolled beyond the 60% point of the enrollment period, has earned 100% of the aid for that period. (There would be no unearned aid.)

**Repayment of the Unearned Amount is Calculated as Follows:**

School will return:

- the lesser of the amount of unearned Title IV aid or unearned Institutional Charges

Student will return:

- the unearned amount of Title IV Grants
- the student's and parent's earned portion of federal loan proceeds will not be returned, but is to be repaid to the loan holders according to the terms of the borrower's promissory note.

The University will return the unearned fund and the student's account will be charged back the amount of the returns.

The Unearned Amount of Title IV aid must be returned to the applicable Title IV aid programs in the following order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Plus Loan (Graduate Student), Plus Loan (Parent), Pell Grant, SEOG Grant, TEACH Grant, Other Title IV aid.

Non-federal aid funds will be returned based on Institutional Refund Policy and returned in the following fund order: Institutional, State, External funds.

Examples of Return of Funds calculations are available in the Office of Financial Aid.

Note: The information contained in this section is subject to change, without notice, in order to comply with federal, state, or University requirements.

**III. MEDICAL WITHDRAWALS:**

All medical withdrawals REQUIRE documentation from the student's physician indicating the medical condition and the condition must be the student's. All information will be submitted to the Office of the Provost, subject to approval from the Chief Financial Officer. All requests are handled on a case-by-case basis.

The student will be billed and financially responsible for any and all payment(s) due to the University resulting from the above policy.

**ADDITIONAL POLICIES AND PROCEDURES**

Additional policies and procedures may apply to certain institutional, federal and state awards. These are listed on the financial aid website.

# STUDENT LIFE

Thomas More University is dedicated to an integrated learning environment BOTH in and outside of the classroom. The Department of Student Affairs provides experiences, services, and programs which complement academic pursuits and facilitates student involvement in the total breadth of the Thomas More community. Student Life strives to create an environment which fosters the development of the whole person. Programs and services are designed to encourage and support intellectual, occupational, physical, psychological, social and spiritual growth. Student Engagement complements the academic mission of the University and in this context seeks to develop students as productive and responsible citizens within the University and surrounding communities to which we belong.

Thomas More encourages students to explore the disciplines and participate in life experiences which contribute to the learning process. It is assumed that the development of values and decision making skills occur within the context of standards established by the University community for the benefit of the common good. The Saints Community Standards identifies five community commitments - individual worth, personal integrity, critical thinking, self-control, and community responsibility. The students of our community will be expected to uphold and portray these characteristics in all aspects of their life while enrolled at Thomas More University. The governing policies are designed to empower students to be responsible, respectful citizens within their living and learning environment while recognizing their actions and behaviors can have a greater impact on everyone within the TMU community. In other words, our success in achieving our TMU mission and vision is highly dependent on the quality of the community we create. In grounding our policies in values, we demonstrate that Thomas More University is a place that works (inside and outside the classroom) to develop and educate students for their whole lives.

A student at Thomas More University, is expected to understand and know the policies and procedures as outlined in the Saints Community Standards as well as the Sexual Misconduct Policy and if living in the residence halls, the Residence Life Policies and Procedures. Please visit <http://www.thomasmore.edu/studentlife/handbook.cfm> for a complete listing of all these policies.

## CAMPUS MINISTRY

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Campus Ministry offers more than just an opportunity to worship but an invitation to become part of the wider Thomas More faith community. Guided by the Catholic Faith and inspired by the steadfast convictions of our patron Thomas More, the mission of Campus Ministry is to invite students, faculty, and staff opportunities for growth of their faithful and loving relationship with Christ, in a sense of community, in respect for others, through liturgy, personal prayer, education and service. Mass is offered in the Mary, Seat of Wisdom Chapel daily, and Sunday Evening is the student Mass during the academic year. The Sacrament of Reconciliation is offered weekly on Thursday evenings in the Chapel. Spiritual Direction is also available.

In addition, Campus Ministry Programs include:

- RCIA (Right of Christian Initiation of Adults)
- Student led bible studies/faith sharing
- Student Lead, Student Retreats
- Social Justice Programs
- Community Service
- Leadership/Team building Development

## **CAMPUS SAFETY**

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The Office of Campus Safety is located on the first floor of the Saints Center. Thomas More strives to provide a healthy and safe environment for our students, faculty and staff. Officers are on duty 24/7 and always available to assist when needed. The Office provides escorts to car, or around campus, is responsible for the production of Student ID's, issues parking permits and provides oversight to the Emergency Notification System (text message alerts) in case of emergencies. In addition to our services, the Office has a great relationship with the surrounding police departments of Crestview Hills, Lakeside Park and Edgewood. For more information about any of these services, please contact 859-341-4867.

## **STUDENT HEALTH SERVICES**

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Student Health Services (859-344-3529) is located in the Administrative Building on the second floor. A registered nurse coordinates health programming and routine health needs at no charge to the students. Referrals are made to local physicians and hospitals if needed.

## **COUNSELING AND WELLNESS PROGRAMS**

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Counseling services are provided by a professional licensed counselor and available to all Thomas More University students at no cost. The counselor can assist students in dealing with personal issues such as anxiety, depression, loneliness, family or roommate conflict, sexuality, grief or eating disorders. The counselor can also help students who struggle academically due to time management issues, stress management issues, and poor study skills. Prevention and education are also a part of the counseling services provided. The Wellness Counselor is located in the Administrative Building on the second floor. All counseling sessions are confidential. To see a counselor, please call 859-344-3522.

## **INSTITUTE FOR CAREER DEVELOPMENT AND GRADUATE SCHOOL PLANNING**

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The Institute for Career Development and Graduate School Planning provides services that guide and teach students the process of career development, thus enabling effective career decision-making and workforce readiness. The following services are available to all students and alumni free of charge:

- Individual career counseling and assessment
- Career-related assessment for those still exploring majors
- Coaching on job search strategies, resumé writing, and interviewing techniques
- Resources on career opportunities, employers, graduate schools and graduate admissions test materials, career planning and job hunting
- On campus recruiting & annual Career and Internship Fair: local company representatives visit campus to recruit students for full and part-time positions, co-ops, internships, and Experiential Learning opportunities
- Online job board with employment opportunities including full and part-time positions, internships, co-ops and Experiential Learning opportunities
- Administration of the Experiential Learning Program

The Institute for Career Development and Graduate School Planning is located on the second floor of the Administration Building. For information regarding Services, please contact the Coordinator of Career Planning at 859-344-3545 or visit <http://www.thomasmore.edu/career/>.

## **INSTITUTE FOR ACADEMIC EXCELLENCE (IAE)**

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As part of the Thomas More University Success Center, the primary function of the Institute for Academic Excellence is to provide assistance to students in their pursuit of academic success. The Office oversees three primary tasks:

- Accommodating students with disabilities
- Free tutorial assistance in all academic areas in peer-to-peer or online tutoring
- Academic Coaching



## **STUDENT ACCESSIBILITY**

Students with disabilities, both visible and invisible, seeking special accommodations must do so through the Institute for Academic Excellence. By collaborating with and empowering students who have disabilities, we work to coordinate services and programs that enable equal access to an education and an overall college experience. Section 504 of The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Thomas More University to provide reasonable accommodations that afford an equal opportunity for students with disabilities. However, TMU is not required to provide accommodations that would place an undue hardship on the University, lower the standards of the academic program, or fundamentally alter the academic program. For accommodations to be awarded, the student must provide appropriate documentation of the disability.

## **TUTORING SERVICES**

Thomas More University offers students free tutorial assistance in all academic areas in peer-to-peer or online tutoring. The Tutoring Center has been established to provide assistance to students who, for a variety of reasons, are experiencing academic difficulty. Set up as an individualized process, the tutor/student relationship is designed to aid in academic success across the curriculum. This service is intended to assist students with classes and not to substitute for the instructor nor are the tutors to do the work for the student. As a part of TMU's tutorial services, there are writing and math centers dedicated to assisting students in those academic areas and a general Academic Tutoring Center for assisting students in the other academic areas. The Writing Center is located in room 2209 of the 2200 Bldg. (phone 344-3382). The Math Center is in room S215 of the Science Wing - hours are posted on door. The Academic Tutoring Center is located in the Library (phone 859 344-3507).

## **ACADEMIC COACHING**

Academic Coaching involves small interactive activities that cover basic academic skills to benefit any student. The coaching sessions are scheduled individually throughout each semester and cover topics relating to: Time Management, Study Skills, Learning Styles, Note Taking, and Stress Management. The one-hour sessions cover ideas and techniques that can be implemented on an individual basis in an attempt to assist the student and their pursuit to succeed academically.

For information regarding the services provided, please visit <http://www.thomasmore.edu/academics/support.cfm>.

## **HOUSING AND RESIDENCE LIFE**

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Thomas More University strives to create a living learning community in our on-campus Residence Hall facilities which fosters the overall development and growth of each student. The Residence Life Department supports this goal by creating an inclusive environment that will develop student's academic success and personal growth by constantly providing learning opportunities and promoting a sense of social responsibility. Living on-campus can make a positive impact on the university experience because it provides the opportunity to interact with peers, faculty, and staff, and enhances the educational experience.

Only students that are full-time may live in the residence halls, however part-time students may live in the residence halls only under special circumstances and with permission from the Assistant Dean of Student Affairs. Any student needing disability accommodations for housing should contact the Office of Student Affairs.

The Residence Life Department is administered by the Assistant Dean of Student Affairs and includes professional live-in staff (Hall Coordinators and Interns) as well as upper class student staff called Residence Assistants (RA). The staff is trained to provide residents with the support and challenges that are necessary for a meaningful living-learning experience. For more information contact 859-344-3544 or visit [http://www.thomasmore.edu/studentlife/residence\\_life.cfm](http://www.thomasmore.edu/studentlife/residence_life.cfm).

## **PERFORMING ARTS AND SPIRIT PROGRAMS**

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Thomas More University offers a variety of creative means of expressing human thoughts, interests, attitudes, emotions, and ideas. Through the Band, Choir and Theater programs, students can choose to obtain course credit for their participation in productions and performances. If you like to sing, dance, act, or play an instrument then listen up! We have opportunities for you in the Thomas More Singers, Marching Band, Concert Band, and the Villa Players. Read more about these opportunities under student activities or contact 859-344-3544.

Thomas More University also offers Cheerleading, a chance to be a Tommy, our Mascot, and a Dance Team. The cheerleading squad is made of some of the University's most visible students. Each student brings a different dynamic and energy level creating a top-notch squad that is dedicated, committed and has a desire to strive for success. Two-time champions, our cheerleading squad and Mascot (Tommy) perform at home football and basketball games as well as special events throughout the year.

The Dance Team is an opportunity for students to explore a variety of dance styles, build upon technique, and support Thomas More University Athletics at school and community events. They too perform at both home football and basketball games as well as special events.

Students interested in obtaining further information about the Cheerleading, Dance team or the Mascot, should contact 859-344-3544.

## **CAMPUS ORGANIZATIONS AND STUDENT ACTIVITIES**

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Student activities and campus organizations provide opportunities for students to develop a variety of skills including leadership, communication and time management. Thomas More University has over 30 student organizations who host a variety of activities that are educational and recreational in nature.

The Department of Student Affairs serves as the hub of student life. Assistance is provided in leadership training, programming and membership development. The Office is located on the second floor of the Administration building. Student Government Association (SGA) serves as the official representative organization of the student body and acts as the liaison between students and the faculty, administration, and Board of Trustees. In conjunction with the Department of Student Affairs, they provide oversight to allocate the student activity fee budget; and serve as an advocate for Thomas More University.

Student Activities Board (SAB) - is TMU's programming body that plans cultural, social and educational programs for the campus community. The Student Activities Board is composed of four officers and twelve student representatives.

Resident Student Association (RSA) - represents the resident student population; offers programming and social events; and promotes the general welfare of the resident students.

### **PUBLICATION**

*Words* - the literary art magazine featuring original drawings, photographs, poetry and prose submitted by Thomas More University students.

### **STUDENT ORGANIZATIONS**

For a current listing of the clubs and organizations at Thomas More University, please refer to the Office of Student Life website: <http://www.thomasmore.edu/studentlife/clubs.cfm> .

## **ATHLETICS**

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Thomas More University is a member of the National Association of Intercollegiate Athletics (NAIA). Sports at Thomas More University include intercollegiate athletics, intramural competition and recreation. Whatever level of involvement, the University feels strongly that physical development and athletic competition are important components in the overall development of the individual.

## **INTERCOLLEGIATE TEAMS**

The University holds membership in the NAIA Mid-South Conference, and competes with some of the premier athletic programs in the country. The men's program includes: baseball, basketball, bowling, football, golf, rugby, soccer, swimming and diving, tennis, cross country, track and field, volleyball and wrestling. The women's program includes: basketball, bowling, golf, rugby, soccer, softball, swimming, tennis, volleyball, lacrosse, cross country, and track and field. The athletic program supports the concept of the student-athlete, placing priority on the student's academic progress. Academic progress is monitored for all athletes.

## **INTRAMURALS/RECREATION**

Team play is organized in basketball, flag football, softball, volleyball, and walleyball, while individual competition is available in many sports. The Five Seasons Country Club, which students use on a fee waived basis, the Connor Convocation/Athletic Center, and baseball, soccer and football fields serve the campus. Five Seasons includes 16 tennis courts (8 indoor), 4 racquetball courts, weight and exercise room, swimming pool, running track, sauna and steam rooms, hot tub and two restaurants. These facilities provide numerous opportunities for informal, individualized recreation.

## **CAMPUS BOOKSTORE**

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The Thomas More University Bookstore, The More Store, is located in the Saint's Center. The More Store offers apparel, school supplies, and other everyday supplies for students. Students will pick up and return books each semester, as covered by the Saints Experience Fee. Visit [www.thomasmorecollegebookstore.com](http://www.thomasmorecollegebookstore.com) for store hours and additional information.

## **PARKING**

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Students may have motor vehicles on campus that are registered with the Office of Campus Safety. Parking is available in designated areas at no charge. All vehicles must display a current parking hang tag. Parking regulations are available through the Office of Campus Safety.

## **THE THOMAS MORE BENEDICTINE LIBRARY**

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The library is at the center of academic life at Thomas More University. Its mission is to further the educational goals of the University, primarily by collecting and providing access to print and electronic resources that support the curriculum.

The Library holds approximately 140,000 volumes of books, periodicals, and AV materials, as well as U.S. government documents acquired through the Federal Depository Library Program. A special collections room on the upper level includes numerous works by and about the University's patron and namesake, St. Thomas More, and there is a Teacher Resource Room on the lower level, containing a wide range of curriculum materials and instructional aids. The library subscribes to more than 400 current magazines and journals in print, but these holdings are supplemented by thousands of full-text periodicals in online databases that are accessible both on and off-campus.

Thomas More University is a member of the Kentucky Virtual Library (KYVL), the Federation of Kentucky Academic Libraries (FoKAL) and the Southwest Ohio and Neighboring Libraries (SWON) consortiums. As a result, TMC students and faculty have borrowing privileges at colleges and universities across the Commonwealth, as well as at various types of libraries throughout Southwestern Ohio and Northern Kentucky. In addition, they can request books and articles from institutions all over the country via interlibrary loan.

The Library is open 88 hours a week during the regular academic year, with extended hours during final exams. Reference service is available during most of the Library's hours of operation, and the Library staff will give bibliographic instruction to groups or individuals upon request. There are ample computer facilities on the premises, including a computer lab on the entry level. In addition, laptop computers can be reserved and checked out through the circulation desk.

Several classrooms are located in the Library, as are the University Archives and the Eva G. Farris Art Gallery.

# ACADEMIC REGULATIONS AND POLICIES

To assure the quality of its offerings as well as equitable treatment of its students, Thomas More University has developed a number of academic regulations. All students are held responsible for knowing and adhering to the regulations. A request for an exemption to an academic regulation must be submitted to the Provost.

## 2019-2020 ACADEMIC CALENDAR

The Academic Calendar is intended for informational purposes only. While this calendar presents policies as accurately as possible at the time of publication, the University reserves the right to revise any section or part of the calendar without notice or obligation. Cohort courses in the Thomas More University Accelerated Programs (TAP) do not follow this academic calendar. Please consult individual cohort calendars for course information.

### SUMMER SESSION - 2018

Date	Day of the Week	Event
May 13	Monday	Summer Intersession Begins (3-Week Classes) Summer 6-Week Session A Begins (TAP)
<b>May 27</b>	<b>Monday</b>	<b>Memorial Day – University closed</b>
<i>May 30</i>	<i>Thursday</i>	<i>Holy Day: Ascension of Jesus (Classes in session)</i>
Jun 2	Sunday	Summer 3-Week Intersession Ends
Jun 3	Monday	Summer Session 1 Begins (5-Week Classes) Summer Intersession Final Grades Due
Jun 23	Sunday	Summer 6-Week Session A Ends (TAP)
Jun 24	Monday	Summer 6-Week Session B Begins (TAP)
<b>Jul 4</b>	<b>Thursday</b>	<b>Independence Day – University closed</b>
Jul 7	Sunday	Summer Session 1 Ends
Jul 8	Monday	Summer Session 2 Begins (5-Week Classes) Summer Session 1 Final Grades Due
Aug 4	Sunday	Summer 6-Week Session B Ends
Aug 11	Sunday	Summer Session 2 Ends
Aug 12	Monday	Summer Session 2 Final Grades Due
Aug 15	Thursday	Summer 2017 Graduation Date (no ceremony)

### FALL SESSION - 2018

Date	Day of the Week	Event
Aug 12	Monday	Fall 6-Week Session A (TAP)
<i>Aug 15</i>	<i>Thursday</i>	<i>Holy Day: Assumption of the Blessed Virgin Mary</i>
Aug 17	Saturday	Opening Convocation Weekend Classes Begin
Aug 19	Monday	Classes Begin Fall First 8-Week Session Begins
Aug 23	Friday	Last Day to withdraw from classes without record
Aug 26	Monday	Appropriate signatures required to add and/or withdraw from classes
Aug 30	Friday	Last day to add a class
<b>Sep 2</b>	<b>Monday</b>	<b>Labor Day – University closed</b>
Sep 3	Tuesday	Development Day for Students and Employees (No Day Classes)
Sep 20	Friday	Last day to change grading system
Sep 22	Sunday	Fall 6-Week Session A Ends (TAP)
Sep 23	Monday	Fall 6-Week Session B Begins (TAP)
<b>Oct 10-12</b>	<b>Thursday – Saturday</b>	<b>Mid-term break</b> <b>No classes Oct. 10-12 for full-term classes, University closed Oct. 11</b>
Oct 13	Sunday	Fall First 8-Week Session Ends

Oct 14	Monday	Mid-term grades due electronically Fall Second 8-Week Session Begins
Oct 15-18	Tuesday – Friday	Mid-term grade access for students/First-Year advising sessions
Oct 18	Friday	Last day to withdraw with a passing grade
Oct 21-25	Monday – Friday	Spring 2020 priority registration advising week for all currently enrolled students
Oct 28-31	Monday – Thursday	Spring 2020 priority registration week Monday, Oct. 28 – Seniors Tuesday, Oct. 29 – Juniors Wednesday, Oct. 30 – Sophomores Thursday, Oct. 31 – First-Years
Nov 1	Thursday	<i>Holy Day: All Saint's Day (Classes in session)</i> Open registration for Spring 2020 Summer 2019 schedules due to the Academic Dean and Registrar
Nov 3	Sunday	Fall 6-Week Session B Ends (TAP)
Nov 4	Monday	Fall 6-Week Session C Begins (TAP)
Nov 15	Friday	Graduation Applications for Spring 2020 due in the Registrar's office
<b>Nov 27-30</b>	<b>Wednesday – Saturday</b>	<b>Thanksgiving Holiday – University closed</b>
Dec 5	Thursday	Last day of classes before final exams
Dec 6	Friday	Study Day
Dec 7	Saturday	Final Exams for Saturday classes
Dec 9	Monday	<i>Holy Day: Feast of the Immaculate Conception (Exams in session)</i>
Dec 9-12	Monday – Thursday	Final Exams for weekday and evening classes
Dec 12	Thursday	Fall semester ends Fall Second 8-Week Session Ends
Dec 15	Sunday	Fall 6-Week Session C Ends (TAP)
Dec 16	Monday	Final grades due electronically
Dec 19	Thursday	Fall 2019 Graduation (no ceremony)
Dec 25	Wednesday	<i>Holy Day: Christmas</i>

#### SPRING SESSION - 2019

Date	Day of the Week	Event
Jan 1	Wednesday	<i>Holy Day: Solemnity of Mary, Mother of God</i>
Jan 6	Monday	Spring 6-Week Session A Begins (TAP)
Jan 11	Saturday	Weekend Classes Begin
Jan 13	Monday	Classes Begin Spring First 8-Week Session Begins
Jan 17	Friday	Last Day to withdraw from classes without record Graduation Applications for Summer 2020 due in the Registrar's office
<b>Jan 20</b>	<b>Monday</b>	<b>Martin Luther King, Jr. Day – University closed</b>
Jan 21	Tuesday	Development Day for Students and Employees (No Day Classes) Appropriate signatures required to add and/or withdraw from classes
Jan 24	Friday	Last day to add a class
Feb 3	Monday	2020-21 Fall and Spring Schedules due to the Academic Dean & Registrar
Feb 14	Friday	Last day to change grading system
Feb 16	Sunday	Spring 6-Week Session A Ends (TAP)
Feb 17	Monday	Spring 6-Week Session B Begins (TAP)
Mar 8	Sunday	Spring First 8-Week Session Ends
<b>Mar 9-14</b>	<b>Monday – Saturday</b>	<b>Mid-semester/Spring Break (No classes for traditional semester courses)</b>
Mar 16	Monday	Summer Registration Opens Mid-term grades due electronically Spring Second 8-Week Session Begins

Mar 16-20	Monday – Friday	Fall 2020 Advising Week for all currently enrolled students Mid-term grade access
Mar 20	Friday	Last day to withdraw with a passing grade
Mar 23-26	Monday – Thursday	Fall 2020 Priority Registration Week Monday, Mar. 23 – Seniors Tuesday, Mar. 24 – Juniors Wednesday, Mar. 25 – Sophomores Thursday, Mar. 26 – First-Years
Mar 27	Friday	Open registration for Fall 2020
Mar 29	Sunday	Spring 6-Week Session B Ends (TAP)
Mar 30	Monday	Spring 6-Week Session C Begins (TAP)
<b>Apr 9-13</b>	<b>Thursday - Monday</b>	<b>Easter Recess – No classes for traditional semester courses beginning Thursday at 5:00 PM and ending Monday at 4:00 PM. University closed on Friday</b>
Apr 17	Friday	Graduation Applications for Fall 2020 due in the Registrar’s office
May 2	Saturday	Final Exams for Saturday classes
May 4	Monday	Last Day of classes before final exams
May 5-8	Tuesday – Friday	Final Exams for weekday and evening classes
May 8	Friday	Spring semester ends Spring Second 8-Week Session Ends 2020-21 Catalog changes due to the Registrar’s office
May 10	Sunday	Spring 6-Week Session C Ends (TAP)
May 11	Monday	Final grades due electronically
May 18	Monday	Baccalaureate Mass, Commencement, and Spring 2020 Graduation

## REGISTRATION

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Students are required to register for courses before each academic term.

Students may drop and/or add courses through the first week of classes without incurring a fee. Changing sections of courses, changing grading system for courses, and changing from credit to audit are all treated as "drop/adds." The student’s advisor must approve all registration and drop/add forms before processing. The Office of Financial Aid should be consulted when dropping a course if the student is receiving any kind of aid. If a course is dropped, the tuition may be refunded at the rate described under withdrawals and refunds.

Thomas More University reserves the right to refuse a student's registration or to withdraw a student from class for cause.

## GRADE REPORTS

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Official grade reports are available online throughout the semester. Students can order a grade report using a form located in the Office of the Registrar.

## TRANSCRIPTS

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Transcripts are available to all current and former students of Thomas More University, and all former students of Thomas More College and the Seminary of St. Pius X. The transcript will include all undergraduate and graduate work completed at Thomas More University.

Transcripts can be requested on online through the National Student Clearinghouse. The fee for this request is \$5 per transcript plus processing fees. In addition, transcripts can be requested in-person or by mail and the fee is \$15per transcript.

Transcript requests will not be processed if there is an outstanding balance with the University. If you have questions regarding your student account, please contact the Office of the Bursar at 859-344-3330.

The Office of the Registrar does not produce unofficial transcripts. Currently enrolled students may access their unofficial transcripts through MyTMU.

Transcripts and other documents received from other institutions are the property of Thomas More University and under the control of the Office of the Registrar. Under the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), all students have the right to view documents in their files, but the University is not required to provide copies nor allow students to make copies.

## **CLASSIFICATION**

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Student classification is determined by the number of credit hours earned by the student prior to the opening of each new semester, as follows:

First-Year	0-29 credit hours
Sophomore	30-59 credit hours
Junior	60-89 credit hours
Senior	90 or more credit hours

## **RESIDENCY POLICY**

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Thomas More University maintains a residency policy which requires that at least 25 percent of the credit hours required for an undergraduate degree are earned at the University. A minimum of 30 credit hours for the bachelor's degree must be taken at Thomas More University. The final 30 hours for a bachelor's degree must be taken at Thomas More University or through the Consortium. The final 30-hour requirement is waived for certain pre-professional programs such as Engineering and Medical Laboratory Science, but students in these programs must still complete 30 credit hours at Thomas More University. For the associate degree, the final 20 credit hours must be taken at Thomas More University. In addition, to earn a degree in a specific major, a student must complete, at Thomas More University, at least 18 of the hours required in that major for a bachelor's degree and 9 hours for an associate's.

Students working on a graduate degree must earn at least one-third of the credit hours required from Thomas More University. Graduate students are allowed to transfer up to 12 semester-hour credits towards their Master's degree.

## **MAINTENANCE/FORFEITURE OF DEGREE STATUS**

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A student is bound by the academic regulations in effect at the time of initial enrollment. If a person interrupts enrollment for one year, that person must apply for readmission. If readmitted, the academic requirements in effect at the time of re-enrollment will apply. (Cf. also the Readmission policy under "Admissions Requirements".)

## **ACADEMIC ADVISING**

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All students are assigned an academic advisor. Students are encouraged to maintain close contact with their advisors who can assist them in meeting their changing developmental needs for advising. It must be remembered, however, that although the University provides assistance in making educational, career and personal decisions, the primary responsibility for correctly registering and completing degree requirements remains with the individual student.

## **GRADUATION APPLICATIONS**

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It is the responsibility of the Office of the Registrar to verify that each candidate for a degree has fulfilled all the curricular and non-curricular requirements for the degree. Students are required to file a Graduation Application with the Office of the

Registrar. Applications must be received in the Office of the Registrar. Check the Academic Calendar for the Graduation Application due dates. Applications submitted after those dates will be charged a late fee or moved into the next graduation period at the discretion of the Registrar. Please consult the Bursar or Registrar for current graduation fees.

By the end of your graduation month you must have completed all curricular and non-curricular degree requirements.

## **GRADUATION CEREMONY**

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Thomas More University offers three official graduation dates in May, August and December. There is, however, only one commencement ceremony scheduled in May. Students who will have completed all degree requirements in May or August of a given year may participate in the May commencement. Those who will complete their degree requirements for graduation in December will participate in the commencement ceremony the following May. The diploma will be issued only when all requirements, both curricular and non-curricular, have been met, and the date on the diploma will reflect the graduation date at which all requirements have been completed.

Should it happen that a student has participated in a commencement ceremony before the requirements have been completed (e.g. in the case of an August graduate) and some requirement is not met by the date of the anticipated graduation, that student may not again participate in the ceremonies nor may the individual's name appear again in the commencement program.

Students who, subsequent to the awarding of a given degree, earn a second major for that same degree are not entitled to participate in the graduation ceremony again nor are they entitled to a second diploma. This regulation, however, does not prohibit students who complete the requirements of a different degree program from either participating in the graduation ceremony again or receiving a second diploma.

## **DESCRIPTIONS OF GRADING SYSTEMS**

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### **GENERAL PRINCIPLES CONCERNING GRADES**

- I. Registration and Withdrawal from courses is governed by the following principles:
  - a. The last day to add a course is the end of the tenth day of each semester or the equivalent for alternate calendar scheduled courses.
  - b. The last day to drop a course without record is the fifth day of the first week of each semester or the equivalent for alternate calendar scheduled courses.
  - c. The last day to change the grading system is the end of the fifth week of class of each semester or the equivalent for alternate calendar scheduled courses.
  - d. A grade of "W" will be automatically recorded for courses dropped during the second through ninth week of the semester or the equivalent for alternate calendar scheduled courses.
  - e. Students who fail to withdraw by the deadline may receive a "Y" grade for failure to withdraw or their earned grade as determined by the instructor.
  - f. Students are expected to determine whether they have the interest, time and/or ability to successfully complete the course before the appropriate deadlines.
  - g. Exceptions to this policy will only be granted in extenuating circumstances with the approval in writing of the instructor, the Department Chair and/or the Provost.
- II. All courses listed as requirements for a major must be taken under the Letter System unless the major department permits otherwise. A minimum of 96 semester hours must be earned under the Letter System. All courses taken to satisfy Core Requirements must be taken under the Letter System. When registering for any course, the student shall indicate his/her choice of being graded under either the Letter System or the P/F System; however, during the first five weeks of classes in the semester or the first two weeks in either summer session, the student has the option to change from one system to the other. This time limit also applies to changes from credit to audit.



- III. Incomplete grades, "I", may be awarded at the end of a course when all but a minor portion of the course work has been completed. Before the end of the course, the student must make arrangements with the instructor to receive an incomplete grade and specify the remaining work to be completed with a time limit. The student must submit the signed Incomplete Grade Request Form to the Office of the Registrar before the deadline to submit grades or the student will automatically be assigned a failing grade. If the incomplete grade is not changed by the following deadlines it will automatically be change to "F": February 1 for fall semester courses, July 1 for spring semester courses, October 1 for summer semester courses.
- IV. A student who receives an "N" may have it changed upon the successful completion of the work. The deadlines for such changes are the end of the spring semester for the fall semester N's, the end of summer semester for spring semester N's and the end of the fall semester for summer semester N's. The instructor of the course must submit appeals for extension of these deadlines to the Registrar in writing.
- V. It is the student's responsibility to report any errors in his/her grade report to the Registrar, no later than February 1 for fall semester courses, July 1 for spring semester courses, October 1 for summer semester courses.
- VI. Students who repeat a course, regardless of the grade or credit earned in the previous course, will have only the latest attempt count in their cumulative grade point average and semester hours. All grades received must appear on the transcript, but only the last grade received is counted. Repeated courses will remain on the transcript with a 'repeated' notation and cannot be used to fulfill graduation requirements. Courses with a W (withdrawal) grade are not considered. This policy does not apply to courses allowed as repeatable as indicated in the catalog, such as special topics or co-operative education courses. For repeatable courses all attempts are counted in the cumulative grade point average and semester hours.

#### GRADUATE LETTER GRADING SYSTEM

Grade	Quality Points	Explanation
A	4.0	Distinguished work demonstrating superior analysis, synthesis, and evaluation skills. Completeness and complexity of thought is evident and communicated in a clear, organized, professional manner.
B+	3.5	Work stronger than that needed for a B but not attaining the level of distinction required for an A.
B	3.0	Strong work demonstrating commendable analysis, synthesis and evaluation skills. Completeness and complexity of thought is evident though work indicates significant but non-critical gaps. Findings are communicated in a clear, organized, professional manner.
C+	2.5	Work demonstrating a lesser degree of completeness and complexity than required for a B, yet rising above the level of mere adequacy needed for a C.
C	2.0	Adequate work demonstrating fair analysis, synthesis and evaluation skills. Some complexity of thought is present but the work is flawed by critical gaps. Findings are presented in a clear, organized, professional manner.
F	0.0	Work of unsatisfactory nature not worthy of professional graduate credit.
I		Incomplete course requirements; changes to F after a designated period.
N		Satisfactory progress in a course that continues beyond the usual term.
W		Official withdrawal.
Y	0.0	Unofficial withdrawal. Issued when a student ceases to attend or never attended but has not withdrawn.

#### UNDERGRADUATE LETTER GRADING SYSTEM

Grade	Quality Points	Explanation
A+	4.0	
A	4.0	Mastery of Content
A-	3.667	
B+	3.333	
B	3.0	Strong Performance
B-	2.667	
C+	2.333	
C	2.0	Acceptable
C-	1.667	
D+	1.333	
D	1.0	Marginal
D-	0.667	
F	0.0	Unacceptable
I		Incomplete course requirements. Automatically becomes an F if the instructor does not submit a change of grade by the deadline for such changes. The student should not expect that this grade will automatically be assigned.
N		Satisfactory progress in a course for which work normally extends beyond one semester. Automatically becomes an F if the instructor does not submit a change of grade by the deadline for such changes.
W		Automatically recorded for any course withdrawn during the second through the ninth week of the semester.
Y	0.0	The grade of Y (unofficial withdrawal) is used when a student has ceased to attend a course (or never attended) but has not withdrawn officially.

#### PASS/FAIL SYSTEM

Grade	Quality Points	Explanation
P		Successful completion of course. P implies grade of A, B, C or D.
F	0.0	Failure in course
I, N, W, Y		As indicated above

#### REMEDIAL GRADING SYSTEM

Remedial courses are not calculated in academic standing and do not count toward degree and graduation requirements. However, these courses are calculated in attempted hours and are used to determine enrollment status. The only grades issued in remedial grading are A, B, C and F.

#### AUDIT GRADING SYSTEM

Any course can be taken on the audit grading system. Students will coordinate with the instructor what is required in the course. No credit is received for courses taken on the audit system, and these courses cannot be used toward determining enrollment status.

#### ATTENDANCE POLICY

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Class attendance is critical for success. The Attendance Policy applies to all classes.

**Face-to-face classes:** Students must physically attend the class where there is opportunity for direct interaction between the instructor and students.

**Online classes:** Students must actively participate in the online class. Examples of active participation in online classes include completion of tests or quizzes, discussion forums, submission/completion of assignments, and communication with the instructor regarding the academic subject.

A. General Requirements Pertaining to Attendance

- Punctual and regular class attendance is expected of every student. Specific expectations concerning attendance will be determined by the instructor and stated in the course syllabus.
- Attendance Reporting Periods  
Classes scheduled for a full semester: The instructor will report attendance for all scheduled class meetings for the first two weeks.  
Classes scheduled for less than a full semester: The instructor will report attendance for the first scheduled class meeting.  
Students who fail to begin attendance and actively participate in a course may be dropped as a “no-show” from the course. This may affect a student’s bill, housing, and financial aid eligibility.
- After the Attendance Reporting Period, attendance issues should be reported through the Early Alert System. Instructors may choose to monitor attendance as determined by their course syllabus.
- It is the student’s responsibility to know the specific attendance policy for each course in which he/she is enrolled and to communicate with the course instructor regarding absences or other attendance issues.

B. Participation in University Sponsored Events

- Students representing Thomas More University in an approved athletic event, academic activity, or other University sponsored function will be excused from class for the specific event.
- Absences related to school-sanctioned events must be approved in advance by the President, the Provost, or the Dean of Students. Absences related to school sanctioned athletic events will be approved by the Faculty Athletic Representative.
- Students who are scheduled to participate in a University sponsored function must notify their instructors in advance of the absence and must meet individual faculty requirements regarding completing course work and/or activities for each class missed.
- Students who fail to provide adequate notice may be counted as “absent-unexcused” for the class or classes missed as indicated in the instructor’s syllabus.
- Activities covered under this policy will not allow a student to miss more than 10% of class time for any class in a particular semester. Other exemptions may be granted by an individual faculty member.

## OFFICIAL AND UNOFFICIAL WITHDRAWALS

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### Official and Unofficial Withdrawals

- Students who drop a class within the add/drop period will have no record on their transcript. Students must drop before the end of the first week. This may affect the student’s bill, housing, and financial aid eligibility.
- Student initiated withdrawals occurring after the first week of the term and before the end of the ninth week of the term (deadline to withdraw) will be issued a “W” grade.
- Faculty are strongly encouraged to use the Early Alert System to identify students with attendance issues.
- After the withdrawal deadline, faculty have the option to assign one of the following grades:
  - Earned letter grade
  - “Y”, student ceased attending and failed to officially withdraw by the deadline
- A student may appeal for a late withdrawal (after the deadline to withdraw) if there are extenuating circumstances affecting his/her case. Appeals must be made in writing to the Provost by the last day of class before final exams. Retroactive appeals will not be permitted.

## ACADEMIC STATUS POLICY

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Academic Status: A student's Grade Point Average (GPA) is computed by dividing quality points by quality hours. Grades of AU, I, N, P, and W and remedial grades are disregarded in the computation of averages. The records of students are reviewed as they stand at the end of any given semester or session. Students may be placed on, removed from or continued on probation, suspended or dismissed at the end of any semester or session. Any student with "I" (incomplete) grades at the end of the semester will be re-evaluated after the deadline to change such grades has passed (see grading policies). Students can be placed on or removed from probation at that time. From the basis of this review, the following policies are applied:

- I. **Good Standing**
  - a. Students who have attempted a total of 0-23 quality and pass/fail hours at Thomas More University or elsewhere are in good standing when their cumulative GPA is 1.667 or better.
  - b. Students who have attempted a total of 24-35 quality and pass/fail hours at Thomas More University or elsewhere are in good standing when their cumulative GPA is 1.833 or better.
  - c. Students who have attempted a total of 36 or more quality and pass/fail hours at Thomas More University or elsewhere are in good standing when their cumulative GPA is 2.00 or better.
  - d. Students with less than a total of 36 quality and pass/fail hours whose GPA is below 2.00 but who have not previously been placed on probation will receive a warning letter from the Provost and will be limited to a maximum of 13 semester hours for the following semester.
- II. **Probation**
  - a. Students who do not meet the cumulative GPA required for Good Standing (as defined above) will be placed on probation for the next semester or session.
  - b. At the end of the probationary semester or session, students will be removed from probation if their semester and cumulative GPA meet the standards set above for Good Standing. Students will be continued on probation if their semester GPA requirement is met while their cumulative GPA is still below the requirement. A student may continue on probation for a maximum of three consecutive semesters or sessions.
  - c. To assist probationary students in meeting the goal of improving their academic status, Thomas More University will not allow students on academic probation to:
    - i. register for more than 13 semester hours;
    - ii. serve as officers or committee members in any campus organization;
    - iii. publicly represent the University (e.g., in athletic or other intercollegiate competition, in dramatic productions, etc.).
- III. **Suspension** - At the end of a probationary semester or session, students will be suspended if:
  - a. their semester and cumulative averages are still below the minimum required for Good Standing.
  - b. their semester GPA requirement is met while their cumulative GPA is still below the requirement and they have exceeded the maximum of three consecutive semesters or sessions on probation.
  - c. Students placed on academic suspension may appeal to the Provost for immediate reinstatement if they believe extenuating circumstances contributed to their poor academic performance. If such circumstances do not exist or if the appeal for immediate reinstatement is denied, they may be considered for reinstatement after the lapse of one semester or session upon appeal to and approval of the Provost. Reinstatement, however, is not automatic. Students must present convincing evidence of a change in circumstances or conditions that support their request for reinstatement. The academic status for reinstated students is Probation.
- IV. **Dismissal** - If a student's academic performance leads to a second suspension, dismissal is automatic. The period of academic dismissal continues for at least three calendar years and is considered a permanent action, although substantive appeals for reinstatement can be considered after the full dismissal time has expired.

- V. **"Fresh Start"** - The "Fresh Start" policy is a provision which allows a student returning to Thomas More University that has remained out of any college or university for three or more calendar years to void a portion of the work done prior to readmission. A student who meets the time-eligibility requirement above and who wishes to take advantage of this option may do so by:
- applying to the Admissions Committee for readmission to the University;
  - taking at least 12 more semester hours on the letter grading system;
  - earning at least a 2.0 GPA in the courses taken since readmission to the University, with passing grades in each course; and
  - submitting the "Fresh Start" request to the Registrar as soon as possible after taking 12 more hours on the letter grading system, but in no case later than six months before the intended date of graduation.
- After the "Fresh Start" is granted, all courses remain on the permanent record. Only those courses that were not voided by the "Fresh Start" will apply toward the minimum 120 credit hours graduation requirement, and only those same courses will be included in the grade point average.
- VI. **Graduate Students** - Graduate students must maintain a 3.0 cumulative GPA to continue uninterrupted progression in the program.

## ACADEMIC HONESTY

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Academic dishonesty (which includes plagiarism and cheating) is a form of theft. It is inconsistent with the moral character expected of students in a university committed to the spiritual and intellectual growth of the whole person. It also subverts the academic process by distorting all measurement. It is a serious matter and will be dealt with accordingly.

- I. **Sanctions**
- For the first offense (administered by the instructor):  
Minimum penalty: Grade of O or F for the examination, quiz or paper affected without opportunity to make it up.  
Maximum penalty: Grade of F for the course affected and academic probation as determined by the Provost.
  - For all subsequent offenses (administered by the Provost and the Student Conduct Council):  
Minimum penalty: Suspension from the University with loss of all credit for the semester and a grade of F for the course(s) affected. Instructors will be requested to submit a W or an F grade for each of the other courses taken that semester.  
Maximum penalty: Academic dismissal from the University with loss of all credit for the semester, without opportunity to reapply.
- II. **Procedures**
- An instructor who has evidence that a student has committed an offense against the University's Policy on Academic Honesty may confront the student with the allegation in a confidential and private interview within 48 hours of having detected the alleged offense. The instructor will, at that time, describe the circumstances of the allegation, remind the student of the University Policy on Academic Honesty and allow the student to state his/her response to the allegation. No allegation of dishonesty may be made after the degree being pursued has been conferred. If the student admits to having committed the offense, the professor will apprise the student of the sanction to be imposed. To avoid later complications, a record of the offense, a statement of the admission and the sanction will be recorded on the Academic Violation Form. The instructor and the student will sign the form. A copy of the form will be given to the student and a copy will be submitted by the instructor to the Provost to be preserved in their office. The instructor shall impose the sanction. The Provost may impose a more severe sanction if investigation reveals a prior offense. A record of the event will become a part of the student's record in the Office of the Provost.

- b. If the student does not agree, or if the student refuses to meet with the instructor, or meets with the instructor and denies the allegation, or after admitting the allegation refuses to sign the University's Academic Violation Form, or if the instructor chooses not to resolve the matter, the instructor will present the accusation and supporting documentation in writing to the Provost. The Provost will forward a copy of the accusation to the student, examine the evidence, and will confer with the student if the Provost judges the charge to be justified. The Provost will apprise the student of his/her judgment, including the sanction. The student will acknowledge in writing that he/she understands (and, if appropriate, accepts) the Provost's judgment. The Provost will inform the instructor, the sanction will be imposed and all documentation in the case will be made a part of the student's record while he/she is at the University. If the student refuses to acknowledge in writing that he/she understands the Provost's judgment the student may be subject to dismissal from the University without opportunity to reapply.
- c. If the student chooses not to accept the judgment of the Provost, the Provost will inform the student of his/her right to appeal. The student initiates the appeal process within five (5) class days of receipt of the Provost's judgment. This written request for appeal is made to the Student Conduct Council through the Provost. If the student neglects to submit the written request for appeal under the prescribed conditions, the judgment of the Provost will prevail, and the sanction will be imposed. A copy of the document will be made a part of the student's record while he/she is at the University.
- d. The student will have the right to specify whether the appeal will be heard by the Student Conduct Council (composed of three (3) faculty members, three (3) students, and an administrator) seated as a hearing panel or by a hearing agent (a faculty member or an administrator appointed by the Student Conduct Council). The hearing panel or hearing agent will notify the student of the date, time and location of the hearing. Prior to the hearing the student may forward to the hearing panel or agent a written statement concerning the alleged offense. The hearing panel or agent will notify the instructor of the date, time and location of the hearing. The instructor may choose to submit a written statement of his/her allegation along with any appropriate documentation prior to the hearing. The hearing panel or agent may call to the hearing any person(s) directly concerned with the allegation. During the hearing, the student will be given every consideration and opportunity to be heard. A complete and verbatim record of the hearing will be kept. The hearing panel or agent will take a reasonable period to deliberate. All matters pertaining to the hearing will be kept strictly confidential. Written notification of the decision and sanction imposed by the hearing panel or agent will terminate the appeal process. The record of the hearing and all supporting documentation will be made a part of the student's record while he/she attends the University and for three (3) years after the last semester of attendance. If at any point in the process the student has been cleared of the charges, all records pertaining to the incident will be destroyed. At every stage in the process, the student will have a right to submit in writing his/her statements regarding the events.

## ACADEMIC EVALUATION APPEAL PROCESS

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Students who consider themselves the victims of unfair evaluation may appeal the grade in the following manner:

1. The student tries to clarify the matter by conference with the course instructor.
2. If still dissatisfied after the conference, the student consults with the Chairperson of the Department in which the grade was given.
3. If the issue is still unresolved, the student consults with the Dean of the College, who will confer with the instructor.
4. If the disagreement persists, the Dean of the College convenes the Appeal Board.
  - a. Upon receipt of a formal written request for the student or instructor, the Appeal Board hears the appeal.
    - i. The appeal of a particular grade can be made only once by a student.
    - ii. The deadline for the formal written request is the time limit for making a grade change under University policy (February 1 for the Fall semester, July 1 for the Spring semester and October 1 for the Summer Sessions).

- b. Composition of the Appeal Board:
  - i. The Appeal Board consists of two (2) faculty members and two (2) students. Each represents a different department from that directly involved in the appeal. The Student Government will select the students upon request and the Faculty Coordinating Committee will provide the faculty upon request.
  - ii. A third faculty member from a related department, such as another department in the same division or a similar discipline, serves as an ad hoc appeal board member at the request of the Dean and votes only if one of the two other faculty members is not in attendance.
  - iii. The Dean chairs the meeting, may ask questions or supply requested information, but does not vote.
- c. Grade Appeal Hearing Process
 

After introductory remarks by the Chairperson, the meeting proceeds in the following order (both parties may be present for steps i, ii, and iii):

  - i. Presentation by Student, including statement of facts and documentation.
  - ii. Presentation by Instructor/Professor, including statement of facts and documentation.
  - iii. Questions from Appeal Board for information and clarification.
  - iv. Deliberation of Appeal Board in absence of Student and Instructor/Professor.
  - v. Communication of Appeal Board's decision to Student and Instructor/Professor.
  - vi. Record of the procedure will be kept on file in the Dean of the College.
- 5. The Dean of the College conveys the decision of the Appeal Board within two working days. The student and instructor will each receive a written copy of the decision with the reasons for the decision.
- 6. If the Appeal Board decision is unsatisfactory to either the student or the instructor, that person may appeal the decision to the Provost. The materials of the grade appeal should be supplied to the Provost by the Dean of the College upon request. The Provost's decision is final.

## ACADEMIC HONORS

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Thomas More University recognizes academic excellence in several ways, including membership in national honor societies.

**Dean's Honors:** At the end of the fall and spring semesters each College Dean publishes a list of Dean's Honors students. Students must be seeking a baccalaureate degree, have achieved a semester GPA of 3.5 or higher, and earned at least six credit hours at Thomas More University or through the Greater Cincinnati Collegiate Connection. The list of Dean's Honors students is prepared for publication based on the student's primary major and grades earned and reported to the Office of the Registrar no later than ten days after the last day of the semester.

**Graduation Honors:** To be eligible for graduation honors a student must have earned a minimum of 60 credit hours while in residence at Thomas More University. Transfer credits are not included in the minimum of 60 credit hours required for graduation honors. The three levels of Graduation Honors acknowledged upon conferral of the Bachelor's degree are determined on the basis of cumulative grade point averages as follows:

3.50	Cum laude
3.80	Magna Cum laude
3.90	Summa Cum laude

The initial determination of Graduation Honors, for the purpose of the Commencement Program, is made on the basis of the cumulative grade point average and cumulative earned hours plus current attempted hours as it stands on April 10 of the year of graduation. The final determination of Graduation Honors, for the purpose of the permanent academic record, is made after grades are posted for all courses taken in fulfillment of degree requirements.

The student must be recommended by the Provost and receive a majority vote of the faculty. Although grades for the final semester are not figured in the cumulative standing for Commencement Program purposes, continued high quality of achievement, attested by the faculty, is demanded.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) POLICY STATEMENT**

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In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) students have certain rights concerning their education records, including the right to inspect and review their educational records, the right to request amendment of education records they believe to be inaccurate or misleading, the right to have some control over the disclosure of information derived from their education records, and the right to file a complaint with the U.S. Department of Education.

Thomas More University is committed to protecting the rights of students, informing the Thomas More University community about FERPA, and ensuring that the University handles educational records and directory information in a secure manner consistent with Federal regulations. Thomas More University has adopted a policy statement to maintain compliance with the FERPA, to insure the rights of students are protected, and to give guidance to faculty and staff as to the appropriate procedure when handling student records. These guidelines are available in the Office of the Registrar.

### **DEFINITIONS**

For the purposes of this policy, Thomas More University ("the University") has used the following definitions of terms:

Student - any person who attends or has attended Thomas More University, Thomas More College, Villa Madonna College, or the Seminary of St. Pius X.

Education records - any record (in handwriting, print, tapes, diskette, film, or other medium) maintained by Thomas More University or an agent of the University which is directly related to a student, except:

- A. A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
- B. An employment record of an individual, whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
- C. Records maintained by an office in the University if the records are maintained solely for law enforcement purposes, are revealed only to law enforcement agencies of the same jurisdiction, and this University office does not have access to education records maintained by the University.
- D. Records maintained by the Health Clinic if the records are used only for treatment of a student and made available only to those persons providing the treatment.
- E. Alumni records which contain information about a student after he or she is no longer in attendance at the University and which do not relate to the person as a student.
- F. The financial statements of the student's parents/guardians.
- G. Letters and statements of recommendation for which the student has waived his or her right of access, or which were placed in file before January 1, 1975.
- H. Records connected with an application to attend Thomas More University, Thomas More College, Villa Madonna College, or the Seminary of St. Pius X if that application was denied.
- I. Those records which are excluded from the FERPA definition of education records.

Note: Education records held by Thomas More University are considered the property of the University.

Office of the Registrar - administrative office with official responsibility for the maintenance of student academic records. The only office authorized to release official and unofficial transcripts and verifications.

**RELEASE OF INFORMATION:** "Directory Information" may be released for any purpose at the discretion of the University when it is believed to be in the best interest of the student. Under the provisions of FERPA, students have the right to withhold the disclosure of all "Directory Information" as follows: student name, address, email address, telephone number, major field of study, dates of attendance, enrollment status, degrees, academic honors and awards received, club and athletic



participation records, and photographic, videotaped, and electronic images. The University will disclose any of these items without prior written consent from the student, unless notified in writing by the student to the contrary. The University will disclose only dates of attendance, enrollment status, major field of study and degrees received via telephone. Other "Directory Information" will be disclosed by written response. If the student does not wish to have this information released for any purpose, including the student directory, press releases, etc., the student must inform the University in writing by the end of the second week of classes in any semester. Notification forms are available in the Office of the Registrar. If the student's correspondence is not received in the appropriate office, the University will disclose the above information until the next notification. Please consider very carefully the consequences of any decision to withhold "Directory Information." Should a student decide to inform the University not to release "Directory Information," requests for ALL "Directory Information" from any third party will be refused.

**RIGHT TO REVIEW YOUR RECORDS:** Once enrolled, students have the right to review their educational records except those excluded by law within 45 days of the day the University receives a request for access. Students should submit written requests that identify the record(s) they wish to inspect. The University will make arrangements for access and notify the student of the time and place where the records may be inspected.

**CORRECTION OF EDUCATION RECORDS:** Students have the right to ask the University to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

- A. A student must request, in writing, to the University official responsible for the record, to amend a record. In so doing, the student shall identify the part of the record he/she wants changed and specify why he/she believes it is inaccurate, misleading, or in violation of his/her privacy or other rights.
- B. The University may comply with the request or it may decide not to comply. If it decides not to comply, the University will notify the student of the decision and advise him/her of his/her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
- C. Upon request, the University will arrange for a hearing, and notify the student of the date, place and time of the hearing.
- D. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records.
- E. The University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
- F. If the University decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that he/she has a right to place in the record a statement commenting on the challenged information.
- G. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If the University discloses the contested portion of the record, it will also disclose the statement.
- H. If the University decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student, in writing, that the record has been amended.

#### **REFUSAL TO PROVIDE COPIES**

With an understanding that it cannot deny students access to their educational records, the following describes the circumstances in which the University may deny students a copy of their education records if the student has an unpaid financial obligation to the University or if there is an unresolved disciplinary action against the student.

**CONFIDENTIALITY:** All student records will be treated with confidentiality. University faculty and staff will have access to student records on a "need-to-know" basis. The office responsible for any particular education record or office requesting information for a legitimate educational interest will be responsible for ensuring that such confidentiality is maintained.

#### **DISCLOSURE OF EDUCATION RECORDS**

Disclosure of any information other than Directory Information requires a signed release, with original signature, from the student. This may include, but is not limited to, release of grade point averages, grades, test scores, etc.

Deceased Students: The University will not permit the release of educational records of deceased students unless authorized in writing by the executor/executrix of the deceased student's estate.

The University will disclose information from a student's education records only with the written consent of the student, except:

- A. To school officials who have a legitimate educational interest in the records. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the Boards of Trustees; or 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 school official has a legitimate educational interest if the official is performing a task that is specified in his or her position description or by a contract agreement, performing a task related to a student's education, or performing a task related to the discipline of a student.
- B. To certain officials of the U.S. Department of Education, The Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
- C. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
- D. If required by a state law requiring disclosure that was adopted before November 19, 1974.
- E. To organizations conducting certain studies for or on behalf of the University.
- F. To accrediting organizations to carry out their functions.
- G. To comply with a judicial order or a lawfully issued subpoena after a reasonable attempt is made to notify the student. The University is not required to give prior notice when responding to a Federal grand jury subpoena or other law enforcement subpoena that states the student not be informed; and that the contents of or existence of the subpoena not be disclosed.
- H. To comply with State statutes in connection with a juvenile justice system.
- I. To a court when the University initiates legal action against a student, and gives the student prior notice of the intended disclosure.
- J. To appropriate parties in a health or safety emergency.

Note: The University will be prohibited from permitting specific third party access to personally identifiable student information for a period of five years if that third party re-discloses personally identifiable student information in violation of FERPA.

#### **SOLOMON AMENDMENT**

The Solomon Amendment mandates that institutions must fulfill military requests for student recruiting information. Federal law defines student recruiting information as name, address, telephone number, age or date of birth, class level, academic major, place of birth, degrees received, and most recent educational institution attended. Requests can also include additional directory information as defined by the institution, such as email address. Students who have elected to withhold directory information will not have their information released under the Solomon Amendment.

#### **PARENTAL OR GUARDIAN ACCESS TO STUDENT'S EDUCATION RECORDS**

The University may, at its discretion, release student educational records only under the following circumstances:

- 1) through the written consent of the student, i.e. academic records;
- 2) in compliance with a subpoena; or
- 3) by submission of evidence that the parents or guardians declare the student as a dependent on their most recent Federal Income Tax form (Internal Revenue Code of 1954, Section 152), i.e., student financial account records or notarized statement of intent to claim the student as a dependent.

**RECORD OF REQUESTS FOR DISCLOSURE**

The University will maintain a record of all legitimate written disclosures of a student's educational record released without student's signature as set forth in the exceptions noted above.

**ANNUAL NOTIFICATION**

- A. Students will be notified of their FERPA rights annually by publication in all student handbooks published by Student Development/Dean of Students and the Accelerated Programs/Center for Adult & Professional Education.
- B. Other notification may be made available through publication in the University Catalog, the Faculty Policy Manual, and the Part-Time Adjunct Policy Manual. Also, handouts will be made available at all times in the Office of the Registrar.

# ACADEMIC OPTIONS

## Experiential Learning

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- I. **Experiential Learning**-Learning extends beyond the classroom at Thomas More University. Providing students with opportunities for experiential learning that connects classroom content to the real world is vital for delivering a comprehensive liberal arts learning experience. Recognizing this, all traditional undergraduate students, as part of the requirements for any baccalaureate degree, will complete an experiential learning component to the satisfaction of the student's department of major study. Detailed categories are as explained in the subsections below. See major requirements and courses of instruction for additional information about the major's experiential learning offerings.

Requirements for all Experiential Learning options:

- *Department approval.* The department chair from the student's department of major must approve experiential learning components. The chosen experiential learning component will allow students to enhance their learning by applying academic coursework to life experiences, potentially in their field of study
- *Student Learning Outcomes.* All Experiential Learning options require documented learning outcomes that connect the student's curriculum to the experiential learning activities. In addition, students must reflect on the meaning of the experience as it relates to their understanding of the University's mission statement and on how they will integrate their experience into future coursework or their career. Thomas More University faculty will oversee all academic components.
- *Course credits.* Up to 12 credit hours may be earned through experiential learning, excluding those credit hours required for specific programs (e.g., Nursing and Education). At least 1 credit hour of Experiential Learning is necessary to meet the experiential learning graduation requirement.
  - A. **Contracted Experiential Learning:** The objective of contracted experiential learning is to provide opportunities for students to enrich their education through learning experiences beyond the course offerings of the University, to acquaint themselves with means for extending the learning process past their formal training and into the world, and to allow flexibility in their approach. Students will work with faculty to establish individual learning outcomes as indicated above. See the course description for EXP 200 for additional information.
  - B. **Apprenticeship:** Students have an opportunity to work under and learn skills from an experienced professional in the field who will act as a mentor. Students must complete 45 work hours throughout the semester per credit hour. Students will work with faculty to establish individual learning outcomes as indicated above.
  - C. **Clinical Education:** Students complete hands-on experience directly tied to their area of study under the supervision of a credentialed practitioner. Credit is granted for academic courses as listed in the catalog under specific academic departments. Students will work with faculty to establish individual learning outcomes as indicated above.
  - D. **Community Service:** Community service allows students to obtain experiences in non-profit organizations within the community. Students will work under the supervision of a faculty member, who will establish relevant service experiences and a connection with classroom content. Students must complete a minimum of 45 service hours through the semester per one credit hour. Service hours include field work or other direct contact with the community partner. Additional time such as library research, off-site meetings, and assignments will be required by the faculty member. Students will work with faculty to establish individual learning outcomes as indicated above. See the course description for EXP 200 for additional information.

- E. Cooperative Education:** Cooperative education (Co-op) is a learning process which integrates classroom theory with paid practical work experience. Students must maintain at least a 2.5 GPA and have completed 30 credit hours of classwork to be eligible for participation in the Co-op Program. First-Year students who have completed 15 credit hours with a GPA of 3.5 or higher are eligible to do a co-op. Academic departments may have additional requirements. One to three credit hours per work semester may be earned. Students must complete a minimum of 45 work hours throughout the semester per credit hour.

Students work either part-time for consecutive semesters while continuing full-time study (parallel model) or work full-time with alternating semesters of full-time study (alternating model). Students working the alternating model are considered full-time, although they need not be enrolled in 12 credit hours during work semesters. (NOTE: To comply with NCAA and certain Financial Aid regulations, students need to be registered for six credit hours per alternating work term.)

Students are expected to work a minimum of two work terms and maintain a 2.5 or better GPA. Employment approval by both the Director of Experiential Learning and the student's department of major is required for participation in the program. Employment assistance is provided, but co-op jobs are not guaranteed. A faculty member monitors student progress via supervisor evaluations and site visits. These measures enable faculty to determine if the student's learning objectives are being fulfilled. By completing the required academic assignment, students may earn one to three credit hours per semester for participation in the Co-op Program. The appropriate course number will be assigned when a placement is made. Students will work with faculty to establish individual learning outcomes as indicated above. Refer to the Courses of Instruction section of this Catalogue for specific course numbers.

- F. Internships:** An internship mirrors a co-op in that students work for business, industry, government or non-profit organizations to gain career-related work experience. The differences are that internships may be paid or unpaid, students may work one (or more) semester, and work hours range from 9 to 20 per week (or 40 hours per week during the summer or for some special programs; see department requirements for details). Students must complete 45 work hours throughout the semester per credit hour. Students work through their academic departments to arrange credit for internship experiences. Students will work with faculty to establish individual learning outcomes as indicated above. Eligibility requirements and course requirements may vary between disciplines; see the respective course description and department for details.
- G. Research:** Students perform research under the supervision of TMU faculty or an off-campus supervisor. The purpose is to provide additional learning experiences by means of a structured project and by expanding the student's exposure to a particular field. Students will work with faculty to establish individual learning outcomes as indicated above.
- H. Service Learning:** Through service learning, students bolster their formal academic learning while serving the community. Relative to traditional academic classes there are three additional components involved in service learning: planning and preparing for a service placement with the associated faculty member, hands-on experience working in a community non-profit organization, and reflection on one's experience through discussion, writing and further research. Students further develop a sense of agency and community involvement, gain practical work experience, learn to directly apply class learning, realize a deeper understanding of social issues, and are emotionally and intellectually challenged. Students will work with faculty to establish individual learning outcomes as indicated above.

Service Learning is offered as part of the academic curriculum and can be completed in two ways:

1. Many service learning courses are housed within academic departments. For these courses, 45 field-work hours are required. At the discretion of the instructor, some courses may include in these hours skill development related to the service.
2. GEC 206, a 1-3 credit Service Learning course, is offered under the supervision of a faculty member as another way to fulfill service learning. To earn service learning credit through GEC 206, students must

complete a minimum of 45 service hours throughout the semester (additional credit is determined by department). Service hours include field work or other direct contact with the community partner. Additional time such as library research, off-site meetings, and assignments will be required by the faculty member. See the course description for GEC 206 for additional information.

- I. **Student Teaching:** Student candidates put into practice the knowledge and skills they have developed in the preparation program. Student teaching involves on-site experience in a partner school and includes candidate reflection on their teaching experience. Students will work with faculty to establish individual learning outcomes as indicated above. Credit is granted for academic courses as listed in the catalog under specific academic departments.
- J. **Study Abroad:** Through study abroad experiences, students are introduced to new cultures and challenged to navigate unfamiliar situations as they are molded into global citizens. In addition, they further develop an appreciation and understanding for cultural differences, foreign languages, foreign policies, and global trends. Students will work with faculty to establish individual learning outcomes as indicated above. Interested students will be directed to the appropriate individual(s) to obtain specific details and requirements depending upon the program chosen. See International Studies in the Courses of Instruction section and the Academic Options section of the course catalog for more information.

Study abroad as part of the experiential learning requirement can be completed in 3 ways with preapproval by the student's academic major department:

1. Students may choose to enroll in a study abroad course through TMU.
  - a) Students may enroll and participate in a program that is guided by a faculty member and that combines an intensive study abroad experience with directed study activities preceding and/or following a travel portion of the program.
  - b) Or, students may enroll in courses offered through the Cooperative Center for Study Abroad (CCSA) or Kentucky Institute for International Studies (KIIS).
2. Students may choose to apply and study at one of TMU's partner institutions (see International Studies in the Courses of Instruction section of the catalog for list of all partner institutions), or students may seek out other institutions and apply for admissions, working ahead of time with TMU to ensure that credit taken abroad will transfer back to TMU.

Students may seek study abroad placement through independent study abroad agencies and organizations.

- II. **Greater Cincinnati Collegiate Connection:** To provide curriculum enrichment and to expand the number and variety of educational opportunities available to its students, Thomas More University is a member of the Greater Cincinnati Collegiate Connection (GC3), which includes a number of regionally accredited institutions throughout the Greater Cincinnati Area. Please see the Office of the Registrar for a current list of member institutions.

Students from the participating institutions are permitted to enroll in a course or courses offered by a GC3 college or university on a space available basis. Tuition payments for the courses are made to the home institution at the home institution's rate, and the host institution collects special fees for the courses. Grades earned for courses taken through the GC3 program will be used in the calculation of the Thomas More University G.P.A.

Students must be in good academic standing to participate in the GC3. All full-time and half-time degree seeking students are eligible to earn a maximum of half their semester or quarter hours at GC3 schools with a limit of up to two (2) courses or six (6) semester hours in any given term. Summer status is determined by the student's credit hour load the previous semester. Students are responsible for ensuring they have taken the necessary

prerequisites for a consortium course and for ensuring that the course taken will fulfill the desired requirement. The course also must be unavailable at Thomas More University. Students may take 16 credit hours through the GC3 over the course of their undergraduate program. See section on residency for additional policies. Further explanation of rules and procedures are available in the Office of the Registrar.

- III. **Military Science (ROTC):** The Department of the Army at Xavier University, Cincinnati, Ohio, in cooperation with Thomas More University, provides the opportunity for any qualified student to enroll in the Army's Military Science commissioning program.

Military Science classes are presented on the Xavier University campus. These courses are taken through the Consortium. Upon graduation and successful completion of the Military Science program, students will be commissioned as Second Lieutenants in the United States Army. No obligation for military service is incurred during the first two years of the program.

For further information about the curriculum and professional development requirements, contact the Military Science Department at Xavier University, Cincinnati, Ohio, by telephone at (513) 745-3646.

- **Student Advising:** Students enrolled in a Military Science program will have two advisors: a Military Science advisor and an academic advisor. The Military Science advisor will advise students only on matters concerning the military science program. Students must consult with their academic advisor on all questions concerning course and graduation requirements in their academic field of study.
- **Academic Correlation:** Certain bachelor's degree programs correlate directly with certain branches of the Army. Among those are Nursing and the Army Nurse Branch. Students whose career plans are in such a professional area should consult a Military Science advisor.
- **Advanced Placement:** Students may qualify for direct enrollment in the advanced course when awarded placement credit for the basic course by the Military Science Chairperson.
- **Financial Assistance:** There are currently two and three year scholarships available to Military Science Students. All are competitive and awarded on a best-qualified basis.

A similar program exists in conjunction with the Air Force ROTC at the University of Cincinnati. For additional information call (513) 556-2237, or write to AFROTC Dept. 665, University of Cincinnati, 2535 Dennis Street, Cincinnati OH 45221-0042.

- IV. **Cooperative Center for Study Abroad (CCSA) and Kentucky Institute for International Studies (KIIS):** CCSA and KIIS are higher education consortium of colleges and universities offering study abroad programs. Full-time or part-time students in good academic standing at Thomas More University are eligible to participate in any CCSA or KIIS program. Contact the Provost for information on various programs available for Thomas More University credit.

- V. **Credit by Examination:** Advanced Placement with credit will be given to high school graduates who have received the minimum score required by Thomas More University on one or more of the Advanced Placement Examinations of the College Entrance Examination Board.

Thomas More University recognizes the General and Subject Examinations of the College Level Examination Program (CLEP) of the College Entrance Examination Board and Dantes Standardized Subject Tests (DSST) for the award of credit. A posting and processing fee is applicable to all students including those who submit scores of CLEP taken elsewhere while enrolled as students at Thomas More University.

Credit by examination cannot be awarded for a lower level course in a discipline than one for which the student has already earned credit. A student may also not earn credit by examination for a course if they have earned credit for a course with similar content. If the credit is transferred to meet a major requirement, the department may require supplemental learning to meet the Thomas More University equivalency.

The University also recognizes the Proficiency Examination Program (PEP) of the American College Testing service for the award of credit.

Additional information on all credit by examination is available in the Office of the Registrar.



# UNDERGRADUATE DEGREE REQUIREMENTS

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Students must complete the specific academic requirements as listed in this catalog in order to earn a degree.

## **I. NON-CURRICULAR REQUIREMENTS FOR ALL BACHELOR AND ASSOCIATE DEGREES**

Students must fulfill the following additional requirements to earn a degree from Thomas More University. Students will not receive a diploma or transcript from the University until the following requirements and obligations are met.

- A. A cumulative GPA of at least 2.0 is required for all students. A cumulative GPA of at least 2.0 is also required in the student's major(s).
- B. All core requirements must be taken under the Letter Grading System. All courses listed as requirements for one's major(s) must be taken under the Letter Grading System unless the major department permits otherwise. A minimum of 96 semester hours must be earned under the Letter Grading System for the bachelor's degree, and 48 semester hours for the associate's degree.
- C. To assist the University's efforts in maintaining the quality of its academic programs, students are required to participate in all assigned assessment activities. Core assessment will occur in individual courses or through scheduled assessment activities. Students will be notified of their required participation. Students who expect to graduate at any specific graduation date should ascertain from a faculty advisor in their major field(s) what assessment activities are required to complete the major requirements.
- D. Students must fill out the Application for Graduation, obtain approval, and submit to the Office of the Registrar by the appropriate deadlines. See section on Graduation Applications.
- E. In addition to the academic and non-curricular requirements for all degrees, students must satisfy all financial obligations to the University before receiving their transcript and diploma.

## **II. CURRICULAR REQUIREMENTS FOR DEGREES AS LISTED ON THE FOLLOWING PAGES:**

**BACHELOR OF ARTS, BACHELOR OF FINE ARTS  
BACHELOR OF SCIENCE AND  
BACHELOR OF SCIENCE IN NURSING**

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To be eligible for the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science or Bachelor of Science in Nursing degree, a student must satisfactorily complete a minimum of 120 credit hours, including the core requirements of the University and the requirements for at least one departmental major, and non-curricular requirements previously noted. Every student is required to complete a senior seminar according to the standards established by his or her major department(s).

The Core Requirements of the curriculum are designed to assure that the student receives a liberal education as well as a concentration in a major. The Core Curriculum enables the student to explore many disciplines before or during a commitment to a major, either discovering new possibilities for career and personal development or acquiring a broad education as a base on which to build a particular career interest and build an interest in lifelong learning.

Inspired by the Catholic Intellectual Tradition, at Thomas More students of all faiths are challenged to examine the ultimate meaning of life, their place in the world, and their responsibility to others. Through a liberal arts education, students will be educated to cultivate lifelong learning and foster the skills needed to be morally engaged citizens of the world. In pursuit of this objective every student is expected to acquire the following skills:

1. Evaluate the merits of arguments, created materials, and behavior against standards based in faith and reason, science, aesthetics, and ethics
2. Respectfully evaluate their worldview in relation to the worldviews of others
3. Examine social issues with an awareness of Catholic tradition of justice
4. Demonstrate habits of curiosity, reflection, and independent inquiry using knowledge and skills drawn from multiple disciplines
5. Communicate effectively through speech and writing

**I. Core Requirements for B.A., B.S., and B.S.N. degrees:**

<b>Core Area</b>	<b>Required Credit Hours</b>
<b>First Year Seminar:</b> FYS 150	<b>3</b>
<b>Experiential Learning</b>	<b>1</b>
<b>English:</b> ENG 150, Literature and English 200 or higher level, see English department listing	<b>6</b>
<b>Communication:</b> See Communication department listing, (not required of all majors)	<b>3</b>
<b>Fine Arts:</b> See department listings for Art, Dance, English, Music, Theatre; (not required of all majors)	<b>5-6</b>
<b>Foreign Language:</b> See department listings for French, German, Latin, and Spanish, (not required of all majors)	<b>3-6</b>
<b>History:</b> See History department listing, (Education majors require specific history course)	<b>6</b>
<b>Mathematics:</b> Any course numbered 121 or higher; see Mathematics department listing	<b>3</b>
<b>Natural Science:</b> Two courses, each one from a different department (Biology, Chemistry or Physics); one course must have a laboratory component; see science department listings	<b>6-7</b>

<b>Philosophy:</b> See Philosophy department listing	<b>6</b>
<b>Social Science:</b> See department listings for Economics, Law, Political Science, Psychology, Sociology	<b>6</b>
<b>Theology:</b> One course in Sacred Scripture; one course in Systematic Theology; see Theology department listing	<b>6</b>
<b>Senior Theology:</b> THE 425 Social Issues (note required of all majors)	<b>3</b>
<b>TOTAL CORE CREDITS</b>	<b>57-62</b>

**\*See major requirements listing for more information**

## **II. Major and Supporting Courses**

Students must fulfill all requirements for a major as determined by at least one department. Many students have the opportunity to fulfill the requirements for two majors. The University encourages the student to identify his/her major(s) as soon as possible in order to permit completion in the normal period of time. An approved student initiated major which is multidisciplinary and includes a minimum of 36 semester hours earned in courses from several departments may be substituted for a major with the approval of the Provost.

## **III. Experiential Learning**

Learning extends beyond the classroom at Thomas More University. Providing students with opportunities for experiential learning in order to connect classroom content to the world is vital for delivering a comprehensive liberal arts learning experience. Recognizing this, all undergraduate students, as part of the requirements for any Bachelor of Arts, Bachelor of Science, or Bachelor of Science in Nursing degree, will complete an experiential learning component to the satisfaction of the student's department of major study. Detailed categories are explained in the section on Academic Options. See major requirements and courses of instruction for additional information about the major's experiential learning offerings.

## **IV. First-Year Seminar Students**

All first time first-year who have been out of high school less than five years and have transferred no more than eleven credit hours from another accredited institution to Thomas More University are enrolled in the First-Year Seminar as one of their academic courses during their first semester. Faculty from across the curriculum offer an interesting array of seminar topics, each centered on a particular area of study. By incorporating into the seminar issues and problems particular to the university first-year students, the First-Year Seminar provides a very effective method for introducing the student to university level learning and experiences. Research and study methods as well as time management and university adjustment are part of every course. Students in the seminar are offered a full program of diverse lectures and activities on campus to enrich their university experiences during the crucial first semester.

**BACHELOR OF ELECTED STUDIES**  
**BACHELOR OF BUSINESS ADMINISTRATION**  
**BACHELOR OF SCIENCE IN NURSING (RN to BSN)**

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The Bachelor of Elected Studies, Bachelor of Business Administration, and Bachelor of Science in Nursing (RN to BSN) degrees are designed for adult students who bring to their university study a wealth and variety of learning experiences together with a specific educational purpose. To be eligible for these degrees, a student must satisfactorily complete a minimum of 120 credit hours, including the core requirements of the University and non-curricular requirements previously noted.

**I. Core Requirements for BES, BBA, and BSN (RN to BSN) Degrees:**

<b>Core Area</b>	<b>Required Credit Hours</b>
<b>English:</b> ENG 150, Literature and English 200 or higher level, see English department listing	<b>6</b>
<b>Communication:</b> See Communication department listing	<b>3</b>
<b>Fine Arts:</b> See department listings for Art, Dance, English, Music, Theatre	<b>2-3</b>
<b>History:</b> See History department listing	<b>6</b>
<b>Mathematics:</b> Any course numbered 121 or higher; see Mathematics department listing	<b>3</b>
<b>Natural Science:</b> One course from Biology, Chemistry or Physics (lab optional); see science department listings	<b>3-4</b>
<b>Philosophy:</b> See Philosophy department listing	<b>3</b>
<b>Social Science:</b> See department listings for Economics, Law, Political Science, Psychology, Sociology	<b>3</b>
<b>Theology:</b> See Theology department listing	<b>3</b>
<b>TOTAL CORE CREDITS</b>	<b>32-34</b>

**II. Majors**

No major is required for the Elected Studies degree but students may earn one or more selected majors by fulfilling departmental and University requirements for the majors they choose. If no major is declared, students should work with an advisor to develop an individualized program which includes specific courses that are in harmony with their interests, abilities, and career goals. Students are encouraged to declare their intention to pursue an Elected Studies program within the first thirty hours of being admitted or re admitted to the University.

## ASSOCIATE OF ARTS AND ASSOCIATE OF ELECTED STUDIES

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To be eligible for the Associate of Arts degree or the Associate of Elected Studies degree a student must satisfactorily complete 60 credit hours, including the core requirements of the University and the requirements for at least one departmental major, and non-curricular requirements previously noted. The Associate of Elected Studies degree is designed for adult students who bring to their university study a wealth and variety of learning experiences together with a specific educational purpose. As the student consults with the academic advisor, an individualized program which may closely fit personal and career related goals can be developed.

### I. Core Requirements for A.A.:

Core Area	Required Credit Hours
<b>English:</b> ENG 150 Literature, Writing and Research	3
<b>Communication:</b> See Communication department listing	3
<b>Fine Arts:</b> See department listings for Art, Dance, English, Music, Theatre	2-3
<b>History:</b> See History department listing	6
<b>Mathematics:</b> Any course numbered 121 or higher; see Mathematics department listing	3
<b>Natural Science:</b> One course from Biology, Chemistry or Physics (lab optional); see science department listings	3-4
<b>Philosophy:</b> See Philosophy department listing	3
<b>Social Science:</b> See department listings for Economics, Law, Political Science, Psychology, Sociology	3
<b>Theology:</b> See Theology department listing	6
<b>TOTAL CORE CREDITS</b>	<b>32-34</b>

### II. Major and Supporting Courses

The student must fulfill all requirements for the associate major as determined by a department.

### I. Core Requirements for A.E.S. Degree:

Core Area	Required Credit Hours
<b>English:</b> ENG 150 Literature, Writing and Research	3
<b>Communication:</b> See Communication department listing	3
<b>History:</b> See History department listing	3
<b>Natural Science:</b> One course from Biology, Chemistry or Physics (lab optional); see science department listings	3-4
<b>Philosophy or Theology:</b> See the department listings for Philosophy and Theology	3

<b>Social Science:</b> See department listings for Economics, Law, Political Science, Psychology, Sociology	<b>3</b>
<b>Theology:</b> See Theology department listing	<b>6</b>
<b>TOTAL CORE CREDITS</b>	<b>24-25</b>

## II. Majors

No major is required for the Elected Studies degree, but students may earn one or more selected associate majors by fulfilling departmental and University requirements for the associate majors they choose. If no major is declared, students should work with an advisor to develop an individualized program, which includes specific areas of concentration that are in harmony with their interests, abilities, and career goals.

# ACCOUNTANCY

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The goal of the Department of Accountancy is to provide students with a broadly oriented education with special attention devoted to the functions, theory and practice of accounting as related to contemporary society. As such, the accountancy curriculum prepares students for positions in public accounting, industry, the government, and the not-for-profit sector. The curriculum meets the course requirements in accountancy and business administration recommended by professional organizations and mandated by many State Boards of Accountancy. The baccalaureate program is fully accredited by the ACBSP, The Accreditation Council for Business Schools and Programs.

The Accountancy Department has several flexible educational options available for students planning to sit for the Uniform CPA Examination. These options include: entering Thomas More University's MBA program upon receipt of the undergraduate accounting degree; selecting an additional undergraduate major field of study; pursuing one or more minors and/or associate's degrees; or choosing a variety of elective courses tailored to specific career goals. Students should consult with their advisor early in the program to determine the plan of study best suited to their needs. The Department also actively supports the CMA, CIA and other professional certifications. Interested students should contact their advisor for additional information. The Accountancy Department encourages all accountancy majors to participate in the Co-op Program to gain valuable practical experience prior to graduation.

## REQUIREMENTS FOR BACCALAUREATE MAJOR IN ACCOUNTANCY

- Accountancy (36 hours): ACC 101, 102, 201, 202, 301, 302, 311, 312, 401, 402, 420, 422 (ACC 101, 102 should be taken in the First-Year)
- Business Administration (21 hours): BUA 291, 292, 301, 302, 311, 321, 341
- Economics (3 hours): ECO 105
- Mathematics (7 hours): MAT 143 and statistics (BUA 249 or MAT 205 recommended)
- Psychology (3 hours): PSY 105
- Philosophy (3 hours): PHI 215C: Business Ethics
- Computer Literacy (3 hours): CIS 111 or equivalent
- Experiential Learning: CED310, ACC311 with GEC206, or BUA270 with GEC206

## OPTIONAL

- 4+1 MBA Concentration (15 credit hours): Students must apply in the spring of their Sophomore year. See the requirements in the Graduate Programs section.

## REQUIREMENTS FOR MINOR IN ACCOUNTANCY

- Accountancy (18 hours): ACC 101, 102, 201, 202; 6 hours of ACC electives at the 300-level or above
- Economics (3 hours): ECO 105

## REQUIREMENTS FOR ASSOCIATE MAJOR IN ACCOUNTANCY

**(This associate degree is not offered to incoming students. The teach out plan is through spring 2021.)**

- Accountancy (18 hours): ACC 101, 102, 201, 202, plus 6 hours of departmental electives

# ART

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The Bachelor of Fine Arts in Art will provide students the opportunity for additional work in studio classes and to develop a professional portfolio. This degree is suited for students who intend on a career in a professional art field, or a field that demands a specific skill. The program will also provide students with the portfolio work required for graduate students in studio art (the MFA).

The bachelor's degree in Art provides a program that leads toward the development of artistic awareness, aesthetic judgment, critical analysis, technical competence and artistic quality. The broad based program prepares students for immediate goals in studio art, art education or graphic design, and a long term goal of continuing personal and creative growth.

The Art Department embraces the following objectives:

- 1) to develop visual as well as spoken and written communication skills;
- 2) to develop a capacity for critical thinking, imagination and innovation;
- 3) to instill a sense of personal and social responsibility;
- 4) to develop competence in the student's preferred field of emphasis;
- 5) to familiarize the student with the major achievements in the history of art, including the works and intentions of leading artists in the past and present; and
- 6) to assist the student in achieving greater understanding of the creative process.

#### **REQUIREMENTS FOR BACCALAUREATE OF FINE ARTS MAJOR IN ART**

- Foundation and Capstone Courses (29 hours): ART 116, 117, 138, 219, 238, 224, 234, 248, 480, 481, 482
- Art History (12 hours): ART 251, 252, 353, 3 hours Art History elective
- Experiential Learning: ART 248
- Concentration – 18 hours in one of the following areas:
  - Studio Art: ART 135, 230, 235, 270, 315, 325, 330, 335, 338, 370, 430, 435, 438, 470
  - Sculpture: ART 135, 235, 324, 335, 424, 435
  - Graphic Design: ART 265, 267, 360, 460, 451, 461

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN ART**

- Foundation and Capstone Courses (23 hours): ART 116, 117, 130, 138, 224, 238, 248, 480
- Art History (9 hours): ART 251, 252, 353
- Art Electives (12 hours from the following): ART 135, 219, 230, 235, 265, 267, 270, 324, 330, 315, 325, 338, 360, 370, 424, 430, 435, 438, 451, 460, 470
- Experiential Learning: ART 248
- Art majors complete the computer literacy core requirement through ART 248

#### **REQUIREMENTS FOR MINOR IN ART HISTORY**

- Art History (21 hours): ART 251, 252, 353; four electives from among the following, two of which must be 300 level or higher: ART 152, 256, 257, 268, 272, 273, 350, 351, 357, 466

#### **REQUIREMENTS FOR MINOR IN MULTIMEDIA DESIGN**

- Art (27 hours): ART 117, 248, 265, 267, 280, 281, 340, 341, 342

#### **REQUIREMENTS FOR MINOR IN VISUAL ART**

- Foundation Courses (12 hours): ART 116, 117, 138; one Art History course
- Emphasis (9-12 hours):
  - Drawing (9 hours): ART 219, 238, three credit hours of 300-level or higher drawing course(s)
  - Painting (9 hours): ART 130, 230, three credit hours of 300-level or higher painting course(s)
  - Ceramics (9 hours): ART 135, 235, 435
  - Sculpture (9 hours): ART 224, 324, 424
  - Illustration (9 hours): ART 270, 370, 470
  - Graphic Design (12 hours): ART 248, 265, 267, 360
  - Printmaking (9 hours): ART 234, 334, 434



# ATHLETIC TRAINING

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**\*The admission and major requirements below apply to students who enrolled prior to fall 2017 and replaces previous versions. This degree is not offered to incoming students. The teach out plan is through spring 2020.**

Thomas More University offers a dual BS/MS Degree in Athletic Training. Students enrolling prior to Fall 2017 earn a Bachelor of Science in Athletic Training and a Master of Science in Athletic Training. Students enrolling fall 2017 and later earn a Bachelor of Science in Exercise Science and a Master of Science in Athletic Training. The Master of Science in Athletic Training prepares students to take the Board of Certification (BOC) exam to enter the field as a certified athletic trainer (ATC). Students are eligible to take the BOC exam of the Athletic Training program. Through an innovative interdisciplinary education and clinical practice model, the Athletic Training Program prepares students to provide evidence-based and patient-centered health care. The program utilizes state of the art technology and modern teaching strategies. It provides unique clinical experiences to cultivate professionals who embody sound clinical reasoning, professional ethics, honesty, compassion, primacy of the patient, and who are advocates for the profession of athletic training.

For student enrolling prior to fall 2017 term, the BS/MS in Athletic Training comprehensive curriculum is divided into two phases: a two-year, Pre-Professional Phase and a three-year, Professional Phase. In the pre-professional phase, each student will complete the program prerequisites and complete courses in the Thomas More Core Curriculum. Students will experience the profession and gain an understanding of the commitment involved upon formal admission. The professional phase will begin in the fall semester of the student's third year, while the graduate courses will begin in the fall semester of the fourth year. To maintain the appropriate ratio of students to preceptors, the ATP can only accept a maximum of 20 students per year into the professional phase of the program. At the end of the fourth year, the student will receive a Bachelor of Science in Athletic Training. At the end of the fifth year, each student will earn a Master of Science in Athletic Training degree and be eligible for the Board of Certification exam.

Athletic training admission policy for pre-professional phase: any student accepted to Thomas More University may qualify for entry into the pre-professional phase of the program.

Athletic training admission policy for the professional phase:

1. Completion of the following courses with a C grade or higher: ATP 208, ATP 210, ATP 250, CHE 111, CHE 111L, CHE 113, CHE 113L, BIO 207, BIO 211/L, BIO 212/L, NUR 103
2. Overall GPA of 2.5 or higher and a GPA of 2.75 within courses required for the athletic training major
3. Completion of 60 or more credit hours (prior to beginning professional program)
4. Current certification in Professional Rescuer CPR and Standard First Aid by the American Red Cross.
5. Completion of the Application and materials for the Athletic Training Program according to the Athletic Training Student Handbook
6. Three letters of recommendation from professional sources.
7. Undergo a personal interview with Athletic Training Admissions Committee.

There are several health, academic, and other requirements outlined in detail in the "Athletic Training Student Handbook" that all athletic training students must complete as required.

## REQUIREMENTS FOR BACHELOR OF SCIENCE IN ATHLETIC TRAINING

Upon successful completion of the appropriate courses students will graduate with a Bachelor of Science Degree in Athletic Training, however will not be eligible to sit for the National Board of Certification Exam to become a certified athletic trainer.

- All students must maintain a cumulative GPA of 2.5 and a major GPA of 2.75.
- Athletic Training Courses (50 hours) – ATP 108, ATP 110, ATP 220, ATP 224, ATP 250, ATP 290, ATP 291, ATP 460, ATP 480, ATP 490, ATP 501, 502\*, ATP 510, ATP 511, 540\*, 590\*. \*These courses are also required for the MS in Athletic Training.

- Supporting Courses (36 hours) – BIO 207, BIO 211, BIO 211/L, BIO 212, BIO 212/L, BIO 214, CHE 103, CHE 103/L, CHE 104, CHE 104/L, MAT 205, NUR 103, NUR 204/L, PSY 105, PSY 206

**\*SEE THE MASTER OF SCIENCE IN ATHLETIC TRAINING SECTION OF GRADUATE PROGRAMS  
FOR THE MS DEGREE REQUIREMENTS**

## BIOCHEMISTRY

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The Biochemistry major is specifically tailored for students with a strong interest in both Biology and Chemistry. This program will provide a strong foundation in the basic areas of Biology and Chemistry designed to prepare the student for a career in industry or further study in graduate or pre-professional programs. The program may be readily adapted for students specifically interested in medical or pharmacy school.

### REQUIREMENTS FOR BACHELOR OF SCIENCE IN BIOCHEMISTRY

- Chemistry (37 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, 301, 304, 313/313L, 330/330L, 340/340L, 385/385L, 411/412
- Biology (12 hours): BIO 101/101L, 206/206L\*, 341/341L  
\*BIO 206 prerequisites waived by biology department chair for biochemistry majors
- Physics (10 hours): PHY 141/141L and 142/142L
- Mathematics (8 hours): MAT 151 and 152
- Experiential Learning: CHE411 and CHE412
- A student seeking a degree in Biochemistry must earn a grade of C or above in all chemistry courses.

### REQUIREMENTS FOR MINOR IN BIOCHEMISTRY

- Chemistry (23 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, 330, 340; CHE 330L, 340L, or 370
- Mathematics (6 hours): MAT electives at 143 level or higher
- Elective (6 hours): 6 hours of Biology, Physics, Mathematics, or Computer Information Systems electives approved by Chemistry chair
- A student seeking a minor in Biochemistry must earn a C or above in all Chemistry courses.

## BIOLOGY

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The curriculum in Biology, formulated according to both classical and contemporary biological concepts, prepares the student for continuing intellectual growth and professional development in the life sciences. The major program in Biology can be adapted to meet the requirements for a number of different professional and graduate school programs, including (but not limited to) medical school, dental school, veterinary school, physical therapy school, and marine biology graduate school.

### REQUIREMENTS FOR BACHELOR OF SCIENCE IN BIOLOGY

- Biology core (21 hours): BIO 101/101L, 102/102L, 204, 205, 206/206L, 489
- Biology electives (16 hours): four 4 hour electives (level 300 or above) other than BIO 400 with at least one chosen from each of the following three categories:
  - Cellular and Molecular Biology: BIO 317/317L, 319/319L, 326/326L, 330/330L, 341/341L
  - Organismic Biology: BIO 301/301L, BIO304/304L, 305/305L, 315/315L, 329/329L, 340/340L
  - Ecological Biology: BIO 308/308L, 309/309L, 311/311L, 318/318L, 325/325L, 328/328L
- Chemistry (16 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L
- Mathematics (7 hours): MAT 143, 205
- Physics (8 hours): PHY 121/121L, 122/122L
- Computer Literacy (3 hours): CIS 111

- Experiential Learning: EXP200, BIO489 or as determined by the department
- No Biology major may graduate with more than one letter grade lower than a 'C' in a Biology (BIO) course required for the major

**Additional Requirements for a Concentration:**

- Concentrations may be obtained in each of the following categories:  
Cellular and Molecular Biology, Organismic Biology, and Ecological Biology
- Biology electives (26 hours):
  - Six 4-hour electives, including: four designated 4 hour electives (level 300 or above) from the category in which the area of concentration is to be obtained and an additional 4-hour elective from each of the two remaining categories
  - One 2-4 hour BIO elective from among independent study, internship, co-op or related experience, as approved by the Department, in areas related to the concentration
- No Biology major may graduate with more than one letter grade lower than a 'C' in a Biology (BIO) course required for the major

**REQUIREMENTS FOR BACHELOR OF ARTS IN BIOLOGY**

- Biology core (21 hours): BIO 101/101L, 102/102L, 204, 205, 206/206L, 489
- Biology electives (16 hours): four 4 hour electives (level 300 or above) chosen from each of the following three categories:
  - A. Cellular and Molecular Biology: BIO 317/317L, 319/319L, 326/326L, 330/330L, 341/341L
  - B. Organismic Biology: BIO 301/301L, 304/304L, 305/305L, 315/315L, 329/329L, 340/340L
  - C. Ecological Biology: BIO 308/308L, 309/309L, 311/311L, 318/318L, 325/325L, 328/328L
- Chemistry (8-16 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L (Physics may be substituted for Organic Chemistry)
- Mathematics (3 hours): MAT 205
- Physics (0-8 hours): PHY 121/121L, 122/122L (Organic Chemistry may be substituted for Physics)
- Computer Literacy(3 hours): CIS 111
- Experiential Learning: EXP200, BIO489 or as determined by the department
- No Biology major may graduate with more than one letter grade lower than a 'C' in a Biology (BIO) course required for the major

**Requirements for a Concentration:**

- Concentrations may be obtained in each of the following categories:  
Cellular and Molecular Biology, Organismic Biology, and Ecological Biology
- Biology electives (26 hours):
  - Six 4-hour electives, including: four designated 4 hour electives (level 300 or above) from the category in which the area of concentration is to be obtained and an additional 4-hour elective from each of the remaining two categories
  - One 2-4 hour BIO elective from among independent study, internship, co-op or related experience, as approved by the Department, in areas related to the concentration
- No Biology major may graduate with more than one letter grade lower than a 'C' in a Biology (BIO) course required for the major

**REQUIREMENTS FOR MINOR IN BIOLOGY**

- Biology (15 hours): BIO 101/101L, 102/102L, 204, and 206/206L
- Biology electives (8 hours): two 4-hour electives at the 300-level or above

- No Biology major may graduate with more than one letter grade lower than a 'C' in a Biology (BIO) course required for the major

#### **REQUIREMENTS FOR MINOR IN BIOINFORMATICS AND COMPUTATIONAL BIOLOGY**

- Biology (11 or 12 hours): BIO101/101L, 206/206L, 333A or 333/333L
- Computer Information Systems (9 hours): CIS 113, 114, 267
- Mathematics (7 hours): MAT143 or 151; MAT 205 or 340
- Elective (3 hours): MIS 415, BIO330/330L, BIO341/341L

#### **REQUIREMENTS FOR MINOR IN ENVIRONMENTAL SCIENCE**

- Biology (12 hours): BIO 101/101L, 102/102L, 318/318L
- Environmental Science (10 hours): ENV 214/214L, 215, 316
- Mathematics (3 hours): MAT 205

#### **REQUIREMENTS FOR ASSOCIATE MAJOR IN BIOLOGY**

**(This associate degree is not offered to incoming students. The teach out plan is through spring 2021.)**

- Biology (18 hours): BIO 101/101L, 102/102L, 204, 205, and 206/206L
- Biology elective (4 hours): one 4-hour elective (level 300 or above) OR 4-hours of BIO 400 Independent Study and Research:
  - Cellular and Molecular Biology: BIO317/317L, 319/319L, 326/326L, 330/330L, 341/341L
  - Organismic Biology: BIO 301/301L, 304/304L, 305/305L, 315/315L329/329L, 340/340L
  - Ecological Biology: BIO 308/308L, 309/309L, 311/311L, 318/318L, 325/325L, 328/328L
- No Biology major may graduate with more than one letter grade lower than a 'C' in a Biology (BIO) course required for the major

## **BUSINESS ADMINISTRATION**

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Thomas More University prepares students to be skilled, confident professionals through its Business Administration program. The Kohlhepp Business Administration Center, along with skilled faculty, provides the resources for success.

The Business Administration curriculum for undergraduate degrees is intended to prepare students for management careers in business, the non-profit sector, and government. Effective management requires wisdom in making moral and ethical judgments, skill in scientific analysis of problems, and the capacity to lead and motivate others in order to reach agreed upon objectives. The curriculum requires students to deal with each of these areas in an integrated way. Experience can be gained through participation in co-op, practicum and internships.

Various degree options and delivery system options are provided. This allows for better matching the needs of students with the program. The content for the major is the same within each bachelor option and within each associate option.

The Associate of Elected Studies in Management curriculum provides an avenue for the adult student with little or no college experience to complete a degree at the associate and/or bachelor level in an accelerated format.

#### **REQUIREMENTS FOR BACHELOR OF ARTS IN BUSINESS ADMINISTRATION**

*Applicable to students with either traditional or non-traditional admission.*

- Accountancy (6 hours): ACC 101, 102
- Business Administration (36 hours): BUA 105, 249, 291, 301, 302, 305, 311, 321, 331, 341, 405, 498
- Computer Information Systems (3 hours): CIS 111
- Economics (6 hours): ECO 105 and an Economics elective
- Mathematics (4 hours): MAT 143

- Experiential Learning: BUA 255 or BUA 270 or BUA 273 or BUA 355 or BUA 392 or CED305 or an Internship
- Area of Concentration (9 hours): Students may select from within the Department of Business Administration: Management/Human Resources, Marketing, Finance, Business Law, Operations Management and Quantitative Analysis. Areas of emphasis from other departments may also be chosen. These include Accountancy, Computer Information Systems, International Studies, Economics, and/or another approved area. Selection is made prior to the junior year and is subject to approval by the student's advisor and the chairperson of the Department of Business Administration.
  1. Management: BUA 307, 313; one of the following: BUA 270, 303, 306, 314, 403, 406 or 407
  2. Human Resource Management: BUA 303, 403; one of the following: BUA 306, 307, 313, 314, 406 or 407
  3. Marketing: BUA 416, 417; one of the following: BUA 315, 316, 317, 318, 319, 415, SEM 410
  4. Finance: three of the following: BUA 218/ECO 218, 325/ECO 325, 350; ECO 205, FIN 421, 422
  5. Business Law: BUA 292; two of the following: BUA 306, 406, 407, POS 425, ACC 312
  6. Operations Management: BUA 435; BUA 306 or appropriate courses from Computer Information Systems and/or Mathematics as approved by the Chairperson
  7. Sports and Entertainment Marketing: three of the following: SEM 310, 380, 410, 420
  8. Healthcare Management: HCM 370, 410, 420
  9. Quantitative Analysis: Students interested in the option should choose it no later than the second semester of the first year. A custom package of existing mathematics, business, and computer information systems courses will be designed to accommodate the student. Approval of chairperson is required.
  10. Student Designed: Some students may have career goals or other situations for which the above areas are not entirely suitable. Such students may design an area of concentration suited to their needs in conjunction with their advisor and with the approval of the Chairperson. Existing courses from Thomas More University and the Greater Cincinnati Consortium of Colleges and Universities must be used. A brief proposal must be submitted stating the objectives that the area of concentration is designed to help the student achieve, each course and its description, the contribution of each course to achieving the stated objectives, the projected enrollment date for each course, and other such information that may be useful in evaluating the proposal. The student's advisor should be consulted for assistance in both designing the area of concentration and preparing the proposal.
  11. 4+1 MBA Concentration (15 credit hours): Students must apply in the spring of their Sophomore year. See the requirements in the Graduate Programs section.
- Course Sequence: ACC 101, 102, BUA 105, CIS 111, ECO 105 and MAT 143 should be taken in the first-year. BUA 249, 301, 302, and 341 should be taken in the sophomore year. BUA 291, 311, 321 and 331 should be taken in the junior year. BUA 405 and 498 should be taken in the senior year. The core requirement in Speech should be delayed until a later date by students having to make up mathematics deficiencies as determined by the Math Placement Test. Business majors may not use economics to fulfill the core requirement in Social Science. Business majors are advised to take two laboratory courses in fulfilling their core requirement in Natural Science.

#### **REQUIREMENTS FOR BACHELOR OF BUSINESS ADMINISTRATION**

1. Accelerated degree completion option (*Applicable only to students with TAP admission*)  
 The accelerated degree completion option is offered to students through Thomas More University Accelerated Programs (TAP). The program delivery system is unique with courses offered as a highly integrated package to students progressing through the program in cohorts. Current Thomas More University students should consult with a TAP advisor as early as possible if planning to transfer to TAP. This will ensure a smooth transition and compliance with transfer regulations.
  - Prerequisites: 30 hours or completion of TAP AES program; pre-requisite course work of ECO 101 and MAT 096 or the equivalent; and significant employment experience.
  - Course credit will not be granted for:
    - BUA 106 Fundamentals of Business Writing after receiving credit for BUA 305 Effective Business Writing
    - BUA 107 Mathematics for Business Decision Making after receiving credit for BUA 241 Mathematical Analysis for Management

- BUA 108 Financial Analysis for Managers after receiving credit for BUA 321 Business Finance
- BUA 264 Marketing and Consumer Value after receiving credit for BUA 311 Marketing
- Accountancy (6 hours): ACC 205, 208
- Business Administration (45 hours): BUA 201, 241, 249, 291, 301, 302, 303, 305, 307, 311, 321, 331, 341, 405, 498
- Economics (3 hours): ECO 102
- Philosophy (3 hours): PHI 215

2. Standard option (*Applicable only to non-traditionally admitted students*)

- Accountancy (6 hours): ACC 101, 102
- Business Administration (36 hours): BUA 105, 249, 291, 301, 302, 305, 311, 321, 331, 341, 405, 498
- Computer Information Systems (3 hours): CIS 111
- Economics (6 hours): ECO 105 and an ECO elective
- Area of Emphasis (9 hours) See “Area of Concentration” above in the Bachelor of Arts section

**REQUIREMENTS FOR MINOR IN BUSINESS ADMINISTRATION**

- Business Administration (15 hours): BUA 105, 302, 311, 321; BUA 303, 291, or 292
- Accountancy (3 hours): ACC 101

**REQUIREMENTS FOR MINOR IN SUPPLY CHAIN MANAGEMENT**

- Supply Chain Management (15 hours): SCM 205, 245, 315, 350, 450
- Ethical Leadership (3 hours): ELS 215

**REQUIREMENTS FOR ASSOCIATE MAJOR IN BUSINESS ADMINISTRATION**

**(This associate degree is not offered to incoming students. The teach out plan is through spring 2021.)**

- Accountancy (6 hours): ACC 101, 102
- Business Administration (12 hours): BUA 105, 291, 301, 302
- Economics (6 hours): ECO 105 and an Economics elective
- Computer Information Systems (3 hours): CIS 111
- Business majors may not use ECO 105 to fulfill the core requirement in Social Science.

**REQUIREMENTS FOR ASSOCIATE OF ELECTED STUDIES IN MANAGEMENT**

*The AES is only available to students with TAP admission.*

- Business Administration (27 hours): BUA 104, 106, 107, 108, 204, 205, 263, 264
- Supporting Courses (3 hours): ECO 101
- Management majors may not use ECO 101 to fulfill the core requirement in Social Science.

## CHEMISTRY

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The Chemistry Department offers a challenging program of study providing the student with a strong foundation in the basic areas of chemistry designed to prepare the student for a career in the industry or further study in graduate or pre-professional programs. The major program in Chemistry develops the student’s appreciation for the science of chemistry, embraces the importance of critical thinking, and refines problem-solving abilities in areas such as General, Organic, Physical, Analytical, Inorganic, and Biological Chemistry.

Students learn Chemistry not only in the small, personalized atmosphere of lecture courses, but also through hands-on experimentation provided by the laboratory and research components of the curriculum. Research projects are chosen by the student in consultation with a faculty mentor. Projects are possible in a number of concentrations, including

organic/inorganic synthesis and environmental analysis among others. Laboratory proficiency is developed as a part of both lab and research courses.

The Department offers three different degree options for students interested in chemistry. The Bachelor of Science degree in Chemistry, based on course requirements endorsed by the American Chemical Society, is the recommended program for students going on to graduate school in Chemistry or immediately entering the job market following graduation. The Bachelor of Arts degree in Chemistry allows for a greater degree of flexibility with the scheduling of certain upper-level courses and may readily be paired with another degree (i.e., B.A. in Biology) if desired. The minor in Chemistry provides additional curricular support to students majoring in other fields.

Additionally, the Department of Chemistry also lends support to Bachelor of Science degree in Biochemistry.

#### **REQUIREMENTS FOR BACHELOR OF SCIENCE IN CHEMISTRY**

- Chemistry (43 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, 301, 304, 313/313L, 314/314L, 358/358L, 385/385L, 411-412 (3 hours), 415/415L, and 2 hours of advanced topics
- Supporting Courses (22 hours): PHY 141/141L, 142/142L; MAT 151, 152, 201
- MAT 202 is strongly recommended
- Experiential Learning: CHE411 and CHE412
- A student seeking a degree in Chemistry must earn a grade of C or above in all Chemistry courses

#### **REQUIREMENTS FOR BACHELOR OF ARTS IN CHEMISTRY**

- Chemistry (37 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, 301, 313/313L, 415/415L; 12 hours of electives from among: CHE 304, 314/314L, 330/330L, 358/358L, 370, 385/385L, 411, 412, 425, 435
- Supporting Courses (18 hours): PHY 141/141L, 142/142L or 121/121L, 122/122L; MAT 151, 152
- Experiential Learning: CHE411 and CHE412
- A student seeking a degree in Chemistry must earn a grade of C or above in all Chemistry courses

#### **REQUIREMENTS FOR MINOR IN CHEMISTRY**

- Chemistry Courses (23 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, and at least seven hours of CHE courses at the 300 level or higher
- Supporting Courses (12 hours): 6 credit hours in MAT (not including MAT 115, 121, 122, 125); 6 credit hours in Biology, Physics, Math, or Computer Information Systems approved by the Chairperson of the Chemistry Department.
- A student seeking a minor in Chemistry must earn a grade of C or above in all Chemistry courses

#### **REQUIREMENTS FOR FORENSIC SCIENCE CONCENTRATION**

- Chemistry Courses (8 hours): CHE 385/385L, 415/415L
- Biology Courses (4 hours): BIO 101/101L
- Criminal Justice Courses (6 hours): CRJ 101, 301
- Optional Courses: BIO 206/206L, 341/341L; PSY 105, 206
- A student seeking a concentration in Forensic Science must earn a C or above in all courses for the concentration.

#### **REQUIREMENTS ASSOCIATE MAJOR IN CHEMISTRY**

**(This associate degree is not offered to incoming students. The teach out plan is through spring 2020.)**

- Chemistry Courses (23 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, and at least seven hours of CHE courses at the 300 level or higher
- Supporting Courses (12 hours): 6 credit hours in MAT (not including MAT 115, 121, 122, 125); CIS 111; and an additional 3 credit hours in Science, Mathematics, or Computer Information Systems approved by the Chairperson of the Chemistry Department. If the Departmental Computer Literacy Test is passed, then an additional Science or Mathematics course may be substituted for the Computer Information Systems course.
- A student seeking a degree in Chemistry must earn a grade of C or above in all Chemistry courses.

## PRE PROFESSIONAL PROGRAMS

The major program in Chemistry is easily adapted to meet the requirements of medical, dental, and veterinary schools. Several options are also available for adapting the program to further study Chemical and Metallurgical Engineering and Material Science at the undergraduate and graduate levels. Consult the chairperson of the Chemistry Department for more details.

## COMMUNICATION

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The academic programs in Communication prepare students for graduate school, business, teaching, public relations, media and other related careers. Students, in consultation with Communication faculty, build upon the required Communication coursework with the use of electives, independent studies, co-ops, internships, interdisciplinary coursework and consortium courses to develop focused concentrations in general communication, communication-theatre, mass media, public relations, and speech education. Any student interested in coursework relating to these concentrations should speak with a faculty member about how the degree in Communication may facilitate the achievement of his or her specific educational and career goals.

Communication students are encouraged to explore Communication internships and co-op experiences as a part of their program study.

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN COMMUNICATION

- Communication (36 hours): COM 105, 201, 215, 225 or 330, 230, 325, 350, 370, 435, 450, 460, 490
- Communication electives (12 hours): With approval of the departmental chairperson the student may substitute two courses from another department as electives. Optional areas of concentration to fulfill 9 credit hours are as follows:
  - Electronic Journalism: COM 301, 310, 210 or 327
  - Media: COM 210, 310, one elective
  - Organizational Communication: COM 225 or 330, 310, 403
  - Strategic Communication: COM 317, 318, 310 or 361
  - Communication Disorders: Leveling Program in cooperation with the Department of Communication Science & Disorders at the University of Cincinnati. Department permission required.
- Students fulfill the core requirement in computer literacy by demonstrating proficiency in the use of presentation design software in COM 490.
- Experiential Learning: COM 255 or COM 395 or any study abroad experience

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN COMMUNICATION/ SPORTS AND ENTERTAINMENT MARKETING

- Communication (30 hours): COM 105, 201, 215, 225, 320, 450, 460; Communication electives 9 hours
- Sports and Entertainment Marketing (18 hours): SEM 310, 380, 392, 410, 420, 498
- Supporting Courses (28 hours): BUA 105, 291, 249, 311; ACC 101, 102; ECO 105, ECO elective; MAT 143
- Computer Literacy (3 hours): CIS 111
- Experiential Learning: SEM392

### REQUIREMENTS FOR MINOR IN COMMUNICATION

- Communication (21 hours): COM 201, COM 450 or 460; Communication electives 15 hours, 6 hours must be at the 300 or 400-level



# COMPUTER INFORMATION SYSTEMS

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Computer Information Systems has emerged as a professional discipline in recent years and the importance of computer technology in science, business and our daily lives is well recognized. The program is structured to prepare students for graduate school or employment in the business sector. The program emphasizes skills and professional practice set in the context of an integrated liberal arts education. An optional cooperative educational program is available to provide additional related experience. Programs with dual majors in Accounting, Business and Mathematics are encouraged.

## REQUIREMENTS FOR BACCALAUREATE MAJOR IN COMPUTER INFORMATION SYSTEMS

- Core Courses (39 hours): CIS 113, 114/L, 115/L, 211, 226/L, 231, 267, 314, 341, 342; Senior Seminar: 1- 3 hours of CIS 410 and 411 are both required for a minimum total of 3 hours
- Computer Information Systems Electives (12 hours): Students must complete 12 hours of electives and at least 6 hours must be at the 300 or 400 level. These electives may include 6 hours of Co-op in an approved computer related field and/or up to 6 hours of approved substitutes from Mathematics. CIS 348 is not an option for an elective.
- Math Requirement (7 hours): MAT 143 and 205 or associate's degree in Mathematics
- Experiential Learning: CIS410 or CIS411
- Minor or Associates degree in Web Design, Business Administration, Accounting, Economics or Mathematics, or other degree as approved by the department.
- A student seeking a degree in Computer Information Systems must earn a grade of C- or above in all Computer Information Systems and Math courses required for the major.

## REQUIREMENTS FOR MINOR IN INFORMATION SYSTEMS

- Information Systems (18 hours): CIS 113/MIS 113 (waived if completed CIS 111); CIS 114/L/MIS 114/L or MIS 150; MIS 320; MIS 350; MIS 405; MIS 460
- Electives (6 hours): six hours in CIS or MIS electives
- A student seeking a minor in Information Systems must earn a grade of C- or above in all CIS and MIS courses required for the minor.

## REQUIREMENTS FOR MINOR IN WEB DESIGN

- Computer Information Systems courses (12 hours): CIS 240, 267, 323, 341
- Art (12 hours): ART 117, 248, 265, 280

## REQUIREMENTS FOR ASSOCIATE MAJOR IN COMPUTER INFORMATION SYSTEMS

**(This associate degree is not offered to incoming students. The teach out plan is through spring 2021.)**

- Core Courses (24 hours): CIS 113, 114, 115, 231, 267, 341; and two CIS electives
- A student seeking a degree in Computer Information Systems must earn a grade of C- or above in all Computer Information Systems and Math courses required for the major.

# CRIMINAL JUSTICE

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The goal of the Department of Sociology and Criminal Justice is to contribute to the intellectual growth and empowerment of majors and the student body as a whole. This goal is realized by offering students opportunities to promote this growth both in and around the classroom. Particularly, the student will explore the relationships between society, culture, and self in preparation to contribute to the disciplines' humanitarian mission in the future positions of responsibility (such as, citizen, family member, employee/employer, government official, and/or graduate student). The departmental curriculum is geared toward flexibility, thus allowing the student to tailor coursework around interests and career aspirations, be they roles in the non-profit sector, research, government, human/community service, business, graduate education, or others.

Students who are Criminal Justice majors must maintain a 2.50 grade point average. Majors must meet this requirement in both their major courses and their overall classes. If a student does not meet either of these grade point average standards, the department reserves the right to suspend their declaration of major. Similarly, any major who does not meet these requirements by their matriculation will not be recommended for candidacy for graduation by the departmental chair. Those students who do not meet these requirements in any given semester are required to meet with the Chair of the Department at the beginning of the following semester to discuss appropriate course of action.

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN CRIMINAL JUSTICE**

- Criminal Justice (36 credit hours): CRJ 101, 225, 311, 401, 409; 21 hours of departmental electives
- Sociology (6 credit hours): SOC 105; 216 or 217
- Supporting Courses (9 hours): MAT 208 or PSY 201; PSY 105 or ECO 105 or POS 105; one elective from among BUA 270, LAW 320, PSY (not 105), ECO (not 105), POS (not 105), HIS (not 101 or 102), or COM (not 105, 204, 207, or 305) courses
- Experiential Learning: CRJ401
- Students must maintain a 2.5 grade point average – see statement above.

#### **REQUIREMENTS FOR MINOR IN CRIMINAL JUSTICE**

- Criminal Justice (18 credit hours): CRJ 101, 225; 12 hours departmental electives, 6 of which must be at the 300- or 400-level

## **ECONOMICS**

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The Department of Economics seeks to provide a purposeful analytical approach to society's allocation of scarce resources tempered by ethical and institutional considerations. The curriculum is designed so as to allow the student, in consultation with the academic advisor, to tailor a program according to his/her long range goals; e.g. graduate study, professional study, law, or a career in economics, finance, or banking. To facilitate a focused program of study, the student may choose to pursue a major in economics with a concentration in political economy and government, or a major in economics with a concentration in finance.

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN ECONOMICS**

- Economics (24 hours): ECO 105, 106, 215, 216, 481; 9 hours departmental electives
- Business Administration (6 hours): BUA 249, 341
- Mathematics (4 hours): MAT 143
- Computer Information Systems (3 hours): CIS 111
- Supporting Studies (21 hours): selected from Business Administration, Computer Information Systems, Mathematics, or other approved areas. Selection is subject to the approval of the academic advisor and the departmental chairperson.
- Experiential Learning: EXP 200 or as determined by the Department

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN ECONOMICS**

##### **Concentration in Political Economy and Government**

The major is intended for individuals interested in either academic or policy-making careers requiring both economics and political science. Typically, these individuals have interests that require mastery of several academic disciplines.

- Economics (24 hours): ECO 105, 106, 215, 216, 481; nine hours department electives chosen from ECO 305, 306, 310, 338, 355, 360, or 455
- Business Administration (6 hours): BUA 249, 341
- Mathematics (4 hours): MAT 143
- Computer Information Systems (3 hours): CIS 111
- History (3 hours): HIS 349 (cross-listed as ECO 349)
- Political Science (9 hours): POS 105; six hours departmental electives from POS 215, 230, 335, 370

- Philosophy (3 hours): PHI 235 or 327 (fulfills part of the core requirement in Philosophy)
- Supporting Studies (6 hours): from Computer Information Systems, History, Political Science or International Studies
- Experiential Learning: EXP 200 or as determined by the Department

**REQUIREMENTS FOR BACCALAUREATE MAJOR IN ECONOMICS**  
**Concentration in Finance**

This major maintains the liberal arts core of the Economics major while also providing students with coursework emphasizing finance, including risk analysis, financial analysis, corporate financial management and related topics. This concentration prepares graduates for career opportunities in financial services, banking and insurance.

- Economics (24 hours): ECO 105, 106, 215, 216, 218, 307, 325, 481
- Business Administration (9 hours): BUA 249, 321, 341
- Accountancy (6 hours): ACC 101, 102
- Mathematics (4 hours): MAT 143
- Computer Information Systems (3 hours): CIS 111
- Supporting Studies (12 hours): Selected from Business, Mathematics, Computer Information Systems or other approved areas. Selection is subject to approval from the academic advisor and departmental chairperson.
- Experiential Learning: EXP 200 or as determined by the Department

**REQUIREMENTS FOR MINOR IN ECONOMICS**

- Choose one combination of courses (18 hours):
  - Economics: ECO 105, 106, 215, 216; 6 hours of ECO electives at the 300- or 400-level
  - Economics with focus in Finance: ECO 105, 106, 215, 216, 307, 325
  - Economics with focus in Political Economy and Government: ECO 105, POS 105, ECO 106 or 216, ECO 305, 3 hours ECO elective at the 300- or 400-level, 3 hours POS elective at the 300- or 400-level

## EDUCATION

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The Education Department of Thomas More University carries out the mission of the University by preparing individuals for initial entry into the teaching profession and related educational endeavors. Faculty members of the Education Department strive to provide superior teaching and scholarship in order to foster learning environments in which individuals can develop the knowledge, dispositions, values and skills required to help all students learn. Consistent with the mission of the University, education graduates are expected to be effective, proactive members of the teaching profession who practice lifelong learning, reflection and service to diverse constituencies; and who honor Christian values. Graduates are expected to be leaders among those with whom and for whom they work. Our vision statement, *The Teacher as Leader in a Learning Community*, summarizes the purposes and goals of our education programs.

The Teacher Education Program at Thomas More University for bachelor majors combines classroom learning with field experience. The elementary (P-5), middle school (5-9), and secondary (8-12) preparation programs comply with the Kentucky Department of Education standards for certification. Candidates in Education are carefully selected and are given every opportunity to develop in the fields for which they have the greatest aptitude.

In accordance with Kentucky regulations, the Education Department of Thomas More University conducts a thorough program of selection, admission, and retention. This process is designed to ensure that those candidates who advance into the teaching profession will have a successful and rewarding career.

Certification in Kentucky, as well as other states, requires a bachelor's degree from an approved teacher education institution; successful performance of professional tasks and development of a professional portfolio demonstrating fulfillment of

Kentucky's and Thomas More University's Teacher Standards; and passing scores on the Praxis II (content area) and Principals of Learning and Teaching (PLT) tests. Information about registration and testing sites can be found at [www.ets.org/praxis](http://www.ets.org/praxis).

### REQUIREMENTS FOR PARTICIPATION IN FIELD EXPERIENCE

According to State regulations, documentation of a tuberculosis (TB) screening test showing negative results must be submitted to qualify for participation in any form of field experience: observations, aide work, clinical field experience, student teaching.

In accordance with Kentucky regulations and district-specific policies, the Education Department of Thomas More University mandates multiple background checks for teacher education majors. This process is designed to ensure that candidates meet the legal and ethical standards established for the teaching profession.

All education majors are required to complete an initial background check in EDU 101 utilizing the Kentucky Administrative Office of the Courts (AOC) website. It is the responsibility of the student to submit a copy of the background check results to the Education Office. **NOTE: Background checks must be completed by August 31st in order to be placed in schools the fall semester. Failure to comply with background check requirements will prohibit students/teacher candidates from participating in classroom experiences.**

All education majors will be required to complete a an additional background check through VIRTUS, a program of education to promote the safety of children and the prevention of child sexual abuse designed by and required by the Diocesan Catholic Board of Education. Students/candidates are responsible to remain VIRTUS compliant during the entirety of the Education Program.

### FEES

Fees required for the Education program include, but are not limited to: VIRTUS and AOC background checks, CASE/Praxis tests, Foliotek portfolio fee. **Note: A second background check** through the KY AOC will be required during junior clinical courses prior to placement in the classroom. Individual schools may require background checks specific to their district. Notify your education advisor if you are asked to complete any additional background checks by a school.

### ADMISSION REQUIREMENTS FOR THE TEACHER EDUCATION PROGRAM (TEP)

In accordance with Kentucky regulations, the Education Department of Thomas More University conducts a thorough program of selection, admission and retention. This process is designed to ensure that those candidates who advance into the teaching profession will have successful and rewarding careers.

**In order to be considered for the Teacher Education Program, students must meet the following criteria:**

- Minimum GPA: 2.75
- Completion of EDU 101/201/202
- Core Academic Skills for Educators (CASE) Tests (Candidates must pass all CASE tests to be admitted to the Teacher Education Program. Minimum scores: Reading-156; Writing-162; Mathematics-150)
- Speech Proficiency: A grade of B or better in one of the following: COM 105, 205, 207, 305
- VIRTUS: candidate must be VIRTUS compliant, i.e., candidate must have completed the VIRTUS background check and training; submitted the acceptance letter and volunteer form to the Education Office, and remain up to date with VIRTUS e-mail bulletins

**In order to apply for admission to the TEP, candidates must submit to the Education Department by March 1:**

- Application Form for Admission to the Teacher Education Program
- Signed Professional Code of Ethics Form
- Signed Character & Fitness Form
- Recommendation Forms (3) - from individuals who can identify your character and suitability for the teaching profession (family members not accepted)
- Essay

*Forms are available in the Education Office or on the Education Department Information Site.*

### **Interview Process**

Applications are reviewed by members of the Teacher Education Committee, which consists of members of the Education Department, TMC faculty, teachers and administrators from local public and private schools, and a current teacher candidate. The applicant is interviewed by a minimum of two Committee members. Prior to the interview, committee members review the candidate's application materials. Following the interview, the Committee formally confers, and candidates will be notified in writing of their application results. Candidates are encouraged to meet with their Education advisors for feedback regarding their application and interview.

### **Continuous Evaluation**

After admission to the Teacher Education Program and thereby to upper division courses, the candidate continues to receive guidance and support. At the end of each semester, the grade point average is reviewed to ensure continuation in good standing. Candidates who do not meet GPA requirements are offered special advising and additional academic support.

**Note:** Candidates earning a D, F or I in a 200-level Education course may not advance to 300-level Education Courses; Candidates earning a D, F or I in a 300-level Education course may not advance to 400-level Education Courses; Candidates earning a D, F or I in Student Teaching will not be recommended for certification.

## **ADMISSION REQUIREMENTS FOR STUDENT TEACHING**

In accordance with Kentucky regulations, the Education Department of Thomas More University conducts a thorough program of selection, admission and retention. This process is designed to ensure that those candidates who advance into the teaching profession will have successful and rewarding careers.

### **In order to be considered for Student Teaching, students must meet the following criteria:**

- Previous admission to the Teacher Education Program and continuation in good standing
- Senior Status (minimum of 90 semester hours)
- Completion of 200 hours of field experience under 16 KAR 5:050 Section 3 prior to beginning student teaching placement
- Minimum required GPA: 2.75
- Praxis II content Tests (Candidates must pass Praxis II contents test(s) to be admitted to student teaching.
- Completion of three-fourths of required professional education courses, including field work through junior level
- Degree Audit with Certification Officer/Senior Advisor by March 1
- Acceptable Dispositions on record prior to student teaching
- VIRTUS training and compliancy

### **In order to apply for Student Teaching, candidates must submit to the Education Department by March 1:**

- Application for Student Teaching Form
- Signed Professional Code of Ethics Form
- Signed Character & Fitness Form
- Satisfactory Portfolio Entries:
- Self-Analysis (Reflection of Field Experience)
- Lesson Plan

### **Secondary Education Majors:**

- Completion of three-fourths of required course work in teaching major
- Signature of Chairperson(s) of teaching major on Application Form

### **Interview Process**

Applications are reviewed by members of the Teacher Education Committee, which consists of members of the Education Department, TMC faculty, teachers and administrators from local public and private schools, and a current teacher candidate. The applicant is interviewed by a minimum of two Committee members. Prior to the interview, committee members review the candidate's application materials. Following the interview, the Committee formally confers, and candidates will be notified in writing of their student teaching status. Candidates are encouraged to meet with their Education advisors for feedback regarding their application and interview.

### **Requirements AFTER Admission to Student Teaching:**

- Background Check through the Kenton County Board of Education (The Director of Student Teaching will provide the information upon admission to student teaching regarding the procedure for this background check.)
- Kentucky Department of Education Medical Examination Form completed by physician, including TB test with negative results
- NEA Educators Employment Liability insurance program via KEA

### **Dispositions:**

Teachers not only facilitate their students' intellectual growth, but also influence overall personal development. Therefore, teacher candidates must demonstrate essential dispositions such as acceptance of others, a capacity for empathy, and a belief in the ability of every child to learn. To this end, candidates' behavior and oral and written expressions are observed by Education faculty in classroom interactions, assignments, advising sessions and out-of-class situations throughout their entire time at Thomas More University. The Teacher Education Committee does not knowingly admit or retain candidates whose behavior or oral or written communication manifests any form of discrimination. Candidates excluded by this regulation receive personal advising by Education faculty and by other professionals as may be needed.

### **Exit Criteria required for Program Completion and Certification:**

- **Minimum of C or Better in Student Teaching based on KTIP Evaluations**
- **Student Teaching Portfolio Sources of Evidence**
- **Cooperating Teacher Evaluations**

### **TEACHER EDUCATION PROGRAMS**

**In view of changing national, state and local educational needs, degree requirements are subject to change. It is the responsibility of the student to be aware of any program or policy changes by frequently visiting the Education Department website and meeting with his or her advisor on a regular basis.**

\*Modified Core Curriculum: Only 3 credit hours of History, HIS 102 is required.

### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN EDUCATIONAL STUDIES**

Recognizing the advantage that can be derived from the study of Education by persons who are not pursuing certification, the department also offers a major in Educational Studies. Persons not seeking certification but wishing to pursue studies in Education should consult with an Education advisor to design a curricular plan suited to their background and anticipated needs.

- Education (32 hours): EDU 101, 201, 202, 210, 301-C, 302-C, 303-C, 304-C, 305, 360, 408, 426
- The Education Department requires that BAES candidates also earn a Minor in a relevant content area.
- Experiential Learning: EDU 408

### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN ELEMENTARY EDUCATION (Grades P-5)**

- Education: EDU 101, 201, 202A, 205, 210, 215, 216, 301A, 302A, 303A, 304A, 305, 317, 325A, 326A, 327A, 328A, 332, 360, 407A, 422, 425
- Computer Literacy: fulfilled by demonstrating proficiency as determined by the Education Department.
- Supporting Courses:
  - Fine Arts (6 hours): ART 221, MUS 231
  - Mathematics (6 hours): MAT 121, 122
  - Health, PE (3 hours): PHE 105
  - Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  - Social Science (18 hours): HIS 102, HIS 114, ECO 105, GEO 201, POS 105, PSY 105
  - English (6 hours): ENG 150; 320

- Experiential Learning: EDU216

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN MIDDLE SCHOOL EDUCATION (Grades 5–9)**

- Education: EDU 101, 201, 202B, 210, 301B, 302B, 303B, 304B, 305, 317, 336, 360, 407B, 422, 425
- Computer Literacy: fulfilled by demonstrating proficiency as determined by Education Department.
- Supporting Courses:
  - Fine Arts (6 hours): ART 221; 3 hours from COM 208, THR 205, THR 255, THR 401
  - Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  - Social Science (9 hours): HIS 102; PSY 105; ECO 105
  - English (6 hours): ENG 150; 320
- Teaching Specialties: Choose two from the following:
  - Language Arts: ENG 150, 212, 320, 420; two literature courses from among 229, 244, 255, 343, 344, 345, 346, 449; one creative writing course from among 255CW, 262CW, 321, 322CW, 323CW
  - Social Studies: HIS 101, 102, 114, 115; ECO 105; GEO 201; POS 105; SOC 105; EDU 326B
  - Mathematics: MAT 121, 122, 125, 143, 205; 6 credit hours above MAT 121; CIS 111; EDU 328B
  - Science: Includes Biology, Chemistry, Physics, Earth science, and EDU 327B
    - Biology
      - option 1: BIO 101/101L, 102/102L
      - option 2: NSC 267/267L, and 4 hours of BIO/NSC electives
    - Choose Chemistry or Physics emphasis:
      - Chemistry emphasis: CHE 103/103L, NSC 206/206L; PHY 236/236L or 237/237L
      - Physics emphasis: NSC/PHY 225 (lab recommended), 238; PHY 236/236L; NSC 206/206L or CHE 103/103L
    - Earth Science with lab taken through consortium program
- Experiential Learning: EDU407B

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN ART-EDUCATION (Grades P-12)**

- Education: EDU 101, 201, 202C, 210, 305, 311, 312, 313, 314, 317, 336, 360, 418, 422, 425
- Supporting Courses:
  - Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  - Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  - English (6 hours): ENG 150; 320
- Art (49-51 hours): ART 116, 117, 118, 121, 146, 215, 216, 221, 231, 241, 251, 252, 261, 311, 321, 353, 416
- Computer Literacy: fulfilled by demonstrating proficiency as determined by the Education Department.
- Experiential Learning: EDU313

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN SECONDARY EDUCATION-BIOLOGY (Grades 8-12)**

- Education: EDU 101, 201, 202C, 210, 305, 311, 312, 313, 314, 317, 336, 360, 417, 422, 425
- Supporting Courses:
  - Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  - English (6 hours): ENG 150; 320
- Biology (34 hours): BIO 101/101L, 102/102L, 205, 206/206L, 489; three 4-hour electives, one from each area of cellular and molecular, organismic, and ecological
- Chemistry (8 hours minimum): CHE 111/111L, 113/113L,
- Mathematics (3 hours): MAT 205 or equivalent
- Physics (8 hours): PHY 121/121L, 122/122L

- Computer Literacy: fulfilled by demonstrating proficiency as determined in EDU 101
- Experiential Learning: EDU313

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN BUSINESS & MARKETING (Grades 5–12)**

- Education: EDU 101, 201, 202C, 210, 301B, 303B, 305, 311, 312, 313, 314, 317, 336, 360, 417, 422, 425
- Supporting Courses:
  - Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  - Social Science (9 hours): HIS102, PSY 105, and ECO 105 or SOC 105 or POS 105
  - English (6 hours): ENG 150; 320
- Accounting (6 hours): ACC 101, 102
- Business Administration (30 hours): BUA 105, 249, 291, 301, 302, 311, 321, 341, 391, 498
- Computer Literacy (3 hours): CIS 111
- Economics (6 hours): ECO 105, Economics elective
- Mathematics (4 hours): MAT 143
- Communication (3 hours): COM 204
- Experiential Learning: EDU313

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN SECONDARY EDUCATION-CHEMISTRY (Grades 8-12)**

- Education: EDU 101, 201, 202C, 210, 305, 311, 312, 313, 314, 317, 336, 360, 417, 422, 425
- Supporting Courses:
  - Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  - Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  - English (6 hours): ENG 150; 320
- Chemistry (30 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, 301, 304, 313/313L, 358, and 385 or 415
- Supporting Courses (18 hours): MAT 151, 152, PHY 141/141L, 142/142L
- Computer Literacy: fulfilled by demonstrating proficiency as determined by the Education Department.
- Experiential Learning: EDU313

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN SECONDARY EDUCATION-ENGLISH (Grades 8-12)**

- Education: EDU 101, 201, 202C, 210, 305, 311, 312, 313, 314, 317, 336, 360, 417, 422, 425
- Supporting Courses:
  - Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  - Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
- English (21 hours): ENG 150, 210, 320, 405; 9 hours ENG electives (6 hours must be from Creative Writing)
- American Literature (6 hours): from among ENG 343, 344, 345, 346
- English Literature (6 hours): from among ENG 347, 381, 382, 383, 384, 385, 386
- Shakespeare (3 hours): from ENG 331, 475
- Theatre (3 hours): any course from the Theatre department
- Literature & Pedagogy (3 hours): EDU/ENG 212
- Computer Literacy: fulfilled by demonstrating proficiency as determined by the Education Department.
- Experiential Learning: EDU313

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN SECONDARY EDUCATION-MATHEMATICS (Grades 8-12)**

- Education: EDU 101, 201, 202C, 210, 305, 311, 312, 313, 314, 317, 336, 360, 417, 422, 425
- Supporting Courses:



- Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
- Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
- English (6 hours): ENG 150; 320
- Mathematics (36 hours): MAT 151, 152, 201, 206, 210, 220, 231, 306, 340, 411; 3 additional hours from MAT 202, 207, 240, 303, 345, 412, 455, 475
- Computer Information Systems (6 hours): CIS 113, 114
- Science (8 - 10 hours): CHE 111/111L and 113/113L OR PHY 141/141L and 142/142L
- Experiential Learning: EDU313

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN SECONDARY EDUCATION-PHYSICS (Grades 8-12)**

- Education: EDU 101, 201, 202C, 210, 305, 311, 312, 313, 314, 317, 336, 360, 417, 422, 425
- Supporting Courses:
  - Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  - Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  - English (6 hours): ENG 150; 320
- Physics (33 hours): PHY 141/141L, 142/142L, 241/241L, 242, 312, 321, 322, 490, 491, plus at least two additional PHY courses numbered 200 or higher excluding any courses cross listed as NSC/PHY
- Mathematics (16 hours): MAT 151, 152, 201, 202
- Computer Literacy: fulfilled by demonstrating proficiency as determined by the Education Department.
- Experiential Learning: EDU313

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN SECONDARY EDUCATION-SOCIAL STUDIES (Grades 8-12)**

- Education: EDU 101, 201, 202C, 210, 305, 311, 312, 313, 314, 317, 336, 360, 417, 422, 425
- Computer Literacy: fulfilled by demonstrating proficiency as determined in EDU 101
- Supporting Courses:
  - Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  - English (6 hours): ENG 150; 320
  - Social Science courses(15 hours): ECO 105, GEO 201, POS 105, PSY 105, SOC 105
- History (18 hours): HIS 101, 102, 114, 115, 497, and a HIS elective
- Two of the following options (6 hours each):
  - Economics: ECO 216, 238
  - Political Science: POS 106, 230
  - Sociology: SOC 217 and a SOC elective
  - Psychology: one course from the clinical and social psychology category, including PSY 205, 206, 214, 305, 306; one course from the experimental psychology category, including PSY 307, 310, 311, 315, 316
- Experiential Learning: EDU313

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN SPANISH EDUCATION (Grades P – 12)**

- Education: EDU 101, 201, 202C, 210, 305, 311, 312, 313, 314, 317, 336, 360, 418, 422, 425
- Computer Literacy: fulfilled by demonstrating proficiency as determined by the Education Department.
- Supporting Courses:
  - Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  - Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  - English (6 hours): ENG 150; 320

- Spanish (49 hours): SPA 101/111, 102/112, 201, 202, 255, 260, 303, 304, 306, 321, 331, 401, 411, 413, 431, 435, 455-Theory and Methods; Study Abroad in a Spanish-speaking country.
- Experiential Learning: EDU313

**REQUIREMENTS FOR BACCALAUREATE MAJOR IN SECONDARY EDUCATION-SPEECH/  
MEDIA COMMUNICATIONS (Grades 8-12)**

- Education: EDU 101, 201, 202C, 210, 305, 311, 312, 313, 314, 317, 336, 360, 417, 422, 425
- Computer Literacy: fulfilled by demonstrating proficiency as determined by the Education Department.
- Supporting Courses:
  - Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  - Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  - English (6 hours): ENG 150; 320
- Communication (21 hours): COM 105, 201, 207, 208, 215, 225, 320
- Communication electives (12 hours): 12 hours from among COM 301, 310, 435, 450, 460, with at least 2 courses from among 435, 450, 460
- Theatre (12 hours): THR 105, 205 or 206, 207, 401
- Experiential Learning: EDU313

**REQUIREMENTS FOR BACCALAUREATE MAJOR IN SECONDARY EDUCATION-THEATRE (Grades P-12)**

- Education: EDU 101, 201, 202C, 210, 305, 311, 312, 313, 314, 317, 336, 360, 418, 422, 425
- Computer Literacy: fulfilled by demonstrating proficiency as determined by the Education Department.
- Supporting Courses:
  - Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  - Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  - English (6 hours): ENG 150; 320
- Theatre (30 hours ): THR 105, 205 or 206, 207, 301 or 302, 330, 356, 401, 402, 425; 3 hours in dramatic literature from among ENG 371, 372, or 376
- Communication (6 hours): 3 hours from among COM 105, 205, 207, 305; 3 hours from among COM 208, 215, 255
- Experiential Learning: EDU313

**REQUIREMENTS FOR BACCALAUREATE MAJOR IN SPECIAL EDUCATION**

\*This major must be earned as a second major to an elementary, middle, or secondary program at Thomas More University.

- Education (18 hours): EDU 340, 341, 342, 343, 344, 345
- Education Practicum and Field Experience (16 hours): chose one
  - Elementary with Special Education: EDU 359, 361, 430
  - Middle Grades with Special Education: EDU 362, 363, 431
  - Secondary with Special Education: EDU 364, 365, 432

## ENGINEERING

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The Physics Department at Thomas More University offers a rigorous pre Engineering program providing the student with a strong background in the areas of Physics necessary for further study in Engineering. The program allows the students an opportunity to earn a B.S. degree in Physics and an A.A. in Mathematics from Thomas More University as well as a B.S. in Engineering from the engineering school of his/her choice.

After completing the junior year of study at Thomas More University, the student transfers to an Engineering program at another regionally accredited institution. To successfully obtain the B.S. in Physics from Thomas More University the student must transfer in 15 semester credit hours of engineering courses from the Engineering School, approved by the Department Chair. To obtain the B.S. in Engineering, the student is responsible for successfully completing all requirements for that degree as specified by the chosen Engineering School. Typically, after the first year at the Engineering school, the student is qualified to receive the B.S. in Physics and A.A. in Mathematics from Thomas More University. The student will transfer back to Thomas More University 15 semester credit hours of grades (2.0 or greater, on a 4 point scale) for graduation at Thomas More University. Normally after the second year, the B.S. in Engineering is obtained. Cooperative programs are available at the Engineering institutions wherein the student alternates on a quarter or semester basis between class attendance and supervised engineering work in business or industry.

Several options are available for adapting the chemistry major program for those students who are interested in pursuing studies in the areas of Chemical and Metallurgical Engineering and Material Science at the undergraduate and graduate levels. These pre-engineering programs of study are pursued through Thomas More University's Chemistry Department.

Programs are available for Aeronautical, Aerospace, Agricultural, Civil, Electrical, Electronic, Computer, Industrial, Mechanical and Nuclear Engineering (Under the Physics Department).

\*Modified Core Curriculum: Communication and Senior Theology courses not required.

### **REQUIREMENTS FOR BACHELOR OF SCIENCE IN PHYSICS AND ASSOCIATE OR ARTS IN MATHEMATICS**

#### **\*for Pre-Engineering Students**

- Physics (30 hours): PHY 141/141L, 142/142L, 241/241L, 242, 251, 311, 312, 321, 322
- Mathematics (25 hours): MAT 151, 152, 201, 202, 220, 310; MAT 340 or 303
- Supporting Courses (6 hours): CHE 111, 113; CHE 111L and 113L labs recommended
- Engineering (15 hours): Students must transfer the following coursework back to Thomas More University:
  - 15 hours of engineering courses from an ABET-accredited engineering school
  - and enough college credit to satisfy the requirement of a minimum of 120 credit hours
- Experiential Learning: Engineering courses
- Students must earn a C or better in all major and support courses required for the major to graduate. If a student receives a C- or worse in a course, that course must be retaken, which may delay subsequent coursework.

## **ENGLISH**

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A major in English or English/Creative Writing prepares the student for graduate study, careers in law, teaching, creative and professional writing and business. The English major develops analytical abilities as well as written and verbal communications skills and provides an encounter with the works of great literary minds and a deeper understanding of human behavior. The Department also offers general requirements, general electives and advanced courses in written communication.

### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN ENGLISH**

#### **Literary Studies Concentration**

- Department core requirements (9 hours): ENG 210, 310, 405
- American Literature (6 hours): from among ENG 343, 344, 345, 346, 355/455, Special topics with an American Focus, 449
- English Literature (9 hours): from among ENG 347, 355/455, Special topics with a British Focus, 381, 382, 383, 384, 385, 386
- Shakespeare (3 hours): from among ENG 331, 475, 255/355/455 Special Topics with Shakespeare focus

- Electives (12 hours): English electives at the 200 level or above
- Experiential Learning: ENG298 or ENG300 or SOC206 or SOC355 or SOC381 or any study abroad or co-op experience

### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN ENGLISH**

#### **Creative Writing Concentration**

- Department Core Courses (9 hours): ENG 210, 310, 405
- Literature Surveys (9 hours): from among ENG 331, 343, 344, 345, 346, 347, 355, 381, 382, 383, 384, 385, 386, 449, 455, 475
- Creative Writing Workshops (9 hours): ENG 322CW, 323CW, 424CW
- Creative Writing Electives (6 hours): choose two from ENG 255CW, 264CW, 270CW, 298, 305CW, 324CW, 355CW, 362CW, 364CW, 455CW, COM 301, 310, 327
- Electives (6 hours): English electives at the 200 level or above
- Experiential Learning: ENG298 or ENG300 or SOC206 or SOC355 or SOC381 or any study abroad or co-op experience

### **REQUIREMENTS FOR MINOR IN ENGLISH**

- English (18 hours): 18 credit hours in English courses above ENG 150; 9 hours must be at the 300- or 400-level

## **ETHICAL LEADERSHIP**

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The Ethical Leadership program prepares students to become ethical leaders in a specific career field based on their choice of concentration. Through classroom and experiential learning opportunities, students will gain the knowledge and dispositions required to be effective leaders and ethical decision makers in a specific industry, with awareness of the ethical, managerial, financial, social, and technical challenges inherent in all organizations.

### **REQUIREMENTS FOR BACHELOR OF ARTS WITH A MAJOR IN ETHICAL LEADERSHIP**

- Ethical Leadership (17 hours): ELS 115, 210, 302, 315, 325, 390, 420
- Accountancy and Business Administration (12 hours): ACC 101, 102; BUA 105, 301
- Theology and Philosophy – Values and Ethics (12 hours): PHI 215C, 417, 421; THE 425
- Support courses (15 hours): CIS 111; COM 204; MAT 205; LAW 105; one course from the following ECO 101, ECO 105, POS 105, PSY 105, SOC 105
- Experiential Learning: ELS 390
- Concentration (9 hours): Students choose from one area of concentration below.
  - Healthcare Management: HCM 370, 410, 420
  - Lodging and Revenue Management: ELS 230, 330, 430
  - Logistics Management: ELS 250, 350, 450
  - Meeting and Event Planning: ELS 270, 370, 470
  - Ethics: PHI 215D, 307; THE 309
  - Supply Chain Management: SCM 205, 245, 315
  - Student Designed: A student may design an area of concentration to align with specific interests or career goals. An advisor from the appropriate department and the Director of the ELS Program must approve the concentration and courses.

### **REQUIREMENTS FOR BACHELOR OF ELECTED STUDIES MAJOR IN ETHICAL LEADERSHIP**

- Ethical Leadership (17 hours): ELS 115, 210, 302, 315, 325, 390, 420
- Accountancy and Business Administration (9 hours): ACC 205; BUA 201, 301
- Philosophy (9 hours): PHI 215C, 417, 421
- Support courses (9 hours): COM 204; LAW 105; one course from the following ECO 101, ECO 105, POS 105, PSY 105, SOC 105
- Concentration (9 hours): Students choose from one area of concentration below.

- Lodging and Revenue Management: ELS 230, 330, 430
- Logistics Management: ELS 250, 350, 450
- Meeting and Event Planning: ELS 270, 370, 470
- Ethics: PHI 215D, 307; THE 309
- Supply Chain Management: SCM 205, 245, 315
- Student Designed: A student may design an area of concentration to align with specific interests or career goals. An advisor from the appropriate department and the Director of the ELS Program must approve the concentration and courses.

#### **REQUIREMENTS FOR MINOR IN ETHICAL LEADERSHIP**

- Ethical Leadership (9 hours): ELS 115, 315, 420
- Philosophy (9 hours): PHI 215C, 417, 421

## **EXERCISE AND HEALTH STRATEGIES**

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#### **REQUIREMENTS FOR BACHELOR OF SCIENCE WITH A MAJOR IN EXERCISE AND HEALTH STRATEGIES**

- Exercise Science (41 hours): EXS 105, 150, 224, 250, 260, 310, 350, 380, 400, 460, 490, 491
- Chemistry (8 hours): CHE 103/103L, 104/104L
- Support Courses (12 hours): NSB 209A; CIS 111; PSY 105, 208
- Experiential Learning: EXS 490 and EXS 491
- Choose an area of concentration (9 credit hours in one area; one course must be 300-level or above):
  - Business: BUA 105, 207, 291, 301; SEM 380
  - Personal Health: PSY 205, 209, 214, 311
  - Community Health: SOC 215, 216, 217, 304; POS 206, 215, 370; NSC 255B – Introduction to Public Health
  - Information Systems: CIS 111 or 113, 240; MIS 320, 405, 455

## **EXERCISE SCIENCE**

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The Exercise Science program includes two tracks. The four year exercise science prepares students for further education in the exercise sciences, professional schools, and for professions related to physical fitness and human performance. The accelerated BS in Exercise Science/ MS in athletic training prepares students who want to practice as certified athletic trainers (ATC). Both tracks prepare to students to evaluate health behaviors, identify biomechanical risk factors, and develop a comprehensive health and fitness program for a variety of individuals or groups. The students will have the ability to utilize these skills based on their knowledge obtained through their coursework (i.e. exercise physiology, kinesiology and biomechanics).

Students who choose the dual BS in Exercise Science/MS Degree in Athletic Training earn a Bachelor of Science in Exercise Science and a Master of Science in Athletic Training. The Master of Science in Athletic Training, prepares students to take the Board of Certification (BOC) exam to enter the field as a certified athletic trainer (ATC). Students are eligible to take the BOC exam of the Athletic Training program. Through an innovative interdisciplinary education and clinical practice model, the Athletic Training Program prepares students to provide evidence-based and patient-centered health care. The program utilizes state of the art technology and modern teaching strategies. It provides unique clinical experiences to cultivate professionals who embody sound clinical reasoning, professional ethics, honesty, compassion, primacy of the patient, and who are advocates for the profession of athletic training.

The BS in Exercise Science/MS in Athletic Training comprehensive curriculum is divided into two phases: a three-year, Pre-Professional Phases and a two-year, Professional Phase. In the pre-professional phase, each student will complete the program prerequisites and courses in the TMC Core Curriculum. Students will experience the profession and gain an

understanding of the commitment involved upon formal admission. The professional phase will begin in the fall semester of the student's fourth year. To maintain the appropriate ratio of students to preceptors, the ATP can only accept a maximum of 20 students per year into the professional phase of the program. At the end of the fourth year, the student will receive a Bachelor of Science in Athletic Training. At the end of the fifth year, each student will earn a Master of Science in Athletic Training degree and be eligible for the Board of Certification exam.

For students who are applying to the professional phase of the Master of Science in Athletic Training:

1. Completion of the following courses with a C grade or higher: EXS 105, EXS 150, EXS 250, CHE 103, CHE 103L, CHE 104, CHE 104L, BIO 205, BIO 211/L, BIO 212/L, PSY 105, EXS 224, MAT 143
  2. Overall GPA of 2.5 or higher and a GPA of 2.75 within courses required for the athletic training major
  3. Completion of 60 or more credit hours (prior to beginning professional program)
  4. Current certification in Professional Rescuer CPR and Standard First Aid from one of the following organizations: ARC, AHA, ASHI ECSE, NSC, CRC, PHECC.
  5. Completion of the Application and materials for the Athletic Training Program according to the Athletic Training Student Handbook
  6. Three letters of recommendation from professional sources, two of which must be from current institution.
  7. Undergo a personal interview with Athletic Training Admissions Committee.
- There are several health, academic, and other requirements outlined in detail in the "Athletic Training Student Handbook" that all athletic training students must complete as required.

\*Modified Core Curriculum: Only 3 credit hours in History, HIS102 required; One of the Fine Arts courses required needs to be ART 251.

#### **REQUIREMENTS FOR BACHELOR OF SCIENCE WITH A MAJOR IN EXERCISE SCIENCE**

- Exercise Science (46 hours): EXS 105, 150, 224, 250, 260, 320, 330, 350, 400, EXS 430/ATP 530\*, EXS 460/ATP 560, EXS 480/ATP 580\*, EXS 490/ATP 590\*, EXS 491/ATP 591. \*These courses are also required for the MS in Athletic Training.
- Chemistry (8 hours): CHE 111/111L, 113/113L
- Biology (11 hours): BIO 211/211L, 212/212L, , 215
- Physics (7 hours): PHY 121/121L, 122
- Mathematics (7 hours): MAT 143, 205
- Support Courses (3 hours): SEM 380
- Experiential Learning: EXS 490 and EXS 491

## **FRENCH**

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#### **REQUIREMENTS FOR MINOR IN FRENCH**

- 15 credit hours beyond FRE 202: FRE 252, 301, 302 and two of the following: FRE 305, 352, 355

## **GERONTOLOGY**

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Thomas More University offers a multidisciplinary program in Gerontology with required courses and electives applicable toward minor. Students should consult the Biology Department for academic advising and the selection of electives.

#### **REQUIREMENTS FOR MINOR IN GERONTOLOGY**

- Biology (9-13 hours): Choose from: Track I (typically Biology majors): BIO 207, 211/211L, 212/212L, 227; Track II (typically Nursing majors): BIO 211/211L, 212/212L, BIO 207, NUR 206; or Track III (all other majors): NSC 208, NSC 209/209L, BIO 207
- Psychology (6 hours): PSY 105, 218

- Sociology: (6 hours): SOC 105; 216, 217, or 218
- Theology/Philosophy (6 hours): PHI 205; THE 308 or PSY 316
- Gerontology Practicum (3 hours): BIO 401. Nursing students may substitute NUR 404 or 405.

#### REQUIREMENTS FOR ASSOCIATE MAJOR IN GERONTOLOGY

**(This associate degree is not offered to incoming students. The teach out plan is through spring 2021.)**

- Biology (9-10 hours): Choose from: Track I (typically Biology majors): BIO 207, 227; Track II (typically Nursing majors): BIO 211/211L, 212/212L, NUR 206; or Track III (all other majors): NSC 208, 209/209L, BIO 207
- Psychology (6 hours): PSY 105, 218
- Sociology: (6 hours): SOC 105; 216 or 217
- Theology/Philosophy (3 hours): THE 300-Spirituality and Theology of Death and Dying, PHI 215B-Medical Ethics, or PHI 205
- Gerontology Practicum (3 hours): BIO 401. Nursing students who completed NUR 206 with 44 clinical hours do not need BIO 401; the practicum requirement is met through NUR 206.

## HISTORY

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History is the substructure of a liberal education. History programs provide for students aspiring to careers in law, government, teaching, and archival or museum administration, but it is recognized that a major in History is a useful preparation for any profession. The study of History gives perspective and depth to every other area of investigation. Co-op and internship opportunities are available in law offices, government agencies, libraries, archives, museums and historical organizations.

#### REQUIREMENTS FOR BACCALAUREATE MAJOR IN HISTORY

- History (33 hours): HIS 101, 102, 114, 115, 201, 202, 203, 204, 393, 394, 497
- History Electives (12 hours) as follows: 3 hours in upper level European history, 3 hours in upper level United States history, 6 hours in two of the following categories: Contemporary World, Developing World, or Asian History
- Experiential Learning: HIS497

#### REQUIREMENTS FOR MINOR IN HISTORY

- History (21 hours): HIS 101, 102, 114, 115, History electives (9 hours at the 300- or 400-level) as follows: 3 hours in modern European history, 3 hours in American history, 3 hours in Contemporary World, Developing World, or Asian History

#### REQUIREMENTS FOR ASSOCIATE MAJOR IN HISTORY

**(This associate degree is not offered to incoming students. The teach out plan is through spring 2021.)**

- History (21 hours): HIS 101, 102, 114, 115, History electives (9 hours) as follows: 3 hours in modern European history, 3 hours in American history, 3 hours in Contemporary World, Developing World, or Asian History

## HUMANITIES

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The Humanities program studies the nature and challenges of the human condition through a broad and well-rounded interdisciplinary educational experience. The University offers a minor in Humanities.

#### REQUIREMENTS FOR MINOR IN HUMANITIES

- Humanities Electives (18 total hours): 3 hours each from Art History or Theatre, English, History, Foreign Language, Philosophy, and Theology. All courses must be beyond fulfillment of the core requirements and at least at the 200-level. At least 6 hours must be at the 300- or 400-level.

# INTERNATIONAL STUDIES

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International Studies is an interdisciplinary program designed to prepare students for careers in the contemporary world. The program strives to recognize and understand the complexities and problems of our world, and to offer meaningful, just solutions consonant with the Christian values espoused by Thomas More University.

Candidates for the BA degree are required to choose one area of concentration from among European, Latin American and Caribbean Studies, or Developing World. The choice of concentration determines the foreign language to be studied. Students intending to pursue graduate work in International Studies or International Relations are encouraged to take the following courses in addition to the requirements listed: a language at the advanced (3rd year) level, ECO 215, ECO 216 and a quantitative analysis course.

## **REQUIREMENTS FOR BACCALAUREATE MAJOR IN INTERNATIONAL STUDIES**

### **European Concentration**

- Required Courses (27 hours): GEO 201; ECO 105; ECO 238; INT 400; POS 105, 230, 335; SOC 105; 3 hours chosen from ART 251, ART 252, MUS 260, THR 301, THR 302; Recommended Course: NSC 214
- European Language (6 hours in one language at the 200 level or higher)
- Electives (6 hours) chosen from: HIS 326, 327, 328, 329, 340, 349, 431, 432, 433, 434, 442, 455
- Study Abroad through one of the University's affiliated programs in a geographically appropriate region
- Experiential Learning: Any study abroad experience

## **REQUIREMENTS FOR BACCALAUREATE MAJOR IN INTERNATIONAL STUDIES**

### **Developing World Concentration**

- Required Courses (27 hours): GEO 201; ECO 105; ECO 238; INT 400; POS 105, 230, 335; SOC 105; 3 hours chosen from ART 251, ART 252, MUS 260, THR 301, THR 302; Recommended Course: NSC 214
- Foreign Language (6 hours in one language at the 200 level or higher)
- Electives (6 hours) chosen from: BUA 252, HIS 349, 435, 452, 461, 462, 465, PHI 255 Latin American Philosophy, SOC 381
- Study Abroad through one of the University's affiliated programs in a geographically appropriate region
- Experiential Learning: Any study abroad experience

## **REQUIREMENTS FOR BACCALAUREATE MAJOR IN INTERNATIONAL STUDIES**

### **Latin American and Caribbean Studies Concentration**

- Required Courses (27 hours): GEO 201; ECO 105; ECO 238; INT 400; POS 105, 230, 335; SOC 105; 3 hours chosen from ART 251, ART 252, MUS 260, THR 301, THR 302; Recommended Course: NSC 214
- Spanish Language (6 hours in one language at the 200 level or higher)
- Electives (6 hours) chosen from: HIS 435, PHI 255 – Latin American Philosophy, SOC 381
- Study Abroad through one of the University's affiliated programs in a geographically appropriate region
- Experiential Learning: Any study abroad experience

## **REQUIREMENTS FOR MINOR IN INTERNATIONAL STUDIES**

- Required Courses (18 credit hours): ECO 105; GEO 201; POS 105, 230; SOC 105; 3 hours chosen from ART 251, 252, MUS 260, THR 301, 302
- Electives (6 credit hours) chosen from: Non-US History course at or above 300-level or Study Abroad

## **REQUIREMENTS FOR ASSOCIATE MAJOR IN INTERNATIONAL STUDIES**

**(This associate degree is not offered to incoming students. The teach out plan is through spring 2019.)**

- Required Courses (18 credit hours): ECO 105; GEO 201; POS 105, 230; SOC 105; 3 hours chosen from ART 251, 252, MUS 260, THR 301, 302
- Elective (3 credit hours) chosen from: Non-US History course at or above 200-level or Study Abroad



# LAW

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The Bachelor of Arts in Law degree program offers a foundation in both legal theory and practice. The course of study introduces the student to a range of legal topics and prepares the student not only for an advanced level of study, such as law school, but also for professional opportunities in a variety of organizations including regulatory agencies, small businesses, public offices, or non-profit organizations. Each student in this program will also select and earn a minor in a field of study that best meets the student's interests.

## REQUIREMENTS FOR BACCALAUREATE MAJOR IN LAW

- Law (21 hours): LAW 105, 310, 312 or 315 (or CRJ 301), 320, 420, 497, 498
- Support courses (18 hours): BUA 291; BUA 292 or POS 215; BUA 305 or ENG 324/355; CRJ 101 or POS 105; ELS 215 or PHI 215; PHI 105
- Complete 15 Elective Credit Hours or a University approved minor:
  - Elective courses (15 hours with 9 of those hours at the 300-level): five courses from the following BUA 303, BUA 355 OR CRJ 355, CRJ 301\*, HCM 480, LAW 255, LAW 312\*, LAW 315\*, LAW 355, PHI 255, PHI 421, POS 215, POS 425, SEM 380 (\*courses cannot double count)
  - Optional Minor instead of the Elective Courses: students can complete minor in a field of study that best meets the student's interest instead of the elective courses
- Experiential Learning: LAW 498

Note: A student seeking a degree in Law must earn a grade of "C" or better in all Law courses.

## REQUIREMENTS FOR BACCALAUREATE MAJOR IN LAW 3+3 PROGRAM

Thomas More University has agreements with Northern Kentucky University's Salmon P. Chase College of Law and the University of Cincinnati College of Law. In order to participate in the Law 3+3 Program, a student must be accepted to a law school with which Thomas More University has an agreement. After completing the junior year of study at Thomas More University, the student transfers to a Law program at another regionally accredited institution with which Thomas More has an agreement. To successfully obtain the B.A. in Law from Thomas More University the student must transfer in 24 semester credit hours of Law courses from the Law School, approved by the Department Chair. Typically, after the first year at the Law school, the student is qualified to receive the B.A. in Law from Thomas More University. The student will transfer back to Thomas More University 24 semester credit hours of grades (2.0 or greater, on a 4 point scale) for graduation at Thomas More University.

Thomas More University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award master, baccalaureate, and associate degrees. The University of Cincinnati College of Law is not accredited by SACS Commission on Colleges and the accreditation of Thomas More University does not extend to or include the University of Cincinnati College of Law or its students. Further, although Thomas More University agrees to accept certain course work from the University of Cincinnati College of Law to be applied toward an award from Thomas More University, that course work may not be accepted by other colleges or universities in transfer, even if it appears on a transcript from Thomas More University. The decision to accept course work in transfer from any institution is made by the institution considering the acceptance of credits or course work.

- Law (12 hours): LAW 105, 310, 320, 497
- Support courses (12 hours): BUA 291; BUA 305 or ENG 324/355; CRJ 101 or POS 105; PHI 105
- Elective courses (6 hours): two courses from the following BUA 303, BUA 355 OR CRJ 355, CRJ 301, HCM 480, LAW 255, LAW 312, LAW 315, LAW 355, LAW 420, LAW 455, PHI255, PHI 421, POS 215, POS 425, SEM 380
- Experiential Learning: Law School Courses

### REQUIREMENTS FOR MINOR IN LAW

- Law (12 hours): LAW 105, 310, 320, 497
- Support courses (6 hours): CRJ 101 or POS 105; PHI 105
- Elective course (3 hours): one course from the following BUA 291, BUA 303, BUA 355 OR CRJ 355, CRJ 301, HCM 480, LAW 255, LAW 312, LAW 315, LAW 355, LAW 420, PHI 255, PHI 421, POS 215, POS 425, SEM 380

## MANAGEMENT INFORMATION SYSTEMS

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The Management Information Systems program prepares students for employment in the real-world business environment where they will identify problems and develop IT solutions. The program provides cutting-edge, in-depth technical knowledge and skills in information systems, business knowledge, critical thinking, and communication skills.

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN MANAGEMENT INFORMATION SYSTEMS

- Core (39 hours): MIS 113, 114/L, 150, 211, 320, 341, 342, 350, 390, 405, 415, 450, 490
- MIS electives (9 hours): Students must complete 9 hours of electives and at least 6 hours must be at the 400-level in MIS courses or 300- and above in CIS courses. These electives may include 3 hours of co-op in an approved computer related field.
- Accounting/Business (12 hours): ACC 101, 102; BUA 249, 341
- Support courses (10 hours): COM 204 (cross-listed as BUA 204); ECO105; MAT143
- Experiential Learning: MIS490
- A student seeking a degree in Management Information Systems must earn a grade of C- or above in all Management Information Systems and Math courses required for the major.

### OPTIONAL

- 4+1 MBA Concentration (15 credit hours): Students must apply in the spring of their Sophomore year. Students may substitute BUA 321 and two MBA courses for the MIS electives. See the requirements in the Graduate Programs section.

### REQUIREMENTS FOR MINOR IN INFORMATION SYSTEMS

- Information Systems (18 hours): CIS 113/MIS 113 (waived if completed CIS 111); CIS 114/L/MIS 114/L or MIS 150; MIS 320; MIS 350; MIS 405; MIS 460
- Electives (6 hours): six hours in CIS or MIS electives
- A student seeking a minor in Information Systems must earn a grade of C- or above in all CIS and MIS courses required for the minor.

## MATHEMATICS

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The aim of the mathematics curriculum is to prepare the student for graduate studies, teaching, and/or for application of the principles of mathematics in business and industry.

Students pursuing either a B.A. or minor in mathematics should take MAT 151, 152, 201, and 231 before the end of their sophomore year. Students planning to take courses with prerequisites of MAT 096 or 115 may do so by either taking the prerequisite courses or by passing the appropriate placement exams. These placement exams are given each term by appointment with a member of the Math faculty.

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN MATHEMATICS

- Mathematics (43 hours): MAT 151, 152, 201, 202, 231, 306, 320, 340, 405, 411; MAT 406 or 421; 6 additional hours numbered 206 or higher excluding 205 and 208, possibly including CED 316

- Computer Information Systems (6 hours): CIS 113 and 114 or satisfactory completion of BS in physics
- Science (6 hours): CHE 111 and 113 (CHE 111L and 113L recommended) or PHY 141 and 142 (PHY 141L and 142L recommended)
- Experiential Learning: MAT405
- All mathematics majors must have a C or better in any course or prerequisite within the major. If a student receives a C- or worse in a course, that course must be retaken, which may delay subsequent coursework.
- Some of these requirements change for students who decide to double-major in Math and Physics, due to significant overlap in course requirements. If you are interested, please contact a Physics faculty member for a proposed schedule and for advice on how to complete the requirements on a timely schedule.

#### REQUIREMENTS FOR MINOR IN MATHEMATICS

- Math (24 hours): MAT 151; MAT 152; MAT 201; 9 hours of MAT courses numbered 202 or higher, excluding MAT 205 and MAT 208

#### REQUIREMENTS FOR ASSOCIATE MAJOR IN MATHEMATICS

**(This associate degree is not offered to incoming students. The teach out plan is through spring 2021.)**

- Mathematics (24 hours): MAT 151, 152, 201, plus 12 additional hours numbered 202 or higher excluding 205 and 208
- Recommended electives for the following majors:  
 Chemistry: MAT 202, 210, 303, 320, or 340  
 Computer Information Systems: MAT 207, 210, 303, 320, or 340  
 Physics: MAT 202, 310, 320, and either 340 or 412
- All mathematics majors must have a C or better in any course or prerequisite within the major. If a student receives a C- or worse in a course, that course must be retaken, which may delay subsequent coursework.

## MEDICAL LABORATORY SCIENCE

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The first three years of the program are accomplished at Thomas More University and give the student a strong background in biology, chemistry, and the liberal arts. During the third year, the student will apply to the School of Medical Laboratory Science at nearby St. Elizabeth's Medical Center. The Medical Laboratory Science program at St. Elizabeth is accredited by the National Accreditation Agency for Clinical Lab Science (NAACLS) of Chicago, IL. She/he will spend the final (fourth) undergraduate year taking classes in this program. The program accommodates only six students each year and consists of laboratory-centered courses in which the individual is able to progress to processing actual patient samples while still a student. The student will receive his/her degree in Medical Laboratory Science from TMC.

\*Modified Core Curriculum: Communication and Senior Theology courses not required; only 3 credit hours in Fine Arts, ART 251 is required.

#### REQUIREMENTS FOR BACCALAUREATE OF SCIENCE MAJOR IN MEDICAL LABORATORY SCIENCE

- Biology (36 hours): BIO 101/101L, 102/102L, 211/211L and 212/212L, 205, 206/206L, 207, 216/216L, 326/326L, BIO489
- Chemistry (16 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L
- Mathematics (7 hours): MAT 143, 205
- Physics (4 hours minimum): PHY 121/121L (122, 122L recommended)
- Minimum of 90 hours before beginning the hospital program
- Hospital program of professional study 32 to 40 credit hours. Students will register for MLS 489 fulltime in both the fall and spring semesters. 34 hours will transfer back to Thomas More University after completion of the program and will replace MLS 489 on the transcript
- Experiential Learning: BIO489

- No Medical Laboratory Science major may graduate with more than one letter grade lower than a 'C' in required courses for the MLS program. Any grades below a 'C' must be replaced by a higher grade which may be earned only by repeating the course.

## MUSIC

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The Music Department offers a variety of courses to all Thomas More University students, such as music history, ensemble and instrument instruction. Students with experience and additional interest in music may pursue the Associate of Arts in Music. The curriculum will provide students with knowledge of theory, music theory, conducting, and performance experience.

### REQUIREMENTS FOR ASSOCIATE MAJOR IN MUSIC

- Music (21 hours)
  - Music Performance (9 hours): MUS 100, MUS 105, MUS 106
  - Music Theory/Application (6 hours): MUS 201, MUS 202
  - Music History (6 hours): MUS 226, MUS 245, MUS 247, MUS 255, MUS 260

## NON-PROFIT AND PUBLIC ADMINISTRATION

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Public administration is the study of public organizations and management. Students will examine the development of the field, explore the roles public agencies play in our society, and address principal questions in the field. The curriculum focuses upon helping students develop critical thinking skills essential to effective management and the ability to identify the elements of good public and non-profit administration. The classroom experience is enhanced by enabling students to gain valuable insight into the unique environment in which public and non-profit agencies operate by interacting with professionals in the field.

This program prepares students to pursue employment in non-profit and public sector organizations or prepare them for graduate school in Management, Public Administration, Arts Administration, or Business Administration. Open to all majors, the minor in public administration and nonprofit management is best suited for students pursuing a major in political science, criminal justice, sociology, history, economics, and business, and other students wishing to apply their major in public sector and non-profit employment.

### REQUIREMENTS FOR MINOR IN NON-PROFIT AND PUBLIC ADMINISTRATION

- Core (12 hours): POS 105, 215, 370; BUA 270
- Electives (6 hours): 6 hours from among the following courses. 3 hours must be at the 300- or 400-level. POS 206, BUA 301, 302, 303, 307; COM 201, 305; CRJ 210, 225, 407; ECO 305; PHI 235; SOC 325

## NURSING

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The Department of Nursing shares the University's commitment to promoting an educational environment consistent with the pursuit of academic excellence in an atmosphere of Christian values. The purpose of the Nursing Department is to respond to the learning needs of students, to prepare generalists in nursing practice who will have a foundation for graduate education, and to respond to the health care needs of the surrounding community.

Nursing program admission policy for incoming first-year students:

Entering the Nursing program is a two-tiered process: acceptance into the University prior to the start of the first-year and admission into the nursing program at the end of the first-year.

Requirements for admission into the Nursing Program:

1. minimum TMC cumulative G.P.A. of 2.75
2. passage within the last seven years of all courses designated as pre-requisite for 200 or higher level Nursing courses with at least a "C" grade. If the student needs to repeat a course, the student may be given conditional admittance contingent upon receiving at least a grade of "C" in the repeated course.
3. filing of an application for admission to Nursing Program by May 1 of the first-year

A student who does not meet the above criteria may be asked to submit one or more of the following for continued consideration: an interview with nursing faculty, an essay, and/or consideration of TOEFL scores for international students.

Nursing program admissions policy for transfer students:

Students wishing to transfer from another school into the Nursing program at Thomas More University must achieve all of the following:

1. transfer from an accredited BSN program if transferring nursing credits
2. have earned a minimum college cumulative GPA of 2.75
3. present a letter requesting transfer one semester in advance of proposed start
4. present documentation of good standing from the current university or college
5. have passed, within the last seven years, all Nursing courses and those designated as prerequisite to Nursing courses with at least a C, regardless if the course was repeated for a higher grade. An applicant who has been unsuccessful in one nursing course may be admitted at the discretion of faculty.
6. have no history of disciplinary action or academic probation
7. have taken biology and chemistry credits within the last seven years
8. pass a departmental math test with a score of at least 80 if unable to provide ACT/SAT scores
9. meet all Nursing Student Handbook standards

Nursing admissions policy for RN to BSN program:

Students wishing to enter the RN to BSN program must adhere to all admissions procedures and standards set forth in the catalog, in addition to the meeting the criteria below:

1. earned an Associate's Degree in Nursing from an accredited institution with a minimum GPA of 2.50 on a 4.0 scale
2. hold a current encumbered RN license from the state of Kentucky. Applicants licensed in other US states should visit the Kentucky State Board of Nursing website for information on how to be licensed in Kentucky.
3. earned a grade of 'C' or higher in all prerequisite courses
4. complete the Health and Academic file requirements as outlined in the RN to BSN handbook
5. submit a completed RN to BSN Application Form to the Nursing Department by the appropriate deadline. Application forms may be obtained from the Nursing Department.

There are several health, academic, and other requirements outlined in detail in the "Nursing Student Handbook" that all nursing students must complete as required. The Department of Nursing Faculty reserves the right to limit the number of students in a clinical course to meet requirements of the State Board of Nursing and requirements of the clinical specialty areas.

\*Modified Core Curriculum: Communication and Foreign Language courses not required; THE 308 may be used for the Systematic Theology requirement.

#### **REQUIREMENTS FOR BACHELOR OF SCIENCE IN NURSING**

- Nursing (52 hours): NUR 103, 104, 203, 204, 204L, 205, 206, 207, 208, 210, 305, 306, 307, 308, 309, 403, 404, 405, 406, 407, 408

- Supporting Courses (46 hours): BIO 211/211L, 212/212L, 216/216L, 255; CHE 103/103L, 104/104L, HCM420; PSY 105, 214; SOC 105; MAT 205 or 208; ENG 150 and any literature or advanced writing course at the 200 level or higher
- Students must earn a grade of "C" or above in all nursing and nursing support courses.
- Experiential Learning: NUR407

**REQUIREMENTS FOR BACHELOR OF SCIENCE IN NURSING  
(RN to BSN option)**

- Students must bring in at least 60 credit hours in transfer
- Prerequisites (14 hours): BIO 211/211L, 212/212L; ENG 150; PSY 105
- Nursing (21 hours): NUR 310, 403, 410, 410P, 411, 411P
- Supporting Courses (9 hours): MAT 205/208; HCM 420, 480
- Experiential Learning: NUR410P

## PHILOSOPHY

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Philosophy holds a special place, second only to Theology, in the Catholic intellectual tradition, because of its commitment to explore the ultimate meaning of life, the place of the human person in relation to all other reality, and the responsibility that each person has toward others. The study of Philosophy is one of the most central elements in achieving the mission of Thomas More University. The Philosophy Department contributes to the University's mission in two ways. First, it presents a set of courses in the core curriculum which aid each student in developing a deeper understanding of human nature, reasoning, freedom and of the philosophical underpinnings of Christian beliefs. The "Metaphysics and Epistemology" (M&E) courses look at the distinctive characteristics of the human person, the nature of reality, and knowledge. A central dimension of the human person is moral freedom; this area will be examined in a second set of courses which fall under the rubric of "Values and Ethics" (V&E). Each student chooses one course from each set in accord with his or her interests and career plans.

The second function of the Department is to provide a course of study leading to a major in Philosophy. Building on the core that all students take, the program has three main components:

- 1) courses that enable the student to reflect on human nature and its social dimensions;
- 2) courses exploring the rich tradition of philosophical reflection in the western world; and
- 3) courses leading the student into reflection on central metaphysical and epistemological issues.

This program is meant to lead the student into a process of reflection on issues that are raised throughout the core curriculum of the University and to encourage an understanding of the underpinnings of the intellectual tradition that has marked the development of Christian thought in the West. The primary goal of this program is to produce graduates who will be capable of approaching any activity in life in a reflective way. Since the program has this perspective it can serve, either at the associate or the bachelor level, as a worthwhile adjunct to the intellectual growth of students preparing for a professional career in any field. It would be especially helpful as a background for persons who intend to work in any social, political, legal or religious context.

**REQUIREMENTS FOR BACCALAUREATE MAJOR IN PHILOSOPHY**

- Philosophy (33 hours): PHI 105, 205, 215, 307, 325, 330, 337, 400, 401, 6 hours of electives
- Mathematics (3 hours): from BUA 249, MAT 205, or 208
- Experiential Learning: SOC206 or SOC355 or SOC381 or any study abroad or co-op experience
- Students must earn a C or better in all Philosophy courses

**REQUIREMENTS FOR MINOR IN PHILOSOPHY**

- Philosophy (18 hours): Choose one combination of courses from Values, Metaphysics and Epistemology, or Student Designed:
  - Values: PHI 155 (Introduction to Philosophy), 205, 215, 230, 235, 417
  - Metaphysics and Epistemology: PHI 155 (Introduction to Philosophy), 205, 225, 307, 327, 401
  - Student Designed: PHI 307, additional elective at the 300- or 400- level. Recommendations for remaining hours: PHI 105, PHI 155 (Introduction to Philosophy), one ethics course, and at least one of the History of Philosophy courses

#### **REQUIREMENTS FOR ASSOCIATE MAJOR IN PHILOSOPHY**

**(This associate degree is not offered to incoming students. The teach out plan is through spring 2021.)**

- Philosophy (21 hours): Choose one area of concentration:
  - Foundations of Knowledge: PHI 105, 205, 220, 225, 307, 327, 401
  - Values and Ethics: PHI 205, 215, 230, 235, 307, 337, 417
- Students must earn a C or better in all Philosophy courses

Students must earn a C or better in all Philosophy courses

## PHYSICS

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The Physics Department at Thomas More University offers a challenging curriculum designed to prepare the student for further work and study in business, industry, and graduate school. The program develops the student's appreciation and problem solving abilities in such areas as Dynamics, Electromagnetic theory, Thermal Physics, Quantum Mechanics and Modern Physics.

Students learn Physics not only in the small, personalized atmosphere of lecture courses, but also through hands on experimentation provided by the laboratory and research components of the curriculum. Research projects are chosen by the student in consultation with a faculty mentor. Projects are possible in computer interfacing, electronics, observational astronomy, among other concentrations. Computer programming abilities are developed as part of both lecture and laboratory courses.

The student who successfully completes the four-year Bachelor of Science in Physics program will graduate with a B.S. in Physics, an A.A. in Mathematics, and possess the theoretical and experimental background necessary to pursue a professional career in Physics-related fields.

The Bachelor of Arts degree in Physics is a program designed for those students who plan on entering the job market immediately after graduation. This program allows the student the flexibility of designing a Learning Plan that will enhance the student's marketability after graduation. The student, with the input and assistance of potential employers and the Physics faculty, will develop a personalized plan of study, consisting of at least 15 credit hours of courses in an area that will complement the required Physics and Mathematics courses in the program.

#### **REQUIREMENTS FOR BACHELOR OF SCIENCE IN PHYSICS AND ASSOCIATE OF ARTS IN MATHEMATICS**

- Physics (44 hours): PHY 141/141L, 142/142L, 241/241L, 242, 251, 312, 321, 322, 416, 432, 490, 491, 498; 6 elective hours from PHY courses numbered 300 or higher
- Mathematics (25 hours): MAT 151, 152, 201, 202, 220, 310 and three elective hours in Mathematics at or above MAT 231
- Supporting Courses Recommended: CHE 111, 113 (both possibly with labs); PHY 311 (Please note students must complete at least one 3 hour lecture course in a science discipline outside of physics to satisfy the core requirements of the University.) Experiential Learning: EXP 200 or as determined by the Department

- Experiential Learning: PHY 490 and PHY 491
- Students must earn a C or better in all major and support courses required for the major to graduate. If a student receives a C- or worse in a course, that course must be retaken, which may delay subsequent coursework.
- The requirements for a BS in physics are sufficient to attain a minor in Mathematics. If one wishes to instead receive a BA in Mathematics, the additional requirements include 18 hours: MAT 231, 306, 340, 405, 411, and either MAT 406 or 421, plus 3 hours (in addition to MAT 310 which is required for the BS in physics) from MAT courses numbered 206 or higher excluding MAT 205 and 208. Three hours from this list will have been satisfied by the physics requirement of “3 hours of MAT numbered 231 or higher.” Please contact a Physics faculty member for a proposed schedule and for advice on how to complete the requirements on a timely schedule.

#### **BACHELOR OF ARTS IN PHYSICS**

- Physics (33 hours): PHY 141/141L, 142/142L, 241/241L, 242, 312, 321, 322, 490, 491, 498 and 6 hours from Physics courses numbered 200 or higher excluding those cross-listed as NSC/PHY.
- Mathematics (19 hours): MAT 151, 152, 201, 202, 220
- Learning Plan (15 hours minimum): A sequence developed by the student and advisor
- Experiential Learning: PHY490 and PHY491
- Students must earn a C or better in all major and support courses required for the major to graduate. If a student receives a C- or worse in a course, that course must be retaken, which may delay subsequent coursework.

#### **REQUIREMENTS FOR MINOR IN PHYSICS**

- Physics (16-17 hours): PHY 121/121L or 141/141L; PHY 142/142L; PHY 241/241L
- Mathematics (12 hours): MAT 151, 152, 201
- One of the following options:
  - 9 hours – PHY 242, PHY 311, PHY 317
  - 10 hours – PHY 242, PHY 321, PHY 322, PHY251/251L
  - 10 hours – MAT 202, PHY 311, PHY 315
- Students must earn a C or better in all major and support courses required for the major to graduate. If a student receives a C- or worse in a course, that course must be retaken, which may delay subsequent coursework.

## **POLITICAL SCIENCE**

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The Political Science Department at Thomas More University is incorporated with the History and International Studies department. Within a Catholic community with a deep sense of respect and concern for all, Political Science introduces students to the political complexities of the contemporary world. The program provides an introduction to the foundational literature for each of the following sub-fields: American Government; Political Theory; and World Politics. It strives to inculcate an awareness of the vital and responsible role students can and should play as citizens in the political world. Students can add to their academic experience through co-op and internship opportunities.

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN POLITICAL SCIENCE**

- Political Science Core (18 hours): POS 105, 106, 230, 290, 324, 499
- Political Science Electives (24 hours): 6 hours from each of the four following categories:
  - American Government and Politics: POS 206, 306, 425, SOC 248, COM 340
  - World Politics: POS 329, 335, 336, 435, 438, 442, 452, 465, SOC 381
  - Public Administration and Political Theory: POS 215, 370, 440, 491, PHI 235, SOC 325
  - Political Economy: ECO 105 and three hours from ECO 216, 215, 216, 238, 260, 305, 310
- Experiential Learning: POS370 or POS494 or POS495 or POS496
- Students fulfill the core requirement in computer literacy by demonstrating proficiency in the use of standard word processing, as well as a Microsoft PowerPoint presentation, in POS 499.



## REQUIREMENTS FOR MINOR IN POLITICAL SCIENCE

- Political Science (18 hours): POS 105, 106, 230, 290; six hours of electives from 300- or 400-level POS courses

## PRE PROFESSIONAL PROGRAMS

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PRE DENTAL: Consult the Biology Department.

PRE ENGINEERING: Refer to the section on Engineering.

PRE MEDICAL: Consult the Biology Department.

PRE-PHARMACY: Consult the Biology Department.

PRE-OCCUPATIONAL OR PHYSICAL THERAPY: Consult the Biology Department.

PRE VETERINARY: Consult the Biology Department

## PSYCHOLOGY

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Majoring in Psychology allows the student to become acquainted with both applied and scientific aspects of the field. Course work is designed for both the student whose primary interest is increasing his/her knowledge of human behavior and for the student whose goals involve graduate study in Psychology.

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN PSYCHOLOGY

- Core Courses (15 hours): PSY 105, 201, 202, 308, 408; Psychology majors must have successfully completed Statistics (PSY 201 or MAT 208) before registering for 300 or 400 level courses. A minimum grade of "C" or better is required in each of these courses of students majoring in Psychology; a student achieving a lower grade in any of them must repeat the course(s).
- Experimental Area (12 hours): four courses from the following: PSY 307, 310, 311, 315, 316, 325
- Clinical & Social Psychology Area (12 hours): four courses from the following: PSY 205, 206, 214, 305, 306, 405
- Psychology Electives (3 hours): one course from Psychology
- Experiential Learning: PSY300 or PSY301 or PSY406

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN PSYCHOLOGY/ (ANOTHER MAJOR)

- Core Courses (15 hours): PSY 105, 201, 202, 308, 408; Psychology majors must have successfully completed Statistics (PSY 201 or MAT 208) before registering for 300 or 400 level courses. A minimum grade of "C" or better is required in each of these courses of students majoring in Psychology; a student achieving a lower grade in any of them must repeat the course(s).
- Experimental Area (9 hours): three courses from the following: PSY 307, 310, 311, 315, 316, 325; plus one related elective in the student's second major
- Clinical & Social Psychology Area (9 hours): three courses from the following: PSY 205, 206, 214, 305, 306, 405; plus one related elective from the student's second major
- Psychology Electives (3 hours): one course in Psychology
- Experiential Learning: PSY300 or PSY301 or PSY406
- The courses in the student's second major that are used to fulfill requirements in the two categories above must be approved in advance by the Psychology Department. The student who is a double major is under no obligation to utilize this arrangement for the double major, and may elect to fulfill the requirements as specified for the single major.

### REQUIREMENTS FOR A CLINICAL CONCENTRATION WITHIN THE PSYCHOLOGY MAJOR

Students will meet the requirements for the psychology major as it currently stands with the inclusion of the following courses:

- PSY 206 Abnormal Psychology
- PSY 301 Internship: PSY 301-1 Internship Workshop (1hr) and PSY 301 Selected Internship Placement (3hrs)
- PSY 306 Clinical & Counseling Psychology
- PSY 312 Advanced Abnormal & Clinical Psychology

#### REQUIREMENTS FOR MINOR IN PSYCHOLOGY

- Psychology (12 hours): PSY 105; nine (9) credit hours of Psychology electives
- Experimental Area (3 hours): one course from the following: PSY 307, 310, 311, 315, 316, 325
- Clinical & Social Psychology Area (3 hours): one course from the following: PSY 205, 206, 214, 305, 306, 405  
Six credit hours (2 courses) must be at the 300- or 400-level

#### REQUIREMENTS FOR ASSOCIATE MAJOR IN PSYCHOLOGY

**(This associate degree is not offered to incoming students. The teach out plan is through spring 2020.)**

- Psychology (12 hours): PSY 105; nine (9) credit hours of Psychology electives
- Experimental Area (3 hours): one course from the following: PSY 307, 310, 311, 315, 316, 325
- Clinical & Social Psychology Area (3 hours): one course from the following: PSY 205, 206, 214, 305, 306, 405

## SOCIOLOGY

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The goal of the Department of Sociology and Criminal Justice is to contribute to the intellectual growth and empowerment of majors and the student body as a whole. This goal is realized through offering students opportunities to promote growth both in and around the classroom. Particularly, the student will explore the relationships between society, culture, and self in preparation to contribute to the discipline's humanitarian mission in future positions of responsibility (such as, citizen, family member, employee/employer, governmental official, and/or graduate student). The curriculum is geared toward flexibility, thus allowing the student to tailor coursework around interests and career aspirations, be they roles in the non-profit sector, research, government, human/community service, business, graduate education, or others.

Students who are Sociology majors must maintain a 2.50 grade-point-average. Majors must meet this requirement in both their major courses and their overall classes. If a student does not meet either of these grade-point-average standards, the department reserves the right to suspend their declaration of major. Similarly, any major who does not meet these requirements by their matriculation will not be recommended for candidacy for graduation by the departmental chair. Those students who do not meet these requirements in any given semester are required to meet with the Chair of the Department at the beginning of the following semester to discuss appropriate course of action.

#### REQUIREMENTS FOR BACCALAUREATE MAJOR IN SOCIOLOGY

- Sociology (36 total hours): SOC 105, 206, 301, 311, 405, 409; departmental electives (18 hours)
- Supporting Courses (9 total hours): MAT 208 or PSY 201; supporting electives (6 hours) chosen from BUA, ECO, HIS, POS, or PSY offerings
- Computer Literacy (3 hours): CIS 111 or equivalent
- Experiential Learning: SOC206
- Students must maintain a 2.5 grade point average - see statement above.

#### REQUIREMENTS FOR MINOR IN SOCIOLOGY

- Sociology (18 hours total): SOC 105, 216 or 217, 301; 9 hours of departmental electives, 3 of which must be at the 300- or 400-level

#### REQUIREMENTS FOR ASSOCIATE MAJOR IN SOCIOLOGY

**(This associate degree is not offered to incoming students. The teach out plan is through spring 2019.)**

- Sociology (18 hours total): SOC 105, 206, 301, plus departmental electives 9 hours

- Supporting Courses (6 hours total): PSY 105; 3 hours from ECO, HIS, POS, or PSY
- Students must maintain a 2.5 grade point average – see statement above.

## SPANISH

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Thomas More University offers an A.A. and a B.A. in Spanish. Studying Spanish at TMC prepares students to be analytical thinkers as they develop as language learners and global citizens. Classes are small, allowing for individualized exploration of various topics. Students are also encouraged to expand their knowledge through courses in the consortium and study abroad. The A.A. in Spanish explores several aspects of Hispanic cultures. The course of study allows students to perfect the five language skills—listening, reading, speaking, writing, and cultures—and provides the opportunity for introductory study in literature, business, current events, and other areas. An A.A. in Spanish is the perfect companion to fields like business, art, and the health professions, among others.

The B.A. in Spanish helps students obtain a deep understanding of Spanish and Hispanic cultures and business practices, while developing language and literature skills and advancing in proficiency. It prepares students to continue graduate studies in the language, and compliments careers in health, law, business, education, and international affairs. Students pursuing a B.A. in Spanish are encouraged to pursue a concurrent major, and required to study abroad.

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN SPANISH

- Spanish (43 hours) : SPA 111 and 112 (or 101-102), 201, 202, 260, 303, 304, 306, 321, 331, 401, 411, 413, 431, 435
- Recommended electives: COM 370, 215; HIS 435, 436, 437; MAT 208; SOC 381; ART 255; ENG 255; PHI 230, 235; THE 408, 255.
- Study Abroad: Students are required to study abroad in a Spanish-speaking country. Both summer and semester-long programs are available. The requirement may be fulfilled by attending our sister schools, Universidad del Sagrado Corazón in Puerto Rico, Universidad Católica de Avila in Spain, or by completing a program approved by the Directory of Study Abroad.
- Experiential Learning: SPA435
- Students must earn a C+ or better in all SPA courses.
- Students must complete one of the following assessments their senior year: Spanish: World Languages Praxis II exam, Spanish language STAMP test, or ACTFL testing.

### REQUIREMENTS FOR MINOR IN SPANISH

- 15 credit hours beyond SPA 202: SPA 260, 303, 304, 306, 401
- Students must finish the program with at least an average grade of C in all Spanish courses.
- Students pursuing a degree in Spanish are strongly encouraged to participate in a study/travel abroad program to a country where Spanish is a language of origin or where there is a significant Hispanic population. Please see the Director of International Studies for more information on these programs and on financial aid available for them.

## SPORTS AND ENTERTAINMENT MARKETING

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The Bachelor of Arts in Sports and Entertainment Marketing is a multidisciplinary study of business principles and processes applied to the sports and entertainment industries. This major is supported by courses from the fields of communication, economics, philosophy, accounting, and business. This degree program is designed to prepare students for further graduate study or a variety of career and leadership opportunities in sports business and recreational management. Students must choose a minor in Business Administration or Communications.

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN SPORTS AND ENTERTAINMENT MARKETING

### **MINOR IN BUSINESS ADMINISTRATION**

- Sports and Entertainment Marketing (24 hours): SEM 105, 292, 310, 380, 392, 410, 420, 498
- Business Administration (15 hours): BUA 105, 302, 311, 321; BUA 303, 291, or 292
- Supporting Courses (19 hours): ACC 101, ACC 102, COM 230, ECO 105, ECO elective, MAT 143
- Computer Literacy (3 hours): CIS 111
- Experiential Learning: SEM 392
- Sports and Entertainment Marketing majors may not use ECO 105 to fulfill the core requirement in Social Science.

### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN SPORTS AND ENTERTAINMENT MARKETING**

#### **MINOR IN COMMUNICATION**

- Sports and Entertainment Marketing (24 hours): SEM 105, 292, 310, 380, 392, 410, 420, 498
- Communication (21 hours): COM 201, COM 450 or 460: Communication electives 15 hours, 6 must be at the 300 or 400 level
- Supporting Courses (25 hours): BUA 291, 249, 311; ACC 101, 102; ECO 105, ECO elective; MAT 143
- Computer Literacy (3 hours): CIS 111
- Experiential Learning: SEM 392
- Sports and Entertainment Marketing majors may not use ECO 105 to fulfill the core requirement in Social Science.

### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN SPORTS AND ENTERTAINMENT MARKETING/COMMUNICATION**

- Sports and Entertainment Marketing (24 hours): SEM 105, 292, 310, 380, 392, 410, 420, 498
- Communication (30 hours): COM 105, 201, 215, 225, 230, 450, 460; Communication electives 9 hours
- Supporting Courses (25 hours): BUA 291, 249, 311; ACC 101, 102; ECO 105, ECO elective; MAT 143
- Computer Literacy (3 hours): CIS 111
- Experiential Learning: SEM 392
- Sports and Entertainment Marketing majors may not use ECO 105 to fulfill the core requirement in Social Science.

## **THEATRE**

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The program in Theatre provides the student the opportunity to develop specialized skills in theatre arts while pursuing a liberal arts education. It also equips the students with a background in theatre basic to the pursuit of advanced study of personal or professional goals.

### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN THEATRE**

- Theatre (33 hours): THR 125, 206, 207, 301, 302, 398, 401, 402, 425, 498; six hours of Theatre electives
- Dramatic Literature (12 hours): ENG 331, 371, 372 and 376
- Computer Literacy (3 hours): CIS 111
- Experiential Learning: THR401
- Recommended: 3 hours of Movement or Dance
- Senior year: Comprehensive Examination and/or senior experience

### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN THEATRE/ (OTHER MAJOR)**

- The Double major is a major in Theatre with a second area of concentration: Theatre English, etc.
- Theatre (30 hours): THR 125, 206, 207, 301, 302, 398, 401, 402, 425, 498; one 3 hour elective
- Dramatic Literature (9 hours): ENG 331, Shakespeare, recommended
- Computer Literacy: CIS 111
- Experiential Learning: THR401
- Senior year: Comprehensive examination and/or senior experience

### REQUIREMENTS FOR MINOR IN THEATRE

- Theatre (24 hours): THR 125, 205, 207, 301, 302, 401; Dramatic Literature course from among ENG 331, 372, 372, 376; 3 hours of Theatre electives

## THEOLOGY

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The Theology courses are designed to present an overview of the content of the Christian faith with opportunities to study the meaning of religion in cultures that are not of the Judeo Christian tradition.

The Theology program for majors has as its primary purpose an academic study of the content of Christian doctrine in order to prepare students for graduate study, for teaching Religious Education classes, for directing Religious Education programs, and for ecumenical dialogue in the community.

The Theology Department also offers certificate programs at the basic and advanced levels. These programs are especially intended for persons engaged in religious education or various Church related ministries. Admission to the certificate program presumes demonstrated competency in English 150 but does not require other preliminary college level courses. Students entering ANY program with advanced standing in Theology must complete one half of the required credit hours in Theology at Thomas More University.

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN THEOLOGY

- Theology (31 hours): THE 201, 205, 207, 219, 309, 317, 405, 406, 409, 410; one elective
- Supporting Courses (6 hours): HIS 202, 326, 327; Philosophy course from among PHI 325 or 401 that is beyond fulfillment of the core requirement
- Recommended Courses: PSY 214; SOC 215
- For Religious Education Teachers: THE 124, Catechetics
- Computer Literacy: CIS 111 or proficiency test
- Experiential Learning: EXP 200 or as determined by the Department

### REQUIREMENTS FOR MINOR IN THEOLOGY

- Theology (18 hours): THE 201, 205, 207, 309, 425; 3 hours elective

### REQUIREMENTS FOR ASSOCIATE MAJOR IN THEOLOGY

**(This associate degree is not offered to incoming students. The teach out plan is through spring 2021.)**

- Theology (18 hours): THE 201, 205, 207, 309; electives, 6 hours

### REQUIREMENTS FOR BASIC CERTIFICATE IN THEOLOGY

- Theology (18 hours): THE 201, 205, 207, 309, 317, 406

### REQUIREMENTS FOR ADVANCED CERTIFICATE IN THEOLOGY

- Theology (30 hours): THE 201, 205, 207, 219, 309, 317, 405, 406, 409, 425
- Philosophy (6 hours): PHI 205 and 215

# GRADUATE PROGRAMS

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Thomas More University offers a Master of Arts in Ethical Leadership, Master of Arts in Teaching, Master of Business Administration, Master of Education, and Master of Science in Athletic Training. Admission and degree requirements are determined by the major's Academic Department. For more information about any of these degree programs, please contact the department.

If a student does not meet the admission requirements, his/her file may be forwarded to the Graduate Admissions Committee for individual consideration. The Committee then decides whether to reject the applicant or to accept him/her either unconditionally or conditionally with certain limitations.

## TRANSFER WORK

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Thomas More University accepts up to 12 semester-hours credit in transfer and allows them to be applied to a Master's degree. Credit will only be granted for academic work substantially equivalent to that offered at Thomas More University. The credit must be attached to courses taken at an institution of higher education accredited by one of the Regional Accrediting Associations. The completed courses must carry a grade of B or better (3.00 or higher on a 0-4 quality point scale). Grades earned will not be used in the calculation of the Thomas More University GPA. Courses not awarded credit by the student's previous institution(s) cannot be transferred. A quarter-hour taken at schools operating on the quarter calendar system will convert to .667 semester hours at Thomas More University. A student's major department determines whether credit applicable to departmental requirements will be accepted in transfer.

### NON-DEGREE STATUS

Individuals wishing to take courses for academic credit (or audit) but not currently pursuing a graduate degree program may complete six hours of graduate course work as non-degree seeking students. Students must complete the respective admissions and pre-requisite requirements as described below and receive approval from the respective Program and/or Department Chair. Enrollment as a non-degree student does not imply admission to the degree granting program; however, non-degree students are held to the same academic standards as degree students. A non-degree student may apply for admission into a degree program. Students eligible for admission may apply six hours taken at Thomas More University in non-degree status, if that course work is deemed by the Program Chair to be appropriate to a degree program.

## GRADUATE DEGREE REQUIREMENTS

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### I. NON-CURRICULAR REQUIREMENTS FOR GRADUATE DEGREES

Students must fulfill the following additional requirements to earn a degree from Thomas More University. Students will not receive a diploma or transcript from the University until the following requirements and obligations are met.

- A. A cumulative GPA of at least 3.0 is required for all students.
- B. All courses must be taken under the Letter Grading System.
- C. To assist the University's efforts in maintaining the quality of its academic program, students are required to participate in all assigned assessment activities. Specific assessment activities for each graduate program are established by the academic department. Students who expect to graduate at any specific graduation date should ascertain from a faculty advisor in their program what assessment activities are required to complete the degree requirements.
- D. In addition to the academic and non-curricular requirements for all degrees, students must satisfy all financial obligations to the University before receiving their transcript and diploma.

## II. CURRICULAR REQUIREMENTS FOR DEGREES:

### MASTER OF ARTS IN ETHICAL LEADERSHIP

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The Master of Arts in Ethical Leadership program prepares students to become leaders. Through classroom and experiential learning opportunities, students will gain the knowledge and dispositions required to be effective leaders and ethical decision makers in a specific industry, with awareness of the ethical, managerial, financial, social, and technical challenges inherent in all organizations.

#### ADMISSION REQUIREMENTS FOR MASTER OF ARTS IN ETHICAL LEADERSHIP

1. Bachelor's Degree from a regionally accredited institution
2. Minimum GPA of 2.75
3. Resume
4. Writing Sample to be assessed by Interdisciplinary Leadership Faculty
5. Two character/professional letters of recommendation

#### REQUIREMENTS FOR MASTER OF ARTS IN ETHICAL LEADERSHIP

36 hours: ELS 600, 610, 620, 630, 640, 650, 660, 665, 670, 680, 690, 700

### MASTER OF ARTS IN TEACHING

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The Master of Arts in Teaching (MAT) program is designed for individuals who have a bachelor's degree in a certification area, from a regionally accredited college or university, and who wish to earn a teaching certificate for secondary or middle grades.

If a candidate has not met the content requirements for a certification area, the candidate must take the necessary undergraduate course work as recommended by that certification area. This coursework must be completed prior to admission to the MAT program.

Upon successful completion of the program, candidates will earn a Master of Arts in Teaching degree and a recommendation for Kentucky certification in one of the following areas:

#### Grades P-12

Art  
Spanish  
Theatre

#### Middle Grades 5-9

English and Communications  
Mathematics  
Science  
Social Studies

#### Grades 5-12

Business and  
Marketing Education

#### Grades 8-12

Biology  
Chemistry  
English  
Mathematics  
Physics  
Social Studies  
Speech/Media Communication

Note: The MAT Program does not provide certification in Elementary Education except for the specialty areas listed under columns P-12 and Grades 5-12.

Candidates in the MAT Program will be admitted in one of two categories:

- Option 6 Program, Alternative Certification MAT- This program is for persons who currently hold or are eligible to hold a Temporary Provisional Certificate, a bachelor's degree in their intended certification content area from a regionally accredited college or university, and are currently teaching in their intended certification content area. This is a **35-hour track**. During Year Two, Option 6 students may participate in the Kentucky Teacher Internship Program (KTIP).

- Traditional Program, Traditional MAT – This program is for persons who hold a bachelor’s degree from a regionally accredited college or university in one of the certifiable majors listed above but have had little or no education coursework. This is a **35-hour track**. A variation in coursework from the Option 6 Program is the addition of a 6-hour Field Experience class. In addition, Traditional Program students participate in the Supervised Teaching Experience (student teaching) for fifteen weeks during their final semester. Prior to the Supervised Teaching Experience (student teaching), candidates must complete 200 hours from a specified list of tasks as per state regulation 16 KAR 5:040, Section 3. Supervised Teaching Experience (student teaching) is a non-paid teaching experience.

Candidates in the MAT Program are expected to complete the program over a two-year period which includes the two intervening summer sessions. Classes will be held at night and during the summer. Candidates may enter the program during the fall semester.

### ADMISSION REQUIREMENTS

Admission requirements for MAT and MED programs are regulated by the Kentucky Education Professional Standards Board (KEPSB).

The following items are required for admission into the MAT program:

- Completion of a bachelor’s degree with a certifiable major.
- Application to the Master of Arts in Teaching Program
- Personal Statement Essay, typed, 300-500 words, which includes:
  - A brief autobiography
  - A description of life and work experiences related to the planned certification area
- Human Relations Incident - a reflective description of teaching or other experience with young people - from a human relations standpoint, the event had special meaning
  - The required essays must include and address the following: Creativity, Critical Thinking, Communication, and Collaboration.
- Official transcripts of all undergraduate and graduate work completed sent directly from the issuing institution to Thomas More University - Content area faculty will assist in transcript review to determine if additional undergraduate coursework is needed prior to admission to the program.
- Undergraduate and Content GPA of 2.75 or higher. Candidates must submit either:
  - The Praxis Core Academic Skills for Educators (Core) Tests
    - Core: Reading (#5712, minimum score of 156)
    - Core: Writing (#5722, minimum score of 162)
    - Mathematics (#5732, minimum score of 150)
  - OR the Graduate Record Exam (GRE):
    - If taken prior to August 1, 2011, a minimum score of 450 for Verbal Reasoning, 490 for Quantitative Reasoning, and 4.0 for Analytical Writing.
    - If taken on or after August 1, 2011, a minimum score of 150 for Verbal Reasoning, 143 for Quantitative Reasoning, and a 4.0 for Analytical Writing.

Scores must be on file in the MAT Office, as well as the Kentucky Education Professional Standards Board (EPSB), prior to admission.

- Professional Resume
- Two recommendation forms (included in the application packet) – one from a school principal if currently teaching; a current or previous supervisor; and/or a non-family member who can attest to the candidate’s potential for success as a teacher
- PRAXIS Subject Assessment Content Area Exam Score Report – Candidates enrolled in the MAT Program must complete the PRAXIS Subject Assessment Content Area Exam with an acceptable score before acquiring full admission status.
- Kentucky Criminal Records Check



- Signed copy of the Professional Code of Ethics for Kentucky School Personnel included in the application packet
- Signed copy of the Character and Fitness Form
- Completed TMC Teacher Leadership Dispositions Self-Assessment
- Interview with Alternative Certification Admissions Committee
- Approval by Alternative Certification Admissions Committee OR Graduate Admissions Committee (if appropriate)

### **GENERAL REQUIREMENTS**

- Students must maintain a 3.0 cumulative GPA to continue uninterrupted progression in the program.
- Students enrolled in the MAT Program must complete the PRAXIS Core or GRE and the PRAXIS II Content Area Exams with an acceptable score on file in the MAT Office.
- Students enrolled in Track I must complete an Application for Temporary Provisional Certification (CA-TP) Form in cooperation with their school district human relations officer and the MAT Coordinator. The state approved form must be on file with the District office (original) and the MAT office (copy). This serves to verify that the MAT student is enrolled in a program for alternative certification. A Mentor Plan must accompany this application as well.
- Students must submit and orally present a satisfactory Professional Portfolio that documents achievement of the Kentucky Teacher Standards.
- Students must subscribe to the FolioTek Management System for the two-year period of MAT enrollment.

### **EXIT REQUIREMENTS**

- The MAT candidate must successfully complete all course work as listed on the curriculum contract.
- The MAT student must have a minimum GPA of 3.0 with no grade less than C.
- The Exit Portfolio must be presented and approved.
- Students must successfully complete the PRAXIS II, Principles of Learning and Teaching Exam (PLT) before enrolling in the last course of the program. Scores must be on file in the MAT Office.
- The MAT candidate must successfully complete, present, and have approved the professional portfolio based on Kentucky Teacher Standards.
- The MAT candidate must have on file in the MAT Office copies of completed Dispositions Assessments.
- Track I and Track II students must successfully complete all program requirements.
- Track II students must successfully complete the Student Teaching assignment.
- The Application for Graduation must be approved by the MAT Coordinator and the Registrar.
- The MAT candidate must complete the exit interview which includes completion of forms required for initial teacher certification in the Commonwealth of Kentucky.

### **DEGREE REQUIREMENTS**

- Option 6 Program (30 hours): EDM 512, 515, 517, 518, 520, 525, 528, 530, 536, 537
- Traditional Program (30 hours): EDM 512, 515, 518, 517, 520, 525, 528, 530, 535

## **MASTER OF BUSINESS ADMINISTRATION**

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The Master of Business Administration is intended to provide the adult student who has significant employment experience and leadership potential in business or related fields an opportunity to acquire the additional professional knowledge and leadership skills that are represented by the degree in a manner consistent with the Thomas More University Statement of Purpose (Mission) and Statement on Values. The degree is offered by the Department of Business Administration through Thomas More University Accelerated Programs (TAP) in an accelerated format featuring cohort scheduling, facilitative teaching style, and required study groups. Completion time is approximately 18 months.

The professional MBA program's curriculum is designed to further develop and enhance the graduate student's business judgment. Executives and those preparing to be executives into the next century will need a visionary global outlook,

comfort with technology, and a strong ethics/values framework within which to make decisions. Their verbal, interpersonal, team, cross-functional, computer, and quantitative skills must also be highly developed in order to function effectively in an increasingly complex, dynamic, transnational environment.

## **ADMISSION REQUIREMENTS**

Admission into the MBA program is open to all persons who have the following:

- A baccalaureate degree from a regionally accredited college or university
- Prerequisite courses (or equivalents) listed for the program
- Significant professional work experience, preferably at least two years in a position of leadership

Applicant files will be reviewed by the chair of the Department of Business Administration or a designee of the chair to evaluate each applicant's academic requirements and work experience.

Applicants with undergraduate coursework equivalent to that included in the Thomas More University Bachelor of Business Administration (BBA) may enter the MBA program upon acceptance into the program. For those who do not meet this coursework requirement, an adequate level of proficiency must be demonstrated by completing and passing prerequisites in the following areas: Economics, Accounting, Finance, Calculus, and Statistics.

Applicants should discuss the options for completing prerequisites with an academic advisor from the Department of Business Administration MBA program. Depending on the prerequisite requirement, options may include on-ground or online courses or workshops. Prerequisites must be completed as follows:

- Prior to beginning any work in the MBA program, economics and accounting prerequisites must be completed with a passing score.
- Prior to beginning finance, calculus, and statistics courses, the associated/corresponding prerequisite must be completed with a passing score (e.g., the finance prerequisite must be completed and passed prior to taking Finance 630).

To assess the admission status of each applicant, the Director of Thomas More University Accelerated Programs and the Chairperson of the Department of Business Administration or his or her designee, will review the applications and assign admission status as follows:

1. Unconditional Admit
  - a. Two or more years of professional work experience; and
  - b. Undergraduate grade point average (GPA) of at least 2.75 on a four-point scale

2. Conditional Admit – Level 1

- a. Between one and two years of professional work experience; and
- b. Undergraduate GPA of at least 2.75 on a four-point scale

Students accepted for Conditional Admit-Level 1 must achieve a cumulative GPA of at least 3.0 through the first three courses in the program. A student who falls below a 3.0 cumulative GPA in the first three courses of the program may be withdrawn, and the student's file will be referred to the Graduate Admissions Committee and the Chair of the Department of Business Administration for review to determine his or her ability to continue in the MBA program. The Level 1 Conditional Admit status will be removed once a student has completed the first three courses with a cumulative GPA of 3.0 or better

3. Refer to Graduate Admissions Committee (GAC) for review:

- a. Applicants with a GPA of less than 2.75 or
- b. Applicants with less than two years of professional work experience and a GPA below 2.75 – or –
- c. Applicants with less than one year of professional work experience regardless of GPA

The GAC will review an applicant's file looking for evidence that the applicant will benefit from the program and that he or she will be able to contribute sufficiently to group learning activities (study group and cohort), which are integral components of the MBA program.

Applicants whose files are referred to the GAC for review should prepare and submit the following documents.

- A two- to three-page letter addressed to the GAC that explains the following:
- reasons the applicant should be considered for admission despite not meeting the outlined admission requirement(s)  
AND
- reasons the applicant believes he or she will be successful in an accelerated graduate program

The GAC will be looking for evidence that will justify waiving one or more admission requirements.

- Two letters of recommendation from professionals--supervisors, former faculty, and other persons--who can speak to the applicant's workplace competence, academic ability, character, work ethic, leadership ability, and other qualities that demonstrate readiness for an accelerated graduate program. Letters from sources such as family, friends, peers, co-workers, or direct reports are NOT considered professional recommendations.

Applicants may also request an interview with the Graduate Admissions Committee to further present their case/argument.

The GAC, after reviewing the applicant's file, will make one of the following determinations:

- Conditional Acceptance
- Denial of Acceptance
- Decision withheld pending further information.

An applicant granted conditional acceptance by the GAC may be required to do any or all of the following:

- Complete up to the first five classes with a cumulative GPA of 3.0 or better.
- Complete any or all of the program prerequisites with a B or passing score, depending on the testing method, or better prior to beginning graduate level coursework. The format for the prerequisite coursework may vary.
- Meet with the Graduate Admissions Committee for a personal interview.

An applicant who is admitted conditionally and who fails to meet the conditions of admission will have his or her file reviewed by the GAC to determine if the applicant is permitted to continue in the program. An applicant who meets the conditions of admission will have the conditions lifted and be permitted to proceed in the program subject to the guidelines faced by all program participants.

### **GENERAL REQUIREMENTS**

Students must maintain a 3.0 cumulative GPA to continue uninterrupted progression in the program.

### **DEGREE REQUIREMENTS**

Students must complete 39 credit hours in required courses to graduate with an MBA from Thomas More University. Requirements include: ACC 604, ECO 615, FIN 630, LAW 620, MGT 612, 613, 615, 621, and 630, MKT 650, OPS 660, PRJ 692, and QUA 640. Course descriptions for required courses are listed in the Department of Business Administration and are subject to change.

## MASTER OF BUSINESS 4+1

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### ADMISSION REQUIREMENTS

Students will apply to the 4+1MBA in the spring of their Sophomore year if they meet the following requirements:

- Traditional students with a major in Accounting, Business Administration or Management Information Systems
- A cumulative G.P.A. of 3.25 (students must maintain a cumulative G.P.A. of 3.25 during the baccalaureate program)
- Evidence of being on track to meet the degree requirements for a Bachelor of Arts in Business or Accounting or Management Information Systems
- A completed application
- Two letters of recommendation

If a student does not have the required G.P.A. at the end of their Sophomore year, they can reapply in the spring of their Junior year. If students do not have the required G.P.A. at the end of their Junior year, their file will be forwarded to the Graduate Admissions Committee for review. A strong G.P.A. is required to assure that students are prepared for the rigors of graduate work.

### DEGREE REQUIREMENTS

Students must successfully complete 15 credit hours (5 MBA courses) of the MBA program before their fifth year. Requirements include MGT 615, MGT 621, MGT 630, ACT 604, FIN 630. In the fifth year the remaining requirements include (24 credit hours) LAW 620, QUA 640, MKT 650, OPS 660, ECO 615, MGT 612, MGT 613, and PRJ 692.

## MASTER OF EDUCATION

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The Master of Education program will follow the theme of The Teacher as Leader in a Learning Community, which is consistent with the Thomas More University Education Department's vision. The program works to engage, enhance, and execute leadership qualities in the classroom outlined in the Kentucky Teacher Standards. All candidates will bridge classroom experiences with professional learning communities, teacher leadership, and 21st century skills to increase student learning for K-12 students.

The classes offered through the program integrate the ideas of democracy and social justice with the concepts of planning and preparation, the classroom environment, instruction, and professional responsibility. The following themes direct that integration:

- Teacher Effectiveness
- Professional Growth
- Equity in Schools
- High Expectations
- Technology Integration
- Purposeful Teaching
- Coherent Planning and Instruction

### ADMISSION REQUIREMENTS

- Application to the Master of Education Program
- In-service teachers must hold a current teacher certification and be employed within a school district for at least one year
- Undergraduate cumulative GPA of 2.70 or combined GRE score of 308
- Resume
- Three references and contact information
- Signed copy of the Kentucky Professional Code of Ethics Form
- On-campus interview with the M.Ed. Committee
- Writing sample answering one of the following questions:
  - What is the role of leadership in your content area?

- What is the role of technology in education?
- What skills are needed to be successful in the 21st Century?

#### **GENERAL REQUIREMENTS**

- An extensive mentoring relationship will be developed to follow the Teacher Leader candidates through the successful completion of the program. A continuous assessment plan will be developed and followed with regular program checkpoints throughout the program.
- The Capstone Project is the culminating project for the program. Teacher Leader Candidates will synthesize their graduate school knowledge with classroom experience. The Project begins after completion of the core courses and is completed with the guidance and mentoring of a Capstone Project Committee. The Candidate will design, implement, and analyze an action-research project to meet a real-world need in their classroom, school, or district. This final project represents the Teacher Leader Candidate's end result of substantial research and original thinking.

#### **EXIT REQUIREMENTS**

- Successful completion of all coursework as listed on the Curriculum Contract
- Minimum GPA of 3.00 with no grade less than C
- Dispositions Assessment
- Updated Professional Growth Plan
- Evidence of Learning/Professional Growth Essay
- Successful completion of capstone/research project
- Application for Graduation approved by the Education Faculty and the Registrar
- Completion of Exit Interview/Survey

#### **DEGREE REQUIREMENTS**

- 33 hours: EDM 611, 612, 621, 622, 631, 632, 633, 634, 651, 652, 701

## **MASTER OF SCIENCE IN ATHLETIC TRAINING**

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Thomas More University offers a Master of Science in Athletic Training program, with multiple options for entry. Thomas More University students complete a dual BS in Exercise Science and MS in Athletic Training. Students who completed a Bachelor degree elsewhere may also enroll in the MS in Athletic Training program.

The Master of Science in Athletic Training prepares students to take the Board of Certification (BOC) exam to enter the field as a certified athletic trainer (ATC). The Master of Science in Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education. Through an innovative interdisciplinary education and clinical practice model, the Athletic Training Program prepares students to provide evidence-based and patient-centered clinical services that will optimize the quality of health care received by physically active people of any age. The program utilizes state of the art technology and modern teaching strategies. It provides unique clinical experiences to cultivate professionals who embody sound clinical reasoning, professional ethics, honesty, compassion, primacy of the patient, and who are advocates for the profession of athletic training.

#### **ADMISSION REQUIREMENTS**

Thomas More University students enrolled in the BS in the Exercise Science program are admitted to the professional phase of the MS in Athletic Training program according to the requirements of that program. The requirements for admission to the professional phase are the admission requirements for the Master of Science program and ensure students are prepared for graduate level course work. Additionally, students must complete the Bachelor of Science Degree in Exercise Science to continue onto the fifth year of the program, which includes only graduate level courses. See the curriculum guide for additional information.

## STUDENTS WHO HAVE EARNED A BACHELOR'S DEGREE FROM ANOTHER INSTITUTION

Students who completed their baccalaureate degree at another institution are eligible for enrollment in the professional phase and the Master of Science program according to the following criteria:

- Completion of a Bachelor's Degree from an accredited institution of Higher Learning
- Completion of the following courses with a C grade (not C-) or higher:
  - Kinesiology
  - Biomechanics\*
  - 1 semester Physics with lab\*
  - 2 semesters of Anatomy and Physiology with lab
  - 1 semester of Chemistry with lab
  - Nutrition or Sports Nutrition
  - Pharmacology (Sports Pharmacology is acceptable)\*
  - Statistics\*
- Undergraduate GPA of 2.75
- Current certification in Professional Rescuer CPR and Standard First Aid from one of the following organizations: ARC, AHA, ASHI ECSE, NSC, CRC, PHECC.
- Completion of the Application and materials for the Athletic Training Program according to the Athletic Training Student Handbook
- Three letters of recommendation from professional sources, two of which must be from current institution.
- Undergo a personal interview with Athletic Training Admissions Committee.

There are several health, academic, and other requirements outlined in detail in the "Athletic Training Student Handbook" that all athletic training students must complete as required.

\*Students may take up to 2 prerequisites during the first year of the athletic training program to fulfill the admission requirement.

## REQUIREMENTS FOR MASTER OF SCIENCE IN ATHLETIC TRAINING

Upon successful completion of the following requirements student will graduate with a Master of Science Degree in Athletic Training, and will achieve eligibility to sit for the National Board of Certification Exam to become a certified athletic trainer.

- All students must maintain a cumulative GPA of 3.0.
- Athletic Training Courses (65 hours) - ATP 500, 501, 502, 505, 510, 511, 525, 530, 550, 560, 580, 581, 590, 591, 592, 593, 594

**\*The admission and major requirements below apply to students who enrolled prior to fall 2017 and replaces previous versions. This degree is not offered to incoming students. The teach out plan is through spring 2020.**

## REQUIREMENTS FOR MASTER OF SCIENCE IN ATHLETIC TRAINING

Upon successful completion of the following requirements student will graduate with a Master of Science Degree in Athletic Training, and will achieve eligibility to sit for the National Board of Certification Exam to become a certified athletic trainer.

- All students must maintain a cumulative GPA of 3.0.
- Athletic Training Courses (34 hours) - ATP 502, ATP 550, ATP 580, ATP 581, ATP 590, ATP 591, ATP 592

## GRADUATE LEVEL CONTENT COURSES FOR DUAL CREDIT CREDENTIALING

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Thomas More University offers graduate level content courses in various areas in order to meet teacher credentialing requirements for High School teachers to teach college level courses. For more information, contact the Education Department.

### **ADMISSION REQUIREMENTS**

In order to enroll in these courses, students must meet the following criteria:

- Completed application.
- Official transcripts of all undergraduate and graduate work completed sent directly from the issuing institution to Thomas More University.
- Earned baccalaureate degree from a regionally accredited college or university
- Undergraduate GPA of 2.75.
- Minimum of 30 hours in the undergraduate content area.

### **CURRENT COURSES**

Course descriptions are available with the disciplinary department.

- ENG 513 Young Adult Literature Writing and Research Part I
- ENG 514 Young Adult Literature Writing and Research Part II
- ENG 528CW Practice of Memoir
- ENG 529CW Creative Writing Pedagogy and Expressive Arts Program Design for the Humanities
- ENG 548 Linguistics for Teachers
- ENG 583 English Romanticism
- HIS 530 Churches in the Third Reich
- HIS 534 History of Irish Nationalism 1798-1926
- MAT 530 Matrix Analysis
- MAT 545 General Topology
- SPA 513 Analysis of Selected Iberian Masterpieces
- SPA 531 Issues in Spanish Translation

# COURSES OF INSTRUCTION

## COURSES OF INSTRUCTION: ACCOUNTANCY

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### **ACC 101 - INTRODUCTORY ACCOUNTING I (3)**

Introduces students to general accepted accounting principles and published financial statements and serves as a foundation for further study in accounting and business administration. Topics examined in the course include: fundamental bookkeeping rules; the accounting cycle; the merchandising firm; current assets; property, plant and equipment; intangible assets; and current liabilities. Accounting for sole proprietorships is stressed.

### **ACC 102 - INTRODUCTORY ACCOUNTING II (3)**

Prerequisite: ACC 101

Continuation of ACC 101. It completes the examination of financial accounting topics and introduces students to fundamental management accounting practices. Accounting for both partnerships and corporations is explored. Topics include: accounting for long-term liabilities; accounting for owners' equity in partnerships and corporations; the cash flow statement; commonly used liquidity, solvency, and profitability ratios; product costing; factory overhead calculations; job order costing; process costing; activity based costing; service department cost allocations; budgeting; flexible budgets; standard costing; and capital budgeting.

### **ACC 155 - SPECIAL TOPICS (3)**

Special topics courses are offered under this number for topics in Accountancy that are not included in the established curriculum.

### **ACC 201 - INTERMEDIATE ACCOUNTING I (3)**

Prerequisite: ACC 101 and 102

A thorough course in theory and problems in which various methods of solving practical accounting problems are presented. The course supplies a broad background of accounting theory that will enable the student to recognize accepted differences in accounting methods and to develop individual concepts in matters of accounting principles. Knowledge of working paper layout is a primary requisite and the problems offered are a challenge to students' ability to observe, reason, and to make proper decisions on the basis of known facts.

### **ACC 202 - INTERMEDIATE ACCOUNTING II (3)**

Prerequisite: ACC 201

A further development of the practical aspects of accounting, illustrating accepted methods of recording issuances of various types of stock for corporations and various capital accounts. Other topics included are problems in presentation of various liabilities and funds and the preparation of comparative reports and statement analysis.

### **ACC 205 - ACCOUNTING FOR MANAGEMENT (3)**

Prerequisite: ACC 208

Course Requirement: Enrollment in Thomas More Accelerated Program

A course examining the use of costs in business planning, control, and management decision making. An emphasis is placed on the identification and analysis of relevant costs in specific decision making situations.

### **ACC 208 - A SURVEY OF FINANCIAL ACCOUNTING (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

An overview of financial accounting topics for corporations, with an emphasis on the use of financial information and analysis of financial statements.

### **ACC 230 – INTRODUCTION TO QUICKBOOKS (1)**

Prerequisite: ACC 101

This course introduces the student to the basics on Intuit's Quickbooks Software. Students will create a set of financial statements using the various accounting cycles in the software.



**ACC 255 - SPECIAL TOPICS (3)**

Special topics courses are offered under this number for topics in Accountancy that are not included in the established curriculum.

**ACC 301 - COST ACCOUNTING I (3)**

Prerequisite: ACC 101 and 102

A study in the control and cost of materials, direct labor, and overhead with special emphasis on job-order and process costing, cost allocation and Activities-Based costing systems and management.

**ACC 302 - COST ACCOUNTING II (3)**

Prerequisite: ACC 301

An advanced course in cost management and decision making techniques, budgeting and financial planning, standard costing systems and performance measurement.

**ACC 305 - GOVERNMENTAL ACCOUNTING (3)**

A study of the principles and procedures of fund accounting as used by governmental, educational, and other nonprofit or public funded entities.

**ACC 311 - TAXATION I (3)**

Prerequisite: ACC 101 and 102

An examination of tax laws and regulations in relation to their underlying principles. A further study is included of the federal income tax for individuals and the preparation of the individual's income tax return. Problems in determining income tax for individuals are discussed.

**ACC 312 - TAXATION II (3)**

Prerequisite: ACC 311

A continuation of ACC 311 and is an advanced course designed for study and practice in regard to federal income tax for partnerships, corporations, estates and trusts, federal estate and gift taxes, social security and other important taxes.

**ACC 355 - SPECIAL TOPICS (3)**

Special topics courses are offered under this number for topics in Accountancy that are not included in the established curriculum.

**ACC 400 - INDEPENDENT STUDY (1- 3)**

Departmentally approved independent study in a selected area of accounting under the supervision of a member of the department.

**ACC 401 - ACCOUNTING SEMINAR I (3)**

Prerequisite: ACC 101 and 102; Recommended: ACC 202

A seminar examining advanced accounting for business combinations with emphasis on parent and subsidiary accounting, consolidations, mergers, equity method of reporting investments in common stock and segment and interim reporting.

**ACC 402 - ACCOUNTING SEMINAR II (3)**

Prerequisite: ACC 101 and 102; Recommended: ACC 202

A seminar examining foreign currency transactions and translation of foreign currency financial statements, accounting for the organization, division of profit and loss and liquidation of partnerships and accounting for governments and not-for-profit organizations.

**ACC 420 - ACCOUNTING INFORMATION SYSTEMS (3)**

Prerequisite: ACC 202, CIS 111

A course examining how an organization processes its economic transactions, transforming accounting data into information useful in decision making. Topics explored include: The use of flowcharts to document accounting systems; a study of database management systems and the construction of accounting databases using Microsoft Access; an overview

of enterprise resource planning (ERP) systems; and a detailed examination of several accounting application subsystems. Special attention is placed on the internal controls employed to ensure the integrity of data processing.

### **ACC 422 - AUDITING PRINCIPLES AND PROFESSIONAL ETHICS (3)**

Prerequisite: ACC 420

A course exploring the fundamental principles of auditing and the procedures used in the analysis and verification of accounts. The course spans the entire audit process, from the initial planning stages to the issuance of the final audit report. Emphasis throughout the course is placed on risk evaluation and the accumulation of evidence to support the audit opinion. In addition to investigating the technical aspects of an audit, the course also examines the ethical responsibilities of the professional auditor to society.

### **ACC 455 - SPECIAL TOPICS (3)**

Special topics courses are offered under this number for topics in Accountancy that are not included in the established curriculum.

### **ACC 495 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

## **COURSES OF INSTRUCTION: ART**

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### **ART 103 - SPECIAL TOPICS FOR NON-MAJORS (3)**

Courses designed for the non-art majors or specifically designed courses for outside disciplines.

### **ART 116 - 3-DIMENSIONAL DESIGN (3)**

Core Area: Fine Art

A studio course dealing with the study of and experimentation with basic elements and principles of visual design in a sequence of three-dimensional problems. A variety of materials will be used.

### **ART 117 - COLOR/LIGHT/DESIGN (3)**

This course investigates two-dimensional principles (line, value, texture, shape, form and composition), color theory (structure, terminology, and optical and psychological dynamics) and light (how it affects our perception of form and color). Using art and nature as sources, students employ a variety of media to explore sensory and emotional, as well as intellectual, aesthetic concepts. Course work includes lecture, demonstration, studio work and critique for both art majors and non-art majors.

### **ART 125 - MODERN ART (3)**

This art history class is an overview of modern artistic movements and styles beginning with French impressionism through the work of the Pop artists of the 1960s. Pedagogies include slide lectures, class discussions, student presentations and field trips to see local museums and collections. This course has been specifically designed for the core curriculum and non-majors and may not substitute for any course in either the BA or BFA program.

### **ART 126 – VIEWING THE ARTS (3)**

Offers a general study of the elements of fine arts. Attendance is required at public performances.

### **ART 130 - PAINTING I (3)**

Prerequisite: ART 138

Core Area: Fine Art

A fundamental course in painting designed to introduce the student to the basic techniques and processes of oil painting.

### **ART 135 - CERAMICS I (3)**

Core Area: Fine Art

Experimentation with various hand building and wheel throwing techniques. Students will deal with the exploration of functional and sculptural statements in clay. Experience in glaze application and kiln loading.

**ART 138 - DRAWING I (3)**

Core Area: Fine Art

An entry-level studio course in which students learn drawing fundamentals such as line, shape, value, form, and compositional arrangement by observing still life arrangements and an introduction to fundamental drawing tools and materials. Open to non-majors.

**ART 152 - HISTORY OF PHOTOGRAPHY (3)**

This survey class about the history of photography explores the development of various photo processes, ideas about ways we view the world through constructed images, and about photography as a fine art. This course may be used for the core curriculum and as an art history elective for art and art history students.

**ART 155 - SPECIAL TOPICS (variable credit)**

Art courses not offered on a regular basis will be listed under this number.

**ART 219 - FIGURE DRAWING I (3)**

A studio drawing course concentrating on the human figure. Studio assignments focus on learning fundamental human anatomy, structure, proportion, and scale. Students will work from a live model using a variety of media, techniques and compositional challenges.

**ART 221 - TEACHING ART IN ELEMENTARY SCHOOL (3)**

A course designed primarily for the classroom teacher who may be teaching in a school without an art specialist. This course provides for a variety of experiences such as involvement in all kinds of media, aesthetic exercises, art history through museum visits and experience with art criticism at various levels. Students will have a vital role in designing and implementing their own sequence of art lessons for an after school art program. Cross-listed with EDU 221.

**ART 224 - SCULPTURE I (3)**

Prerequisite: ART 116

In the sculpture courses, students will experiment with traditional and contemporary approaches to sculpture, including carving, modeling, casting, and construction techniques.

**ART 230 - PAINTING II (3)**

Prerequisite: ART 130

A studio course based on the fundamentals of painting (ART 130) stressing the exploration of the painting medium as means of personal creative expression with an increased emphasis on composition and structure.

**ART 234 - PRINTMAKING I (3)**

An introductory studio course in the processes of printmaking. The techniques of monotype, intaglio, and relief printing will be covered. Students will demonstrate the ability to correctly mix inks and modifiers to use in conjunction with various matrices such as copper, linoleum, plexiglass, and wood. Students will develop an understanding of the best papers to use for each printing style.

**ART 235 - CERAMICS II (3)**

Prerequisite: ART 135

A continuation of techniques and problems explored in Ceramics I.

**ART 238 - DRAWING II (3)**

Prerequisite: ART 138

This course builds upon knowledge learned in ART 138. Students will begin to incorporate studio still life experience and build personal concept development to develop their personal vision and voice. Introduction to advanced materials and techniques is ongoing.

**ART 243 - HISTORY OF ANIMATION (3)**

A course exploring how animation has developed into its own unique art form. The course will begin with an investigation of pre-animation innovations and advance to coverage of how animation developed during significant historical events such as WWI, the Great Depression, WWII, and the fall of the Soviet Union. Students will develop an understanding of the methods

pioneered by influential animation houses such as Disney, Warner Brothers, and the Fleischer Studio. As the course progresses, student will practice critiquing the animations discussed through the lens of historical context and artistic style.

### **ART 248 - DESIGN TOOLS (3)**

This is an introductory course on the digital tools of graphic design: Photoshop, Adobe Illustrator, and Adobe InDesign. Cross-listed as CIS 248.

### **ART 251 - HISTORY OF ART I (3)**

Core Area: Fine Art

This introductory art history course is a survey of visual art and architecture in the western perspective beginning with art created by prehistoric man and continuing through Egyptian, Ancient Near East, Aegean, Greek, Roman, Islamic, Early Christian, Byzantine, Medieval and Gothic periods. Pedagogies include lecture, class discussion and visits to the Cincinnati Art Museum.

### **ART 252 - HISTORY OF ART II (3)**

A survey course examining architecture, sculpture, and painting beginning with Early Renaissance art and continuing to the mid-19th century. Open to non-majors.

### **ART 255 - SPECIAL TOPICS (variable credit)**

Art courses not offered on a regular basis will be listed under this number.

### **ART 256 - AFRICAN-AMERICAN ART AND ARTISTS (3)**

This course examines the African-American artist and the art they have produced over the last 200 years, with particular attention to the cultural and historical context. May be taken for the core curriculum or may serve as an elective in art history for art and art history.

### **ART 257 - ART AND CULTURE OF THE AMERICAN WEST (3)**

This course is an examination of the ways in which paintings, prints, and photographs of the American West can be used to understand broader cultural ideas about the land and its peoples. It has been designed to introduce students to the history of Western American art from the early nineteenth century to the present day, with special emphasis on theoretical approaches that suggest the ways in which visual imagery can be used as a primary source document to illuminate issues of broader historical concern. No pre-requisites but prior college work in American history or general art history is very helpful.

### **ART 261 - TEACHING ART IN SECONDARY SCHOOL (3)**

A studio and lecture course for students preparing to teach in secondary school. The student will study the literature of art education and the methods of teaching art in the high school. Students will execute projects used in teaching art at this level. This course should be taken prior to supervised student teaching.

### **ART 265 - GRAPHIC DESIGN FOUNDATIONS (3)**

This course is an integration and expansion of how to deal with the visual elements in a clear and concise visual communication. Students will be asked to design with, make aesthetic judgments about, and communicate via visual form. The final third of the course will delve into symbol and mark development on a purely elemental foundation.

### **ART 267 - TYPOGRAPHY I (3)**

This course serves as an introduction that provides an essential foundation in the history, theory, and practice of typographic communication. Students will engage in studio projects to develop a formal understanding, aesthetic, and functional sensibilities, and technical skills.

### **ART 268 - HISTORY OF DESIGN (3)**

Prerequisites: ART 125, 251, 252, or permission of instructor.

This course is a study of the history of design (with an emphasis on graphic design) and design theory from the nineteenth century to the present.

**ART 270 - ILLUSTRATION I (3)**

Prerequisite: ART 138

This course introduces majors and non-majors to the worlds of illustration through a series of studio assignments, lectures and class discussions. Students will study the historical role and function of illustration and generate a variety of illustrative projects which may include illustrating short stories, fables and folklore, editorial cartooning, game board design, and more.

**ART 272 - AMERICAN ART: PRE-COLUMBIAN TO THE CIVIL WAR (3)**

Core Area: Fine Arts

This course serves as an introduction that provides an essential foundation in the history, theory, and practice of typographic communication. Students will engage in studio projects to develop a formal understanding, aesthetic, and functional sensibilities, and technical skills.

**ART 273 - AMERICAN ART: THE GILDED AGE TO THE 21ST CENTURY (3)**

This is a continuation of ART 272, although it is not a pre-requisite. This course will pick up the American survey study of art, sculpture, architecture, and decorative arts produced during the Civil War and then move the study to art of the Gilded Age, and the twentieth century. Methodologies of American Studies will be part of this class. No pre-requisites but prior work in either art history or American history is highly desirable.

**ART 280 - UX DESIGN PRINCIPLES (3)**

Prerequisite: ART 248

User experience design is the process of enhancing customer satisfaction and loyalty by improving the usability and pleasure provided in the interaction between the customer and the product. This course provides students with an understanding of User Experience Design ["UX"] elements and how they work together, research methodologies, navigation design, wire-frame creation, and strategy as an element of user experience. Students will also learn how to translate this knowledge to environments for Graphic Design and Space Design (retail, entertainment, corporate-office, hospitality, planning, etc.).

**ART 281 - SOCIAL MEDIA DESIGN (3)**

Prerequisites: ART 248

The course provides students with an understanding of principles and technologies relevant to the design of social media, that is, media supporting social interaction. The unit covers the history and theory of social networks. Using software such as Adobe Photoshop and Adobe Illustrator, students learn how to design a professional brand that can be reflected on social media websites like Facebook, Twitter, YouTube, and Pinterest. Students will also learn how to start a blog and administer content using WordPress.

**ART 315 - DRAWING AS INSTALLATION (3)**

Prerequisite: ART 238

This course introduces students to installation art media and styles. Students will create large scale artwork with an emphasis on developing vision and voice through their personal imagery.

**ART 319 - FIGURE DRAWING II (3)**

Prerequisite: ART 219

A studio drawing course focusing on the human figure. The second in a series of three. Studio assignments focus on advanced figure drawing assignments and a further exploration into media.

**ART 324 - SCULPTURE II (3)**

Prerequisite: ART 224

A continuation and elaboration of Sculpture I.

**ART 325 - PORTRAIT DRAWING (3)**

Prerequisite: ART 138

An advanced drawing class focusing on drawing the human face. Involved are study of the underlying skeletal and muscular structures of the face as well as proportions. A large part of the class involves "putting it all together" in portrait drawings from life, and studies of models from different ages. A variety of media will be used.

**ART 330 - PAINTING III (3)**

Prerequisite: ART 230

This course builds upon knowledge learned in ART 130 and 230. Students will develop a body of work to develop their personal painting vision, voice and skillset. Introduction to advanced materials and techniques is ongoing. Ongoing exploration of the painting medium as means of personal creative expression with an increased emphasis on composition and structure.

**ART 334 - PRINTMAKING II (3)**

Prerequisite: ART 234

An intermediate studio course building on the techniques learned in Printmaking I with an emphasis on ways to incorporate color. The processes of multi-plate color etching, chine-colle, and linocut will be covered. Techniques for creating shaped linocut blocks will be introduced.

**ART 335 - CERAMICS III (3)**

Prerequisite: ART 235

A continuation of techniques and problems explored in Ceramics I and II.

**ART 338 - DRAWING III (3)**

Prerequisite: ART 238

This course builds upon knowledge learned in ART 138 and 238. Students will develop a body of work to develop their personal drawing vision, voice and skillset. Introduction to advanced materials and techniques is ongoing.

**ART 340 - WEB DESIGN (3)**

Prerequisites: ART 117, 248

This course will investigate the fundamental principles of Web design (layout, composition, typography, color, purpose, UX/UI, responsiveness, simplicity, writing and white space, etc.). Students will research their target audience(s) and conceive and design their own site. Students will create responsive design system(s) with wire-frames and layouts. This course also teaches students how to use WordPress as a platform for creating personalized and professional websites. Cross listed with CIS 240.

**ART 341 - MOTION GRAPHICS (3)**

Prerequisites: ART 117, 248

This course will introduce the student to effectively communicate with motion graphics, using Adobe After Effects. These skills will be applied in projects that stress conceptual, technical, development, and the basic theories of kinetic composition and aesthetics. Skills covered include key-framing, track mattes, 3-D space, particles, typography techniques, and more. Students will study the history of the field, including the work of pioneers (Norman McLaren, Saul Bass, and Len Lye).

**ART 342 - ANIMATION (3)**

Prerequisites: ART 117, 248

This course will give students the fundamentals needed to create animation using Adobe Animate. Throughout the course, Disney's twelve basic principles of animation will be addressed. Student will visually communicate basic narratives through storyboarding, blocking movements, and animating objects/figures, while considering how timing influences the perceived believability of actions. Focus will be on frame-by-frame animation, tweening, rigging bones, and adding sound. Students will learn how to export files and upload to streaming services for sharing online. The course will culminate with a study of character development that addresses how to tell a simple story.

**ART 350 - THE CINCINNATI WING AT THE CINCINNATI ART MUSEUM (3)**

Prerequisite: ART 251, 252, 272, or 273

This course is a study of the social and cultural history of Cincinnati as studied through the collection of works in the Cincinnati Wing at the Cincinnati Art Museum. At least 50% of the classes will be held on location at the Cincinnati Art Museum. Designed for upper-classmen and TAP students.

**ART 351 - HISTORY OF AMERICAN ARCHITECTURE (3)**

This course is an examination of the architecture and the built environment in America from Pre-Colonial years to the present day. This study will feature the design and construction of residences, commercial structures and public institutions. This

course is at once a study of periods and styles and a cultural examination of the social issues and conditions under which these structures rose. We will ultimately evaluate if the architecture created in America expresses a particularly American view.

### **ART 353 - TWENTIETH CENTURY ART (3)**

Prerequisite: ART 251, 252

This course is the third part of the survey of art in the western world and specifically addresses art movements and art theories associated with modernism and post-modernism of the twentieth century. This course assumes the seminar format with student presentation and class discussion the primary pedagogical method of study. Required course for BA and BFA students.

### **ART 355 - SPECIAL TOPICS (variable credit)**

Art courses not offered on a regular basis will be listed under this number.

### **ART 357 - A CRITICAL LOOK AT WINSLOW HOMER AND THOMAS EAKINS (3)**

Prerequisite: ART 248, 265

This course introduces students to a practice-based, hands-on approach to visual communication design. Students will learn how to design with specific audiences and purpose in mind. Topics also include typography, symbols, brand identity, logos, and information design. Connections to current and historical context of the graphic arts are woven throughout the course. Students will also share their work and take part in design critiques and discussions.

### **ART 360 - VISUAL COMMUNICATIONS (3)**

Prerequisite: ART 248, 265

This course introduces students to a practice-based, hands-on approach to visual communication design. Students will learn how to design with specific audiences and purpose in mind. Topics also include typography, symbols, brand identity, logos, and information design. Connections to current and historical context of the graphic arts are woven throughout the course. Students will also share their work and take part in design critiques and discussions.

### **ART 361 - DESIGN SYSTEMS (3)**

Prerequisite: ART 265 or 267

A course building on skills from ART 117 and ART 267. The use of grid systems will be introduced as a means of organizing and composing type and images. Knowledge of Aldus PageMaker© software is suggested for this class, but is not necessary.

### **ART 367 - TYPOGRAPHY II (3)**

Prerequisite: ART 248, 265, 267

Typography II is the second course in the typography sequence focusing on the design of multiple pages, an introduction to publication design, basic typographic systems, and typographic hierarchy. Course content includes an emphasis on concept and research based practices.

### **ART 370 - ILLUSTRATION II (3)**

Prerequisite: ART 270

This course is a continuation of Illustration I.

### **ART 400 - INDEPENDENT STUDY (variable credit)**

Special art projects subject to departmental approval and under the direction of a departmental faculty member.

### **ART 415 - SPECIAL TOPICS DRAWING & ILLUSTRATION (3)**

Students will work closely with the instructor to develop a concept focusing on a large-scale body of work (actual size), which demonstrates advanced level painting or illustration.

### **ART 416 - SENIOR SEMINAR/THESIS PROJECT (3)**

According to the emphasis declared, art majors will, in their senior year, meet in a seminar setting in which they will discuss contemporary issues in the art world, and design and implement a thesis project particular to their chosen area of emphasis.

### **ART 419 - FIGURE DRAWING III (3)**

Prerequisite: ART 219, 319

A studio drawing course focusing on the human figure. The third in a series of three. Studio assignments are student driven and focus on advanced figure drawing assignments and a further exploration into media and concept development.

**ART 424 - SCULPTURE III (3)**

Prerequisite: ART 224, 334

Advanced level work in sculpture. Projects involve wood modification and creative engineering, site specific installation, and #D environments.

**ART 430 - PAINTING IV (3)**

Prerequisite: ART 130, 230, 330

A studio course stressing the exploration of the painting medium as means of personal creative expression with an increased emphasis on composition and structure and the development of a personal body of work.

**ART 434 - PRINTMAKING III (3)**

Prerequisite: ART 234, 334

An advanced studio course building on the techniques learned in Printmaking I and II. In the first half of the semester, advanced intaglio and monotype techniques will be introduced. In the second half of the semester, students will have the opportunity to develop a body of work in a self-selected printmaking style.

**ART 435 - ADVANCED CERAMICS (3)**

Prerequisite: ART 135, 235, 335

Students in this advanced class will work on more advanced projects either sculptural or utilitarian in nature.

**ART 438 - DRAWING IV (3)**

Prerequisite: ART 138, 238, 338

This course builds upon knowledge learned in ART 138, 238, 338. Students will develop a body of work to develop their personal drawing vision, voice, and skillset. Introduction to advanced materials and techniques is ongoing.

**ART 451 - PACKAGE DESIGN (3)**

Prerequisite: ART 248, 265, 267, 360

Package design investigates the methodologies associated with designing products for mass consumer sales. Students will focus on researching competitor markets; developing creativity and brainstorming ideas; defining priority of communication within a shelf context; and creating package designs that stand out on shelf.

**ART 455 - SELECTED TOPICS (variable credit)**

Courses in Art other than those listed will be available under this number. For Art majors only; others can be admitted by permission of the department. Offerings under this course number can include Prismacolor Drawing, Color Media Drawing, Figure Painting and Portrait Drawing, as well as art history electives.

**ART 460 - DESIGN SYSTEMS (3)**

Prerequisite: ART 248, 265, 267, 360

This course focuses on expanding students' understanding of visual language and developing a more complex command of it for visual communication. A particular emphasis will be systems design for visual identity (branding). Additionally, exploring design process, professional preparation, and furthering the development of technical skills are important aspects of the course.

**ART 461 - SPECIAL DESIGN PROJECTS (3)**

Course Requirement: Graphic Design students only

A course focusing on complex applications of marks, logotypes, symbols, and their application in a corporate identity system. Students will be expected to draw together all information gained in design courses thus far and apply it to more complex and demanding projects.



**ART 466 - ART HISTORY SEMINAR (3)**

Course Requirement: Art History majors

A seminar offering an intensive study of a particular topic. Students will work on researching and writing a substantial research paper.

**ART 470 - ILLUSTRATION III (3)**

Prerequisite: ART 270 & 370

This course is a continuation of ART 370 Illustration II. Students are assigned more advanced illustrative projects focused on student-driven body of work with emphasis on their chosen area of research in the field of illustration. Students will be expected to create a series of original illustrations based on their research culminating in a final portfolio.

**ART 480 – SENIOR SEMINAR I (3)**

By taking this class, we intend for our students to have conversations about their next steps after graduation, to develop a sense of confidence, professionalism, and reflection about their next steps after graduation. Ultimately through this class experience, our students will have been presented many opportunities to develop their personal style, resume/CV, artistic/business portfolio, and professional presentation and organizational skills in order for them to move more easily into the next phase of their professional careers.

**ART 481 - SENIOR SEMINAR II (2)**

Prerequisite: ART 481

The focus of this course is on the development of exhibition content, as well as, production methods used to create compelling contemporary exhibitions. During this course we will explore the many and diverse elements of exhibition design including: display methodologies (from physical to the digital, how to choose the right form); planning; and problem solving. Class format will incorporate lectures, discussions, workshops, and field trip(s). Grading is based upon class/workshop participation, and development of BFA and BA senior capstone requirements.

**ART 482 - SENIOR EXHIBITION (1)**

Senior Exhibition is the culmination of ART 481 and 482 for BFA students. This course focuses on the finishing, installation, and presentation of their BFA Capstone project.

**ART 495 - INTERNSHIP IN ART (1-3)**

Interns work within organizations or other settings gaining experience in a specific area of art.

**COURSES OF INSTRUCTION: ATHLETIC TRAINING**

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**ATP 110 - FOUNDATIONAL CONCEPTS OF ORTHOPEDIC TAPING AND BRACING (3)**

This course consists of lecture and lab based instruction to introduce students to various products and equipment used in the development and construction of pads and braces for injury prevention during sport and physical activity, and teaches students how to properly apply basic taping, wrapping, bracing, and padding techniques that are common practice in athletic training and sports medicine.

**ATP 220 - ACUTE CARE OF INJURY AND ILLNESS (3)**

Prerequisite: ATP 108

Prepare athletic trainers to provide emergency treatment for acute sports-related injuries and illnesses in children, adolescents, and adults – on and off the field.

**ATP 290 - PRACTICUM I (2)**

Prerequisite: Admission into the Athletic Training Program, ATP 108, ATP 110, and ATP 220

This course is designed as a practically applied lab style class. The objectives are to further increase the proficiency of the athletic training student in the knowledge, skills, attitudes, and values associated with providing an athletic training service. This course is also practically utilized in preparation for the BOC national exam, according to the educational competencies published by the NATA. Students will complete a sixteen week clinical rotation with an approved preceptor. A minimum of 100 hours and a maximum of 250 hours in clinical setting are required.

**ATP 291 - PRACTICUM II (2)**

Prerequisite: ATP 290, PSY 105, PSY 206

This course is designed as a practically applied lab style class. The objectives are to further increase the proficiency of the athletic training student in the knowledge, skills, attitudes, and values associated with providing an athletic training service. This course is also practically utilized in preparation for the BOC national exam, according to the educational competencies published by the NATA. Students will complete a sixteen week clinical rotation with an approved preceptor. A minimum of 100 hours and a maximum of 250 hours in clinical setting are required.

**ATP 480 - GENERAL MEDICAL CONDITIONS (4)**

Prerequisite: ATP 291, BIO 212/L, BIO 255, CHE 104/L

This course covers the recognition, evaluation, management and prevention of the most common medical conditions that affect athletic participation. Emphasis will be placed on the appropriate history, physical exam and indications for referral. It also covers common interventions for medical conditions, including the medications most commonly encountered in the practice of athletic training. This will include categories of drugs, generic and trade names of common drugs, effects and precautions for common drugs, drug-drug interactions and how various drugs affect the patient response to activity, exercise and other therapeutic interventions.

**ATP 490 - PRACTICUM III (3)**

Prerequisite: ATP 291, BIO 214, BIO 255, PSY 206

This course is designed as an applied lab style class. The objectives are to further increase the proficiency of the athletic training student in the knowledge, skills, attitudes, and values associated with providing an athletic training service. The course is also utilized in preparation for the BOC national exam, according to the educational competencies published by the NATA. In addition to the course meeting once a week, students will complete a sixteen week clinical rotation with an approved preceptor. A minimum of 150 hours and a maximum of 300 hours in a clinical setting are required.

**ATP 500 - PRINCIPLES OF ATHLETIC TRAINING (3)**

Prerequisite: Admission into the Athletic Training Program

Recognition, evaluation, and care of athletic injuries. Techniques in taping, preventing, and rehabilitating injuries.

**ATP 501 - THERAPEUTIC MODALITIES (4)**

Prerequisite: Admission to the Athletic Training Program

This course covers physical agents, electrotherapeutic modalities, mechanical modalities and therapeutic modalities. It includes theoretical concepts, rationale for use, effects, indications and contraindications for each agent or modality. There will be supervised laboratory practice to ensure the student learns the safe and efficient use of each agent or modality.

**ATP 502 - THERAPEUTIC REHABILITATION (4)**

Prerequisite: ATP 501

This course will provide the student with the knowledge and skills to establish a therapeutic rehabilitation program for a physically active individual. Theories of current techniques and protocols will be investigated. Tests and measurements to re-evaluate the patient's progress will be utilized in this course.

**ATP 505 – ACUTE CARE OF ATHLETIC INJURIES (3)**

Prerequisite: Admission to the Athletic Training Program

Prepare athletic trainers to provide evidence based emergency treatment for acute sports-related injuries and illnesses in children, adolescents, and adults – on and off the field.

**ATP 510 - EVALUATION OF ORTHOPEDIC PATHOLOGIES I (4)**

Prerequisite: Admission to the Athletic Training Program

This course will examine the pathology, diagnosis, care and treatment of injuries to the upper extremity. Students will demonstrate mastery of concepts related to anatomy and biomechanics, management of specific shoulder, elbow, wrist, hand, and finger injuries.

**ATP 511 - EVALUATION OF ORTHOPEDIC PATHOLOGIES II (4)**

Prerequisite: ATP 510

This course will examine the pathology, diagnosis, care, and treatment of injuries to the lower extremity. Students will demonstrate mastery concepts related to anatomy and biomechanics, clinical evaluation of injuries, pathologies and related special tests, and on-field or initial management of specific foot, ankle, lower leg, knee, and hip injuries.

### **ATP 520 - NEUROSCIENCE IN ATHLETIC TRAINING (3)**

Prerequisite: Admission to the Athletic Training Program

This course will be delivered online. The students will receive a detailed study of development, configuration, physical and mental functions, and pathological deficits of the peripheral and central nervous system. In addition, students will understand applications of neurological function in both voluntary movement and human development. Within the course students will integrate previous knowledge with information presented in regards to, but not limited to, stroke rehabilitation, neurological deficits, neuralgia, advanced concussion rehabilitation, and laws regarding rehabilitation of concussion as they apply to the field of athletic training. Furthermore, students will understand both motor and neurological functions as they apply to the specific injuries involving the central nervous system.

### **ATP 525 - GENERAL MEDICAL CONDITIONS (3)**

Prerequisite: Admission to the Athletic Training Program

Students will be taught to perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice.

### **ATP 530 - EXERCISE PHYSIOLOGY WITH LAB (4)**

Prerequisite: Admission to the Athletic Training Program

An in-depth survey of the neuromuscular, metabolic cardiorespiratory and hormonal responses to acute exercise and the physiological adaptations to chronic exercise. This course builds upon the foundational sciences of chemistry, anatomy, physiology, and physics. Topics will include oxygen delivery and utilization, energy systems, and training adaptations in different environments. We will also focus on how the metabolic, neuromuscular, cardiovascular, and respiratory systems respond to the demands of exercise and how routine exercise (i.e. exercise training) modifies these systems, and the significance of these effects for health and performance. The lab portion of this class will focus on the standard measurements in exercise physiology.

### **ATP 540 - ADVANCED ATHLETIC TRAINING SKILLS (3)**

Prerequisite: ATP 490

This course provides students with the opportunity to learn skills that will prepare them for the opportunity to work as an Athletic Trainer in an orthopedic setting. These skills include, casting, radiology, full patient examinations, and mutual therapy techniques.

### **ATP 550 - ORGANIZATION AND ADMINISTRATION IN ATHLETIC TRAINING (3)**

Prerequisite: ATP 590

This course is a study of the administrative aspects of an athletic training program. This will include athletic training room design and function, budgets, legalities, research, and preparation for career.

### **ATP 560 - EXERCISE PRESCRIPTION (3)**

Prerequisite: Admission to the Athletic Training Program

This course allows students to apply physiological concepts of exercise and develop various programs that will enhance metabolic, musculoskeletal, and cardiopulmonary systems throughout the lifespan. Topics will include health screenings, exercise risk assessment, methods of exercise testing, ergometer spirometer energy expenditure, and body composition.

### **ATP 580 - ATHLETIC TRAINING RESEARCH METHODS (3)**

Prerequisite: Admission to the Athletic Training Program

This course will introduce students to the basic concepts of athletic training research. Students should be able to apply these concepts to develop high quality healthcare research studies and to evaluate research conducted by others. The course will provide the skills necessary to conduct a thesis or project within the Athletic Training Program. The information from this course is vital to conducting rigorous and quality research studies in healthcare education.

### **ATP 581 - INDEPENDENT RESEARCH PROJECT (6)**

Prerequisite: ATP 580

Students will be required to conduct independent research in which they will develop and present a poster presentation on their research topic. Qualitative and quantitative studies as well as systematic reviews are possible research methods.

#### **ATP 590 - PRACTICUM I (3)**

Prerequisite: Admission to the Athletic Training Program

The students will be assigned to a clinical experience with an approved preceptor. Clinical skills will be evaluated in the clinical setting. Additional class meetings will be held in addition to the clinical assignment.

#### **ATP 591 - PRACTICUM II (3)**

Prerequisite: ATP 590

The students will be assigned to a clinical experience with an approved preceptor. Clinical skills will be evaluated in the clinical setting. Additional class meetings will be held in addition to the clinical assignment.

#### **ATP 592 - PRATICUM III (3)**

Prerequisites: ATP 591

The students will be assigned to a clinical experience with an approved preceptor. Clinical skills will be evaluated in the clinical setting. Additional class meetings will be held in addition to the clinical assignment.

#### **ATP 593 - PRATICUM IV (6)**

Prerequisites: ATP 592

The students will be assigned to a clinical experience with an approved preceptor. Clinical skills will be evaluated in the clinical setting. Additional class meetings will be held in addition to the clinical assignment.

#### **ATP 594 - PRATICUM V (6)**

Prerequisites: ATP 594

The students will be assigned to a clinical experience with an approved preceptor. Clinical skills will be evaluated in the clinical setting. Additional class meetings will be held in addition to the clinical assignment.

#### **ATP 595 - PRATICUM (3)**

Prerequisites: ATP 591

The students will be assigned to a clinical experience with an approved preceptor. Clinical skills will be evaluated in the clinical setting. Additional class meetings will be held in addition to the clinical assignment.

## **COURSES OF INSTRUCTION: BIOLOGY**

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### **BIO 100 – INTRODUCTION TO BIOLOGY (3)**

An examination of the characteristics of living organisms primarily at the molecular and cellular level. The nature of molecules, macromolecules, cellular structure and processes, and aspects of molecular genetics will be addressed. This is a one-semester, biology lecture course designed for students who have not enrolled in (or completed) BIO 101/101L, but are majoring (Biology or Medical Laboratory Science) or minoring in a program in the Department of Biological Sciences. This course is not equivalent to BIO 101/101L.

### **BIO 101 - GENERAL BIOLOGY I (4)**

#### **BIO 101L - GENERAL BIOLOGY LAB I**

(3-hour lecture, 3-hour lab)

Prerequisite: Minimum ACT Cumulative Score of 22 or permission of the instructor, BIO 101 is a prerequisite for BIO 102

Co-requisite: CHE 111 is a co-requisite for BIO 101

General Biology I is the study of living organisms at the molecular and cellular level. The nature of molecules and macromolecules, cellular structure, metabolic processes of the cell, reproduction, and various aspects of molecular genetics will be discussed. Three hours of lecture and lab meet each week. This is the introductory biology course required of all majors and minors in the Department of Biological Sciences.

**BIO 102 - GENERAL BIOLOGY II (4)****BIO 102L - GENERAL BIOLOGY LAB II**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 101/101L with a minimum grade of "C" or permission of instructor

General Biology II is a course that complements the General Biology I (BIO101/101L) course and progresses through the various levels of biological organization beginning at the molecular level to the individual and up to the biosphere, earth. This spring course will emphasize: (1) the organismic level: the biodiversity of life, (2) the system level: the anatomy and physiology of animals, and (3) the ecological level: the relationship of living organisms to one another and to the environment. Three hours of lecture and three hours of lab meet each week. Along with BIO 101/101L, this course is required of all majors and minors in the Department of Biological Sciences.

**BIO 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**BIO 204 - EVOLUTION SEMINAR (3)**

Prerequisite: BIO101 and BIO102

A course focusing on the mechanism of evolutionary change, ranging from micro-evolutionary processes within populations to macro-evolutionary patterns over geologic time. Emphasis is placed on the historical context of the discipline and the latest trends in research. Course structure consists of lectures, discussions and student presentations.

**BIO 205 - BIOLOGICAL LITERATURE (3)**

Prerequisite: BIO 102

Covers the standard references and forms of literature in the biological sciences through specific library assignments and reports. Also included are the reading, evaluation, and discussion of classic works in the field and the preparation and writing of a biological review and/or experimental paper.

**BIO 206 - GENETICS (4)****BIO 206L - GENETICS LAB**

(3-hour lecture, 2 hour lab)

Prerequisite: BIO 101 and Sophomore standing or permission of instructor

An analysis of heredity and variation from Mendel to the present, involving the physical structure and metabolic direction of the gene, its expression and transmission. Students will conduct laboratory investigations of *Drosophila* and other genetic materials in terms of inheritance ratios, gene frequency, and probability.

**BIO 207 - MEDICAL TERMINOLOGY (2)**

Prerequisite: BIO 102

A course examining the derivation, application, and pronunciation of selected scientific terms in general and medical terms in particular.

**BIO 211/212 - ANATOMY AND PHYSIOLOGY I, II (4, 4)****BIO 211L/212L - ANATOMY AND PHYSIOLOGY LAB**

(3 hour lecture, 3 hour lab)

Co-requisite: CHE 103 or CHE 111

Core Area: Natural Science - Biology, Natural Science - Lab

A sequence of courses is designed to provide students of Medical Laboratory Science, Nursing, and other medically related fields with an understanding of the human body as realized through the various levels of organization, i.e. cell, tissue, organ, system, and integrated organism. Students cannot earn duplicate credit in BIO 212.

**BIO 214 - EXERCISE PHYSIOLOGY (3)**

Prerequisite: BIO 211 and 212

A course examining the application of basic physiological concepts to exercise in the context of environmental conditions with special reference to conditioning, performance, and rehabilitation. Does not count towards the Biology major or for Natural Science core credit.

**BIO 215 - NUTRITION (2)**

Prerequisite: CHE 103/103L, CHE 104/104L; BIO 211, 212

A course examining sources of dietary intake, and metabolism of food nutrients including proteins, lipids, carbohydrates, minerals and vitamins. Students will investigate the relationship between nutrition and health. Does not count towards the Biology major or for Natural Science credit.

**BIO 215A - UNDERSTANDING NUTRITION (3)**

This course will focus primarily on the relationship of the science of nutrition and the well individual. The course work includes an in depth study of the various nutrients and how the body utilizes these nutrients and a review of the nutritional requirements throughout the lifecycle. The course involves techniques for nutritional assessment and guidelines for selecting food that provide the nutrients needed to achieve optimal health and exploration of current issues in nutrition information. The overall goal is to provide the student with an understanding of normal nutrition and the basic knowledge necessary to make diet changes specific to certain disease states.

**BIO 216 - INTRODUCTION TO MEDICAL MICROBIOLOGY (4)****BIO 216L - MEDICAL MICROBIOLOGY LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: Earned 'C' grade or above in BIO 102 or BIO 212

An introduction to microorganisms and their role in human health and disease. Topics covered in this course will include the structure, physiology, biochemistry and genetics of bacteria, fungi, protists, helminths and viruses. Epidemiology, immunology, and the disease process will also be covered. (Credit cannot be obtained for both BIO 216 and BIO 305.)

**BIO 227 - BIOLOGY OF AGING (3)**

Prerequisite: BIO 102 or BIO 212

A study of the biological aspects of the aging process generally, with an emphasis on the human aging processes as they are currently understood at the molecular, cellular, systemic, and organismic levels of organizations.

**BIO 235 - UNDERSTANDING NUTRITION (3)**

Prerequisite: BIO 211/211L, BIO 212/212L and CHE 103/103L, CHE 104/104L

The goal of this course is to provide the student with an understanding of nutrition and the knowledge necessary to make diet changes specific to certain disease states. This course will focus primarily on the relationship of the science of nutrition and the well individual and will include an in depth study of the various nutrients and how the body utilizes these nutrients; a review of the nutritional requirements throughout the lifecycle; techniques for nutritional assessment and guidelines for selecting food that provide the nutrients needed to achieve optimal health; and explore current issues in nutrition information. Does not count towards the Biology major or for Natural Science credit.

**BIO 255 - PHARMACOLOGY (3)**

Prerequisite: Earned 'C' grade or above in BIO 212 and CHE 104

A study of the pharmacological properties of drugs relative to their origin, classification, and dosage with emphasis on pharmacodynamics and pharmacotherapeutics.

**BIO 256 – GEOGRAPHIC INFORMATION SYSTEMS (3)**

Prerequisite: Permission of instructor

A Geographic Information System (GIS) is a structure for gathering, analyzing, and managing data in a spatial context. Utilized by many disciplines, GIS allows for the analysis of special location and organizes data into digital information layers and allows for a variety of mapping outputs. In this introductory course, students will learn fundamental concepts and components of a GIS, while operating a functional GIS and using ArcGIS software. Some of the projects and data sets applied in the course could include those from the natural sciences (e.g., suburban forest habitat), social sciences, arts and humanities.

**BIO 257 – GEOGRAPHIC INFORMATION SYSTEMS (3)**

Prerequisite: Permission of instructor

A Geographic Information System (GIS) is a structure for gathering, analyzing, and managing data in a spatial context. Utilized by many disciplines, GIS allows for the analysis of spatial location and organizes data into digital information layers and allows for a variety of mapping outputs. In this introductory course, students will learn fundamental concepts and components of

a GIS, while operating a functional GIS and using ArcGIS software. Some of the projects and data sets applied in the course could include those from natural sciences (e.g., suburban forest habitat), social sciences, arts and humanities.

**BIO 301 - COMPARATIVE ANATOMY (Organismic) (4)**

**BIO 301L - COMPARATIVE ANATOMY LAB**

(2-hour lecture, two 3 hour labs)

Prerequisite: BIO 205

Students will study the relationships of vertebrates by noting structural similarities and differences in each organ system. Representative vertebrates, Squalus, Necturus, and Felis are used for laboratory studies.

**BIO 304 - PHYSIOLOGY (4)**

**BIO 304L - PHYSIOLOGY LAB**

Prerequisite: BIO101, BIO102, BIO204, BIO205

Co-requisite: BIO304L

This course covers the fundamentals of physiology emphasizing function from the molecular/cellular to the organ system level. Laboratory exercises cover physiochemical aspects related to whole body regulation, animal and human responses, biochemical analysis, and/or computer/electronic instrumentation measurements of physiological principles. Students cannot earn duplicate credit in BIO304 and BIO211/212.

**BIO 305 - MICROBIOLOGY (Organismic) (4)**

**BIO 305L - MICROBIOLOGY LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 102 , BIO 212, BIO 206

The structures and functions of microorganisms will be examined including viruses, bacteria, fungi, protista, and helminths and their roles in the environment and their impact on human health. An introduction to biotechnology and practical applications of microbiology will also be incorporated. (Credit cannot be obtained for both BIO 216 and BIO 305.)

**BIO 308 - AQUATIC BIOLOGY (Ecological) (4)**

**BIO 308L - AQUATIC BIOLOGY LAB**

Prerequisite: BIO 102

An analysis of fresh water communities, emphasizing ecological relationships of aquatic organisms, including food chains, energetics and community relationships. Students will conduct field practices stressing collecting techniques and lab practices stressing water chemistry analysis. Students will then isolate and identify organisms.

**BIO 309 - FIELD BIOLOGY (Ecological) (4)**

**BIO 309L - FIELD BIOLOGY LAB**

Prerequisite: BIO 102

A survey of the flora and fauna in the Kentucky Ohio Indiana area with emphasis on the identification of organisms, habitat types, and ecological relationships. (Summer Session Only.)

**BIO 311 - MARINE BIOLOGY (4)**

**BIO 311L - MARINE BIOLOGY LAB**

(3-hour lecture, 3-hours lab)

Prerequisite: BIO 102

Examines organisms living within the ocean. The first part introduces the discipline of marine biology and basic material in geology, chemistry, and physics. The second focuses upon the nature of life in the sea from microbes to marine vertebrates. The third section covers the fundamental principles of ecology and the major ecosystems of the marine environment. Finally, the fourth examines the role of human on the world oceans.

**BIO 315 - INVERTEBRATE ZOOLOGY (Organismic) (4)**

**BIO 315L - INVERTEBRATE ZOOLOGY LAB**

(3-hour lecture, 3 hour lab, research project)

Prerequisite: BIO 205 and BIO 206

A survey course investigating the protozoa through the major invertebrate groups, stressing anatomical and functional aspects with relevant evolutionary implications.

**BIO 317 - DEVELOPMENTAL BIOLOGY (Cellular & Molecular) (4)**

**BIO 317L - DEVELOPMENTAL BIOLOGY LAB**

(3-hour lecture, 3 hour lab)

Prerequisite: BIO 206

An examination of the ontogeny of plants and animals at the molecular, cellular, and gross structural levels with emphasis on experimental investigation of processes such as aggregation, differentiation, induction, and regulation.

**BIO 318 - ECOLOGY (Ecological) (4)**

**BIO 318L - ECOLOGY LAB**

(3-hour lecture, 3 hour lab, research project)

Prerequisite: BIO 205 and BIO 204

A study of the ecosystem, population, community structure and regulation, with some emphasis on the application of ecological principles and the conservation of natural resources.

**BIO 319 - CELL BIOLOGY (Cellular & Molecular) (4)**

**BIO 319L - CELL BIOLOGY LAB**

(3-hour lecture, 3 hour lab, research project)

Prerequisite: BIO 205 and BIO 206

Students will study the activities of living organisms at the cellular level, with special attention directed to cellular fractionation, energetics, metabolism, biochemistry, and homeostatic mechanisms.

**BIO 325 - ANIMAL BEHAVIOR (Ecological) (4)**

**BIO 325L - ANIMAL BEHAVIOR LAB**

(3-hour lecture, 3 hour lab)

Prerequisite: BIO 102

Course Requirement: Biology majors only.

Students will study behaviors specific to animals other than man. Topics include instinct, environmental stimuli, learning, communication, aggression, sociobiology, and the evolution of behavior. Laboratories stress field observations and group projects. Cross-listed as PSY 325.

**BIO 326 - IMMUNOLOGY (Cellular & Molecular) (4)**

**BIO 326L - IMMUNOLOGY LAB**

(3-hour lecture, 3 hour lab)

Prerequisite: BIO 102 and BIO 206

A basic course on cell mediated and humoral aspects of immunity with reference to laboratory procedures for determining immunological status.

**BIO 328 - VERTEBRATE BIOLOGY (Ecological) (4)**

**BIO 328L - VERTEBRATE BIOLOGY LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 205

A lecture and laboratory course examining the five major groups of vertebrates: fish, amphibians, reptiles, birds and mammals. The course will emphasize taxonomy and natural history.

**BIO 329 - BOTANY (Organismic) (4)**

**BIO 329L - BOTANY LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 205 and BIO 206

Botany is a study of morphology, physiology, classification, distribution and evolution of protista, fungi, nonvascular, and vascular plants.

**BIO 330 - BIOCHEMISTRY (Cellular & Molecular) (4)**

**BIO 330L - BIOCHEMISTRY LAB**

(3-hour lecture, 3 hour lab)



Prerequisite: BIO 102 and BIO 206

Co-requisite: CHE 240

An exploration of the molecular and chemical basis of life. The relationship between molecular structure and function is stressed as it applies to the metabolism and reproduction of a living organism. The laboratory focuses on learning the techniques currently used in the field of biochemistry.

**BIO 333 - BIOINFORMATICS (4)**

**BIO 333L - BIOINFORMATICS LAB**

**BIO 333A – BIOINFORMATICS (lecture only) (3)**

Prerequisite: BIO 206/206L and CIS 114

An introduction to data analysis in the study of biology. Topics covered will include concepts and trends in bioinformatics as well as methods for the analysis and representation of biological data (e.g., time series data, DNA and protein sequence data).

**BIO 340 - VERTEBRATE HISTOLOGY (Organismic) (4)**

**BIO 340L - VERTEBRATE HISTOLOGY LAB**

(3-hour lecture, 3 hour lab)

Prerequisite: BIO 102 and BIO 206

Students will study the major tissue types found in vertebrate organisms with an emphasis on the microscopic anatomy and the corresponding functions of the living tissue.

**BIO 341 - MOLECULAR GENETICS (Cellular & Molecular) (4)**

**BIO 341L - MOLECULAR GENETICS LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 206

A course examining the tools of molecular genetics and the current knowledge of the nature and function of genes. It is an advanced genetics course that builds on the knowledge gained in BIO 206. The lecture portion focuses on the genetic basis of disease. The laboratory portion utilizes DNA technology and bacterial genetics allowing the student to think and experiment at the molecular level. The course consists of lectures, laboratory work, discussions, computer database utilization, and student presentations.

**BIO 355 - TOPICS IN BIOLOGY (variable credit)**

Courses will be offered under this number if the content will cover subjects not covered in other courses. Special topics courses are dependent on the expertise of instructor, needs of student or presentation of an unusual learning opportunity.

**BIO 400 - INDEPENDENT STUDY AND RESEARCH (1- 4)**

Students can earn one to four credit hours in an independent study supervised by a departmental faculty member. These courses are recommended for juniors and seniors.

**BIO 401 - GERONTOLOGY PRACTICUM (1-3)**

A practicum is an educationally directed learning experience in a gerontological setting. Emphasis is placed on biological, psychological, and sociological aspects.

**BIO 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**BIO 489 - BIOLOGY SEMINAR (3)**

Prerequisite: Senior Standing

A seminar course including a series of discourses presented and discussed by students on topics which may be productive of a conceptual perspective in biology and demonstrated relevance of biology to other disciplines.

**BIO 495 - BIOLOGY INTERNSHIP (1-3)**

Prerequisite: BIO 101 and 102

The internship is designed to provide hands-on experience in the field of biology and related majors. Students will dedicate a minimum of 45 hours/semester/credit working alongside professionals and staff in an institution involved with some aspect of applied biology and/or outreach programs. Students will learn and master basic skills appropriate to the internship and will conduct and report on work assigned to them by their supervisors.

## COURSES FOR NON-MAJORS

### **NSB 208 - BIOLOGY OF AGING (3)**

An examination of the biological aspects of the aging process generally, with an emphasis on the human aging processes as they are currently understood at the molecular, cellular, systemic, and organismic levels of organizations.

### **NSB 209 - BIOLOGY OF THE HUMAN (3; 4 with laboratory)**

#### **NSB 209L - BIOLOGY OF THE HUMAN LABORATORY**

A study of the anatomy and physiology of the human body. Anatomy is the study of form, or structure, of body parts and of how these parts relate to one another. Physiology concerns the functioning of the body's structural machinery. The levels of structural organization, i.e. cellular, tissue, organ, etc., are identified and discussed as they relate to the functioning of the whole organism. Emphasis is on the integration of the body systems to maintain homeostasis.

### **NSB 211 - INTRODUCTION TO MARINE BIOLOGY (3)**

Examines oceans and the life within them. The first part introduces the discipline of marine biology and basic material in marine geology, chemistry, and physics. The second part focuses upon the nature of life in the sea from microbes to marine vertebrates. The third section covers the fundamental principles of ecology and the major ecosystems of the marine environment. Finally, the last part examines the role of humans on the world oceans.

### **NSB 214 - ENVIRONMENTAL SCIENCE (4)**

#### **NSB 214L - ENVIRONMENTAL SCIENCE LABORATORY**

(3-hour lecture, 3-hour lab)

Core Area: Natural Science - Biology, Natural Science - Lab

A course based on an interdisciplinary approach to the study of human impacts on the local and global environment. Both the lecture and laboratory work stress possible solutions to environmental problems.

### **NSB 215 – AN INTRODUCTION TO SCUBA DIVING**

An introduction to SCUBA Diving is a course that covers the basic skills and knowledge necessary to become SCUBA-certified in Open Water and Nitrox, including the history, theory and practical applications of scuba-diving. In addition, the course covers introductory topics in the fields of oceanography and marine biology. There is an additional fee for this course.

### **NSB 249 - BIOLOGY AND CONTEMPORARY ETHICAL ISSUES (3)**

A course centering on a discussion of the impact of biological science and technology on society from an ethical perspective. Both biomedical and environmental issues are considered.

### **NSB 255B - NATURAL SCIENCE-BIOLOGY: SPECIAL TOPICS (variable credit)**

Core Area: Natural Science

Special topics which are only offered periodically.

### **NSB 256 - MICROBES, HEALTH & DISEASE (3)**

Core Area: Natural Science - Biology

Students will study how viruses and bacteria impact the human condition. The biological basis of good health is discussed.

### **NSB 265 - CONCEPTS OF BIOLOGY AND CONSERVATION (3)**

The conservation of natural resources is studied from a biological perspective. The importance of soil, air, and water to the survival of life on earth is stressed.

### **NSB 267 - NATURAL SCIENCE: BIOLOGICAL (3; 4 with laboratory)**

#### **NSB 267A - NATURAL SCIENCE: BIOLOGICAL (3 accelerated lecture)**

#### **NSB 267L - NATURAL SCIENCE: BIOLOGICAL LAB**

Core Area: Natural Science - Biology

An examination of the fundamental concepts of biology integrated with other disciplines and applied to human affairs. Laboratory study will emphasize the use of the scientific method in learning the characteristics of living organisms.

### **NSB 269 - NATURAL SCIENCE: HEREDITY AND EVOLUTION (3)**

The principles of classical Mendelian and molecular genetics, along with modern evolutionary biology are studied with an emphasis on the human.

## **COURSES OF INSTRUCTION: BUSINESS ADMINISTRATION**

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### **BUA 104 - INTRODUCTION TO BUSINESS MANAGEMENT (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

Provides an introduction to the accelerated college-level business program, providing a contemporary overview of the business environment, reviewing and coaching students in the core skills for success in this program. The business overview comprises study in the current business environments, stressing global entrepreneurial opportunities, management techniques and the management functions of leadership, controlling, planning, and organization. The review and coaching of core skills includes reading for comprehension, time management, techniques for knowledge retention, written communication, teamwork, and test taking skills.

### **BUA 105 - INTRODUCTION TO BUSINESS (3)**

An introduction to the structure, functioning, and role of the business and economic systems.

### **BUA 106 - FUNDAMENTALS OF BUSINESS AND ACADEMIC WRITING (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

Students will develop academic and business writing skills. The course will emphasize effective writing and communication skills needed in academic and professional settings. Students will learn to create concise, professional documents for internal and external stakeholders. Legal and ethical standards for business and academic writing, including plagiarism, writing with integrity, and using bias-free language will be covered. Cross-listed as ENG 106.

### **BUA 107 - MATHEMATICS FOR BUSINESS DECISION MAKING (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

This course explores fundamental mathematical techniques necessary for business decision making. Examples will be emphasized, and will point to decision making techniques in economics, finance, marketing, and other business disciplines. This course will satisfy the Algebra pre-requisite for TAP students in the BBA program only. It will not fulfill the Algebra pre-requisite for any other student.

### **BUA 108 - FINANCIAL ANALYSIS FOR MANAGERS (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

An introduction to finance and accounting. The foundations will be set for understanding financial statements, the accounting process, the time value of money, and basic financial decision-making. Some basic business problem solving will be incorporated into the course material.

### **BUA 110 - INTRODUCTION TO TEAMWORK (3)**

This course is an introduction to teamwork in the workplace and academic settings. This course will focus on the characteristics of and skills required for high performance work teams. Upon completion of the course, students will understand the benefits and challenges of working in teams, the stages of teams (forming, storming, norming, and performing); the types of teams, efficient practices for teams, team member roles, and the interpersonal skills needed to succeed in multi-cultural, cross-functional teams. The importance of trust and consistent, open communication as necessary components of successful collaboration will be the foundation for understanding effective teams.

### **BUA 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **BUA 200 - INDEPENDENT STUDY (1-3)**

Independent study courses are offered when students wish to explore a specific issue of interest that falls outside the parameters of the established curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

**BUA 201 - SKILLS FOR BUSINESS PROFESSIONALS (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

This course provides an introduction to the accelerated pace of the TAP BBA program. Students will receive an overview of business concepts and group dynamics, as well as skills necessary to succeed in the program and in the business environment. These skills include writing, research, and presentation skills.

**BUA 204 - BUSINESS AND PROFESSIONAL COMMUNICATION (3)**

The principles and practices of communications as applied to the business world are examined. Topics included are group communication, interviewing, and presentation making. Cross-listed as COM 204.

**BUA 205 - SUPERVISION AND MANAGEMENT (3)**

The objective of this course is to facilitate the acquisition of essential supervisory skills by increasing the student's levels of thinking from knowledge to comprehension to application. The course will include a review of what makes up a supervisor's job, unique challenges of the 21<sup>st</sup> century, planning and control, organizing, staffing, and employee growth, stimulating individual and group performance, and coping with the dynamic workplace.

**BUA 207 - SMALL BUSINESS MANAGEMENT (3)**

A course addressing the goals and problems of small business management, with emphasis on site selection, choice of business type, financing, understanding small business failure, management functions, entrepreneurship qualification, and development of the business plan.

**BUA 218 - PERSONAL FINANCE (3)**

Students will explore the many financial decisions that the average individual and family must make: credit management and borrowing, asset protection, investing, retirement planning, estate planning, insurance, taxes, and purchasing.

**BUA 241 - MATHEMATICAL ANALYSIS FOR MANAGEMENT (3)**

Prerequisite: MAT 096 or the equivalent or BUA 107

Course Requirement: BBA students only

A course that covers concepts of calculus essential to management in modeling and solving optimization problems, using spreadsheets and other software.

**BUA 245 - QUANTITATIVE METHODS I (4)**

Course Requirement: Enrollment in Thomas More Accelerated Program

The first course in the Quantitative Methods sequence, BUA 245 and 345. The sequence presents an integrated computer based approach to the quantitative tools and methods used in managerial decision making. Topics include elements of modeling, differential and integral calculus, statistics and management science. The BUA 245/345 sequence replaces MAT 143 and fulfills the Mathematics core requirement for BBA students in TAP.

**BUA 249 - BUSINESS STATISTICS (3)**

Prerequisite: MAT 143 or BUA 241

An application of statistical concepts to business and economics. Topics covered include: descriptive statistics, probability and probability distributions, statistical inference, and regression modeling.

**BUA 252 - GLOBAL BUSINESS (3)**

An interdisciplinary course involving several areas of study, including societal responsibilities of business, organizational behavior issues, international commerce, economics, accounting, tax, and regulatory issues. The platform for this course is a service learning project in Northwestern Jamaica, West Indies.

**BUA 255 - SPECIAL TOPICS (3)**

Special topics are offered for courses that are not included in the established curriculum.

**BUA 261 - DEVELOPMENT OF AMERICAN ENTERPRISE (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

A survey of the development of the American free enterprise system from its beginning to the present. The development of American business values will also be addressed.

**BUA 263 - SOCIAL RESPONSIBILITY FOR MANAGERS (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

The course seeks to provide a framework for managers to use in making judgments related to the social responsibility of business. Topics considered include ethics and ethical reasoning, the distinction between ethical and legal behavior, diversity, managerial values, stages of moral development, ethical criteria, and stages of corporate citizenship. Tools for achieving socially responsible behavior within the firm such as codes of ethics, audits, Sarbanes-Oxley, etc. are also considered.

**BUA 264 - MARKETING AND CONSUMER VALUE (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

This course will introduce students to the customer-value concept. Students will learn how a firm creates customer value through its value-delivery system, which includes logistics, product and service transformations, marketing and after-sales service, and customer retention. Students will also study how to leverage core competencies within the customer-value system to create and sustain competitive advantage.

**BUA 270 - NONPROFIT ORGANIZATIONS – MISSION AND MANAGEMENT (3-4)**

Prerequisite: Sophomore standing

This course examines the nature of nonprofit entities from organizational, business and financial perspectives. Topics include processes, financial accountability, management and ethical issues specific to these entities, and differences between them and typical for-profit businesses.

**BUA 271 - HABITAT FOR HUMANITY (1)**

This course is designed to teach the value of volunteerism, teamwork, and construction skills in a field setting. Notes on these topics form the academic component of the course. Students are required to produce a reflection paper relating their experiences to these topics. Each Year, the Business Society of Thomas More University, joins the Habitat for Humanity Collegiate Challenge. Chaperones and students travel to the Gulf Coast and assist in building quality, low-cost housing for families needing decent, affordable shelter. Habitat is a nonprofit, Christian housing ministry. An additional fee is required for students taking this course.

**BUA 291 - BUSINESS LAW I (3)**

Prerequisite: BUA 105 or BUA 201

Students will develop an understanding of the principles of law that apply to business transactions: the overall judicial process, the uniform commercial code, commercial regulations, contracts, agency, bailments, etc.

**BUA 292 - BUSINESS LAW II (3)**

Prerequisite: BUA 105

A continuation of BUA 291. It will include a further discussion of real estate, wills and estates, corporations, and consumer protection.

**BUA 301 - ORGANIZATION AND MANAGEMENT (3)**

Prerequisite: BUA 105

An introduction to schools of thought in management, the internal workings of the organization from a managerial point of view, and in-depth study of the decision-making process and managerial functions.

**BUA 302 - ORGANIZATIONAL BEHAVIOR (3)**

Students will study the concepts of human behavior drawn from psychology and sociology applied to the business organization. Group behavior, similarities and differences, team building, and structure are considered. Development of the participant's leadership style is addressed.

**BUA 303 - HUMAN RESOURCE MANAGEMENT (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

A basic course in organizational manpower planning and development. Included are: testing, interviewing, placement of employees, training, job evaluation, promotions, handling complaints and grievances, wage and salary administration, benefits, policy making and problems of layoffs, transfers and turnover.

**BUA 304 - WORKPLACE PSYCHOLOGY (3)**

Prerequisite: BUA 301

Principles of scientific methodology and psychology applied to the business situation. Topics covered include research methods, employee performance and evaluation, structure of organizations, motivation, conditions of work, engineering psychology, and consumer psychology. Cross-listed as PSY 209.

**BUA 305 - EFFECTIVE BUSINESS WRITING (3)**

A course to improve writing skills in business situations, emphasizing the application of business principles in a diverse workplace. Cross-listed as ENG 304.

**BUA 306 - SAFETY, HEALTH AND ENVIRONMENTAL ISSUES IN MANAGEMENT (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

Study of safety, health and environmental issues and the associated legal and ethical issues.

**BUA 307 - LEADERSHIP (3)**

Students learn what makes a successful leader and the moral/ethical standards they must embrace.

**BUA 310 - SPORTS AND ENTERTAINMENT BUSINESS ENVIRONMENT (3)**

Prerequisite: BUA 105.

Course Requirement: Junior status, minimum GPA of 2.5

As a survey of both the sports and entertainment industries, this course will provide an overview of the origins and structure of each industry. The current issues facing each industry will be explored. The sports industry will be segmented by looking at professional, college, high school, and youth sports. The entertainment industry will be divided into movies, theatre, TV/radio, media/publishing, travel and tourism, and music. Cross-listed as SEM 310.

**BUA 311 - MARKETING (3)**

Prerequisite: BUA 105 or BUA 201

Recommended prerequisite: PSY 105

A survey of the marketing function in a capitalistic economy, with emphasis on the planning, pricing, promoting, and distribution of goods and services to satisfy customer wants, the relationship between marketing and other organization functions, the importance of the consumer, and the effect of government regulations.

**BUA 313 - TEAMS IN ORGANIZATIONS (3)**

A focus on teams within organizations. Students will learn what makes a team effective, motivation techniques for diverse team members, successful conflict resolution, and time and meeting management. The course will be a seminar with emphasis on case studies.

**BUA 314 - ENTREPRENEURSHIP (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

This course is focused on the study and management of innovation and risk in organizations. Particular emphasis will be placed on rapid market development, penetration and wealth organization through creative organizational processes. Successful entrepreneurship ventures and activities will be analyzed.

**BUA 315 - PRINCIPLES OF ADVERTISING (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

A course designed to familiarize students with advertising theory, terms, and techniques, including: the historical, social and economic aspects of advertising, product name, image and buying motives, writing copy, photography, layout techniques, and use of advertising media and advertising testing.

**BUA 316 - CONSUMER BEHAVIOR (3)**

Prerequisite: BUA 302, BUA 311, BUA 321, PSY 105

This course stresses the importance of consumer behavior in the development and implementation of effective marketing strategies. Students will develop a deeper understanding of individual consumer behavior, social and cultural influences on consumer behavior, and the consumer decision process.

**BUA 317 - PUBLIC RELATIONS (3)**

Prerequisite: BUA 302, BUA 311, BUA 321.

Public relations will survey the tools and channels of communication available for developing the organization's image in the minds of the target publics. This course is recommended for students with good communications skills from any major. Cross-listed with COM 317.

**BUA 318 - PROFESSIONAL SELLING (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

An examination of the principles of effective selling on a personal basis, with emphasis on preparation, the procedures for approaching the buyer, the presentation, and the closing. Case work and role playing are used.

**BUA 319 - RETAIL MANAGEMENT (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

The principles, practices, and problem-solving methods specific to the retail industry are examined. The management and marketing aspects of retailing are emphasized.

**BUA 321 - BUSINESS FINANCE (3)**

Prerequisite: ACC 101 or ACC 208 (TAP only)

An examination of the principles, theory, and techniques of modern corporate financial management. Ratio analysis, working capital management, capital project evaluation, valuation, risk, and financial environment are covered.

**BUA 325 - INVESTMENT ANALYSIS (3)**

An examination of the principles and practices of investing in stocks and bonds, with emphasis on the analysis of corporate financial statements to arrive at investment decisions. A background is also provided on banking institutions, investment companies and brokerage operations. Cross-listed as ECO 325.

**BUA 331 - OPERATIONS MANAGEMENT (3)**

Co-requisite: BUA 301.

Students will study the methods for planning, scheduling, operating, and controlling the production process. Both service and manufacturing environments are considered.

**BUA 341 - QUANTITATIVE METHODS FOR BUSINESS (3)**

Prerequisite: MAT 143 or BUA 241; BUA 249 or MAT 205

A course covering the modeling and analysis of problems in business and economics. Among the topics included are: linear programming, inventory models, queuing, PER/CPM, and forecasting.

**BUA 345 - QUANTITATIVE METHODS II (4)**

The second course in the Quantitative Methods sequence, BUA 245 and 345. The sequence presents an integrated computer based approach to the quantitative tools and methods used in managerial decision making. Topics include elements of modeling. The BUA 245/345 sequence replaces MAT 143 and fulfills the Mathematics core requirement for BBA students in TAP.

**BUA 350 - PORTFOLIO MANAGEMENT (3)**

Prerequisite: BUA 325.

Covers theories that explain the pricing of securities and investment strategy.

**BUA 355 - SPECIAL TOPICS (3)**

Special topics are offered for courses not included in the established curriculum.

**BUA 370 - PRINCIPLES OF HEALTHCARE SERVICES (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

Exploration of the infrastructure of the healthcare services delivery system in the United States and the effects of legislation and policymaking on communities and stakeholders. Cross-listed as HCM 370.

**BUA 380 - LEGAL ISSUES IN SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 291

Course Requirement: Junior status, minimum GPA of 2.5.

An investigation into the plethora of legal issues facing the sports and entertainment industries. The course will analyze legislation that has affected the development and operation of these industries. Landmark and seminal cases will be reviewed to ascertain the rights and restrictions of those operating within the industries. Also included as a point of study will be controversial issues where legal precedents have not yet been set. Cross-listed as SEM and PLS 380.

### **BUA 390 - BUSINESS PRACTICUM (3)**

Prerequisite: BUA 301, BUA 302, BUA 311, BUA 321

Upper-level undergraduate students have the opportunity to be part of a student-faculty team providing consulting services to a small business in the area. With permission of the instructor, this course may be repeated.

### **BUA 391 - SECONDARY EDUCATION BUSINESS ADMINISTRATION - OFFICE INTERNSHIP (3)**

Prerequisite: Permission of the Business and Education Department Chairpersons

An internship designed specifically to allow the Secondary Education - Business Administration major to experience the functioning of the office environment.

### **BUA 392 - INTERNSHIP IN BUSINESS (3)**

Prerequisite: BUA 301, BUA 302, BUA 311, BUA 321

Course Requirement: Junior status, Minimum GPA of 2.5.

Student will obtain hands-on experience by working with professionals in the field of business. Students must work with their advisor or department designee to secure and set parameters of the field experience. Students will be required to prepare an appropriate paper incorporating academic theory that is applied to the experience gained while completing the internship assignment. Cross-listed as SEM392.

### **BUA 400 - INDEPENDENT STUDY (1-3)**

Independent study credit is offered when students wish to explore a specific issue of interest that falls outside the parameters of the established departmental curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

### **BUA 403 - INTERNATIONAL HUMAN RESOURCE MANAGEMENT (3)**

Prerequisite: BUA 303

A course addressing the challenges of working in international human resource management. Employment relations will be reviewed and compared to the United States in the U.K., Canada, France, Germany, Italy, Spain, Norway, Sweden, Austria, and Japan.

### **BUA 405 - INTERNATIONAL MANAGEMENT (3)**

Prerequisite: BUA 302, BUA 311

The basic content of the course includes (1) and overview of the means of conducting international business, with an emphasis on what makes international different from domestic; (2) the effects of culture, economy, politics, and laws within countries on the conduct of international business; (3) the major theories explaining international trade; (4) the financial exchange system; (5) modes of entry; (6) corporate strategy alternatives for global operations; and (7) production and marketing strategies for international activities.

### **BUA 406 - LABOR PROBLEMS (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

An interdisciplinary study of industrial relations focusing on the historical development and economic consequences of organized labor in the private and public sectors, public policy toward labor, and collective bargaining.

### **BUA 407 - COLLECTIVE BARGAINING (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

A study and evaluation of the art of negotiating and its importance to the labor-management bargaining process with emphasis on the unionized setting.

### **BUA 410 - SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 311



Course Requirement: Junior status, minimum GPA of 2.5

A course building upon the general marketing principles studied in the Principles of Marketing course providing an analysis of the many issues facing marketing experts within the sports and entertainment industries. This course also examines the issues faced by those outside these industries that market their goods and services by partnering with companies and organizations within these industries. Students will be introduced to the unique qualities of the sports and entertainment product by analyzing pricing and distribution issues as related to these industries. Cross-listed as SEM 410.

### **BUA 415 - SALES MANAGEMENT (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

An advanced course covering organization of the sales division, including selection, training, compensation, direction, and control of the sales force, designing sales territories, and discussion of problems from representative companies.

### **BUA 416 - MARKETING RESEARCH (3)**

Prerequisite: BUA 302, BUA 311, BUA 321; BUA 249 or BUA 245

This course provides students with a basic understanding of marketing research methods and how these methods are used in managerial decision-making. Topics include data collection techniques, measurement and scaling, sampling techniques, and data analysis.

### **BUA 417 - MARKETING MANAGEMENT (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

This course provides an overview of current marketing-management theory and practice. Students will develop strategic-marketing-management skills through case studies and an interactive simulation.

### **BUA 420 - EVENT SPONSORSHIP AND PROMOTION (3)**

Prerequisite: BUA 311

Course Requirement: Junior status, minimum GPA of 2.5.

Students will gain a thorough understanding of the concepts and theories that form the foundation of sponsorship and event planning. Students will then be required to apply these concepts and theories in developing strategies to support a significant project requiring original research and a professional presentation. Cross-listed as SEM 420.

### **BUA 421 - FINANCIAL STATEMENT ANALYSIS (3)**

Prerequisite: BUA 321

The analysis of financial information is a critical tool for many business positions. Managers need to be able to assess their performance and forecast business needs. Investors need to be able to assess the value of the firm. Regulators are required to determine if companies comply with guidelines. This course sets a foundation for understanding the process to analyze and report findings.

### **BUA 422 - INTERMEDIATE FINANCIAL MANAGEMENT (3)**

Prerequisite: BUA 321

Intermediate Finance is the second course in corporate finance. Problems involving asset valuation and risk assessment will be explored with greater complexity. Additional topics of mergers and bankruptcies will be explored. An overview of derivative securities and risk management will be introduced.

### **BUA 435 - CURRENT TOPICS IN OPERATIONS AND LOGISTICS (3)**

Prerequisite: BUA 331

A course designed for specialized treatment of the various operations management fields. A non-exhaustive list would include: logistics, service management, technology management, new product development, purchasing, quality assurance, and shop floor control.

### **BUA 450 - FINANCIAL PLANNING (3)**

Prerequisite: 321

An exploration of the many aspects of financial planning including: retirement planning, debt management, estate planning, insurance planning, and investment planning.

**BUA 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**BUA 495 - STUDENT PROJECT (variable credit)**

A student project is an individual or group project of special interest to students. Field research and student creativity are encouraged. Faculty supervision is provided with the approval of the chairperson.

**BUA 498 - STRATEGIC MANAGEMENT (3)**

Prerequisite: BUA 249, BUA 291, BUA 331, BUA 405

A capstone seminar taken in the senior year. Strategic management and business policy concepts are used to integrate the business core courses. Case analysis and a major presentation are required.

**COURSES OF INSTRUCTION: MASTER OF BUSINESS ADMINISTRATION**

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**ACC 604 - MANAGERIAL ACCOUNTING (3)**

The study of accounting policies and practices as they relate both to external financial statements and management reporting systems. Emphasis is on the impact of decisions concerning application of generally accepted accounting principles. Consideration is given to obtaining and using accounting information in planning and decision-making.

**ECO 615 - MANAGERIAL ECONOMICS (3)**

Covers microeconomic concepts relevant to managerial decision making. Topics include demand and supply analysis, consumer demand theory, price discrimination, risk aversion and uncertainty, moral hazard and incentives, game theory and contracts.

**FIN 630 - MANAGERIAL FINANCE (3)**

An analysis of corporate financial decisions and strategies that enhance shareholder value in both domestic and international settings. Major topics include sources and uses of funds, the valuation of debt and equity securities, ethics, financial analysis and forecasting, working with capital management, capital budgeting, capital structure, dividend policy, mergers and acquisitions.

**LAW 620 - POLITICAL, LEGAL AND REGULATORY ENVIRONMENT (3)**

Law, regulation, political factors and their impact upon the decision making process are examined. Historical and current forces, as well as compliance are considered.

**MGT 605B - LEADING INNOVATION AND TECHNOLOGY (3)**

This course addresses the management issues associated with achieving competitive advantage in an environment of rapid technological change. Among the topics considered are managing existing technology, learning about collaborative meeting practices, discovering various emerging technologies and social media practices, and creating innovative organizations in the 21st century.

**MGT 611B - MANAGEMENT, ORGANIZATIONAL BEHAVIOR AND DESIGN (3)**

The goal of this course is to develop understanding of the behavioral sciences as applied by management in domestic and international settings. Classical and contemporary management and organizational theories are examined to form a basis for the study of leadership, organizational design and change. Students evaluate social/psychological behavior and learn techniques to achieve organizational objectives. Students are also introduced to the expectations of the University and the graduate faculty.

**MGT 612 - TRANSNATIONAL MANAGEMENT (3)**

An examination of global differences in laws, politics, culture, and economies that affect the management of foreign operations. It establishes an operational framework for managers through exposure to management concepts in international settings, strategic and operational planning, organization design, and legal topics impacting business transactions.

**MGT 613 - STRATEGY FORMULATION, IMPLEMENTATION AND EVALUATION (3)**

A survey of the theory and practice of formulating strategy at the general management/executive level. Environmental analysis, competitive analysis and strategic planning as compared to strategic thinking are among the topics covered. As the MBA capstone, the course will serve to integrate previous work through various cases.

**MGT 615 - SKILLS FOR MBA PROFESSIONALS (3)**

This course provides MBA students with the skills necessary to be successful in the TMC accelerated MBA program. These skills include the following competencies; technology, team, graduate-level writing and ethical research, Harvard Business Review case-analysis, and presentation skills. The primary focus of this course is to set expectations for the MBA program and to develop skills required for MBA professionals.

**MGT 620B - LEADERSHIP AND STRATEGY (3)**

An advanced analysis of leadership in the organizational context. Specifically, this course examines the transformation of founders from initial entrepreneurial behavior to building large successful firms. The analysis will be based on both new and traditional theory and best practice developed in the organizational behavior and leadership literature. The continuing case for the program is initiated in this course.

**MGT 621 - LEADERSHIP PRACTICES AND NEGOTIATION (3)**

This course provides an analytical and intellectual examination of core principles of leadership. This examination and reflection will be accomplished through open discussion, honest self-assessment, experiential exercises, and observation of real-life leadership practice. Value for students is derived from engaging in open dialogue with peers to develop relationships, analyzing risk-taking scenarios, practicing negotiation skills, and using conflict resolution tools to become more effective leaders.

**MGT 630 - CORPORATE SOCIAL RESPONSIBILITY (3)**

Provides students with decision-making framework and practical tools for anticipating, critically analyzing, and appropriately responding to the social, ethical, and political challenges managers face when operating in a global economy. Because corporate social responsibility in practice requires that a corporation address both business goals and society's expectations, students examine the concept that modern corporations have a responsibility beyond providing profit to shareholders: to create value for society and a diverse group of stakeholders.

**MKT 650 - MARKETING STRATEGY (3)**

A managerial approach to the study and applications of marketing. Emphasis is placed on the nature and scope of market management responsibilities and marketing decision making.

**NEG 615B - CONFLICT MANAGEMENT AND NEGOTIATION (2-3)**

The first component of this course focuses on the substantive theories and models of managing conflict with a primary emphasis on the workplace. The second component will be skills-based and will require the student, through the use of exercises, examples and role playing, to practice and develop the skill of managing conflict. Principles of negotiation will also be utilized as a means of managing conflict.

**OPS 660 - OPERATIONS, LOGISTICS AND PRODUCTION (3)**

An examination of techniques for the strategic use of operations, technology, and innovation as they contribute to an organization's primary function as a provider of goods and services to domestic and international markets. These activities include the design of efficient and effective processes as well as the management and control of the key resources of the firm, its people and technologies. Issues such as quality, productivity, resource scheduling, and inventory control are addressed from a managerial viewpoint.

**PHI 605B - THE REALM OF VALUES IN MANAGEMENT (3)**

An examination of the nature, sources and types of values. Attention will be given to the major theories of value that have been proposed as well as to important issues such as the objectivity or subjectivity of values, the connection between value and ethical judgments, the role of values in elaborating systems of norms. Aesthetic, economic, intellectual, religious and social values will be examined in an effort to grasp the underlying relations among them.

**PRJ 691B - MASTERS PROJECT FORMULATION (2)**

Course description currently under revision.

**PRJ 692 - MASTER'S PROJECT (3)**

Applied research methodology and development of the project proposal are the topics covered. A schedule for moving through the proposal, approval, completion and presentation stages is developed. Projects should be designed to be of significance to an organization of interest. This course ends with the presentation of the completed project.

**QUA 630B - QUANTITATIVE METHODS (3)**

Analysis of variance, regression and correlation analysis, and derivative calculus, with applications in business decision making.

**QUA 640 - MANAGEMENT SCIENCE AND MODELING (3)**

A survey of selected deterministic and probabilistic models, their areas of application and their solution methodologies. Emphasis will be on problem formulation, solution techniques, output interpretation and analysis. Computer software will be used extensively for problem solutions.

**COURSES OF INSTRUCTION: CHEMISTRY**

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**CHE 101 - INTRODUCTION TO CHEMISTRY (3)**

Prerequisite: Proficiency in algebra or MAT 096

A one-semester chemistry course designed for students with either a weak background or no previous experience in chemistry, and who need chemistry courses in support of their major area of study or desire to take a course in general chemistry.

**CHE 103 - BASIC CHEMISTRY I (3)**

Prerequisite: high school chemistry or CHE 101 and proficiency in algebra or MAT 096

Concurrent Requisite: CHE 103L

The first in a two course sequence designed to provide a solid background in chemistry as required for understanding the functioning of biological systems at the molecular level. This course will include the general background in the dynamic and structural features of chemistry.

**CHE 104 - BASIC CHEMISTRY II (3)**

Prerequisite: CHE 103

Concurrent Requisite: CHE 104L

Students will complete the study of organic chemistry and elementary biochemistry as required for an understanding of the functioning of biological systems at the molecular level.

**CHE 103L/104L - BASIC CHEMISTRY I, II LABORATORY (1, 1)**

Concurrent Requisite: CHE 103 for CHE 103L/CHE 104 for CHE 104L

A two course sequence that will elaborate on the basic concepts of chemistry through experimentation in the laboratory. The experiments will illustrate principles of general, organic and biochemistry.

**CHE 111 - GENERAL CHEMISTRY I (3)**

Prerequisite: CHE 101, high school chemistry or the equivalent; successful completion or testing out of MAT 096

Concurrent Requisite: CHE 111L

Core Area: Natural Science - Chemistry

A course offering a concise overview of the basic principles of chemistry, including atomic theory, gas laws, the mole concept, stoichiometry, periodicity, and the study of chemical equilibrium and oxidation reduction principles.

**CHE 111L/113L - GENERAL CHEMISTRY I, II LABORATORY (1, 1)**

Prerequisite: CHE 111L for CHE 113L

Concurrent Requisite: CHE 111 for CHE 111L/CHE 113 for CHE 113L

Core Area: Natural Science - Lab

A two-course sequence studying modern chemical analysis and emphasizing basic laboratory techniques as well as chemical instrumentation and applications in the identification, separation, and quantitative determination of chemical species.

**CHE 113 - GENERAL CHEMISTRY II (3)**

Prerequisite: CHE 111

Concurrent Requisite: CHE 113L

A course following CHE 111 by studying the principles of thermodynamics and kinetics as applied to chemical systems. Redox equilibria, electrochemistry, and the rates and mechanisms of chemical reactions will also be examined.

**CHE 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**CHE 220 - ORGANIC CHEMISTRY I (3)**

Prerequisite: CHE 111/111L, CHE 113/113L

Concurrent Requisite: CHE 220L

An introductory course in the chemistry of carbon compounds for chemistry majors, biology majors, and pre professional students. This course will cover the nomenclature and structural features of the common classes of organic compounds, the elements of stereochemistry, substitution reactions, and elimination reactions.

**CHE 220L/240L - ORGANIC CHEMISTRY I, II LABORATORY (1, 1)**

Concurrent Requisite: CHE 220 for CHE 220L/CHE 240 for CHE 240L.

A two-course sequence covering the common techniques for isolating and purifying organic compounds, the use of spectroscopic, and chemical techniques for characterizing these substances, and examples of syntheses involving a variety of functional groups. Particular attention will be given to chromatographic and spectroscopic analysis.

**CHE 240 - ORGANIC CHEMISTRY II (3)**

Prerequisite: CHE 220

Concurrent Requisite: CHE 240L

Follows CHE 220 in discussing the reactions of aliphatic and aromatic compounds. The reactions of the common functional groups will be included, along with multi step syntheses.

**CHE 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**CHE 301 - THE CHEMICAL LITERATURE (1)**

Prerequisite: Permission of the instructor

A course focusing on the nature and use of chemical literature. The student will gain experience in searching the literature, preparing bibliographies, and writing a documented research paper.

**CHE 304 - INTRODUCTION TO CHEMICAL RESEARCH (1)**

Prerequisite: CHE 301

An introduction to basic research areas and methods in chemistry. Students will be required to select a senior research project, perform an extensive search of the chemical literature to collect background information, and present an acceptable research proposal.

**CHE 308 - SELECTED TOPICS IN CHEMISTRY (variable credit)**

A special topics course is offered for material not covered in any of the regularly scheduled courses for non-chemistry majors.

**CHE 313 - PHYSICAL CHEMISTRY I (3)**

Prerequisite: CHE 113, MAT 152, PHY 141

Recommended Prerequisite: MAT 201

Concurrent Requisite: CHE 313L.

Assuming the mathematical techniques learned in calculus and the foundations laid in CHE 113, this course both expands and deepens the student's knowledge and ability to use the laws and principles of thermodynamics and kinetics as applied to chemical systems. Mathematical derivations, graphical analysis, and problem solving methods are stressed.

**CHE 313L/314L - PHYSICAL CHEMISTRY I, II LABORATORY (1, 1)**

Concurrent Requisite: CHE 313 for CHE 313L/CHE 314 for CHE 314L

A two-course lab sequence that allows students to investigate and interpret dynamic chemical systems. Students will perform experiments involving reaction kinetics, activation energies, and equilibrium constants. Additionally, students will use molecular modeling to calculate molecular energies/vibration as well as use spectroscopy to analyze vibration-rotation spectra.

### **CHE 314 - PHYSICAL CHEMISTRY II (3)**

Prerequisite: CHE 313

Recommended Prerequisite: MAT 202

Concurrent Requisite: CHE 314L

A rigorous, though limited, quantum mechanical approach to chemical structure and bonding. Mathematical derivations and solution of problems of chemical interest are stressed.

### **CHE 330 - BIOCHEMISTRY (4)**

#### **CHE 330L - BIOCHEMISTRY LABORATORY**

Prerequisite: BIO 101

Co-requisite: CHE 240

An exploration of the molecular and chemical basis of life. The relationship between molecular structure and function is stressed as it applies to the metabolism and reproduction of a living organism. Cross-listed as BIO 330.

### **CHE 340 - BIOCHEMISTRY II (4)**

#### **CHE 340L - BIOCHEMISTRY II LABORATORY**

Prerequisite: BIO 101, Completion of sophomore level chemistry

Students will learn about anabolic biological reactions, or the synthesis of the molecules of life. Specific topics covered will include the synthesis of carbohydrates, lipids, amino acids, proteins, nucleotides, DNA, and RNA. Biosignaling, hormonal regulation of metabolism, and regulation of gene expression also will be discussed.

### **CHE 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **CHE 358 - ADVANCED INORGANIC CHEMISTRY (4)**

#### **CHE 358L - ADVANCED INORGANIC CHEMISTRY LABORATORY**

Prerequisite: Completion of sophomore level chemistry

An in-depth lecture and laboratory course covering all areas of Inorganic Chemistry. Topics to be covered include the atomic structure of atoms, bonding theory, symmetry and group theory, acid-base and donor/acceptor chemistry, the crystalline solid state, main group chemistry, coordination chemistry, and facets of organometallic chemistry. The integrated laboratory component of the course will center on the synthesis and characterization of inorganic compounds using various techniques and instrumentation.

### **CHE 370 - SELECTED PROJECTS IN CHEMICAL RESEARCH (1-3)**

Prerequisite: CHE 111/111L, CHE 113/113L, departmental permission

A course offering students the opportunity to perform research under the direction of one of the faculty members in the department. It is expected that the focus of the research will vary according to the research interests of the faculty advisor as well as the student.

### **CHE 385 - QUANTITATIVE ANALYSIS (3)**

Prerequisite: Completion of sophomore level chemistry

A lecture/laboratory course designed to teach the student wet chemical techniques, instrumental techniques, and problem solving as it applies to chemistry. This course will cover volumetric, gravimetric, and spectroscopic methods of quantitative analysis.

### **CHE 385L - QUANTITATIVE ANALYSIS LABORATORY (1)**

Prerequisite: Completion of sophomore level chemistry

Concurrent requisite: CHE 385

This laboratory course is designed to reinforce ideas in Quantitative Analysis (CHE 385). Students will carefully and accurately prepare solutions, perform a wide variety of titrations and other 'wet chemical' measurements, and calculate uncertainty

associated with all measurements. Students must demonstrate that they can generate both precise and accurate analytical results.

#### **CHE 401/402 - METHODS & MATERIALS FOR CHEMICAL EDUCATION I, II (variable credit)**

Prerequisite: Permission of the instructor

Students will investigate programs for high school chemistry in-depth. Research is performed on the preparation of laboratory experiments and demonstrations, the use and nature of chemical models, laboratory safety, and projects suitable for teaching high school chemistry. This is carried out in the directed study format. Written and oral reports are required.

#### **CHE 411/412 - SENIOR RESEARCH EXPERIENCE I, II (3 hours total)**

Prerequisite: CHE 304 and departmental permission

The senior research project represents the integrative culmination of the student's work in the study of chemistry. The research initiated in CHE 304 is extended through the final year of study in this course. Oral and written reports are required at least once each semester. The research topic and the number of credit hours earned are contracted with the advisor prior to registration.

#### **CHE 415 - INSTRUMENTAL ANALYSIS (4)**

##### **CHE 415L - INSTRUMENTAL ANALYSIS LABORATORY**

Prerequisite: Completion of sophomore level chemistry.

A lecture and laboratory course that relates experimental results, theory of instrumental analysis and instrument operation. Topics covered include IR, NMR, UV VIS, ICP, cyclic voltammetry, HPLC, GC/MS, and other selected instruments.

#### **CHE 425 - ENVIRONMENTAL CHEMISTRY (3)**

Prerequisite: Completion of sophomore level chemistry

A lecture course designed to explore the chemistry behind a wide range of environmental processes. Specific attention will be given to various factors affecting air, water, and soil quality. Traditional and non-traditional energy sources, and the environmental impact of those sources, will also be discussed.

#### **CHE 435 - MEDICINAL CHEMISTRY (3)**

Prerequisite: CHE 240

Students will learn about the basics of medicinal chemistry, including biomolecules, drug actions, drug discovery, structure-activity relationships (SARs), quantitative structure-activity relationships (QSARs), computer aided drug design, and combinatorial chemistry. Pharmacokinetics, drug metabolism, and syntheses of lead and analogue compounds will also be discussed.

#### **CHE 455 - ADVANCED TOPICS IN CHEMISTRY (2-4)**

Prerequisite: Permission of the instructor

Special topics courses consist of advanced content in the areas of organic, polymer, inorganic, analytical, physical, or environmental chemistry as determined by the instructor.

### **COURSES FOR NON-MAJORS**

#### **NSC 206 - CHEMISTRY IN EVERYDAY LIFE (3)**

Core Area: Natural Science - Chemistry

A course designed to provide the non-science major an insight into some of the basic principles and applications of chemistry. The specific topics of the course will vary, but often will consider the interrelations of population growth, energy resources/consumption, environmental quality and the impact of chemical technologies upon society.

#### **NSC 206L - CHEMISTRY IN EVERYDAY LIFE LABORATORY (1)**

Concurrent Requisite: NSC 206

Core Area: Natural Science - Lab

A course to provide for the non-science major a set of laboratory experiences associated with the topics covered in NSC 206.

#### **NSC 255C - NATURAL SCIENCE-CHEMISTRY: SPECIAL TOPICS (variable credit)**

Special topics which are only offered periodically.

## **COURSES OF INSTRUCTION: COMMUNICATION**

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### **COM 105 - FUNDAMENTALS OF PUBLIC SPEAKING (3)**

Core Area: Communication

An introductory course in the fundamentals of public speaking. Study includes a theoretical approach to the analysis, organization and delivery of various speeches. Other topics will include effective presentation and public and mass media levels. This course fulfills the core requirement in Communication.

### **COM 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **COM 201 - INTRODUCTION TO COMMUNICATION (3)**

An introduction to the contexts in which human communication occurs. Communication processes and theory will be discussed as it occurs on the interpersonal, group, organizational, public, and mass media levels. COM 201 should be taken in the first 9 hours of study in the field.

### **COM 204 - BUSINESS AND PROFESSIONAL COMMUNICATION (3)**

Core Area: Communication

The principles and practices of communications as applied to the business world are examined. Topics included are group communication, interviewing, and presentation making. Cross-listed as BUA 204. This course fulfills the core requirement in Communication.

### **COM 207 - PERSUASIVE PRESENTATIONS (3)**

Core Area: Communication

A course designed to instill basic public speaking fundamentals with an emphasis on persuasion. The process of speechmaking will be covered with presentations including argumentative and motivational speaking, sales, and proposal presentations. This course fulfills the core requirement in Communication.

### **COM 208 - ORAL INTERPRETATION OF LITERATURE (3)**

An introductory course concentrating on techniques for performing literature. Students work with a variety of selections in prose, poetry, and dramatic literature while developing foundations of creative analysis and imaginative interpretation as synthesized through class performances.

### **COM 210 - INTRODUCTION TO FILM (3)**

Content covers history, theory, and criticism as students explore how movies influence society, culture, and the economy.

### **COM 215 - INTERPERSONAL COMMUNICATION (3)**

Students will analyze the process of communication in the development and maintenance of interpersonal relationships. Students develop interpersonal skills through theoretical and practical application. Topics may include perception of self and others, conflict management, relationship development and deterioration, and nonverbal communication.

### **COM 225 - GROUP COMMUNICATION (3)**

A course investigating the small group as an effective vehicle to accomplish group goals and maintain member satisfaction. Students examine group interaction, communication skills, and problem solving methods through group projects. Topics may include group composition, leadership, and conflict management.

### **COM 230 - MASS MEDIA IN THE MODERN WORLD (3)**

The objective of this course is to survey the history, functions, operations, responsibilities and influences of print and broadcast media in modern society.

### **COM 250 - SPECIAL TOPICS IN COMMUNICATION TO PRACTICUM IN COMMUNICATION STUDIES (1-3)**

This is a practicum course that will require students to participate in a work experience within the Thomas More Community. Placement may be with Saints Athletics, Saints Social Media, and Saints Broadcasting. This course may be repeated up to 3 times.



**COM 255 - SPECIAL TOPICS IN COMMUNICATION (3)**

Content will include special areas of study in the field of communication dependent on student needs, instructor expertise, or presentation of an unusual learning opportunity.

**COM 270 - MULTI-CULTURAL COMMUNICATION (3)**

The content of this course explores the theoretical and applied connection between culture and communication. This course seeks to explain the need for flexible communication skills in varied multi-cultural settings.

**COM 301 - JOURNALISM I (3)**

Prerequisite: ENG 150.

Journalism will study the methods of gathering and evaluating news and re-writing and editing journalistic copy. The course emphasizes journalistic writing, interviewing, reporting, and its influence on contemporary society.

**COM 305 - ARGUMENTATION AND DEBATE (3)**

Core Area: Communication

A course developed to give students experience in argument development, tactics and testing. Training in the skill of cross examination and refutation will also be stressed. Past and current social issues will serve as research material. This course fulfills the core requirement in Communication.

**COM 310 - WRITING FOR PRODUCTION AND MEDIA (3)**

Prerequisite: ENG 150

Students will examine the types of writing and strategic and tactical knowledge needed to write for print, broadcast, and online media. Such writing could include news and feature articles, promotions, and advertising copy.

**COM 317 - PRINCIPLES OF PUBLIC RELATIONS (3)**

Students will develop a basic understanding of public relations functions and how to practice them.

**COM 318 - PRINCIPLES OF ADVERTISING (3)**

This course is designed to familiarize students with the history of advertising, rationale for creation of advertising messages, and basic understanding and skill in persuasive communication.

**COM 325 - NEW MEDIA AND POP CULTURE (3)**

Explores the impact of new media as a form of communication and the technological, cultural, psychological and artistic effects felt in every aspect of our lives. Through a critical look at convergence with old media, students will investigate and evaluate the changing ways of accessing and manipulating data in this form of communication that has altered the media landscape.

**COM 327 - SPORTS JOURNALISM (3)**

Prerequisite: COM 105, ENG 150

A practical introduction to the history, responsibilities, and influence of sports journalism including numerous opportunities to view and write about sporting events.

**COM 330 - ORGANIZATIONAL COMMUNICATION (3)**

Employing various theoretical frameworks, students study and apply successful communication strategies and outcomes in the corporate or organizational setting.

**COM 340 - POLITICAL CAMPAIGN COMMUNICATION (3)**

A course that will explore the context of human communication within the setting of a political campaign. Students will consider interpersonal skills, public speaking skills and strategies, advertisements and promotions of the candidate, and special rhetorical strategies such as apologia. Current and past campaigns will be used as case studies.

**COM 350 - INTRODUCTION TO COMMUNICATION LITERATURE AND RESEARCH (3)**

Co-requisite: COM 201

Systematic overview of the research process and methods, including finding, reading and conducting research. Students will explore quantitative and qualitative research and perform the tasks of a communication researcher.

**COM 355 - COMMUNICATION THEORY AND PRACTICE (3)**

Special topics courses such as Radio Broadcasting and Media Practices will be offered under this listing.

**COM 356 - TEACHING COMMUNICATION AND THEATRE IN THE SECONDARY SCHOOLS (3)**

A course designed to develop Communication and Theatre teachers for the secondary schools. Extracurricular areas of coaching forensics and mounting theatrical productions will also be explored. Cross-listed as THR 356.

**COM 361 - SPECIAL EVENT PLANNING (3)**

Focus is on the four step public relations process of research, action, communication, and evaluation as it is applied to the event planning activity of public relations. Events in social or corporate contexts are studied. One event is planned.

**COM 395 - INTERNSHIP IN COMMUNICATION (1-6)**

Students work within organization, agencies, or communication media industries gaining experience with communication in practice. Students observe, assist, assume regular duties, or engage in projects under the supervision of skilled professionals.

**COM 400 - INDEPENDENT STUDY IN COMMUNICATION (1-3)**

Independent study credit is offered when students wish to explore a specific issue that falls outside the parameters of the established departmental curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

**COM 403 - CORPORATE COMMUNICATION (3)**

The human and organizational communication functions necessary for operating effectively in the corporate communication context are examined including media relations, employee relations, investor relations, government relations, and communication during an organizational crisis.

**COM 435 - PERSUASION IN THE DIGITAL AGE (3)**

Students will examine classical and contemporary theories on the process of influencing human behavior through persuasive communication in terms of old and new media.

**COM 450 - THEORIES OF RHETORIC (3)**

A seminar that deals with the major theoretical approaches to the study of rhetoric with a particular focus upon philosophical and humanistic influences in communication.

**COM 455 - SPECIAL TOPICS IN COMMUNICATION (3)**

Content will include special areas of study in the field of communication dependent on student needs, instructor expertise, or presentation of an unusual learning opportunity.

**COM 460 - THEORIES OF COMMUNICATION (3)**

Prerequisite: COM 290 and Communication Majors and Minors only

A seminar dealing with the major theoretical approaches to study communication from social and scientific perspective.

**COM 490 - SENIOR EXPERIENCE (3)**

Prerequisite: Should be taken during final 30 hours

An overview and integration of communication's contextual perspectives as the students consider the role of responsible communication in contemporary society. Students will develop a culminating project that will be assessed for evidence of proficiency in Communication program learning outcomes.

**COURSES OF INSTRUCTION: COMPUTER INFORMATION SYSTEMS**

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**CIS 111 - INTRODUCTION TO COMPUTER INFORMATION SYSTEMS (3)**

Key productivity tools, including word processing, database management systems, spreadsheets, and PowerPoint will be examined in some depth. Collaboration and personal information management application such as Outlook will be explored in the course. Hands-on projects of each application will be required. This course may not be taken if credit has been received for CIS 113.

**CIS 113 - COMPUTER APPLICATIONS AND HARDWARE (3)**

Co-requisite: CIS 114

A review of the history and need for information processing, the basic information processing cycle and functions, the processing capabilities of computers, system development, and program development. Key application areas in business, including word processing, data base management systems, spreadsheets, and web page design will be examined in some depth. The hardware associated with a computer will be discussed and examined. Hands-on use of a microcomputer for at least an introductory acquaintance with each application will be required. Installation of hardware and software will also be covered. This course may not be taken if credit has been received for CIS 111. Cross-listed as MIS113

**CIS 114 - INTRODUCTION TO PROGRAMMING I (3)****CIS 114L - INTRODUCTION TO PROGRAMMING I LAB (1)**

Co-requisite: CIS 113

Introduction to basic programming techniques and fundamental structures and methodologies of modern programming languages. Topics include basic program structure, variables, scope, decision structures, and loops. The course involves multiple programming projects. Cross-listed as MIS114.

**CIS 115 - INTRODUCTION TO PROGRAMMING II (3)****CIS 115L - INTRODUCTION TO PROGRAMMING II LAB (1)**

Prerequisite: CIS 114

Expand the basic programming concepts introduced in CIS114 Introduction to Programming. Introduce advanced concepts - inheritance, polymorphism, abstract classes, exception handling, and the use of graphical user interfaces. Gain more practical experience by designing and writing applications.

**CIS 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**CIS 211 - OBJECT ORIENTED PROGRAMMING I (3)**

Prerequisite: CIS 114

Introduction to elementary object-oriented programming concepts and methodologies. Topics include types, decisions, loops, methods, arrays, and classes. An emphasis is placed on object-oriented design and problem-solving. The course involves multiple programming projects. Cross-listed as MIS211.

**CIS 212 - OBJECT ORIENTED PROGRAMMING II (3)**

Prerequisite: CIS 211

Further experience with intermediate object-oriented programming concepts and methodologies. Topics include inheritance, recursion, implementation of advanced data structures, and use of basic container types. An emphasis is placed on object-oriented design and problem-solving. The course involves multiple programming projects.

**CIS 226 - DATA STRUCTURES (3)****CIS 226L - DATA STRUCTURES LAB (1)**

Prerequisite: CIS 211

Introduction to formal data structures used in modern computing. Topics include access methods, stacks, queues, linked lists, hashing, search trees, physical storage techniques, and indexing techniques. The course involves multiple programming projects.

**CIS 227 - NUMBER THEORY (3)**

Prerequisite: MAT 151

A course covering prime and composite numbers, divisibility, Diophantine equations, congruencies, and number theoretic functions. Cross-listed as MAT 207.

**CIS 231 - FOUNDATIONS OF NETWORKING I (3)**

Co-requisite: CIS 113

An introduction to digital communications, local area networks, wide area networks, inter networks, error handling, and network security. This course will have a strong "hands-on" component.

**CIS 240 - INTRODUCTION TO WEB PAGE DESIGN (3)**

Prerequisite: CIS 111 or CIS 113

The theory of web page design and layout is covered. Existing web sites will be examined to discover best practices in web page design and layout. The student will then plan a basic web site and learn how to create web pages, upload them to a server, and to edit web pages.

**CIS 241 - PROGRAMMING AND DATABASE (3)**

Prerequisite: CIS 111 or CIS 113

An introductory course in programming concepts and languages used to create web pages. Basic programming concepts will be taught including use of variables, variable types, math operators, and program control. The second part of the course will cover basic concepts of databases such as creating table, primary keys, relations, and common SQL statements.

**CIS 247 - DEVELOPING AND USING MULTIMEDIA (3)**

Co-requisite: ART 101 or ART 215

An introduction to the use of multimedia on web pages. The course will examine the appropriate use of animations on web pages. The student will create the multimedia using Flash™, which require the student to have some basic art skills. At the end of the course each student will produce an animation that can be used on a web page.

**CIS 248 - DESIGN TOOLS (3)**

Introduction to the digital tools of any design work. It includes learning to use software for Photoshop, Adobe Illustrator and InDesign. Cross-listed as ART 248.

**CIS 255 - SPECIAL TOPICS (3)**

Courses offered under this title reflect the specialties of the computer information systems faculty and the needs of the students.

**CIS 267 - DATABASE MANAGEMENT (3)**

Introduction to database concepts for modern database design. Topics include entity relationship modeling, relational data model, SQL, relational database design, and normalization. Non-relational databases will be highlighted. Cross-listed as MIS320.

**CIS 286 - ADVANCED SPREADSHEET APPLICATIONS (3)**

Prerequisite: CIS 111 or CIS 113

A course building upon the spreadsheet concepts developed in CIS 111 to allow the student to create complex business-oriented spreadsheets. The student will develop a commercial quality spreadsheet application that is capable of presenting data in various formats.

**CIS 303 - NUMERICAL ANALYSIS (3)**

Prerequisite: MAT 201 and completion of the two course CIS sequence required of mathematics majors (CIS 111 and CIS 211 or CIS 114 and CIS 212)

Numerical analysis covers finite differences, solution of nonlinear (algebraic and transcendental) equations, zeros of polynomials, matrix methods, systems of linear equations, interpolation, estimation of parameters by least squares, numerical integration, and solutions of ordinary differential equations. Cross-listed as MAT 303.

**CIS 314 - ADVANCED PROGRAMMING (3)**

Prerequisite: CIS 212, CIS 267

Experience with advanced programming techniques and methodologies. Topics include sockets, client/server programming, concurrent programming, distributed programming, and standard template libraries. The course involves extensive practice with sophisticated programming projects.

**CIS 315 - OPERATING SYSTEMS (3)**

Prerequisite: CIS 314

Introduction to underlying techniques used by modern operating systems. Topics include internal structures for file systems, algorithms for file systems, I/O, memory management, and process scheduling. Examples drawn from contemporary operating systems such as UNIX, Microsoft Windows, and Mac OS. The course involves multiple programming projects that illustrate the topics discussed in class.

**CIS 321 - ALTERNATIVE PROGRAMMING LANGUAGES (3)**

Prerequisite: CIS 314

Introduction to various programming languages and methodologies that differ from previous programming experiences. Variety of languages and approaches are utilized. Topics include history of high-level languages, assembly, embedded programming, Cocoa development, development for mobile devices, and artificial intelligence languages. The course involves extensive practice with sophisticated programming projects.

**CIS 322 - FOUNDATIONS OF NETWORKING II (3)**

Prerequisite: CIS 113, CIS 231, CIS 226

Knowledge of skills required for Network Administrators and Information Technology professionals to be aware of security vulnerabilities, to implement security measures, to analyze an existing network environment in consideration of known security threats or risks, to defend against attacks or viruses, and to ensure data privacy and integrity. Terminology and procedures for implementation and configuration of security, including access control, authorization, encryption, packet filters, firewalls, and Virtual Private Networks (VPNs).

**CIS 323 - WEB PAGE DESIGN I (3)**

Prerequisite: CIS 111

An overview of the tools available to design and develop an effective personal or corporate presence on the World Wide Web. This will be accomplished through the use of hands-on projects and exercises. Topics covered will include basic and advanced HTML, java scripts, ASP, and database connectivity.

**CIS 336 – DATABASE II (3)**

Prerequisite: CIS 267

This course is a continuation of CIS267. This course covers advanced topics in databases. Topics include advanced SQL, indexes, views, stored procedures, database management, reporting services, and notification services. The course will look at non-relational databases and compare them to previously covered topics. This course involves extensive practice with sophisticated database projects that utilize a modern enterprise-level database package.

**CIS 340 - WEB DESIGN II (3)**

Prerequisite: CIS 240

Students will build upon the design foundations from Introduction to Web Page Design to examine how to build and populate web page templates. This will include an introduction to client and server side programming.

**CIS 341 - WEB PROGRAMMING I (3)**

Prerequisite: CIS 241 or CIS 267

An introductory course in web programming and application development. This course will cover design and development of interactive web applications including client-side and server-side programming, database interaction. Basic website security vulnerabilities will also be highlighted. Cross-listed as MIS341.

**CIS 342 - WEB PROGRAMMING II (3)**

Prerequisite: CIS 341

A continuation of Web Programming I. This course will build upon concepts from Web Programming I by adding Authentication and Authorization, Web Services, and Mobile Web Development. Students will be required to complete one hands-on, large scale web development. Cross-listed as MIS342.

**CIS 348 - WEB DESIGN PROJECT (3)**

Prerequisite: CIS 248, CIS 342

The capstone course for the associate degree. Students will work in teams to develop a sophisticated web. Members of the CIS Department and the Art Department will review the project.

**CIS 355 - SPECIAL TOPICS (3)**

Courses offered under this title reflect the specialties of the computer information systems faculty and the needs of the students. May include such topics as Computer Graphics, Expert Systems, Artificial Intelligence, and Computers in Small Business Applications.

**CIS 400 - INDEPENDENT STUDY (3)**

Independent study credit is offered when students wish to explore a specific issue of computer information systems that falls outside the parameters of the established departmental curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

**CIS 410 - SENIOR SEMINAR I (1-3)**

Prerequisite: Senior standing and permission of the instructor

Students will work in project teams and actually design, code, document, and implement a commercial system. If possible, these systems will be actual production systems which will be used within the University or at local businesses.

**CIS 411 - SENIOR SEMINAR II (1-3)**

Prerequisite: Senior standing and permission of the instructor

Students will work in project teams and actually design, code, document, and implement a commercial system. If possible, these systems will be actual production systems which will be used within the University or at local businesses.

**CIS 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**CIS 495 - INTERNSHIP (1-3)**

This course provide the student with the field of Information Technology. Students will be employed by a business or non-profit in an IT role including but not limited to developer, analyst, infrastructure support, or administrator. Students are required to work 45 hours per credit hour received. This course includes multiple reflection papers and an evaluation from your employer.

**COURSES OF INSTRUCTION: COOPERATIVE EDUCATION**

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See cooperative education section under academic options for more information.

**CED 304 CO-OP EDUCATION IN ART**

**CED 305 CO-OP EDUCATION IN BUSINESS**

**CED 306 CO-OP EDUCATION IN CHEMISTRY**

**CED 307 CO-OP EDUCATION IN CRIMINAL JUSTICE**

**CED 308 CO-OP EDUCATION IN ENGLISH**

**CED 309 CO-OP EDUCATION IN HISTORY**

**CED 310 CO-OP EDUCATION IN ACCOUNTANCY**

**CED 312 CO-OP EDUCATION IN THEATRE**

**CED 313 CO-OP EDUCATION IN COMPUTER INFORMATION SYSTEMS**

**CED 314 CO-OP EDUCATION IN BIOLOGY**

**CED 315 CO-OP EDUCATION IN PSYCHOLOGY**

**CED 316 CO-OP EDUCATION IN MATHEMATICS**

**CED 317 CO-OP EDUCATION IN PHYSICS**

**CED 320 CO-OP EDUCATION IN SOCIOLOGY**

**CED 321 CO-OP EDUCATION IN PRE-LEGAL STUDIES**

**CED 322 CO-OP EDUCATION IN COMMUNICATION**

**CED 323 CO-OP EDUCATION IN INTERNATIONAL STUDIES**

**CED 324 CO-OP EDUCATION IN ECONOMICS**

**CED 325 CO-OP EDUCATION IN EDUCATION**

**CED 326 CO-OP EDUCATION IN FORENSIC SCIENCE**

**COURSES OF INSTRUCTION: CRIMINAL JUSTICE**

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**CRJ 101 - INTRODUCTION TO CRIMINAL JUSTICE (3)**

An introduction to the philosophical and historical background and development of the criminal justice system. Review of criminal justice functions, processes and procedures, and an examination of current trends and concepts are also explored. A grade of C or higher in this course is required for all higher level Criminal Justice courses.

**CRJ 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**CRJ 210 - THEORY AND PHILOSOPHY OF POLICING (3)**

Prerequisite: CRJ 101

A study of the role of the law enforcement officer in society, including the responsibility of the police in the community, and citizen's responsibilities to the law enforcement agencies and the police.

**CRJ 225 - CRIMINOLOGY (3)**

Prerequisite: CRJ 101

Criminology examines crime and the criminal in society. The nature of crime and criminal law, theories of crime and crime causation, and methods of treatment and prevention are also addressed. Cross-listed as SOC 225.

**CRJ 226 - JUVENILE JUSTICE (3)**

Prerequisite: CRJ 101

The Juvenile Justice course analyzes the social and legal implications of the juvenile system. Causes, treatment, and prevention of juvenile delinquency are explored. Cross-listed as SOC 226.

**CRJ 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**CRJ 301 - CRIMINAL LAW AND COURTS (3)**

Prerequisite: CRJ 101

An examination of the definitions and interpretations of the penal code and the structure and functions of the American court system.

**CRJ 304 - SUBSTANCE ABUSE (3)**

Prerequisite: CRJ 101

A study of the pharmacological, social, legal, and clinical aspects of drug use in contemporary society. Cross-listed as SOC 304.

**CRJ 307 - INSTITUTIONAL CORRECTIONS (3)**

Prerequisite: CRJ 101

An examination of the history and development of penal systems for the treatment of juvenile and adult offenders, focusing on current programming, treatment services, and structure of corrections services.

**CRJ 311 - SOCIAL RESEARCH METHODOLOGY (3)**

Prerequisite: CRJ 101; MAT 208 or PSY 201; Criminal Justice or Sociology Major

Social research methodology involves exposure to and application of various methods used in conducting social science research. Topics include survey design, interview techniques, field research methods, participant/non-participant observational techniques, sampling design, data analysis, and publication of findings. Cross-listed as SOC 311.

**CRJ 313 - PROBATION AND PAROLE (3)**

Prerequisite: CRJ 101

A study of the structure and function of adult and juvenile probation and parole agencies, policies, and service. Examination of various roles of the probation and parole officer and legal issues encountered in the practice of probation and parole is included.

**CRJ 320 - ADVANCED POLICING (3)**

Prerequisite: CRJ 101

Course focuses on the varieties of police behavior, providing an in-depth examination of how police practices vary according to individual officer, situational encounters, police organizations, and surrounding communities, including the roles of police discretion, officer behavior, rural policing, community policing, corruption, and use of force.

### **CRJ 355 - CONTEMPORARY TOPICS (3)**

Prerequisite: CRJ 101

Courses are offered periodically as criminal justice electives when courses are developed that deviate from the offerings of the established curriculum, but remain consistent with departmental goals, such as serial murder, data analysis and grant writing, or psychology and the law.

### **CRJ 400 - INDEPENDENT STUDY (3)**

Independent study credit is offered when students wish to explore a specific issue of criminological interest that falls outside the parameters of the established departmental curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

### **CRJ 401 - PRACTICUM (3)**

Course Requirement: Junior or Senior Standing and Criminal Justice Major

Under the auspices of a criminal justice agency, a practicum is designed to provide the student with a realistic learning experience in a professional setting. Arrangements must be made with the instructor during the prior semester.

### **CRJ 405 - CAREER DEVELOPMENT (3)**

Prerequisite: CRJ 101

The career development course focuses on exploration and development of students' future roles in the criminal justice system and/or civil/criminal law. Emphasis is placed upon resume preparation, GRE and LSAT preparation, human resource marketing, interview techniques and graduate and law school application processes.

### **CRJ 407 - CRIMINAL JUSTICE ADMINISTRATION (3)**

Prerequisite: CRJ 101 or POS 215

A focus on the study of the administrative aspects of the criminal justice system, including the structure and function of criminal justice organizations, research, planning and development of services, and personnel issues.

### **CRJ 409 - SENIOR SEMINAR (3)**

Course Requirement: Junior or Senior standing and Criminal Justice Major

Senior seminar is a capstone for the major. In the course specific topics are addressed in a fashion that promotes synthesis of previous courses.

### **CRJ 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

## **COURSES OF INSTRUCTION: DANCE**

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### **DAN 100 - DANCE STYLES I (2)**

An introduction to ballet and jazz techniques as well as various styles of dance including historical dance and musical theatre dance.

### **DAN 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **DAN 200 - DANCE STYLES II (2)**

A continuation of DAN 100 working for a wider application and refinement of the methods and styles learned in DAN 100.

### **DAN 201 - BASIC TAP DANCE (2)**

Prerequisite: DAN 100



A class focused on teaching basic tap steps and construction of tap dances and programming.

**DAN 255 - SPECIAL TOPICS (1-3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**COURSES OF INSTRUCTION: ECONOMICS**

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**ECO 101 - INTRODUCTION TO MICROECONOMICS (3)**

Introduces concepts of scarcity, cost and choice, supply and demand, theories of the firm and market structure, and welfare analysis.

**ECO 102 - INTRODUCTION TO MACROECONOMICS (3)**

Prerequisite: ECO 101 or 105

Introduces basic aggregative models to study the determination of output, unemployment, interest rates, and inflation. Monetary and fiscal policies are discussed.

**ECO 105 - PRINCIPLES OF ECONOMICS (3)**

Core Area: Social Science

Students will understand how economics can provide a framework for solving social problems through market forces and a role for government. The microeconomics portion of this course deals with consumers and businesses as they interact with markets, and the interrelationships between various markets. The macroeconomics portion of this course focuses on the factors that influence the fluctuations in economic activity and what can be done about them, given our responsibility to others. This course fulfills a core requirement in social science for all majors except Business Administration and Sports and Entertainment Marketing.

**ECO 106 - CONTEMPORARY ECONOMICS PROBLEMS (3)**

Prerequisite: ECO 105

Students will analyze current economic problems such as inflation, unemployment, overpopulation, resource depletion, and environmental issues, using the economic growth issue as the framework for discussion.

**ECO 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**ECO 215 - MICROECONOMIC THEORY (3)**

Prerequisite: ECO 105

An advanced course offering an analysis of price determination and market structures including consideration of supply, demand, costs, production functions, and general equilibrium.

**ECO 216 - MACROECONOMIC THEORY (3)**

Prerequisite: ECO 105

An advanced course examining national income determination, including a consideration of the classical, neo classical, Keynesian, and neo Keynesian theories and their application to the problems of unemployment, growth, and the business cycle.

**ECO 217 - INTRODUCTORY MICROECONOMICS FOR HEALTHCARE PROFESSIONALS (3)**

An introduction to microeconomic concepts like opportunity cost, supply and demand, marginal analysis, perfect and imperfect competition, and market failure.

**ECO 218 – PERSONAL FINANCE (3)**

Students will explore the many financial decisions that the average individual and family must make: credit management and borrowing, asset protection, investing, retirement planning, estate planning, insurance, taxes, and purchasing.

**ECO 239 - ECONOMIC GROWTH AND DEVELOPMENT (3)**

Prerequisite: ECO 105

An inquiry into the history and analysis of the concepts of economic growth and development as applied to various types of economic systems.

**ECO 255 - SPECIAL TOPICS IN ECONOMICS (3)**

A special topics course that will cover a specific area of economics.

**ECO 305 - GAME THEORY AND BUSINESS STRATEGY (3)**

An introduction to non-cooperative game theory with applications to Economics, Political Science, Business Administration, etc. Advanced topics include the theories of bargaining, voting and auctions. Game theory is a powerful tool for understanding strategic interactions between firms, interest groups, political parties, nations, and species.

**ECO 306 - COMPARATIVE ECONOMIC SYSTEMS (3)**

Prerequisite: ECO 105

A comparative study of the different types of economic systems. Attention is given to economic theory and recent trends in the transformation and change occurring in these economic systems.

**ECO 307 - MONEY AND BANKING (3)**

Prerequisite: ECO 105

A survey of the money and banking system and its workings, the theory and history of money, credit, and commercial banking, international financial relationships and the Federal Reserve.

**ECO 310 - LAW AND ECONOMICS (3)**

Prerequisite: ECO 105

Introduction to the economic analysis of the law. Economic analysis will be used to shed light on property, tort, and contract law. Cross-listed as LAW 315.

**ECO 315 - ADVANCED MICROECONOMIC THEORY (3)**

Prerequisite: ECO 215; MAT 143

This course will revisit material from Microeconomic Theory and cover other advanced topics like asymmetric information and contract theory using calculus as the key analytical tool.

**ECO 325 - INVESTMENT ANALYSIS (3)**

An examination of the principles and practices of investing in stocks and bonds, with emphasis on the analysis of corporate financial statements to arrive at investment decisions. A background is also provided on banking institutions, investment companies and brokerage operations. Cross-listed as BUA 325.

**ECO 338 - INTERNATIONAL ECONOMICS AND FINANCE (3)**

Prerequisite: ECO 105

A course examining the economics of foreign trade, including real and monetary aspects, balance of payments, gold flows, exchange rates, free trade, and protectionism.

**ECO 349 - WORLD ECONOMIC HISTORY (3)**

A global survey of the evolution of economic systems from World War I to the present. Cross-listed as HIS 349.

**ECO 355 - SPECIAL TOPICS (variable credit)**

Special topics courses are offered periodically and investigate topics in Economics that are not included in the established curriculum.

**ECO 360 - ENVIRONMENTAL ECONOMICS (3)**

Prerequisite: ECO 105

An application of economic theory to help study environmental issues. The broad topics discussed include externalities, public goods and social cost/benefit analysis. Microeconomic tools will be used to evaluate environmental policy as well as the management of natural resources and issues of sustainable development.

**ECO 405 - STUDENT PROJECT (variable credit)**

Course requirement: Sophomore, Junior or Senior standing in any department and some preparation in Economics.

A student project is a supervised, independent endeavor in any area of economics chosen by the student with departmental approval. May be taken more than once.

**ECO 455 - SPECIAL TOPICS (variable credit)**

Special topics courses are offered periodically and investigate topics in Economics that are not included in the established curriculum.

**ECO 481 - SENIOR RESEARCH (3)**

Course requirement: Senior standing.  
Students will research and prepare their senior thesis.

**ECO 495 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

**COURSES OF INSTRUCTION: EDUCATION**

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**EDU 101 - INTRODUCTION TO EDUCATION (2)**

Students will study the teacher's role in the education program, experience local public and non-public schools and analyze the function of schools today. Field experience in diverse settings.

**EDU 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**EDU 201 - HUMAN GROWTH AND DEVELOPMENT (3)**

Prerequisite: EDU 101; PSY 105  
An examination of the physical, mental, emotional, and social development patterns and the implications of this knowledge for teaching and learning. Field experience in diverse settings.

**PHE 105 - HEALTH AND PHYSICAL EDUCATION (3)**

Prerequisite: EDU 201; admission to the Teacher Education Program  
Course will include elements of hygiene, nutrition, application of health knowledge, methods of teaching health, supervision of and participation in physical activities.

**EDU 202 - EDUCATIONAL PSYCHOLOGY A: P-5, B: 5-9, C: 8-12 (3)**

Prerequisite: EDU 201  
Learning theories and teaching learning processes are studied. Specific field experience is required.

**EDU 205 - CHILDREN'S LITERATURE (3)**

Prerequisite: EDU 101  
An investigation of the essential elements and types of literature. Students will acquire a knowledge base of authors and books and learn about the use of children's literature in teaching.

**EDU 210 - DEFINING BOUNDARIES (1)**

Course requirement: Sophomore standing  
The Break the Boundaries sequence (EDU 210 and 360) gives students the challenge and opportunity to move beyond their own personal cultural limitations. In EDU 210 students are invited to discover where some of their boundaries lie and begin to explore them.

**EDU 212 - ADOLESCENT LITERATURE FOR TEACHERS (3)**

Prerequisite: EDU 201  
A reading- and writing-intensive course focusing on developing strategies for reading and analyzing adolescent literature, and for teaching such material in middle school contexts with a strong focus on pedagogical strategies and curricular development. Cross-listed as ENG 212.

**EDU 215 - EARLY CHILDHOOD EDUCATION (3)**

Concurrent Requisite: EDU 216

An examination of the early childhood curriculum, media and materials, organization of the program, parent education and home visitation, understanding of families, community resources, planning learning experiences and evaluation of pupil programs and progress. Direct observation and clinical experiences are required.

**EDU 216 - EARLY CHILDHOOD PRACTICUM (1)**

Concurrent Requisite: EDU 215

Students will have a guided experience as observer and aide to young children in kindergarten and/or primary grades. It complements the study of early elementary children.

*NOTE: STUDENTS MUST BE ADMITTED TO TEACHER EDUCATION BEFORE REGISTERING FOR 300- AND 400 -LEVEL COURSES.*

**EDU 221 - TEACHING ART IN ELEMENTARY SCHOOL (3)**

A course designed primarily for the classroom teacher who may be teaching in a school without an art specialist. This course provides for a variety of experiences such as involvement in all kinds of media, aesthetic exercises, art history through museum visits and experience with art criticism at various levels. Students will have a vital role in designing and implementing their own sequence of art lessons for an after school art program. Cross-listed with ART 221.

**EDU 225/226/227 - FIELD EXPERIENCE (0)**

These courses will allow students in the Teacher Education Program to associate the field experience hours they accumulate for the purpose of the EPSB 200 hours requirement under 16 KAR 5:040 Section 3. EDU 225 is completed in the fall; EDU 226 in the spring; EDU 227 in the summer. To fulfill the requirements the candidates can participate in the following: engagement with diverse populations of students, observation in schools and related agencies, student tutoring, interaction with families of students, attendance at school board and school-based council meetings, participation in a school-based professional learning community, and opportunities to assist teachers or other school professionals.

**EDU 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**EDU 301, 302 - PRACTICUM SEMINAR I, II (A: P-5, B: 5-9, C: Birth - Adult) (2, 2)**

Concurrent Requisite: EDU 303, EDU 304

A seminar integrating theory into practice. A and B sections develop professional skills in instructional and classroom management. Section C develops professional skills in instructional context/site management. EDU 301 and 302 are structured as a two-semester sequence.

**EDU 303, 304 - PRACTICUM FIELD EXPERIENCE I, II (A: P-5, B: 5-9, C: Birth - Adult) (1, 1)**

Concurrent Requisite: EDU 301, EDU 302

Students in sections A & B will gain experience at specific grade levels. Students in section C will gain experience in relevant educational settings. EDU 303 and 304 are structured as a two-semester sequence.

**EDU 305 - EDUCATIONAL TECHNOLOGY (2)**

Students will study the concepts and skills used in teaching with the aid of technology and multimedia. Laboratory experiences are included.

**EDU 311, 312 - SECONDARY CLINICAL SEMINAR I, II (2-3, 2-3)**

Concurrent Requisite: EDU 313, EDU 314

A seminar integrating theory into practice and develops the professional skills in instructional and classroom management. EDU 311 and 312 are structured as a two semester sequence.

**EDU 313, 314 - SECONDARY CLINICAL FIELD EXPERIENCE I, II (1, 1)**

Concurrent Requisite: EDU 311, EDU 312

Students will gain experience participating in secondary schools.

**EDU 317 - TEACHING EXCEPTIONAL LEARNERS (2)**

Prerequisite: EDU 202

An overview of identification, evaluation, and placement procedures for exceptional learners. Other topics will include the principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the

regular classroom, the identification of educationally relevant special education methods and materials, modification of the curriculum and classroom environment, and utilization of supportive services and personnel, including teachers. Field experience in diverse settings.

**EDU 325 - TEACHING LANGUAGE ARTS (A: P-5, B: 5-9) (2)**

Students will study the theoretical base, current research, and particular methods and materials for teaching the language arts.

**EDU 326 - TEACHING SOCIAL STUDIES (A: P 5, B: 5-9) (2)**

The historical and research base for social studies classroom practices, procedures, and materials are studied.

**EDU 327 - TEACHING SCIENCE (A: P 5, B: 5-9) (2)**

A seminar examining differentiated instructional strategies, media and materials for pupil experimentation, investigation, and discovery.

**EDU 328 - TEACHING MATHEMATICS (A: P 5, B: 5 9) (2)**

Students will study how children learn mathematics and the techniques, activities, and materials required for teaching mathematics.

**EDU 332 - TEACHING READING: P – 5 (3)**

An investigation of the theories and psychology of reading and the teaching of reading. Students will learn a developmental approach to teaching reading through appropriate methods.

**EDU 336 - TEACHING READING AND WRITING IN THE CONTENT AREAS: 5 – 12 (3)**

Prospective middle and secondary teachers will learn methods, theories, and pedagogy for improving student content acquisition using literary strategies. The course focuses on student-centered lesson development with specific instructional strategies for improving understanding through reading and writing.

**EDU 340 - TEACHING STUDENTS WITH SPECIAL NEEDS IN THE GENERAL EDUCATION CLASSROOM (3)**

This course focuses on establishing a classroom that attempts to address the learning needs of all P-12 students in the general education classroom, including students with special needs. Emphases are placed on research-based instructional strategies, co-teaching practices, and effective collaboration with educators, parents, and other stakeholders in the educational field.

**EDU 341 - METHODS AND STRATEGIES IN BEHAVIOR MANAGEMENT (3)**

This course focuses on effective behavioral management techniques to help the diverse group of children with disabilities succeed inside and outside of the classroom. It emphasizes the study of management techniques based on applied behavioral analysis principles of modifying inappropriate behaviors and maintaining appropriate behaviors of students with exceptionalities. Teacher candidates will identify observable behaviors, perform task analysis, conduct a functional behavioral assessment (FBA), develop a behavior intervention plan (BIP) per the FBA, select and implement positive behavioral interventions and support (PBIS) strategies as part of an applied behavior analysis (ABA), and utilize methods for monitoring behavior changes.

This course presents vital knowledge to assist candidates in passing the required test for Kentucky certification as a teacher of students with learning and behavior disorders (LBD), the PRAXIS Subject Assessment: Special Education: Core Knowledge and Mild to Moderate Applications.

**EDU 342 - LEARNING AND BEHAVIOR DISORDERS METHODS AND COLLABORATION (3)**

This course focuses on effective instruction, assessment, and collaboration in academic areas of reading, writing, language and math via Kentucky Academic Standards for children and youth experiencing learning and behavior disabilities. Course content activities include designing lesson plans and academic objectives for IEP's; using RtI models to identify disabilities; analyzing and acting upon assessment data; utilizing effective and research-supported instructional strategies; designing transition strategies for students preparing for alternative settings; and planning effective management of classroom time, space and instruction.

This course presents vital knowledge to assist candidates in passing the required test for Kentucky certification as a teacher of students with learning and behavior disorders (LBD), the PRAXIS Subject Assessment: Special Education: Core Knowledge and Mild to Moderate Applications.

**EDU 343 - SPECIAL EDUCATION ASSESSMENT AND EVALUATION (3)**

This course focuses on an overview of assessments, terminology, instructional strategies, and interventions related to identification, instructional practices, assessment, and interventions of students in special and general education. This course presents vital knowledge that will appear on the PRAXIS Subject Assessment: Special Education: Core Knowledge and Mild to Moderate Applications.

**EDU 344 - EARLY CHILDHOOD EDUCATION FOR CHILDREN WITH SPECIAL NEEDS (3)**

This course focuses on providing candidates a working knowledge of the natures of young children and how they learn; the necessity of understanding young children within the context of the family; the five developmental domains of young children; and analyzing how growth areas and individual and family background factors must be synthesized into a view of the whole child. Candidates will participate in field experiences throughout the course.

This course presents vital knowledge that will appear on the PRAXIS Subject Assessment: Special Education: Core Knowledge and Mild to Moderate Applications.

**EDU 345 - SECONDARY EDUCATION SPECIAL EDUCATION PROGRAMS (3)**

This course focuses on instructional and interventional strategies and assessments to enable success of students with disabilities; i.e., individualized, differentiated, and inclusive UDL instruction and adaptations; co-teaching methods; strategies instruction; research supported assessments; and collaboration with families and educational professionals. Field experiences will be provided.

This course presents important knowledge and applications that will appear on the PRAXIS Subject Assessment: Special Education: Core Knowledge and Mild to Moderate Applications.

**EDU 350 - ELEMENTARY WITH SPECIAL EDUCATION PRACTICUM SEMINAR I (2)**

Concurrent Requisite: EDU 351

A seminar integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 350/351 and EDU 359/361 are structured as a two-semester sequence.

**EDU 351 - ELEMENTARY WITH SPECIAL EDUCATION PRACTICUM FIELD EXPERIENCE I (1)**

Concurrent Requisite: EDU 350

This course provides field experience integrating theory into practice that develops the professional skills in instructional and classroom management. EDU350/351 **and** either EDU362/363 (middle grades) **or** EDU364/365 (secondary) are structured as a two-semester sequence. Teacher candidates will observe, participate, and gain beginning general education and special education experience under the cooperating teacher and the faculty observer.

**EDU 352 - MIDDLE GRADES WITH SPECIAL EDUCATION PRACTICUM SEMINAR I (2)**

Concurrent Requisite: EDU 353

A seminar integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 352/353 **and** EDU 359/361 **or** EDU 364/365 are structured as a two-semester sequence.

**EDU 353 - MIDDLE GRADES WITH SPECIAL EDUCATION PRACTICUM FIELD EXPERIENCE I (1)**

Concurrent Requisite: EDU352

Field experience integrating theory into practice that develops the professional skills in instructional and classroom management. The middle grades / special education teacher candidate has a placement of at least 60 hours in each of two consecutive semester placements: EDU353 this semester, and EDU351 (P-5) or EDU355 (8-12) in the spring. Teacher candidates will observe, participate, and gain beginning general education and special education experience under the cooperating teacher and the faculty observer.

**EDU 354 - SECONDARY WITH SPECIAL EDUCATION PRACTICUM SEMINAR I (2)**

Concurrent Requisite: EDU 355

A seminar integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 354/355 **and** EDU 350/351 **or** EDU352/353 are structured as a two-semester sequence.

**EDU 355 - SECONDARY WITH SPECIAL EDUCATION PRACTICUM FIELD EXPERIENCE I (1)**

Concurrent Requisite: EDU352

Field experience integrating theory into practice that develops the professional skills in instructional and classroom management. The middle grades / special education teacher candidate has a placement of at least 60 hours in each of two consecutive semester placements: EDU353 this semester, and EDU351 (P-5) or EDU355 (8-12) in the spring. Teacher candidates will observe, participate, and gain beginning general education and special education experience under the cooperating teacher and the faculty observer.

**EDU 359 - ELEMENTARY WITH SPECIAL EDUCATION PRACTICUM SEMINAR II (2)**

Prerequisite: EDU350 and EDU351

Concurrent Requisite: EDU 361

A seminar integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 350/351 and EDU 359/361 are structured as a two-semester sequence.

**EDU 360 - EXPLORING AND BREAKING BOUNDARIES (2)**

Prerequisite: EDU 210 and 20 hours of community service.

Students will explore and discuss issues of diversity as it relates to race, class, gender, language, etc. as it pertains to schooling and learning. Students will also develop and present lessons/strategies designed to expand their understanding of diversity in schools.

**EDU 361 - ELEMENTARY WITH SPECIAL EDUCATION PRACTICUM FIELD EXPERIENCE II (1)**

Concurrent Requisite: EDU359

Field experience integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 359/361 and either EDU 352/353 (middle grades) or EDU 354/355 (secondary) are structured as a two-semester sequence. Teacher candidates will observe, participate, and gain beginning general education and special education experience under the cooperating teacher and the faculty observer.

**EDU 362 - MIDDLE GRADES WITH SPECIAL EDUCATION PRACTICUM SEMINAR II (2)**

Concurrent Requisite: EDU 363

A seminar integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 362/363 (middle grades) and EDU 350/351 (elementary) or EDU 354/355 (secondary) are structured as a two-semester sequence.

**EDU 363 - MIDDLE GRADES WITH SPECIAL EDUCATION PRACTICUM FIELD EXPERIENCE II (1)**

Concurrent Requisite: EDU 362

Field experience integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 362/363 and either EDU 350/351 (elementary) or EDU 354/355 (secondary) are structured as a two-semester sequence. Teacher candidates will observe, participate, and gain beginning general education and special education experience under the cooperating teacher and the faculty observer.

**EDU 364 - SECONDARY WITH SPECIAL EDUCATION PRACTICUM SEMINAR II (2)**

Concurrent Requisite: EDU 365

A seminar integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 364/365 (secondary) and EDU 350/351 (elementary) or EDU 352/353 (middle grades) are structured as a two-semester sequence.

**EDU 365 - SECONDARY WITH SPECIAL EDUCATION PRACTICUM FIELD EXPERIENCE II (1)**

Concurrent Requisite: EDU 364

Field experience integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 364/365 and either EDU 350/351 (elementary) or EDU 352/353 (middle) are structured as a two-semester sequence. Teacher candidates will observe, participate, and gain beginning general education and special education experience under the cooperating teacher and the faculty observer.

**EDU 407 - STUDENT TEACHING AND SEMINAR (A: P 5, B: 5 9) (13)**

Students will observe, participate, and gain teaching experience under the direction of the cooperating teacher and the supervisor of student teaching. For A: P-5, students will complete two consecutive assignments, each for a half semester, in non-adjacent levels. For B: 5-9, students will complete a full semester assignment.

**EDU 408 - BAES INTERNSHIP & SEMINAR (9)**

Concurrent Requisite: EDU 407-A and EDU 407-B

Students will observe, participate, and gain actual educative experience under the direction of the cooperating partner and education faculty. Students will complete a 9 credit hour semester-long assignment.

**EDU 417 - SECONDARY STUDENT TEACHING AND SEMINAR (13)**

Students will observe, participate, and gain actual teaching experience under the direction of the cooperating teacher and the supervisor of student teaching. Students will complete a full semester assignment.

**EDU 418 - STUDENT TEACHING AND SEMINAR: P – 12 (13)**

For students in P – 12 programs, students will observe, participate, and gain actual teaching experience under the direction of cooperating teachers and the supervisor of student teaching. Placements include two of three levels: elementary, middle school, high school. The first of two consecutive assignments last eight weeks; the second, seven weeks.

**EDU 422 - PRINCIPAL CONCEPTS OF ASSESSMENT PRACTICES (3)**

Education majors will learn the skills necessary to design and interpret assessment instruments used in schools to inform instruction. The course will focus on gathering and preparing pre-assessment data, formative assessment data, summative assessment data, and the feedback process for student learning.

**EDU 425 - INTEGRATIVE SEMINAR (3)**

An examination of educational philosophies, school law and management, and school related social issues. Students will clarify their own attitudes and values.

**EDU 426 - INTEGRATIVE CAPSTONE (3)**

Based in a targeted introduction to research and assessment, the Integrative Capstone involves an inquiry investigation conducted by a BAES student as a capstone to his or her program, a product that reaches beyond the existing curriculum to make an original, relevant, timely contribution to the field being engaged by the student.

**EDU 430 - ELEMENTARY WITH SPECIAL EDUCATION CLINICAL FIELD EXPERIENCE (13)**

Teacher candidates will observe, participate, and gain teaching experience under the cooperating teacher and the supervisor of clinical practice. Clinical placements require 75 days in two consecutive placements: 8 weeks in a P-5 placement and 7 weeks in a special education placement.

**EDU 431 - MIDDLE GRADES WITH SPECIAL EDUCATION CLINICAL FIELD EXPERIENCE (13)**

Teacher candidates will observe, participate, and gain teaching experience under the cooperating teacher and the supervisor of clinical practice. Clinical placements require 75 days in two consecutive placements: 8 weeks in a middle grades (5-9) placement and 7 weeks in a special education placement.

**EDU 432 - SECONDARY WITH SPECIAL EDUCATION CLINICAL FIELD EXPERIENCE (13)**

Teacher candidates will observe, participate, and gain teaching experience under the cooperating teacher and the supervisor of clinical practice. Clinical placements require 75 days in two consecutive placements: 8 weeks in a secondary (8-12) placement and 7 weeks in a special education placement.

**EDU 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.



## **COURSES OF INSTRUCTION: MASTER OF ARTS IN TEACHING**

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### **EDM 511 - HUMAN DEVELOPMENT, BEHAVIOR AND LEARNING (2)**

This course entails development through the life span: physical, cognitive, social, emotional, and personal development. Special emphasis is given to these areas as they relate to children in school and to the adults who influence them. Requires 5 hours of clinical experience.

### **EDM 512 - METHODS OF EFFECTIVE CLASSROOM INSTRUCTION (3)**

In this course students learn about effective classroom methods, instructional strategies with a concentration on applying research-based instruction. Using research based strategies, students will learn how to design lessons, plan units, align assessments with outcomes, and implement best practices. Students will learn how to address instructional needs of all students and examine data driven decision making in local school districts. Candidates will shadow teachers in their content area, and reflect upon various strategies being covered. Requires 15 hours of clinical experience.

### **EDM 512A - FIELD EXPERIENCE (0)**

This course will allow students in the Master of Arts in Teaching Program, Traditional Track II, who are pursuing their initial teaching certificate, to associate the field experience hours they accumulate for the purpose of the EPSB 200 hours requirement under 16 KAR 5:040 Section 3. This is a supplement to the hours required for EDM 512, 515, and 551 and will cover all additional hours acquired during the summer and during the second year of the program. To fulfill requirements, the candidates can participate in the following: engagement with diverse populations of students, observation and assisting in schools and related agencies, student tutoring, interaction with families of students, attendance at school board and school-based council meetings, participation in a school-based professional learning community, opportunities to assist teachers or other school professionals, or other approved field experience(s) which complies with 16 KAR 5:040, Section 3.

### **EDM 515 - CLASSROOM MANAGEMENT AND DISCIPLINE (3)**

This course explores recent research and theory related to planning, organizing, and managing student learning and behavior in the classroom. Candidates will demonstrate effective classroom management and disciplinary teachings and will develop a comprehensive classroom management plan. Requires 15 hours of clinical experience.

### **EDM 517 - EXCEPTIONALITIES AND SCHOOLING (2)**

An overview of identification, evaluation, and placement procedures for exceptional learners. Other topics will include the principles and procedures for adapting educational programs to accommodate the integration of exceptional children in the regular classroom, the identification of educationally relevant special education methods and materials, modification of the curriculum and classroom environment and utilization of supportive sources and personnel, including teachers. Legal requirements are addressed.

### **EDM 518 - MULTICULTURAL EDUCATION (3)**

This course addresses the role cultural identity plays in students' experiences in schools and how theories of prejudice, feminism, and cultural diversity can help explain patterns of behavior in schools. Candidates are encouraged to self-assess values, attitudes, and dispositions. Candidates will examine curricular changes necessary to address inclusion of all students in today's schools. Candidates will review professional literature that is current (within the last 5 years).

### **EDM 520 - TEACHING WRITING AND READING ACROSS THE DISCIPLINES (3)**

This course introduces prospective middle and high school teachers to the theories, practices, and approaches for improving content acquisition (primarily through non-fiction) using literacy strategies. The course focuses on reading and writing best practice, assignment and lesson developments, and strategies for improving understanding through reading and writing.

### **EDM 525 - LEADERSHIP IN EDUCATION (3)**

In this course students will examine the field of teaching as a profession and of schooling as it currently functions in the United States. The topics of School of Law, School Finance and Governance, Effective Teaching, and School Safety will be discussed in conjunction with inquiry into contemporary educational theory and practice, educational philosophy, and historical context around American education. Students will examine important issues facing the educator in a complex society by clarifying attitudes and values of different educational approaches in order to enable each candidate to attain a more comprehensive perspective of his/her profession and professional responsibility.

**EDM 528 - CURRICULUM DESIGN AND ASSESSMENT (3)**

This course applies principles and strategies for effective middle/secondary teaching. Candidates will study methods of research and assessment including Kentucky's Common Core State Standards and state assessment process. Course content will address varied assessment procedures including testing, measurement, and statistics.

**EDM 530 - ACTION RESEARCH (3)**

This course emphasizes action research in the classroom. Candidates will be introduced to action research and will apply action research methods in a classroom setting using data collected during the current semester. They will develop a final project to share their research findings.

**EDM 535 - SUPERVISED TEACHING EXPERIENCE (6)**

This class is designed for MAT candidates in the Traditional Program who are engaged in the student teaching experience. It utilizes a seminar format where candidates share their actual teaching experience and finalize their professional portfolio. Candidates observe, participate, and gain actual teaching experience under the direction of the cooperating teacher and the supervisor of student teaching. Candidates will complete a full semester assignment, which is comprised of 15 weeks, which is a non-paid teaching experience.

**EDM 536 - MENTORED TEACHING I (3)**

Option 6 candidates who have a teaching position participate in this class which utilizes a seminar format. Candidates will be mentored by an experienced teacher who will model and demonstrate effective skills in working with students, serve as a mentor/coach, and assist TMC faculty in monitoring the progress of the candidate's teaching skills. This section of Mentored Teaching occurs during the first semester of the program for Track I candidates and provides additional time with an experienced MAT faculty member to reflect upon their teaching experience and to practice effective teaching strategies.

**EDM 537 - MENTORED TEACHING II (3)**

This is a continuation of the mentored teaching experience for Option 6 candidates in Track I who are in their final semester who are continuing their teaching positions. Candidates continue to be mentored by an experienced teacher who will model effective teaching skills, serve as a mentor/coach, and assist TMC faculty in monitoring the progress of the candidate's overall effectiveness as a teacher. This section of Mentored Teaching occurs during the final semester of the program for Option 6 candidates and provides additional time with an experienced MAT faculty member to reflect upon their teaching experience and to continue practice of effective teaching strategies.

**EDM 551 - FIELD STUDIES COMPONENT (2)**

This is a practicum course and provides practice in planning and implementing instructional strategies with middle/secondary level students. Requires 30 hours of clinical experience.

**COURSES OF INSTRUCTION: MASTER OF EDUCATION**

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**EDM 611 - INSTRUCTIONAL LEADERSHIP IN SCHOOLS FOR DIVERSE POPULATIONS (3)**

In this course, the teacher leader candidates will study the foundations of school/district leadership and how effective leaders address issues related to race, gender, sexual orientation, social class, socio-economic status, disability, and/or language, in order to transform schools and districts in ways that serve the interests of all students.

**EDM 612 - STANDARDS AND REFORM IN EDUCATIONAL LEADERSHIP (3)**

This course explores the historical and current standards of reform in educational leadership. Throughout the course, candidates will examine how reforms in educational leadership stress the ways in which teachers can work collaboratively to build a shared vision and a supportive culture that identifies common school-wide goals while simultaneously monitoring and evaluating the progress of these goals.

**EDM 621 - EDUCATIONAL CHANGE AND EFFECTIVENESS (3)**

This course explores how teacher leaders can be catalysts for change by deepening their knowledge about educational policy and affecting change in diverse school settings. This course considers how broader trends affect the structure and purpose of educational systems, how changes within education affect the wider society, how systems of schooling themselves change, and the prospects for planned change within systems of schooling. Finally, this course will discuss the framework for professional learning communities, systematic change, and effectiveness through a review of literature.

**EDM 622 - RESEARCH IN EDUCATIONAL ISSUES: CONTEMPORARY PERSPECTIVES (3)**

In this course, students will explore how educational research is performed, interpreted, and applied to revise/improve instruction. In professional learning communities, students will collect and analyze educational data to improve student achievement or address key issues within a school.

**EDM 631 - CURRICULUM DESIGN AND ASSESSMENT FOR ALL LEARNERS (3)**

This course reviews the research and implementation of curriculum and assessment design principles for teacher leader candidates. Through this course, teacher leader candidates will understand how to evaluate curriculum for quality, accuracy, and effectiveness.

**EDM 632 - TRANSFORMING SCHOOLS AND CLASSROOMS FOR 21st CENTURY SKILLS (3)**

This course reviews the most current research in the area of 21st Century Skills, teacher leadership development, curriculum development, and student learning. It will provide candidates with current models, techniques, and processes recommended by leaders in school reform to create effective change in schools.

**EDM 633 - CONDUCTING ACTION RESEARCH IN CLASSROOMS (3)**

The primary focus of this course is to implement and complete action research from a practitioner's point of view. In this course, through action research, teacher leader candidates will design, adapt, and deliver action research projects to address diverse student learning strengths and needs and create opportunities for candidates to demonstrate their learning in various ways.

**EDM 634 - CONTENT LITERACY AND NEW MEDIA IN EDUCATION (3)**

In the 21st Century students need to develop new literacy skills to be college and career ready for our evolving global economy. In this course, teacher leader candidates will critically examine and analyze the way media and information literacies influence student understanding of content. This course will allow the teacher leader candidates to have a critical media literacy education that provides a framework for the multiple forms of new literacy needs for living, working and citizenship in the 21st century.

**EDM 651 - INTEGRATING 21st CENTURY SKILLS IN THE CLASSROOM: CONTENT AND SKILLS DEVELOPMENT (3)**

This course provides teacher leader candidates the practical skills needed to learn about current educational technologies that aid in developing 21st Century Skills. Teacher leader candidates in this course will learn about ways to use and integrate technology in classrooms for delivery of instruction, assessment, and feedback.

**EDM 652 - INTEGRATING 21st CENTURY SKILLS IN THE CLASSROOM II: INTEGRATION PROCESSES AND TECHNIQUE (3)**

This is a second course in a sequence to address 21st Century Skills integration in classrooms. The primary focus of this course is for teacher leader candidates to learn to integrate and implement age/grade appropriate educational technologies in classrooms.

**EDM 661 - INDEPENDENT STUDY (3)**

This course assists the teacher leader candidate with the opportunity to develop and master skills to address needs for their professional growth in any of the following areas: content, foundations, procedures, application, or analysis. This course should have a direct impact on student learning or school improvement. The candidate consults with the faculty advisor in order to develop a plan of action that supports both the professional growth plan and/or the capstone project.

**EDM 662 - INDEPENDENT STUDY (3)**

This course assists the teacher leader candidate with the opportunity to develop and master skills to address needs for their professional growth in any of the following areas: content, foundations, procedures, application, or analysis. This course should have a direct impact on student learning or school improvement. The candidate consults with the faculty advisor in order to develop a plan of action that supports both the professional growth plan and/or the capstone project.

**EDM 701 - CAPSTONE PROJECT IN ASSESSMENT, REFORM, AND 21st CENTURY SKILLS (3)**

The capstone project is a reflection of teacher leadership candidate skills he or she has developed through the course of the Teacher Leader Masters in Education program. It provides the opportunity for teacher leader candidates to apply the knowledge they have gained and conduct an original project over a period of time that showcases the concepts and skills that you have acquired as a Teacher Leader.

## COURSES OF INSTRUCTION: ENGLISH

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### **ENG 100 - BASIC COMPOSITION (0)**

A course designed to strengthen basic skills in syntax, grammar, punctuation and spelling. Students will build on these basic skills by planning, writing, and revising essays, and experiencing writing and reading as a multi-step process. In short, this course provides instruction and practice in the fundamental writing skills required in college, emphasizing written assignments that employ critical thinking to support synthesis analysis and argument. Instructors require a minimum of 3 formal essays across the semester.

### **ENG 106 - FUNDAMENTALS OF BUSINESS AND ACADEMIC WRITING (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

Students will develop academic and business writing skills. The course will emphasize effective writing and communication skills needed in academic and professional settings. Students will learn to create concise, professional documents for internal and external stakeholders. Legal and ethical standards for business and academic writing, including plagiarism, writing with integrity, and using bias-free language will be covered. Cross-listed as BUA 106.

### **ENG 150 - LITERATURE, WRITING AND RESEARCH (3)**

Core Area: English 150

A reading and writing intensive course topical in nature, with multiple topics offered each semester. The course invites students to explore literature as a meaningful and complex expression of human experience. Students will learn to identify literary strategies and to articulate critical issues raised by texts. An integral component of the course will be a research essay incorporating MLA format.

### **ENG 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **ENG 210 - INTRODUCTION TO LITERARY STUDIES (3)**

Course Requirement: English or English-Secondary Education students.

Core Area: Upper Level English

A course taken during the first-year. Students will develop multiple strategies for reading and interpreting a variety of literature, including poetry, short stories, novels, and reflective essays; analyze styles, genres, themes, trends, and rhetorical devices; explore the cultural forces and historical contexts that surround literary works; learn to apply an understanding of literary elements and theory; enhance invention, writing, research and citation skills; and contemplate the nature of English as an academic discipline.

### **ENG 212 - ADOLESCENT LITERATURE FOR TEACHERS (3)**

Prerequisite: EDU 201

Core Area: Upper Level English

A reading- and writing-intensive course focusing on developing strategies for reading and analyzing adolescent literature, and for teaching such material in middle school contexts with a strong focus on pedagogical strategies and curricular development. \*This course is required for Education Middle School majors with an English-Communication teaching specialty. Due to the emphasis on pedagogy, this course is not recommended for students fulfilling English core requirements. Cross-listed as EDU 212.

### **ENG 227 - MYTHOLOGY AND LITERATURE (3)**

Core Area: Upper Level English

An examination of selected literature for the purposes of exploring the mythologies of various cultures and examining the use of myth in various texts. It is not a Mythology course, per se, but instead explores how writers weave ancient myth and mythical patterns within more modern texts to create complex webs of meaning and association. The course might include works by writers such as Milton, Keats, Joyce, Welty, Bellow, Updike, and many others.

### **ENG 229 - AFRICAN-AMERICAN LITERATURE (3)**

Core Area: Upper Level English

An examination of selected readings from the literature of African-American culture, including fiction, theatre, essays, songs, poetry, and folklore. The course may utilize selections from African and American folklore and mythology, slave spirituals, nineteenth century escape narratives and literature, the writings of the 1920's Harlem Renaissance, and contemporary works.

**ENG 235 - CLASSIC SCIENCE FICTION (3)**

Recommended Prerequisite: ENG 150

Core Area: Upper Level English

A focus on the short stories of the heyday of the genre, when science fiction progressed from the tradition of the action-adventure story all the way to the serious musings of speculative fiction. It will investigate the subject matter of science fiction: artificial intelligence, aliens, space exploration, futuristic societies, and the dangers of technological development. Here in the 21st century, technology is growing at an amazing pace, transforming our world almost daily. The course will examine questions such as: Has the body of literature known as Science Fiction been able to predict the future? What ideas and expectations did the science fiction writers from the 20th century have, and how many of these ideas have come to fruition?

**ENG 242 - FILM AND THE NOVEL (3)**

Core Area: Upper Level English

Students will study how to read a film, with particular emphasis on the art of translation of novels into films. Students explore the relationship between two highly developed art forms, through critical reading and comparison.

**ENG 244 - NATIVE AMERICAN LITERATURE (3)**

Core Area: Upper Level English

An introduction to Native American studies by means of contemporary Native American writing: fiction, poetry, and non-fiction. The course focuses on the long oral Native American tradition and how contemporary writers have translated it into the written word.

**ENG 250 - LITERATURE, WRITING, & RESEARCH II (3)**

Prerequisite: ENG 150

Core Area: Upper Level English

A reading and writing intensive course that invites students to explore literature as a meaningful and complex expression of human experience. This course builds upon critical thinking, research, and writing skills initiated in ENG 150. Readings will serve as a catalyst for composition, and students will apply composition and analytical skills in multiple writing assignments, including one or more research projects in which they apply and demonstrate mastery of academic documentation format. Texts will be selected by the individual instructor.

**ENG 255 - SPECIAL TOPICS (3)**

Core Area: Upper Level English

Writing-intensive topical literature courses will be offered under this number as English electives.

**ENG 255CW - SPECIAL TOPICS: CREATIVE WRITING (3)**

Core Area: Upper Level English

Creative writing courses will be offered under this number as English electives.

**ENG 260 - THE VIETNAM WAR IN LITERATURE AND FILM (3)**

Core Area: Upper Level English

A writing-intensive literature elective that provides a focused study of some of the best literature written by Vietnam Veterans (American and Vietnamese), and of major motion picture and documentary depictions of the Vietnam War. The course will begin with a historical overview of the Vietnam conflict, and while this will not be a Vietnam history course, students will be expected to understand major related historical and political events of the era. We will examine a variety of personal perspectives in literature, poetry, and memoir, and explore the changing cultural responses to the war as reflected in Hollywood's uses of the Vietnam conflict in selected feature films. The course will stress class participation, discussion, and thoughtful reflection and analysis through journal writing, essays, oral reports, and a research project.

**ENG 262CW - Creative Writing: Nonfiction (3)**

Core Area: Upper Level English

This course fulfills a writing workshop requirement for upper-level English majors in the creative writing track. It also serves as an English or Fine Arts Core Requirement for non-majors. The curriculum is designed for students who already have some experience in fiction-writing. Students with limited experience in creative writing and a strong interest in fiction-writing techniques may be interested in the course as well.

In a workshop atmosphere, students will fine-tune revising and editing skills for their original creative nonfiction manuscripts. The course will also introduce students to a variety of creative nonfiction styles and formats. The course is very writing-intensive, and includes original manuscripts, critiques, reviews, creative exercises, and readings in creative nonfiction. As a final project, students will create a collection of their creative nonfiction manuscripts.

### **ENG 264CW – SCIENCE FICTION AND FANTASY CREATIVE WRITING WORKSHOP (3)**

Core Area: Upper Level English

This is a guided creative writing instruction and workshop class in imaging, planning, and writing works of fantasy or science fiction. Much of the course will be conducted as a creative writing workshop, though we will also read sample works by professional writers and examine them from a writer's perspective, with particular attention to structure, plot, character development, and other problems associated with writing imaginative works in this genre.

### **ENG 270CW - CREATIVE WRITING SURVEY (3)**

Core Area: Upper Level English & Fine Art

In a studio-oriented atmosphere, students will explore a range of creative writing genres including poetry (free verse, "slam," "poetry," and traditional forms), flash fiction and short story, song lyrics and dramatic scene writing. The course will also emphasize special stylistic techniques and aesthetics that inform specific expressive genres. Class sessions will emphasize invention activities and feature interactive workshops about drafts in progress. Students will read and discuss examples of "classic" and "popular" literature with an eye toward aesthetic value-how does its content work technically and why is it circulating among hundreds of people? This course fulfills either a fine arts or upper level literature and writing requirement for the core.

### **ENG 277 - APPALACHIAN AND KENTUCKY WRITERS (3)**

Recommended prerequisite: ENG 150.

Core Area: Upper Level English

Literature written by Kentucky and Appalachian writers, as well as literature about those places will be the focus of this course. Through study of this regional literature, students will learn about the history of Appalachian migration and settlement; the influence of coal mining and other industry on local people; oral traditions, folklore, and folk arts; music and dance culture; food, spirituality, and domestic living. Students will also discuss Kentucky and Appalachian stereotypes and conflicts of identity.

### **ENG 278 - ENVIRONMENTAL LITERATURE (3)**

Recommended pre-requisite: ENG 150 or equivalent.

Core Area: Upper Level English

Students will explore the changing face of nature through diverse genres in creative and academic writing. Students will examine interpretations of people existing within nature, analyzing themes of conquest, victimization, biodiversity, inspiration, social justice, adventure and enlightenment. Literary and rhetorical concepts emphasized, along with a general appreciation for the natural environment. The curriculum will include some experiences with field study, artistic creation and ecocriticism. Authors include, but are not limited to, Leopold, Muir, Carson, Emerson, Thoreau, Louv, Schlosser, Williams, Kingsolver, Bartram, Dillard, and others.

### **ENG 298 - ENGLISH INTERNSHIP (variable credit)**

An on- or off campus experience, often in a business, usually in a position requiring the use of written communications or research skills.

### **ENG 300 - INDEPENDENT STUDY (3)**

Independent study courses are student initiated and based on interest and ability with direct supervision of an English Department faculty member. Topics may include writing, creative writing, linguistics, or literature.

### **ENG 304 - EFFECTIVE BUSINESS WRITING (3)**

Prerequisite: BUA 301

Core Area: Upper Level English

A course to improve writing skills in business situations, emphasizing the application of business principles in a diverse workplace. Cross-listed as BUA 305. This course does NOT fulfill the English core requirement.

### **ENG 305CW - PLAYWRITING I (3)**

Core Area: Upper Level English

Students will study dramatic structure and pay special attention to the one act play form. Students will write a playlet with a view toward production in Playwright's Lab. As a final project the student is expected to write a more fully developed one act play, either an original or an adaptation from another literary form. This course can be used to fulfill the upper level English core requirement or the fine arts requirement. Cross-listed with THR 305.

### **ENG 310 – THEORETICAL APPROACHES TO LITERATURE (3)**

Prerequisite: ENG 210 or permission of the instructor

Course Requirement: English majors/minors and Secondary Education majors only

This course will offer students an opportunity to create reflective analysis of canonical texts with an emphasis on the study and application of literary theory. Course work will include discipline-based writing and research.

### **ENG 320 - RHETORICAL GRAMMAR (3)**

Prerequisite: ENG 150

Core Area: Upper Level English

An advanced writing course to help students develop stylistic maturity in their own writing by examining grammatical structures and making intentional rhetorical choices. Topics include subordination, coordination, clauses and phrases, sentence structure, cohesion, rhythm, and mechanics. This course will be helpful for all majors.

### **ENG 322CW - CREATIVE WRITING: POETRY (3)**

Core Area: Upper Level English

An introduction to the process of creative writing, concerned primarily with the craft of writing poetry, in a workshop fashion with in-class writing, critiques, discussion, and selected creative writing exercises. The course may be repeated for credit, with permission of the instructor. This course fulfills either a fine arts or upper level literature and writing requirement for the core.

### **ENG 323CW - CREATIVE WRITING: FICTION (3)**

Core Area: Upper Level English

An introduction to the process of creative writing, concerned primarily with the craft of writing fiction, in a workshop fashion with in-class writing, critiques, discussion, and selected creative writing exercises. The course may be repeated for credit, with permission of the instructor. This course fulfills either a fine arts or upper level literature and writing requirement for the core.

### **ENG 324CW - WRITING FOR PUBLICATION MARKETS (3)**

Prerequisite: ENG 270CW, ENG 322CW, or ENG 323CW, or permission of instructor

Core Area: Upper Level English

The curriculum features methods for researching publication markets, providing revision-oriented feedback on drafts and submitting manuscripts in a wide variety of genres represented by publication markets. Includes opportunities to engage with editors, publishers, authors and other writing professionals. This course (with instructor permission) may also serve as experiential learning credit in the English Department. Fulfills fine arts or English requirement for all students. Highly recommended as a workshop for English/creative writing majors.

### **ENG 328CW - PRACTICE OF MEMOIR (3)**

Prerequisite: At least two upper-level (200 or above) English courses, or permission of instructor

Memories, "abiding images," family stories, reflection on the relationship between current and past experiences – and future lives – these are the raw materials for memoir. This course invites writers to mine their own lives for the stuff of literature, and to develop personal stories into engaging, insightful creative nonfiction pieces. We will discuss and analyze a variety of published memoirs and craft essays, explore writing and revision activities both in and out of class, and engage in intensive discussion of each other's writing. This hands-on, "learning-by-doing" course cultivates attentiveness and other critical abilities related to reading, writing, revising and discussing creative nonfiction (and identify and evaluate the aesthetic

qualities of various memoir examples, utilizing genre-specific devices in the occasional poem) as an impactful resource across cultures and disciplines. Students will draft various memoir forms, writing both in and out of class, and sharing our pieces during informal read-arounds and in workshops. Students will respond to each other's work both verbally and in writing. Finally, students will also reflect on their own writing growth and goals, as well as the memoir's capacity to teach people about their own lives and the powerful sense of value shaping the lives of others. Option for graduate credit.

### **ENG 329CW – CREATIVELITERATURE PEDAGOGY AND EXPRESSIVE ARTS PROGRAM DESIGN FOR THE HUMANITIES (3)**

Prerequisite: Either two English Creative Writing courses at the 300-level or two Education courses at the 300-level or permission of instructor

This course examines practical and theoretical models related to teaching creative writing and various literary and expressive arts exercises as a learning tool in humanities-based courses. Students will also explore ways to design and implement a variety of expressive arts program models in the educational and wider community. This course provides flexible options for projects and assignments. Students will also engage with local and regional artists in a conversational setting. Option for graduate credit.

### **ENG 331 - SHAKESPEARE (3)**

Core Area: Upper Level English

Students will study Shakespeare's work, including tragedies, comedies, histories, narrative poems, and sonnets. Elizabethan English and some history of Shakespeare's life and times will also be covered.

### **ENG 343 - AMERICAN LITERATURE TO 1865 (3)**

Core Area: Upper Level English

An upper level period course that provides an intense study of American literature from the Colonial era to the Civil War, with a special focus on the inter-relatedness of social issues in early American history, society, and their thematic echoes and explorations in American literature. The course will examine major literary movements and trends of the 18th and 19th centuries, and writers such as Bradstreet, Paine, Franklin, Jefferson, Cooper, Hawthorne, Melville, Poe, Emerson, Thoreau, Whitman, Stowe, Lincoln, and others, with a special focus on the roots of African-American literature, including slave narratives, escape tales, folklore, and protest writings.

### **ENG 344 - AMERICAN LITERATURE 1865 TO 1950 (3)**

Core Area: Upper Level English

An upper level period course that provides an intense study of American literature from the Civil War to 1950, including a focus on major literary movements of the 19th and 20th century including Realism, Naturalism, and Modernism. Writers studied may include: Dickinson, Twain, Norris, Chopin, Bierce, Crane, James, Wharton, Fitzgerald, Hemingway, Faulkner, Steinbeck, O'Neil, Dos Passos, Frost, Stevens, Wright, Hurston, O'Connor, Welty, Williams, West, and others.

### **ENG 345 - CONTEMPORARY AMERICAN LITERATURE (3)**

Core Area: Upper Level English

An advanced period course that provides an overview of major American authors since WWII, with a focus on how they respond in their art to significant issues facing contemporary American society. The course will develop an understanding of contemporary literary trends, such as the "Beat" writers of the 1950's, and Post-Modern literary experiments such as meta-fiction, the "new journalism," and "magical realism," as well as the continuing traditions of realism and naturalism.

### **ENG 346 - AMERICAN NOVEL (3)**

Core Area: Upper Level English

A general survey of representative American novels from 19th century to the present. Works will be chosen from major writers such as Cooper, Hawthorne, Melville, Crane, Twain, Chopin, James, Norris, Cather, Wharton, Lewis, Hurston, Dreiser, Faulkner, Hemingway, Fitzgerald, Steinbeck, Heller, Ellison, Baldwin, Porter, Bellow, Welty, Gordon, Vonnegut, Updike, DeLillo, Walker, Morrison, Momaday, Silko, Kingston, Smiley, and others.

### **ENG 347 - ENGLISH NOVEL (3)**

Core Area: Upper Level English

A survey of the English novel and its development as a new genre (beginning mid Eighteenth century). It will include representative novels from over two centuries up to the present, selected from writers such as Sterne, Defoe, Fielding, Smollett, Austen, Bronte, Dickens, Eliot, Hardy, Conrad, Woolf, Lawrence, Cary, Naipal, Forester, Waugh, Murdoch, Burgess, and Fowles.



**ENG 355 - SPECIAL TOPICS (3)**

Core Area: Upper Level English

Special topics courses are offered periodically for topics not included in the established curriculum.

**ENG 364CW - WRITING THE NOVELLA (3)**

Core Area: Upper Level English

This course will be a guided creative writing experience in imaging, planning, and writing a novella-length work of serious fiction. Most of the course will be conducted as a creative writing workshop, though we will also read a sample novella and examine it from a writer's perspective, with particular attention to structure, plot, character development, and other problems associated with writing a longer work of fiction.

**ENG 371/372 - DEVELOPMENT OF DRAMA I, II (3, 3)**

Core Area: Upper Level English

An intensive study of the development of the drama from Aeschylus to Ibsen. Part I will cover drama from Greek times through the Renaissance exclusive of Shakespeare. Part II will cover drama from the seventeenth century to Ibsen. Development of Drama I is required of English-Secondary Education majors.

**ENG 376 - MODERN DRAMA (3)**

Core Area: Upper Level English

A course designed to acquaint the student with the directions being taken by important contemporary dramatists. The course deals with Twentieth Century Realism and Expressionism through the more recent developments in Existentialist and Absurdist drama.

**ENG 381 - ENGLISH LITERATURE TO 1660 (3)**

Core Area: Upper Level English

An investigation of the development of literature that began with the Anglo-Saxon oral tradition. Students will read major works of Old English Verse such as *Caedmon's Hymn* and *Beowulf*, and read through the onset of Middle English Literature, the language of *Chaucer's Canterbury Tales*, and major writers of the 16<sup>th</sup> and 17<sup>th</sup> centuries ending with the English Restoration.

**ENG 382 - ENGLISH RESTORATION THROUGH ROMANTICS (3)**

Core Area: Upper Level English

Students will study the development of English literature beginning with the Jacobean era in 1603, reading playwrights (including late Shakespeare), poets, novelists, and satirists of the 17th and 18th century, concluding with the early Romantics such as Blake, Wordsworth, and Coleridge. Required of English majors

**ENG 383 - ENGLISH ROMANTICISM (3)**

Prerequisite: ENG 150

Core Area: Upper Level English

Students will study selected works of major British writers of the Romantic era of the late 18th and early 19th centuries in order to more fully comprehend "Romanticism" and appreciate the manner in which authors confronted the problems they felt central in life and in art. This course is recommended for Sigma Tau Delta members, as a course in which a conference paper could be developed. It is an elective for non-majors and English majors and is especially valuable for those considering graduate school and the Graduate Record Exam (GRE).

**ENG 384 - NINETEENTH CENTURY ENGLISH LITERATURE (3)**

Core Area: Upper Level English

Students will complete an intensive study of Late Romantic and Victorian writing. This course begins with the later Romanic authors, continues with major works of the great Victorian novelists and poets, and concludes with the more revolutionary writing of the fin-de-siècle. Required of English majors.

**ENG 385 - TWENTIETH CENTURY ENGLISH LITERATURE (3)**

Core Area: Upper Level English

Literature of modernity and postmodernity is studied. E. M. Forester, Virginia Woolf, James Joyce, and T. S. Eliot usher in the period of modernity that lasted through WWII. Other writers such as Derek Walcott, Ted Hughes, Chinua Achebe, Tom

Stoppard and Seamus Heaney respond to the social and political displacement in the post-war years through the dissolution of the Empire. Required of English majors.

### **ENG 386 - CONTEMPORARY BRITISH LITERATURE (3)**

Core Area: Upper Level English

This course offers students a study of the most recent generation of writers in the British literature tradition and thereby completes the comprehensive range of surveys in English Literature. The curriculum is designed for students interested in literature written by contemporary authors—authors who, in relation to canonical literature, are either recently established or emerging. While several of these writers are indeed indigenous to England, others write from and about regions formerly recognized as territories of the British Commonwealth: Australia, the Caribbean, India, Pakistan, South Africa, and West Africa. Decolonized only within the last several decades, each of these regions has become the site for the development of complex literary traditions.

### **ENG 400 - INDEPENDENT STUDY (3)**

Independent study credit is offered when students wish to explore a specific issue of English literature or writing that falls outside the parameters of the established departmental curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

### **ENG 401 - DIRECTING I (3)**

Prerequisite: THR 105, 205, 207.

An introduction to the craft of directing, with particular emphasis on script analysis. Students will develop a methodology for reading and interpreting scripts, and explore the means of realizing a play's interpretation on stage by examining staged works. Cross-listed as THR 401.

### **ENG 405 - ENGLISH SENIOR SEMINAR (3)**

Course Requirement: English and English-Secondary Education students.

A seminar focusing on the knowledge and application of literary research and theory. It includes the study of several challenging works chosen from writers such as Milton, Joyce, James, Eliot and others. Required of English majors.

### **ENG 424CW - ADVANCED CREATIVE WRITING (3)**

Prerequisite: ENG 322, 323.

The curriculum is designed for students who have already produced a substantial amount of creative work, and who are interested in learning about the publication process. Other students with significant experience in creative writing may add the course with the instructor's permission. This course fulfills a writing workshop requirement for upper level English majors in the creative writing track. The course may be repeated for credit, with permission of the instructor. This course fulfills either a fine arts or upper level literature and writing requirement for the core. Required in the Creative Writing concentration.

### **ENG 449 - THE SOUTHERN RENAISSANCE (3)**

An overview beginning with the ante and post bellum cultural and philosophical roots of 1930's literary Renaissance in the American South, continuing through to contemporary southern writers. Readings selected from authors such as Faulkner, Tate, Wolfe, Welty, Warren, Wright, Williams, Hurston, Ellison, O'Connor, Capote, Porter, Gaines, Dickey, Walker, Styron, Percy, Barth, Gilchrist, Price, and others.

### **ENG 455 - ADVANCED SPECIAL TOPICS (3)**

An intense, focused study of a topic of special interest to the faculty, usually requiring extensive reading and research.

### **ENG 455CW - ADVANCED SPECIAL TOPICS: CREATIVE WRITING (3)**

An intense, focused study of a topic of special interest to the faculty.

### **ENG 475 - SHAKESPEARE'S COMIC IMAGINATION (3)**

An intense immersion into Shakespeare's major romantic and "problem" comedies. The course focuses on how Shakespeare bends the classic conventions of the genre of Comedy to his own ends to create a new dramatic form distinctly "Shakespearean." This is an advanced course for the English major and requires a significant amount of reading. It can be taken as an elective by any student. Taught in a seminar-like atmosphere, students will be expected to produce a research project incorporating scholarly criticism.

### **ENG 513 - YOUNG ADULT LITERATURE WRITING AND RESEARCH PART I (3)**

This course is designed to provide a survey of essential genres and elements of current young literature from 2010 – present and to determine common themes and varying complexity of works in preparation for ENG150/ENG255 Course development.

### **ENG 514 - YOUNG ADULT LITERATURE WRITING AND RESEARCH PART II (3)**

Prerequisite: ENG 513

Course Requirement: Graduate course for Teacher Credentialing

This course is designed to allow students to engage in research development and further text analysis of essential reading genres in order to develop course syllabi.

### **ENG 528CW - PRACTICE OF MEMOIR (3)**

Prerequisite: Graduate level student status in English or Education program track or by permission of instructor

Memories, “abiding images,” family stories, reflection on the relationship between current and past experiences – and future lives – these are the raw materials for memoir. This course invites writers to mine their own lives for the stuff of literature, and to develop personal stories into engaging, insightful creative nonfiction pieces. We will discuss and analyze a variety of published memoirs and craft essays, explore writing and revision activities both in and out of class, and engage in intensive discussion of each other’s writing. This hands-on, “learning-by-doing” course cultivates attentiveness and other critical abilities related to reading, writing, revising and discussing creative nonfiction (and identify and evaluate the aesthetic qualities of various memoir examples, utilizing genre-specific devices in the occasional poem) as an impactful resource across cultures and disciplines. Students will draft various memoir forms, writing both in and out of class, and sharing our pieces during informal read-arounds and in workshops. Students will respond to each other’s work both verbally and in writing. Finally, students will also reflect on their own writing growth and goals, as well as the memoir’s capacity to teach people about their own lives and the powerful sense of value shaping the lives of others.

### **ENG 529CW - CREATIVE WRITING PEDAGOGY AND EXPRESSIVE ARTS PROGRAM DESIGN FOR THE HUMANITIES (3)**

Prerequisite: Graduate level student status in English or Education program track or by permission of instructor

This course examines practical and theoretical models related to teaching creative writing and various literary and expressive arts exercises as a learning tool in humanities-based courses. Students will also explore ways to design and implement a variety of expressive arts program models in the educational and wider community. This course provides flexible options for projects and assignments. Students will also engage with local and regional artists in a conversational setting. Option for graduate credit.

### **ENG 548 - LINGUISTICS FOR TEACHERS (3)**

Course Requirement: Graduate course for Teacher Credentialing

An introduction to the phonology, morphology, and syntax, as well as the psycholinguistics and sociolinguistics of language. The traditional grammar of English is also reviewed. Required of all majors and emphases in teaching English.

### **ENG 583 - ENGLISH ROMANTICISM (3)**

Students will study selected works of major British writers of the Romantic era of the late 18th and early 19th centuries in order to more fully comprehend “Romanticism” and appreciate the manner in which authors confronted the problems they felt central in life and in art. Graduate students will be expected to complete a research paper as well as a collection of materials related to potential curriculum development.

## **COURSES OF INSTRUCTION: ENVIRONMENTAL SCIENCE**

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### **ENV 214 - ENVIRONMENTAL SCIENCE (4)**

#### **ENV 214L - ENVIRONMENTAL SCIENCE LABORATORY**

Core Area: Natural Science

Course requirement: Environmental Science majors

The core course for environmental science majors, which provides an interdisciplinary approach to the study of human impacts on local, regional, national, and global environments. Both the lecture and laboratory work stress solutions to environmental problems. Laboratory techniques and survey of literature basic to further study in environmental science are emphasized.

### **ENV 215 - CURRENT TOPICS AND METHODS IN ENVIRONMENTAL SCIENCE (3)**

Prerequisite: BIO 101, BIO 102

Designed to review the broad range of topics that fall under the field of environmental science. Further, the course covers basic experimental design and sampling methods in the field of environmental science. It complements ENV 214 and combines ideas from the natural sciences (biology, chemistry, and geology) and the social sciences (economics, politics, and ethics) to obtain a general notion of how natural systems function and what our role in these systems should be.

### **ENV 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **ENV 316 - ENVIRONMENTAL GEOSCIENCES (3)**

Prerequisite: BIO 101, BIO 102; ENV 214

A study of the natural processes that have shaped the Earth, including those that occur in the Earth, on its surface, and within the atmosphere and oceans. The study of how humans interact with these processes; i.e. the impact of human activities on the environment and the environment's impact on human activities. The study of how human activities modify the natural environment, including pollution, global warming, water resources, soils, and mineral resources. The study of geologic time as it relates to human time scales vs. the rates of geologic processes and how these different time frames affect our perception of human influence on the earth.

### **ENV 400 - INDEPENDENT STUDY AND RESEARCH (1-4)**

Students can earn credit in an independent study supervised by a departmental faculty member. This course is recommended for juniors and seniors.

## **COURSES OF INSTRUCTION: ETHICAL LEADERSHIP**

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### **ELS 115 - INTRODUCTION TO LEADERSHIP PRACTICES (3)**

This course introduces the core elements that comprise leadership, the internal workings of the organization from a leadership perspective, and in-depth review of the major concepts, elements, and terminology of leadership. Students will engage in discussions and review of current literature pertaining to leadership and ethical behaviors.

### **ELS 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **ELS 210 - PRACTICUM (1)**

Course Requirement: Sophomore standing

This one-credit practicum will prepare students to engage ethical leadership with a more in-depth perspective and understanding.

### **ELS 230 - LODGING OPERATIONS AND RESORT OPERATIONS (3)**

Prerequisite: ACC 101

Examines the day to day operation of a lodging facility including the systems necessary in today's fast paced business environment. Topics covered include: reservations, front office reservations, managing the guest experience, hotel accounting, security, safety and housekeeping, as well as issues related to coordination with other hotel departments.

### **ELS 250 - LOGISTICS (3)**

Operational issues, management techniques and technology applied to distribution operations. Focus is on the integration of logistics operations of all firms within the supply chain. This course will cover the management of commercial air, truck, rail and water transportation, including the history of transportation, regulation, Department of Transportation (DOT) guidelines, tariffs, hazardous materials handling, routing and warehousing.

### **ELS 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**ELS 270 - MEETING AND CONVENTION PLANNING (3)**

Overview of the meeting and conventions industry from both supplier and buyer sides will be explored. The course will investigate venues and terminology as well as the management necessary to orchestrate successful group functions. This course will discuss the roles of convention and visitors bureaus, destination management companies, service contractors and accommodations.

**ELS 302 - ETHICAL LEADERSHIP BIOGRAPHY (3)**

Biographies provide an opportunity to examine ethical leadership, or the lack thereof, in real-world scenarios. This course examines public figures and the decisions they make within an ethical framework. Additionally, the leadership styles of the figures studied will be analyzed.

**ELS 315 - LEADING CHANGE (3)**

Prerequisite: ELS 115

Every organization needs individuals who are able to lead change. The purpose of this course is to educate students in the skills and knowledge needed to lead organizational change. Students will be required to complete an organizational change initiative.

**ELS 325 - LEADERSHIP AND IDENTITY (3)**

Identity information is a building block for leadership style and growth. This course will examine cultural constructs and intersectionality connected to identity formation. Students will have the opportunity to reflect on their own identity formation with particular emphasis on personal values and leadership style.

**ELS 330 - REVENUE MANAGEMENT (3)**

Prerequisite: ELS 230; CIS 111

Overview of revenue management for the hotel industry including both the analytical skills and the practical techniques used in the industry today. Hotel revenue management is a systematic process for the purpose of increasing revenue by monitoring demand and apply appropriate selling strategies to a perishable product.

**ELS 350 - SUPPLY CHAIN MANAGEMENT (3)**

Prerequisite: ELS 250

Focuses on all facets of supply chain management including customer service, business to business e-commerce, location analysis, and just-in-time inventory systems.

**ELS 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**ELS 370 - EVENT AND MEETING OPERATIONS (3)**

Prerequisite: ELS 270

This course deals with the issues and topics necessary for the management of meetings and conventions. Topics of discussion will include meeting site selection, planning functions, program planning, budgeting, housing, food and beverage arrangements, transportation, and actual management of the event as it unfolds. Evaluation of the event and venue will also be discussed.

**ELS 390 - INTERNSHIP (1-3)**

Course Requirement: Junior Standing, 2.5 or higher cumulative G.P.A.

This course provides the student the opportunity for practical application of skills and concepts discussed in class in a real world setting. Student will assist in developing unique learning objectives that relate to their career goals. The project for this internship will concentrate on problem solving and critical thinking. The internship must be arranged during the semester prior to enrollments and must be approved by the supervising faculty and program director. Repeatable.

**ELS 420 - STRATEGIC LEADERSHIP (3)**

Prerequisite: ELS 115, ELS 315

The formulation, implementation, and evaluation of strategy in an important process that is critical to organizational success. Strategic leadership and specific course topics are addressed in a capstone format that promotes synthesis of previous courses.

**ELS 430 - LODGING SIMULATION (3)**

Prerequisite: ELS 330

Provides students with a managerial view of the lodging industry. The student will be exposed to the unique characteristics of managing a service-based lodging product that is delivered by a diverse employee profile as well as an equally diverse consumer profile. Fundamentally the course will develop an understanding of the human as well as financial and operational operations of a lodging firm and the decisions necessary to promote value creation. Some of the operational analysis will be achieved through simulation.

**ELS 450 - QUALITY PRINCIPLES IN LOGISTICS (3)**

Prerequisite: ELS 350

Review and study of Quality principles ranging from a history up to modern quality practices such as six sigma. Key issues will be explored including international standards such as ISO Quality Management Systems. Specific quality tools will be discussed. It will bridge fundamental subject areas such as strategy, organization, human factors and the need for data to make quality decisions.

**ELS 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**ELS 470 - TRADE SHOW OPERATIONS (3)**

Prerequisite: ELS 370

Covers the management of tradeshow and exhibitions, including design construction and execution. Logistics and management of the show itself will also be discussed along with risk management and current issues facing the industry. The topic will be examined from both a facility, planner and trade show manager's perspective as well as the benefits and value of the use of trade shows in marketing today.

**ELS 600 - FOUNDATION AND PRINCIPLES OF LEADERSHIP (3)**

Understanding the foundation and basic principles of leadership as an academic discipline is necessary for the application of ethical leadership. This course is the groundwork for further study in leadership.

**ELS 610 - GLOBAL LEADERSHIP (3)**

Prerequisite: ELS 600

This course examines leadership from a global perspective with a focus on the role culture plays in leadership formulation.

**ELS 620 - LEADERSHIP IN CULTURE AND ORGANIZATIONAL CHANGE (3)**

Prerequisite: ELS 600

Consulting and leading change are critical aspects of leadership. This course teaches students the skills needed to effectively design an efficient organization.

**ELS 630 - ETHICS FOR LEADERS (3)**

Prerequisite: ELS 600

This course will clarify major terms in ethical debate as well as a broad range of ethical theories, examining especially their strengths and weaknesses. Particular emphasis will be given to understanding how leaders influence the ethical thought and behavior of their followers. Cases will be explored to build the students' ethical imagination and ethical voice in confronting the challenges leaders face in a variety of groups and organizations.

**ELS 640 - STRATEGIC LEADERSHIP IN THE 21<sup>ST</sup> CENTURY (3)**

Prerequisite: ELS 600

Strategic Planning focuses on the formulation, implementation, and evaluation of an organization's planning process. Special attention is paid to the leader's role in the process.

**ELS 650 - PROJECT LEADERSHIP (3)**

Prerequisite: ELS 600

Project management focuses on initiating, planning, executing, controlling, and closing the work of a team to achieve specific goals and meet specific success criteria. Process improvement is analyzed in the course.

**ELS 660 - NON-PROFIT LEADERSHIP (3)**

Prerequisite: ELS 600

This course examines the skills required to effectively lead non-profit organizations. Special attention will be paid to strategy, fundraising, volunteer services, and mission and vision statements. An overview of financial tools to support operations will be explored.

**ELS 665 - RESEARCH METHODS (3)**

Prerequisite: ELS 600

Research methods will focus on a variety of skills needed to effectively conduct quantitative and qualitative research. The course will culminate with a significant research project designed in consultation with the student's faculty/employer input.

**ELS 670 - ORGANIZATIONAL TECHNOLOGY (3)**

Prerequisite: ELS 600

Technological advances impact almost every aspect of daily life. Leaders (students) must understand technology and how it can be used to benefit organizations. This course examines the role technology plays in organizational growth and message dissemination while improving organizational efficiency.

**ELS 680 - LEADERSHIP TRAINING AND DEVELOPMENT (3)**

Prerequisite: ELS 600

Organizations need competent and committed employees. Training and professional development are necessary aspects of continuous improvement within organizations. This course examines training and development techniques within a leadership framework.

**ELS 690 - LEADING A DIVERSE WORKFORCE (3)**

Prerequisite: ELS 600

A diverse workforce is needed for an organization to maximize its potential. This course examines the impact a leader can have on diversity within an organization. A review of the diversity climates and their impact on the workplace environment will be examined and critiqued.

**ELS 700 - LEADERS ROLE IN THE DESIGN OF QUALITY PRACTICES AND PROJECTS (3)**

Prerequisite: ELS 600

The capstone course provides an opportunity for students to conduct an employer-based research project and presentation or a faculty approved program initiative involving elements and functions of a dynamic leadership program. This should be taken in the student's last term.

**COURSES OF INSTRUCTION: EXERCISE SCIENCE**

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**EXS 105 - FOUNDATIONS OF EXERCISE SCIENCE (3)**

This course introduces the student to various workplace settings as well as the various certification and licenses available in the health and fitness industry. In addition, this course will provide an introduction to exercise program design through review of general principles for designing exercise programs.

**EXS 150 - PRINCIPLES OF HEALTH AND WELLNESS (3)**

This course is designed to assist students when making intelligent decisions throughout life in order to achieve an optimal level of wellness. Emphasis will be placed on the wellness concept and its relationship to fitness, nutrition, self-esteem, and stress management.

**EXS 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**EXS 224 - SPORT NUTRITION (3)**

This course covers the main aspects of nutrition as related to exercise and physical performance. These include the energy systems in exercise, nutritional aspects of substrate utilization (digestion, absorption, metabolism, etc.), assessment of

nutritional needs and diet modification. Dietary development for weight loss, body composition changes and performance will be covered from a nutritional view.

### **EXS 250 - KINESIOLOGY (3)**

This course provides the student with an understanding of the human musculoskeletal system's anatomy and kinetic function. Laws of mechanics are discussed as well as the application of physics to the movement of the human body.

### **EXS 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **EXS 260 - MOTOR LEARNING AND BEHAVIOR (3)**

Prerequisite: EXS 250

This course combines the elements of motor learning and behavior. Students will learn how motor skills are acquired, controlled and developed.

### **EXS 310 - PRINCIPLES OF BIOMECHANICS (3)**

Prerequisite: EXS 250 or BIO 211, MAT 124 or higher

This course introduces students to concepts of mechanics as they apply to human movement, particularly those pertaining to exercise, sport, and physical activity. The student should gain an understanding of the mechanical and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective.

### **EXS 320 - BIOMECHANICS (4)**

Prerequisite: PHY 121 and PHY 121L

Students in this course will use qualitative and quantitative analysis to understand the biomechanics of human movement. This course will focus on biomechanics in sports and how biomechanical evaluation can improve performance and prevent injuries. Through the use of videos, laboratory equipment and personal observations, students will learn to apply mathematical equations to various sports skills to develop an understanding of how the laws of physics affect performance. Linear and angular kinematics and kinetics will be applied to sport skills.

### **EXS 330 - SPORTS PHARMACOLOGY (3)**

Prerequisite: CHE 103, CHE 104, BIO 211, BIO 212

This course is designed to educate the allied health and exercise professional on the effects of prescription, non-prescription, performance-enhancing, and street drugs on the performance of physically active persons. In addition, banned drug lists from various national governing bodies will be discussed.

### **EXS 350 - TECHNIQUES IN STRENGTH AND CONDITIONING (3)**

Prerequisite: EXS 250

This course will provide students with the knowledge and skills necessary to design strength training and conditioning programs for individuals of all ages and health status. Proper exercise techniques and safety will be discussed for stretching, warm-up, resistance training, plyometrics, speed, agility, and endurance programs. The course will also address facility design, scheduling, policies and procedures, maintenance, and risk management concerns.

### **EXS 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **EXS 380 - EXERCISE ADAPTATIONS FOR FITNESS PROFESSIONALS (4)**

Prerequisite: CHE 103 or 111, 103L or 111L, 104 or 113, 104L or 113L; MAT 124 or higher.

Co-requisite: NSC209A or BIO212.

This course provides an overview of the physiological responses acute and chronic exercise training. Topics will include oxygen delivery and utilization, energy systems, training adaptations in different environments. We will also focus on the demands of exercise and how routine exercise (i.e., exercise training) affects health and performance. The lab portion of this class will focus on the standard measurements in exercise physiology. This course does not fulfill the exercise physiology requirement for exercise science majors.



### **EXS 400 - SPECIAL TOPICS (3)**

Prerequisite: EXS 350

This course is designed to introduce students to the American College of Sports Medicine (ACSM) guidelines for exercise prescription in special populations. Topics will include exercise prescription for cardiac patients, pulmonary patients, children, elderly, and pregnant women. The influence of medicines and medical conditions such as obesity and diabetes will also be addressed.

### **EXS 430 - EXERCISE PHYSIOLOGY WITH LAB (4)**

Prerequisite: BIO 212 and EXS 350

An in-depth survey of the neuromuscular, metabolic cardiorespiratory and hormonal responses to acute exercise and the physiological adaptations to chronic exercise. This course builds upon the foundational sciences of chemistry, anatomy, physiology, and physics. Topics will include oxygen delivery and utilization, energy systems, and training adaptations in different environments. We will also focus on how the metabolic neuromuscular, cardiovascular, and respiratory systems respond to the demands of exercise and how routine exercise (i.e., exercise training) modifies these systems, and the significance of these effects for health and performance. The lab portion of this class will focus on the standard measurements in exercise physiology.

### **EXS 455 - SPECIAL TOPICS (3)**

Current topics in sport performance, sports medicine, and fitness will be discussed through the lens of peer-reviewed literature.

### **EXS 460 - EXERCISE PRESCRIPTION (3)**

Prerequisite: EXS 350 and BIO 214

This course allows students to apply physiological concepts of exercise and develop various programs that will enhance metabolic, musculoskeletal, and cardiopulmonary systems throughout the lifespan. Topics will include health screenings, exercise risk assessment, methods of exercise testing, ergometer spirometer energy expenditure, and body composition.

### **EXS 480 - RESEARCH METHODS (3)**

Co-requisite: EXS 490

This course will introduce students to the basic concepts of research in the field of exercise science. Students should be able to apply these concepts to develop high quality healthcare research student and to evaluate research conducted by others. The course will provide the skills necessary to develop their research project requirement in EXS 491.

### **EXS 490 - PRACTICUM I (3)**

Co-requisite: EXS 380

This course provides the student with and initial clinical experience in the exercise science field. Students will be placed with a clinical preceptor (i.e. personal trainer, exercise physiologist, etc.) The clinical experience can take place in a variety of settings including but not limited to off-campus health clubs or fitness centers, on-campus locations, community programs and outpatient physical therapy clinics. Students are required to complete 15 hours per week.

### **EXS 491 - PRACTICUM II (6)**

Prerequisite: EXS 490

Senior, Exercise Science student only. This course provides the student with an immersed clinical experience in the exercise science field. Students will be placed with a clinical preceptor (i.e. personal trainer, exercise physiologist, etc.). The clinical experience can take place in a variety of settings including but not limited to off-campus health clubs or fitness centers, on-campus locations, community programs, and outpatient physical therapy clinics. Students are also required to complete a research forum on the campus of Thomas More University. Students are expected to complete 30 hours per week.

## **COURSES OF INSTRUCTION: EXPERIENTIAL LEARNING**

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Experiential Learning, designated as EXP, is necessary to meet the experiential learning graduation requirement to the satisfaction of the student's department of major study.

### **EXP 200 - EXPERIENTIAL LEARNING (1-3)**

Experiential Learning credit can be earned for any of the options listed in the catalog under Experiential Learning. Students must complete the requirements for that option. All courses require documented learning outcomes that connect classroom content to the experiential learning activities. Thomas More University faculty will oversee all academic components. Students will work with faculty to establish individual learning outcomes. Up to 12 credit hours may be earned through Experiential Learning.

## **COURSES OF INSTRUCTION: FRENCH**

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### **FRE 101/102 - FRENCH LEVEL I (3, 3)**

Core Area: Foreign Language

Basic French courses, emphasizing all four language skills (listening, speaking, reading, writing) fully integrated with a multicultural Francophone perspective. FRE 101 is intended for students who have never studied French before. FRE 102 is intended for those who have had less than two years of previous French language instruction in high school.

### **FRE 201/202 - FRENCH LEVEL II (3, 3)**

Core Area: Foreign Language

Prerequisite: FRE 102 or equivalent

Students will continue the development of French language skills and vocabulary, integrated with short stories and contemporary readings which emphasize Francophone culture. There will be an increased attention to self-expression. FRE 201 is intended for students who have had two or three years of high school instruction in French.

### **FRE 252 - ADVANCED CONVERSATION AND COMPOSITION (3)**

Prerequisite: FRE 202 or equivalent

A course focusing on speaking and writing French through reading articles from print and electronic media, CD-ROM programs, the Internet, and French language chat groups. The course will include personal and business letter writing.

### **FRE 255 - SPECIAL TOPICS (3)**

Core Area: Foreign Language

Courses of a practical nature will be available to allow for special interest development.

### **FRE 301 - SURVEY OF FRENCH CIVILIZATION (3)**

Prerequisite: FRE 202 or equivalent

A historical study of the many ways in which France has contributed to world culture through architecture, painting, sculpture, music, literature, folklore, science, philosophy, and education.

### **FRE 302 - SURVEY OF FRENCH AND FRANCOPHONE CIVILIZATION II (3)**

Prerequisite: FRE 202 or equivalent

An examination of selected sociological, political, cultural, and economic issues of contemporary France and Francophone areas.

### **FRE 305 - FRENCH FILM (3)**

Prerequisite: FRE 202 or equivalent

A study of French film, integrated with culture, language, and literature. Students will study a variety of cinematic works, with an emphasis on multiculturalism and marginalization.

### **FRE 352 - FRENCH BUSINESS AND TECHNOLOGY (3)**

Prerequisite: FRE 202 or equivalent

Students will study the economic aspects of France and Francophone countries, key French institutions and companies, business culture, and terminology. Students will have the opportunity to take the exam leading to the Certificate Pratique de Français des Affaires, an international Business French diploma granted by the Paris Chamber of Commerce and Industry.

### **FRE 355 - SURVEY OF FRENCH AND FRANCOPHONE LITERATURE (3)**

Prerequisite: FRE 202 or equivalent

A survey of the important literature written in French throughout the ages and across cultures. Students learn the terminology of literary criticism.

## **COURSES OF INSTRUCTION: GENERAL COLLEGE**

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No GEC course can be used to fulfill University core requirements, unless otherwise stated.

### **GEC 101 - COLLEGE SURVIVAL SKILLS (1)**

Students will gain an extended orientation to the personnel, services, and facilities of Thomas More University. This course aids students in meeting the challenges of making the transition from high school to college.

### **GEC 102 - STUDY SKILLS (3)**

A course to help students develop good reading, study, and examination skills while the student is also taking the HIS 101, World Civilizations: Global Perspectives I course. This course is required for ACHIEVE program students. For others, permission of the Student Support Services Director is required before enrolling in this course.

### **GEC 155 - SPECIAL TOPICS (1-3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **GEC 165 - COLLEGE READING (1-3)**

A review of reading techniques stressing speed, comprehension, critical reading, and vocabulary skills. The student also learns to apply the acquired reading flexibility to assignments in other classes.

### **GEC 206 - SERVICE LEARNING (1-3)**

This course can serve as a stand-alone experience or as a complement to another academic course with permission of instructor. In both cases, students must complete a minimum of 45 hours of field work or other direct contact with the community partner. For EXP 206 taken as a stand-alone course, additional academic work that complements the service work must be undertaken and must meet the requirements for standard academic credit. Students work with faculty to establish individualized learning outcomes. See the description of service learning in the catalog under experiential learning for additional information

### **GEC 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **GEC 270 - CAREER EXPLORATION (1)**

A course designed to engage the student in individual career planning activities including self-assessment and occupational and academic major exploration. No matter where students are in their own career development, this course can help them develop and implement their own career action plan.

### **GEC 276 - EMPLOYMENT AND PROFESSIONAL SKILLS (1)**

A course designed to help individuals understand the process involved in effective career planning and the skills necessary for obtaining and maintaining employment. Exercises will concern skills identification, résumés, cover letter writing, and interviewing techniques.

## **COURSES OF INSTRUCTION: GEOGRAPHY**

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Although Thomas More University has no Department of Geography, it offers the following service course under the auspices of the History Department.

### **GEO 201 - INTRODUCTORY GEOGRAPHY (3)**

A survey course examining world geography and some of the problems generated by the diversity of the human condition, with stress upon critical areas in current events. This course is especially designed for Education and International Studies majors.

## **COURSES OF INSTRUCTION: GERMAN**

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### **GER 101/102 - GERMAN LEVEL I (3, 3)**

Core Area: Foreign Language

Introductory courses to provide students with the fundamentals of grammar, pronunciation, reading, and conversation. The course is based on an individualized approach. GER 101 is intended for students who have never studied German before; GER 102 is for those students who have studied German for less than two years.

### **GER 201/202 - GERMAN LEVEL II (3, 3)**

Core Area: Foreign Language

Students will continue to develop German language skills and vocabulary in this course. The course includes readings and focuses on self-expression. The German Level II sequence is normally for students who have had two to three years of high school instruction in German.

### **GER 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

## **COURSES OF INSTRUCTION: HEALTH CARE MANAGEMENT**

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The following courses are offered under the auspices of the Business Department.

### **HCM 330 - MANAGERIAL EPIDEMIOLOGY (3)**

In the context of epidemiology as a tool for analyzing health problems in a managerial setting, students will learn the theoretical basis and underlying key aspects of the analysis and interpretation of epidemiologic studies. Measures of disease frequency and statistical significance relative to variables affecting disease trends will be examined.

### **HCM 370 - PRINCIPLES OF HEALTHCARE SERVICES (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

Exploration of the infrastructure of the healthcare services delivery system in the United States and the effects of legislation and policymaking on communities and stakeholders. Cross-listed as BUA 370.

### **HCM 410 - HEALTH CARE INDICATORS AND QUALITY (3)**

The critical principles underlying quality management and outcomes assessment will be examined. Qualitative and quantitative continuous quality improvement tools, essential for outcomes improvement in health care organizations, will be provided.

### **HCM 420 - HEALTH INFORMATICS (3)**

The history and current status of information systems in health care organizations will be provided in this course. Areas of focus include information architecture, administrative and clinical applications, strategic planning, security, and benefits realization.

### **HCM 480 - HEALTH CARE POLICY AND ISSUES (3)**

The historical development of the U.S. health care system establishes the foundation for analysis of current and future policy as well as implementation at the local, state, and federal levels.

### **HCM 498 - SENIOR SEMINAR (3)**

Strategic management, health care and business policy concepts are used to integrate the health care and business core courses. Case analysis, professional literature review, and a major presentation are required.

## **COURSES OF INSTRUCTION: HISTORY**

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### **HIS 101/102 - WORLD CIVILIZATIONS I & II (3, 3)**

Core Area: History

A two semester multicultural survey investigating the major civilizations of the world from ancient to modern times, divided at 1500. These courses are designed to serve as the integrating elements of the core curriculum.

**HIS 114/115 - UNITED STATES HISTORY I, II (3, 3)**

Core Area: History

A two-semester introductory survey of United States history, divided at 1877.

**HIS 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**HIS 201 - ANCIENT WESTERN CIVILIZATION (3)**

Ancient civilization covers the Near East, Greece and Rome from earliest times to the beginning of the Christian era.

**HIS 202 - MEDIEVAL EUROPE (3)**

Core Area: History

Medieval civilization covers Europe and the Near East from the early Christian era to the Renaissance.

**HIS 203/204 - MODERN EUROPE I, II (3, 3)**

Core Area: History

A two-semester survey of European history beginning with the Renaissance and divided at 1815.

**HIS 215 - HISTORY OF NURSING (3)**

A survey of the practices and conditions from which contemporary nursing has evolved.

**HIS 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**HIS 301 - COLONIAL AND REVOLUTIONARY AMERICA (3)**

A survey of the Indian and Colonial background of the United States, followed by an examination of the American Revolution and Confederation to 1789.

**HIS 302 - EARLY REPUBLIC AND CIVIL WAR ERAS IN THE UNITED STATES (3)**

An investigation of the republican government, westward expansion, cultural change, and sectional conflict, 1789-1877.

**HIS 303 - THE RISE OF THE UNITED STATES, 1877-1945 (3)**

A course covering the industrialization, political centralization, shift to interventionism, and cultural changes that led the United States to world power.

**HIS 308 - AFRICAN AMERICAN HISTORY (3)**

A study of the accomplishments and challenges of African Americans from the colonial period to the present.

**HIS 326 - THE RENAISSANCE AND THE REFORMATION (3)**

A survey of the cultural and religious developments of the fourteenth, fifteenth, and sixteenth centuries.

**HIS 327 - THE ENLIGHTENMENT (3)**

Prerequisite: HIS 102, 203

This class will examine the social, political, and intellectual developments in Europe and America from the late 17th century to the beginning of the French Revolution. In tracing the path to modernity, careful attention will be given to the British, French, and American enlightenment movements. Aspects of the Ancient Regime will be discussed in order to better grasp the spirit of criticism that emerged from the educated elite, or what Jefferson called, the "natural aristocracy." Close examination will be given to political theories, which provides the context for the American Revolution, together with the contributions of figures such as Locke, Newton, Voltaire, Montesquieu, Rousseau, Jefferson, Adams, and others.

**HIS 328 - THE FRENCH REVOLUTION AND NAPOLEON (3)**

An exploration of the origins, developments and effects of the French Revolution from the Age of Louis XIV to the end of the Napoleonic Era.

**HIS 329 - GERMANY AND THE EUROPEAN UNION: A HISTORICAL AND CULTURAL APPROACH (3)**

Prerequisite: HIS 102

An examination of 20th century German History with emphasis on post-1945 developments. The study unfolds against the backdrop of the formation and contemporary developments within the European Union. Topics include contemporary German politics and culture; together with Germany's broader role in the E.U. Cross-listed as POS 329.

**HIS 330 - THE CHURCH IN THE THIRD REICH (3)**

This class explores the complex relationship between the Christian churches – both Protestant and Catholic – in the period prior and during the Nazi Regime. This class will also deal with the complexities of the rise of Hitler and the Third Reich. The student will be challenged to confront an uncomfortable past in Church, State, and Social relations. The course seeks to help develop critical thinking and writing, along with providing the student with historical-critical tool to responsibly evaluate past sources and contemporary issues in order to better make crucial, independently based decisions in today's world. A firm foundation for the future can only be found in a responsible grasp of past and present realities.

**HIS 336 - CONTEMPORARY DEVELOPING WORLD (3)**

The developing and emerging world has been an area of great academic focus since the 1960s. In today's world, over one-third of the people on earth live in poverty. For a variety of reasons, they have inadequate diets, health care, and shelter. Since the publication of the Millennium Goals by the United Nations in 2000, much great attention has been paid to reducing poverty, along with improving education, health and nutrition, and life expectancy. This course will examine the all-to-common problems faced by developing countries, and the attempt by these nations, as well as the global community, to enhance their quality of life. Each student will write a research paper on a particular developing country which they will share with the class. Cross-listed as POS 336.

**HIS 340 - HAPSBURG MONARCHY & EASTERN EUROPE SINCE 1618 (3)**

An introduction to Hapsburg Austria and Eastern Europe from 1618 to the present.

**HIS 349 - WORLD ECONOMIC HISTORY (3)**

A global survey of the evolution of economic systems from World War I to the present. Cross-listed as ECO 349.

**HIS 355 - TOPICS IN UNITED STATES HISTORY (3)**

Special topics courses are offered periodically for topics in United States history not included in the established curriculum.

**HIS 393/394 - HISTORIOGRAPHY I, II (3, 3)**

Prerequisite: HIS 101, HIS 102, HIS 114, HIS 115, a speech course, and minimum 2.0 GPA in History courses

A two semester seminar examining the discipline's development and historical issues. These courses emphasize research, writing and speaking skills.

**HIS 400 - INDEPENDENT STUDY (1-3)**

Students may complete a departmentally approved independent study in a selected area of history under the supervision of a member of the history faculty.

**HIS 425 - AMERICAN CONSTITUTIONAL HISTORY (3)**

A study of the United States Constitution from its antecedents to the present with an emphasis on major Supreme Court cases. Cross-listed as POS 425.

**HIS 431 - ENGLAND TO 1689 (3)**

The development of English civilization and its impact on Western culture to 1689 are studied.

**HIS 432 - TUDOR AND STUART ENGLAND (3)**

A history of England from the Battle of Bosworth Field to the accession of George I.

**HIS 433 - MODERN BRITAIN (3)**

An investigation of the political, constitutional, and cultural highlights of the History of England from 1689 to the present.

**HIS 434 - HISTORY OF IRISH NATIONALISM, 1798-1926 (3)**

This class explores the controversial years in the History of Ireland between 1798-1926 that led to the current division between the Irish Republic and what is known today as Northern Ireland which still remains as part of the British Empire. The focus of the course will be on the historical giants that reflect that period's struggle for Irish Nationalism.

**HIS 435 - HISTORY OF LATIN AMERICA (3)**

A survey course covering the historic, political, cultural, social and economic trends of Latin America. Cross-listed as POS 435.

**HIS 440 - RISE AND FALL OF 20th CENTURY FASCISM (3)**

This course will trace the rise of 20th century fascism, primarily in Europe, with special emphasis on Italian and German fascism. It will examine how this movement served to ignite World War II, leading to millions of deaths, both on and away from the battle field. The course will also look at Fascist and Neo-Fascist movements in the contemporary world, particularly those which have emerged in several European countries since the end of the Cold War. Cross-listed as POS 440.

**HIS 442 - RECENT RUSSIA (3)**

The major aspects of political and social development in recent Russia are examined. Cross-listed as POS 442.

**HIS 452 - MODERN CHINA (3)**

A survey of the political and cultural History of China since 1800. Cross-listed as POS 452.

**HIS 455 - EUROPEAN STUDIES (1-3)**

An investigation of a specific period, theme, or problem in the development of European civilization.

**HIS 461 - TRADITIONAL EAST ASIA (3)**

The objective of this course is to study the history, government and culture of China, Japan and Korea from prehistoric times to 1800.

**HIS 462 - MODERN EAST ASIA (3)**

A study of the government and culture of China, Japan, and Korea from 1800 to the present.

**HIS 465 - ASIAN STUDIES (3)**

A focus upon a specific period, theme or problem in the development of Asian civilization. Cross-listed as POS 465.

**HIS 475 - HISTORICAL TOPICS (1-3)**

A special topics course on a historical subject related to an issue, event, or trend of significance.

**HIS 497 - HISTORY SENIOR SEMINAR (3)**

Prerequisite: HIS 101, HIS 102, HIS 114, HIS 115; a speech course, and minimum 2.0 GPA in History courses.

A senior integrating seminar focusing on historical issues of significance. This course emphasizes research, writing and speaking skills.

**HIS 498 - INTERNSHIP IN LOCAL HISTORY (variable credit)**

Students may intern at a local historical society, museum, or archive.

**HIS 530 - THE CHURCH IN THE THIRD REICH (3)**

This class explores the complex relationship between the Christian churches – both Protestant and Catholic – in the period prior and during the Nazi Regime. This class will also deal with the complexities of the rise of Hitler and the Third Reich. The student will be challenged to confront an uncomfortable past in Church, State, and Social relations. The course seeks to help develop critical thinking and writing, along with providing the student with historical-critical tool to responsibly evaluate past sources and contemporary issues in order to better make crucial, independently based decisions in today's world. A firm foundation for the future can only be found in a responsible grasp of past and present realities.

**HIS 534 - HISTORY OF IRISH NATIONALISM, 1798-1926 (3)**

This class explores the controversial years in the History of Ireland between 1798-1926 that led to the current division between the Irish Republic and what is known today as Northern Ireland which still remains as part of the British Empire. The focus of the course will be on the historical giants that reflect that period's struggle for Irish Nationalism.

## **COURSES OF INSTRUCTION: HONORS PROGRAM**

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### **HON 201 - HONORS SEMINAR (3)**

Course Requirement: St. Thomas More Honors Scholars

Seminars conducted by faculty from all academic divisions of the University and the topics differ each semester. Required of St. Thomas More Scholars.

### **HON 202 - HONORS LEADERSHIP (1-3)**

The focus of this course will be on the nature of leadership and its importance as a concept and field of study. The course will be repeatable and will always include a component on Dr. Stephen Covey's approach to "principle-centered leadership" and the basics on other approaches to leadership. This course is required for Honors Program participation.

### **HON 255 - SPECIAL TOPICS (1-3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

## **COURSES OF INSTRUCTION: INTERNATIONAL STUDIES**

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Thomas More University students have the opportunity to study abroad through CCSA (Cooperative Center for Study Abroad) courses offered in various countries, including those listed below among others, service learning trips offered at Thomas More University, currently to Jamaica and Mexico, the three sister schools Thomas More University has relationships with, or by completing an internship abroad. Full and part-time students in good academic standing can participate in these programs. Please see the Director of Study Abroad for more information.

### **INT 155 - STUDY ABROAD: SPECIAL TOPICS**

### **INT 300 - STUDY ABROAD: MARY IMMACULATE COLLEGE, IRELAND (3-15)**

### **INT 301 - STUDY ABROAD: KATHOLISCHE UNIVERSITÄT EICHSTÄETT, GERMANY (3-15)**

### **INT 302 - STUDY ABROAD: UNIVERSIDAD DEL SAGRADO CORAZÓN, PUERTO RICO (3-15)**

### **INT 303 - STUDY ABROAD: UNIVERSITE d'ANGERS, FRANCE (3-15)**

### **INT 305 - STUDY ABROAD: CATHOLIC UNIVERSITY OF ST. TERESA OF AVILA, SPAIN (3-15)**

### **INT 310 - STUDY ABROAD: CCSA LONDON (3-6)**

### **INT 312 - STUDY ABROAD: CCSA LONDON/DUBLIN (3)**

### **INT 320 - STUDY ABROAD: CCSA SCOTLAND/ENGLAND (3)**

### **INT 330 - STUDY ABROAD: CCSA IRELAND (3)**

### **INT 340 - STUDY ABROAD: CCSA AUSTRALIA (3)**

### **INT 341 - STUDY ABROAD: CCSA BELIZE (3)**

### **INT 360 - INTERNSHIP IN INTERNATIONAL STUDIES (3)**

A non-paid learning opportunity at an international organization or business.

### **INT 361 - STUDY ABROAD: CCSA INTERNSHIP (3)**

### **INT 393 - STUDY ABROAD: CCSA INDIA (3)**

### **INT 400 - SENIOR SEMINAR IN INTERNATIONAL STUDIES: THE CONTEMPORARY WORLD (3)**

A seminar focusing on the historical, political, social, economic, and cultural trends in the world since 1945. The course emphasizes research, writing, and speaking skills.

## **COURSES OF INSTRUCTION: LATIN**

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### **LAT 101/102 - LATIN LEVEL I (3, 3)**

Core Area: Foreign Language

An introductory course concentrating on the acquisition of a basic vocabulary as well as an awareness of the elementary grammar and syntax needed for use of the language in basic research contexts.



**LAT 201/202 - LATIN LEVEL II (3, 3)**

Prerequisite: LAT 102

Core Area: Foreign Language

An intermediate level course presupposing that the student has acquired the basic elements of the language and is prepared to work more intensively with actual texts. The texts used here will be chosen from writers of the Christian era to acquaint the student with the linguistic usages of Christian authors.

**LAT 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**COURSES OF INSTRUCTION: LAW**

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**LAW 105 - INTRODUCTION TO LAW (3)**

Core Area: Social Science

An introduction to various aspects of the legal profession, such as exploring a legal career, applying to law school, career options, basic legal terminology, and the court system.

**LAW 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**LAW 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**LAW 310 - LEGAL RESEARCH AND WRITING (3)**

This course is designed to provide students with an understanding of legal research and writing, including the reading and briefing of cases, application of valid legal sources, and analyze legal issues through the development of these skills.

**LAW 312 - PSYCHOLOGY AND THE LAW (3)**

A course examining psychology and the legal system. Topics include eyewitness testimony, the insanity defense, theories of crime, lie detection and confession, jury decision making, the psychology of rape, serial killers, punishment and sentencing. Cross-listed as PSY 302.

**LAW 315 - LAWS AND ECONOMICS (3)**

Prerequisite: ECO 105

An introduction to the economic analysis of the law. Economic analysis will be used to shed light on property, tort, and contract law. Cross-listed as ECO 310.

**LAW 320 - CIVIL AND CRIMINAL PROCEDURE (3)**

Prerequisite: LAW 105

This course is designed to provide students with the fundamental concepts and proceedings that are essential to the interpretation and application of both civil and criminal law.

**LAW 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**LAW 380 – LEGAL ISSUES IN SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 291, Must be a Junior or Senior, minimum GPA 2.5

An investigation into the plethora of legal issues facing the sports and entertainment industries. The course will analyze legislation that has affected the development and operation of these industries. Landmark and seminal cases will be reviewed to ascertain the rights and restrictions of those operating within the industries. Also included as a point of study will be controversial issues where legal precedents have not yet been set.

**LAW 420 - ADMINISTRATIVE LAW AND POLICY (3)**

Prerequisite: LAW 105

This course is designed to provide students with an understanding of administrative law as a source of law, and how it is applied in business and industry contexts. Students will examine and categorize administrative law policy in order to interpret and discuss its purpose and impact.

### **LAW 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **LAW 497 - INTRO TO INTERNSHIP (3)**

Prerequisite: LAW 105, LAW 310 or LAW 320, Must be a Junior or Senior

This course is designed to provide students with an opportunity to prepare for their intended career through resume and cover letter creation, mock interviews, and application to internships for their senior year. This course will prepare students for the practical aspects of job searching and working in the industry and/or in their application or pursuit of graduate school or law school.

### **LAW 498 - INTERNSHIP IN LAW (3)**

Prerequisite: LAW 105, LAW 310 or LAW 320, LAW 420, Must be a Senior

Interns work within organizations or other settings gaining experience in a specific area of law or another related field.

## **COURSES OF INSTRUCTION: MANAGEMENT INFORMATION SYSTEMS**

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### **MIS 113 - COMPUTER APPLICATIONS AND HARDWARE (3)**

A review of the history and need for information processing, the basic information processing cycle and functions, the processing capabilities of computers, system development, and program development. Key application areas in business, including word processing, data base management systems, spreadsheets, and web page design will be examined in some depth. The hardware associated with a computer will be discussed and examined. Hands-on use of a microcomputer for at least an introductory acquaintance with each application will be required. Installation of hardware and software will also be covered. Cross-listed as CIS 113.

### **MIS 114 - INTRODUCTION TO PROGRAMMING (3)**

#### **MIS 114L - INTRODUCTION TO PROGRAMMING LAB (1)**

Co-Requisite: MIS 113

Introduction to basic programming techniques and fundamental structures and methodologies of modern programming languages. Topics include basic program structure, variables, scope, decision structures, and loops. The course involves multiple programming projects. Prerequisites: MIS 113. Cross-listed as CIS 114.

### **MIS 150 - PROGRAMMING I (3)**

Prerequisite: MIS 114

Introduction to visual object-oriented computer programming. Basic concepts such as data types, decisions, looping, arrays, files, and databases will be introduced. Present day object-oriented language will be used.

### **MIS 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **MIS 211 - PROGRAMMING II (3)**

Prerequisite: MIS 150

Introduction to elementary object-oriented programming concepts and methodologies. Topics include types, decisions, loops, methods, arrays, and classes. An emphasis is placed on object-oriented design and problem-solving. The course involves multiple programming projects. Cross-listed as: CIS 211.

### **MIS 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **MIS 320 - DATABASE MANAGEMENT SYSTEMS (3)**

Prerequisite: MIS 150

This course is designed to provide students with the fundamental concepts of relational databases and their applications. Students will learn about conceptualizing data using ERD, designing and normalizing tables, designing and running SQL scripts. The course will also discuss non-relational databases. Cross-listed as CIS267.

### **MIS 341 - WEB PROGRAMMING I (3)**

Prerequisite: MIS 150

An introductory course in web programming and application development. This course will cover design and development of interactive web applications including client-side and server-side programming, database interaction. Basic website security vulnerabilities will also be highlighted. Cross-listed as CIS 341.

### **MIS 342 - WEB PROGRAMMING II (3)**

Prerequisite: MIS 320, MIS 341

A continuation of Web Programming I. This course will build upon concepts from Web Programming I by adding Authentication and Authorization, Web Services, and Mobile Web Development. Students will be required to complete one hands-on, large scale web development project. Cross-listed as CIS342

### **MIS 350 - MANAGEMENT INFORMATION SYSTEMS (3)**

Prerequisite: MIS 320

The course explores various topics in Information Systems, including: categories of Information Systems, and their applications in business and industry. The course will also presents various hardware, operating systems, and communication models. Other topics highlighted include data warehousing, mining, decision making, and ethics.

### **MIS 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **MIS 390 - BUSINESS SIMULATION (3)**

Prerequisite: MIS 350; BUA 249, BUA 341

Essential concepts of computer-based simulation and model building are explored. Models for solving real-world business and industry problems will be created. A General-purpose simulation tool, such as Microsoft Excel will be utilized.

### **MIS 405 - IT PROJECT MANAGEMENT (3)**

Prerequisite: MIS 350; BUA 204

Designed to introduce the basic pillars of Project Management and applying it in real-life business applications. Details all nine areas in project management using the PMBOK (Project Management Book of Knowledge). Provides students with the required skill set for managing IT projects. The course will use MS Project as a tool.

### **MIS 415 - DATA MINING, WAREHOUSING, AND BIG DATA (3)**

Prerequisite: MIS 350; BUA 249

The course examines three fundamental areas of Information Systems; Data Mining, Data Warehousing, and Big Data. Each one of these areas is pivotal to any decision making process for a business or industry. The course will cover the basics of each area in depth.

### **MIS 450 - BUSINESS INTELLIGENCE (3)**

Prerequisite: MIS 350, MIS 415; BUA 249

An introduction to business intelligence (BI). Students will acquire the analytical knowledge required to tools such as dashboards and scorecards. The course will explore how Business Intelligence plays a central role in the decision making process.

### **MIS 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **MIS 460 - INTRODUCTION TO INFORMATION SECURITY (3)**

Prerequisite: MIS 350

The course is designed to provide students with an understanding of Information Security. Topics discussed cover methodologies for building and managing information security systems, along with the required components and techniques.

### **MIS 462 - DECISION SUPPORT USING ADVANCED EXCEL (3)**

Prerequisite: MIS 350; BUA 341

The course provides theoretical knowledge of Decision Support Systems and their applications. Real-world business case studies will be used to demonstrate the application of advanced tools in Excel such as what-if analysis, Goal Seek, Scenario Manager, and Solver in problem solving.

### **MIS 463 - ETHICS IN IT (3)**

Prerequisites MIS 350

This course presents a survey of IT history, current events, and ethics in IT. It stimulates a critical thinking process by presenting challenging issues such as social networking, government surveillance, and intellectual property. Prepares students to practice ethical discipline in their future IT careers.

### **MIS 490 - SYSTEMS ANALYSIS AND DESIGN (3)**

Prerequisites: Senior status; MIS 405

A capstone course in the MIS Major. Provides the in-depth knowledge and training required to analyze and design information systems in order to solve business problems. Detail all of the phases of the SDLC (System Development Life Cycle). Explores a range of methodologies used in Systems Analysis and Design such as the O.O.

### **MIS 495 - INTERNSHIP (1-3)**

This course provide the student with the field of Information Technology. Students will be employed by a business or non-profit in an IT role including but not limited to developer, analyst, infrastructure support, or administrator. Students are required to work 45 hours per credit hour received. This course includes multiple reflection papers and an evaluation from your employer.

## **COURSES OF INSTRUCTION: MATHEMATICS**

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### **MAT 093/094 - BEGINNING ALGEBRA A, B (0, 0)**

This two-course sequence is equivalent to the single course MAT 096. All of the algebraic topics of MAT 096 are covered, but at a slower pace. MAT 093 is a prerequisite for MAT 094. These courses use the remedial grading system and do not count toward the minimum 120 credit hours needed for graduation or satisfy any core requirement.

### **MAT 096 - BEGINNING ALGEBRA (0)**

A carefully guided approach to basic mathematics, primarily algebra, with emphasis on understanding and skills rather than abstraction and formalism. Topics include, but are not limited to: arithmetic review, integers, exponents, linear and quadratic equations, inequalities, factoring, graphing, algebraic fractions, and word problems. This course uses the remedial grading system and does not count toward the minimum 120 credit hours needed for graduation or satisfy any core requirement.

### **MAT 115 - PRECALCULUS (3)**

Prerequisite: Minimum 18 ACT Score

An introductory course covering the topics from algebra and trigonometry needed for the study of calculus. This course does not satisfy the core requirement in college level mathematics.

### **MAT 121/122 - CONCEPTS OF MATHEMATICS FOR ELEMENTARY TEACHERS I, II (3, 3)**

Prerequisite: MAT 121 is a prerequisite for MAT 122

Course Requirement: Elementary and Middle School Education majors

Core Area: Mathematics

A course covering logical reasoning, sets and relations, structure of number systems, systems of numeration, problem solving and topics from theory of numbers.

### **MAT 123 - GAME THEORY (3)**

Prerequisite: MAT 093/094 or MAT 096 or minimum ACT Math score of 18 or minimum Math SAT score of 550 or minimum score of 70% on KYOTE exam

Core Area: Mathematics

Course in game theory with a primary focus on applications to business, sociology, philosophy and scientific issues. Most games will be two person, but both Zero-Sum and Non-Zero-Sum games will be considered. Topics in N-person games will be addressed as time permits. It will reinforce writing skills, mathematical reasoning and critical thinking through in-class testing, homework and possible special projects. Review topics in Algebra will be address as needed.

### **MAT 124 - COLLEGE MATHEMATICS (3)**

Prerequisite: MAT 093/094 or MAT 096 or minimum ACT Math score of 18 or minimum Math SAT score of 550 or minimum score of 70% on KYOTE exam

Core Area: Mathematics

Covers selected topics designed to improve the skills and understanding of basic mathematical concepts essential for a liberal arts education. Topics may include, but are not limited to: symbol manipulation skills, algebraic expressions and equations, polynomial, exponential, and logarithmic functions, applications of matrix algebra.

### **MAT 125 - INFORMAL GEOMETRY (3)**

Prerequisite: MAT 093/094 or MAT 096 or minimum ACT Math score of 18 or minimum Math SAT score of 550 or minimum score of 70% on KYOTE exam

Core Area: Mathematics

A course emphasizing the discovery approach to mathematics and is designed for both liberal arts students and education majors. Topics may include: tessellations, topology, isometrics, polyhedra, the fourth dimension, and number patterns in geometry.

### **MAT 143 - ELEMENTS OF CALCULUS (4)**

Prerequisite: MAT 115 with C- or better or Minimum ACT Math of 22, minimum SAT Math of 550 or completion or acceptable score on the placement exam

Core Area: Mathematics

MAT 143 is elementary and integral and differential calculus, in one variable, for the life sciences and business. Critical thinking and realistic problems are emphasized. This course assumes adequate preparation in algebra but the exponential and logarithmic transcendental functions will be developed. Trigonometric functions are not included, it incorporates necessary precalculus topics as they arise. This course may not be taken if credit has been received for MAT 151.

### **MAT 151 - CALCULUS ANALYTIC GEOMETRY I (4)**

Prerequisite: MAT 115 or a satisfactory score on the precalculus placement exam or an ACT mathematics sub score of 23 or higher. Students not meeting this requirement must pass a departmental entrance exam for the course. Appointments are made with the chair of the department.

Core Area: Mathematics

Topics will include, but not be limited to, the following topics: Limits, Continuity, Chain, Product and Quotient rules, 1st and 2nd Derivative Tests, Relative Extrema and Curve Sketching, Word Problems and Optimization, Implicit Differentiation, Related Rates, Anti-Differentiation, the Fundamental Theorem of Calculus, Areas and Integration by Substitution. Additional topics may include Differentials, Riemann Sums and Integration by Parts. Calculators with Computer Algebra Systems (CAS) (that is, those that do symbolic calculus, etc.) will not be permitted.

### **MAT 152 - CALCULUS ANALYTIC GEOMETRY II (4)**

Prerequisite: MAT 151

The techniques of one dimensional calculus developed in MAT 151 are extended. Course topics include transcendental functions, inverse trigonometric functions, hyperbolic functions, advanced integration techniques including parts, trigonometric substitutions, rational integrands and quadratic expressions. Also included are indeterminate forms and improper integrals, infinite sequences and series, Taylor's series and polynomials and the binomial series.

### **MAT 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **MAT 201 - CALCULUS ANALYTIC GEOMETRY III (4)**

Prerequisite: MAT 096 or a minimum ACT Math score of 18

A course in calculus in several dimensions. Course topics include plane curves, polar coordinates, vectors, surfaces, vector valued functions, partial differentiation and Lagrange techniques, multiple integrals, cylindrical and spherical coordinates, change of variable, vector fields, line integrals, Green, Stokes and Divergence Theorems.

### **MAT 202 - DIFFERENTIAL EQUATIONS (4)**

Prerequisite: MAT 152

Students will study solutions, properties of solutions and applications for first order, first degree equations and for linear equations of arbitrary order, higher order and higher degree equations, simultaneous linear differential equations, series solutions and laplace transforms.

### **MAT 205 - INTRODUCTORY STATISTICS (3)**

Prerequisite: MAT 093/094 or MAT 096 or minimum ACT Math score of 18 or minimum Math SAT score of 550 or minimum score of 70% on KYOTE exam

An investigation of graphic methods, frequency distributions, percentiles, central tendency, variability, standard scores, normal and binomial distributions, hypothesis testing, and correlation. May not be taken if credit has been received for MAT 208.

### **MAT 206 - SURVEY OF GEOMETRY (3)**

Prerequisite: MAT 151; MAT 231 or MAT 220

An examination of Euclidian and non-Euclidian geometries and a detailed study from an advanced viewpoint of foundations and theorems pertinent to secondary school geometry.

### **MAT 207 - NUMBER THEORY (3)**

Prerequisite: MAT 151 or MAT 143

A course covering prime and composite numbers, divisibility, Diophantine equations, congruencies, and number theoretic functions. Cross-listed as CIS 227.

### **MAT 208 - STATISTICS FOR THE BEHAVIORAL SCIENCES (3)**

Prerequisite: MAT 093/094 or MAT 096 or minimum ACT Math score of 18 or minimum Math SAT score of 550 or minimum score of 70% on KYOTE exam

Core Area: Mathematics

Topics covered in this course will include: frequency distributions, percentiles, central tendency, variability, standard scores, normal distribution, probability, correlation, linear regression, hypothesis testing and sampling. May not be taken if credit has been received for MAT 205. Cross-listed as PSY 201.

### **MAT 210 - INTRODUCTION TO COMBINATORICS (3)**

Prerequisite: MAT 143 or MAT 151

An introduction to counting arguments and combinatorial proofs. Topics include elementary counting principles, permutations and combinations, binomial and multinomial coefficients, generating functions, Stirling numbers, and graphs.

### **MAT 231 - FOUNDATIONS OF MATHEMATICS (3)**

Prerequisite: MAT 151

A study of logical reasoning, methods of proof, partitions and counting, math modeling, probability theory, linear programming and game theory.

### **MAT 240 - HISTORY OF MATHEMATICS (3)**

Prerequisite: MAT 231

A survey of the history of mathematics from ancient to modern times. Topics include Greek mathematics, the development of calculus, the emergence of major branches of modern mathematics (e.g. analysis, algebra, statistics), and the advancement of mathematical thought in different cultures around the world. Emphasis will be placed on how notation and mathematical arguments have evolved over time. An appreciation of mathematical proof is required.

### **MAT 255 - SPECIAL TOPICS (1-3)**

Special topics courses are offered periodically for topics in Mathematics that are not included in the established curriculum.

**MAT 303 - NUMERICAL ANALYSIS (3)**

Prerequisite: MAT 201, CIS 114

Numerical analysis covers finite differences, solution of nonlinear (algebraic and transcendental) equations, zeros of polynomials, matrix methods, systems of linear equations, interpolation, estimation of parameters by least squares, numerical integration and solutions of ordinary differential equations. Cross-listed as CIS 303.

**MAT 306 - ABSTRACT ALGEBRA I (3)**

Prerequisite: MAT 201; MAT 231 or MAT 220

Covers the basic theory of groups, rings, ideals and fields.

**MAT 310 - PARTIAL DIFFERENTIAL EQUATIONS (3)**

Prerequisite: MAT 201, MAT 202, MAT 220

An introductory course in partial differential equations with an emphasis on applications. Emphasis will be on linear equations, Fourier series and Fourier transforms, orthogonal series with Legendre, Hermite and Laguerre polynomials and their generating functions. Boundary and initial value problems for the heat, wave and Laplace equations. Bessel functions and their applications in Sturm-Liouville problems will also be investigated. If time permits, calculus of variations may be presented.

**MAT 315 - READINGS IN MATHEMATICS (1-3)**

Mathematics courses not ordinarily offered by the department or more advanced topics in areas already offered.

**MAT 320 - LINEAR ALGEBRA (3)**

Prerequisite: MAT 151

Topics include matrix algebra, systems of linear equations, Gaussian elimination, vector spaces, determinants, linear transformations, orthogonality, and eigenvalues.

**MAT 340 - PROBABILITY AND STATISTICS FOR SCIENTISTS (3)**

Prerequisite: MAT 201

Co-requisite: MAT 231 or MAT 220

Course will examine probability and statistical hypothesis testing from a calculus perspective and is suitable for scientists, engineers and mathematicians. Topics to be covered will include: Sample spaces, random variables, discrete and continuous distributions, including binomial, exponential, Poisson, normal and the approximation of the binomial with the normal. The Neyman-Pearson lemma and its use to justify hypothesis testing for means and proportions will be a course goal. Other topics such as continuous conditional probabilities, the t-distribution, ANOVA and additional hypothesis testing will be covered at the discretion of the instructor.

**MAT 345 - TOPOLOGY (3)**

Prerequisite: MAT 231

Introduction to point-set Topology. Specific topics include metric spaces, continuity, open and closed sets, general topological spaces, homeomorphisms, products, connectedness, compactness, and some advanced topics such as basic homotopy theory.

**MAT 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**MAT 400 - INDEPENDENT STUDY (3)**

Independent study credit is offered when students wish to explore a specific issue of mathematics that falls outside the parameters of the established departmental curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

**MAT 405 - MATHEMATICS SENIOR SEMINAR (3)**

This course will cover an advanced topic of the instructor's choice that includes topics of current interest to the mathematics and physics communities. Students are required to make presentations within and outside of the University at a professional meeting. Students will also write a paper developing some topic that will include relevant bibliographical references in a professional format. Presentations and paper will be reviewed by the entire department. Emphasis will be on understanding

relevant, topical research topics in mathematics in an area previously unfamiliar to the student from the undergraduate curriculum and developing effective oral and written presentations.

### **MAT 406 - ABSTRACT ALGEBRA II (3)**

Prerequisite: MAT 306

A continuation of Abstract Algebra I. Topics include vector spaces, basic field theory, finite fields, extension fields, splitting fields, Sylow Theorems, and additional advanced topics as time allows (such as generators and relations or Burnside's Theorem).

### **MAT 411 - ADVANCED CALCULUS I (3)**

Prerequisite: MAT 201

A course covering advanced topics including limits, continuity, and differentiation.

### **MAT 412 - COMPLEX ANALYSIS (3)**

Prerequisite: MAT 201

Students will study analytic functions, transformation of elementary functions, integrals, power series, residues and poles, conformal mapping and applications.

### **MAT 421 - ADVANCED CALCULUS II (3)**

Prerequisite: MAT 411

A continuation of Advanced Calculus I. Topics include differentiation, the Riemann Integral, sequences of functions, and infinite series.

### **MAT 430 - MATRIX ANALYSIS (3)**

Prerequisite: MAT 201, MAT 220, MAT 411

This course addresses matrix algebra, fundamental properties of finite dimensional vector spaces, linear transformations and projections, and matrix decompositions. The main topics include but are not limited to: matrix operations, determinants and their properties, rank, matrix inverse and solving linear equations, algebraic and geometric properties of vector spaces, norms, inner products and orthogonality, eigensystems and spectrum properties of matrices and linear transformations. The course will also study spectral decomposition, singular-value decomposition, Jordan canonical form, orthogonal projections, idempotent matrices, quadratic forms, extrema of quadratic forms, non-negative definite and positive definite matrices, and matrix derivatives. Students will be expected to do proofs. This course will equip students with important matrix techniques to be useful in a wide range of pure and applied mathematics, such as algebra, differential equations, scientific computing, optimization, statistics, as well as in the field of computer science, engineering, and economics.

### **MAT 455 - SPECIAL TOPICS (3)**

Prerequisite: Permission of the instructor

Special topics courses are offered periodically for topics in Mathematics that are not included in the established curriculum.

### **MAT 475 - ADVANCED TOPICS IN MATHEMATICAL PHYSICS (3)**

Prerequisite: Permission of the instructor

An in-depth investigation of a current issue in mathematical physics using the tools previously developed in the program. The issue will be selected from topics such as functional integration, introduction to quantum field theory, differential geometry, general relativity, solitons, applications of non-linear PDEs, and representation theory, among others. Cross-listed as PHY 475.

### **MAT 490 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

### **MAT 495 - MATHEMATICS HONORS RESEARCH (1-3)**

Prerequisite: Permission of the instructor

### **MAT 530 - MATRIX ANALYSIS (3)**

This course addresses matrix algebra, fundamental properties of finite dimensional vector spaces, linear transformations and projections, and matrix decompositions. The main topics include but are not limited to: matrix operations, determinants and



their properties, rank, matrix inverse and solving linear equations, algebraic and geometric properties of vector spaces, norms, inner products and orthogonality, eigensystems and spectrum properties of matrices and linear transformations. The course will also study spectral decomposition, singular-value decomposition, Jordan canonical form, orthogonal projections, idempotent matrices, quadratic forms, extrema of quadratic forms, non-negative definite and positive definite matrices, and matrix derivatives. Students will be expected to do proofs. This course will equip students with important matrix techniques to be useful in a wide range of pure and applied mathematics, such as algebra, differential equations, scientific computing, optimization, statistics, as well as in the field of computer science, engineering, and economics.

### **MAT 545 - GENERAL TOPOLOGY (3)**

Prerequisite: MAT 201 and MAT 231 or equivalent, MAT 411 or equivalent suggested

A one-semester course in point-set topology. Course topics include topological spaces and continuous functions, countability and separation axioms, product and quotient topologies, connectedness, and the Urysohn Lemma.

## **COURSES OF INSTRUCTION: MEDICAL LABORATORY SCIENCE**

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### **MET 489 - Medical Laboratory Science Internship (0)**

All seniors must register for this course during the fall and spring semesters of their hospital program of professional study. Students who are enrolled full-time in a hospital program affiliated with Thomas More University will be considered full-time students at the University.

### **SENIOR YEAR**

St. Elizabeth School of Medical Technology, Edgewood, Kentucky, Dr. Jackson O. Pemberton, Medical Director; Brian Wells, Education Manager.

Thomas More University is affiliated with the Clinical Laboratory Science Program of St. Elizabeth Healthcare Center, Edgewood, Kentucky. After completing the course work required by Thomas More University, the student spends his/her senior year at the hospital. This is a twelve-month program of professional study, generally beginning in late June. Credit hours and grades are transferred back to Thomas More University. Course work at the hospital is in the following areas:

**Microbiology** - Basic principles of medical bacteriology, mycology, virology, parasitology and mycobacteriology are covered. Experience in safely culturing and identifying microorganisms and conducting antibiotic sensitivity testing is provided. Students will receive lectures covering Microbiology materials before obtaining the clinical experience. However, the clinical experience runs concurrent with this rotation.

**Clinical Chemistry** - Qualitatively and quantitatively analyze blood and other body fluids for chemical constituents such as proteins, carbohydrates, enzymes, electrolytes and therapeutic drugs. A wide range of sophisticated instrumentation is utilized during clinical rotations. The Chemistry lecture series is given with Hematology lectures. The four weeks of clinical learning will occur at the conclusion of lectures in each rotation.

**Hematology** - Development of skills needed to perform manual cell counting, electronic cell counting and hemoglobinometry. The ability to differentiate White Blood Cells and Red Blood Cell Morphology of peripheral blood and bone marrow cells are studied. The Hematology series of lectures are given with the Chemistry lectures. The four weeks of clinical learning will occur at the conclusion of lectures in each rotation.

**Immunoematology** - Theory and practice of procedures related to the selection of donors, antigen and antibody identification, compatibility testing, blood processing and component therapy. Experience in pre-natal and post-natal testing is also provided. Most of the clinical experience is provided in our student laboratory. However, a week of direct field experience will occur after all clinical rotations lectures are complete.

**Urinalysis** - Students will gain information and experience in the physical, chemical and microscopic analysis of urine. The Urinalysis lectures are given with Molecular lectures. The one week of clinical learning will occur at the conclusion of lectures in each rotation.

**Molecular Techniques** - Includes molecular theory and real-time polymerase chain reaction (RT-PCR). Molecular lectures are given with Urinalysis Lectures. The one day of clinical observation will occur at the conclusion of lectures in each rotation.

**Serology** - Theory and practice of precipitation, agglutination, complement fixation, hemagglutination inhibition testing and fluorescent microscopy for the diagnosis of diseases such as syphilis, infectious mononucleosis and rheumatoid arthritis. Serology lectures are given with Coagulation Lectures. The one week of clinical learning will occur at the conclusion of lectures in each rotation.

**Coagulation** - Students obtain knowledge as to the coagulation cascade and bleeding disorders that may develop in the coagulation system. The Coagulation Lectures are provided with the Serology lectures. The one week of clinical learning will occur at the conclusion of lectures in each rotation.

**Management** - Students will be given information regarding management within a Clinical Laboratory. This includes budgeting, accreditation, education and communication, interview process and federal laws impacting healthcare.

**Toxicology** - Students will be given information concerning drugs of abuse and testing methods used to detect them. Two days of observation in the Toxicology Clinical Laboratory will then be provided. Clinical observation time occurs at the completion of the lectures for the program.

**Phlebotomy** - Training. As part of the Med Tech program, students will be trained to obtain blood specimens through venipuncture, arterial and capillary skin puncture. After basic phlebotomy techniques are introduced during orientation, students work to develop their skills by performing phlebotomy for a minimum of 20 hours.

## **COURSES OF INSTRUCTION: MUSIC**

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### **MUS 100 - THOMAS MORE SINGERS (1)**

Core Area: Fine Arts

The Thomas More Singers meet for weekly rehearsals and perform at concerts and university functions. No audition is required. This course may be repeated.

### **MUS 105 - MARCHING BAND (0-1)**

During the fall semester, the TMC Marching Band teaches field-style marching and music to perform at sporting events on/off campus, local competitions and other community events. This course is repeatable.

### **MUS 114 - BEGINNING GUITAR CLASS (1)**

Students will receive group instruction of basic guitar techniques, musicianship, and performance. A lab fee will be associated with this course.

### **MUS 115 - INTERMEDIATE GUITAR CLASS (2)**

Prerequisite: MUS 114

A continuation of MUS 114. Students will receive further group instruction of basic guitar techniques, musicianship, and performance. A lab fee will be associated with this course.

### **MUS 126 - VIEWING THE ARTS (3)**

Offers a general study of the elements of fine arts. Attendance is required at public performances.

### **MUS 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **MUS 160 – MUSIC SURVEY (3)**

This course is an introduction to music styles, periods, vocabulary, and the examination of music in the context of cultural and societal values. The means and circumstances in which music is created is also exposed.

### **MUS 201 - MUSIC THEORY I (3)**

Prerequisite: Permission of the Music Department

A survey course covering music elements and organization, notation, chord progressions, harmony/analysis, sight singing, and music dictation.

**MUS 202 - MUSIC THEORY II (3)**

Prerequisite: Completion of MUS 201 with a C grade or higher

A continuation of MUS 201 covering music elements and organization, harmony/analysis, sight singing, dictation, transposition, and harmonizing a melody.

**MUS 226 - THE HISTORY OF ROCK 'N' ROLL (3)**

Core Area: Fine Arts

A survey of the history and styles of Rock 'n' Roll, the contributions of specific musicians, and the social impact of the music from the late 1940's to the present.

**MUS 231 - SCHOOL MUSIC (3)**

Prerequisite: Admission to the Teacher Education Program

Students will learn about teaching a music program in grades one through eight and the use of music as a supporting vehicle in various class subjects and activities.

**MUS 245 - HISTORY OF WESTERN MUSIC I (3)**

A survey covering Western Music history and literature from antiquity to the Romantic period.

**MUS 246 - HISTORY OF WESTERN MUSIC II (3)**

This course is an introduction to music fundamentals, music history in western civilization from 1820 to the present including social/philosophical aspects of the times as well as critical listening skills.

**MUS 255 - SPECIAL TOPICS (3)**

Special topics courses will be offered periodically in a specific area of music.

**MUS 260 - MUSIC IN WORLD CULTURES (3)**

Core Area: Fine Arts

An introduction to the music of non-western countries. Content emphasizes diversity and uniqueness by exploring the music of India, Japan, Sub-Saharan Africa, Native America, Indonesia, Latin America, the Middle East, and others.

**MUS 270 - VOICE LESSON (1)**

Core Area: Fine Arts

Course requirement: Approval from Department Chair

Students will receive a private 30 minute lesson once a week and will perform each semester at a student recital. In addition to tuition, there is an additional fee.

**MUS 271 - PIANO LESSON (1)**

Core Area: Fine Arts

Course requirement: Approval from Department Chair

Students will receive a private 30 minute lesson once a week and will perform each semester at a student recital. In addition to tuition, there is an additional fee.

**MUS 272 - GUITAR LESSON (1)**

Course requirement: MUS 114 or with instructor permission

Students will receive a private 30 minute lesson once a week and will perform each semester at a student recital. In addition to tuition, there is an additional fee.

**MUS 290 - CONDUCTING (3)**

Prerequisite: MUS 201

Conducting fundamentals, score analysis, and rehearsal techniques are covered.

## **COURSES OF INSTRUCTION: NURSING**

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### **NUR 103 - INTERPERSONAL COMMUNICATION (1)**

No prerequisites (May be taken or repeated past the freshman year with permission of the instructor).

This course introduces the student to basic interpersonal communication skills within context of professional nursing. Emphasis is placed upon the processes of communicating with individuals and within groups.

### **NUR 104 - NURSING PROCESS (1)**

No prerequisites (May be taken or repeated past the freshman year with permission of the instructor).

This course uses the foundation of critical thinking to introduce the student to the systematic steps of the nursing process. The nursing process is applied to nursing practice as students write nursing care plans based upon simulated clinical scenarios.

### **NUR 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **NUR 203 - THEORIES/CONCEPTS (1)**

Prerequisites: PSY 105, SOC 105

Pre or Co-requisites: NUR 104 or permission of instructor

In this course, major theories and concepts derived from nursing and related disciplines provide a basis for the study of nursing practice. Students will explore the historical evolution of nursing and related theories utilized in the application of the nursing process.

### **NUR 204 AND 204L - HEALTH ASSESSMENT (2)**

Prerequisites: BIO 211, BIO 211L, BIO 212, BIO 212L, BIO 216, BIO 216L; CHE 103, CHE 103L, CHE 104, CHE 104L; PSY 105, SOC 105 or permission of instructor

Pre or Co-requisites: NUR 104, NUR 203, PSY 214, BIO 215, BIO 216, BIO 216L, or permission of instructor

This course focuses on holistic health assessment throughout the lifespan. Students will have opportunities to practice taking health histories and performing physical examinations in the nursing lab.

### **NUR 205 - NURSING SKILLS LAB I (1)**

Prerequisites: BIO 211, BIO 211L, BIO 212, BIO 212L, CHE 103, CHE 103L, CHE 104, CHE 104L; PSY 105, SOC 105 or permission of instructor

Pre or Co-requisites: NUR 104; BIO 216, BIO 216L; NUR 204, NUR 204L, or permission of instructor

Progressing from the simple to the complex, this course introduces the student to the concepts, processes, and skills essential to safe nursing practice. The student is given opportunities to develop and achieve competence in basic nursing skills through lecture, discussion, audiovisual aids, demonstration, and practice.

### **NUR 206 - GERONTOLOGICAL NURSING (2)**

(One two-hour class and six hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 104, NUR 203, NUR 204, NUR 204L, NUR 205; BIO 211, BIO 211L, BIO 212, BIO 212L, BIO 215, BIO 216, BIO 216L; CHE 103, CHE 103L, CHE 104, CHE 104L; SOC 105, PSY 105, PSY 214, or permission of instructor

Pre or Co-requisites: NUR 103, NUR 208; BIO 255

Gerontological nursing explores age related changes, cultural responses to aging, common health problems, psychosocial issues, theories and standards of practice in health care for older adults. Students utilize the nursing process to care for older adults. Theory and clinical components are included.

### **NUR 207 - PARENT-CHILD NURSING (3)**

(Two two-hour classes and six hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 104, NUR 203, NUR 204, NUR 204L, NUR 205; BIO 211, BIO 211L, BIO 212, BIO 212L, BIO 215, BIO 216, BIO 216L; CHE 103, CHE 103L, CHE 104, CHE 104L; SOC 105, PSY 105 and PSY 214 or permission of instructor

Pre or Co-requisites: NUR 103, NUR 208, BIO 255

The primary focus of this course is on the employment of the nursing process with well persons adapting to the developmentally related stressors of pregnancy, birth, and childhood. Theory and clinical components are included.

**NUR 208 - SKILLS LAB II (1)**

Prerequisites: NUR 104, NUR 203, NUR 204, NUR 204L, NUR 205; BIO 211, BIO 211L, BIO 212, BIO 212L, BIO 215, BIO 216, BIO 216L; CHE 103, CHE 103L, CHE 104, CHE 104L; PSY 105 or permission of instructor

Pre or Co-requisites: NUR 103, NUR 104; BIO 255

Progressing from the simple to the complex, this course introduces the student to the concepts, processes, and skills essential to safe nursing practice. The student is given opportunities to develop and achieve competence in basic nursing skills through lecture, discussion, audiovisual aids, demonstration, and practice.

**NUR 210 - NUTRITION FOR NURSES (2)**

Prerequisites: CHE 103, CHE 103L, CHE 104, CHE 104L; BIO 211, BIO 212

This course provides a foundation in nutritional science for competent and effective nursing practice with patients across the life cycle. The course addresses dietary principles for health promotion and disease prevention, including collecting data about nutritional status, implementing actions to promote normal nutrition or modify diet in response to illness, and evaluating responses to diet therapy for specific conditions.

**NUR 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**NUR 300 - INDEPENDENT STUDY (1-4)**

Students in nursing have the option of registering for Independent Study in Nursing. Students will work with a faculty member to develop learning objectives, identify appropriate learning activities, and methods of evaluation.

**NUR 305 - PATHOLOGICAL PROCESSES (3)**

Prerequisites: BIO 211, BIO 211L, BIO 212, BIO 212L, BIO 216, BIO 216L; CHE 103, CHE 103L, CHE 104, CHE 104L, or permission of instructor. Open to non-nursing majors.

The focus of this course is on the physiological and pathological mechanisms causing alterations in the homeodynamic condition, laying a foundation for the application of the nursing process with individuals, families, and groups.

**NUR 306 - NURSING CARE OF THE CHILDBEARING FAMILY (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 207, NUR 208; BIO 255 or permission of instructor

Pre or Co-requisites: NUR 305

This course applies the nursing process to promote the adaptation of women and their families to an optimal level of health during normal, complex, and high-risk pregnancies during the perinatal period. Theory and clinical components are included.

**NUR 307 - NURSING CARE OF THE ADULT (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 206, NUR 208, NUR 305; BIO 255 or permission of instructor

This course applies the nursing process to promote patient safety and adaptation of individuals and families to their optimum health during the acute phases of illness. Theory and clinical components are included.

**NUR 308 - NURSING CARE OF CHILDREN (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 207, NUR 208, NUR 305; BIO 255 or permission of instructor

This course explores illnesses that affect children and helps the student identify the multiple needs of the ill child and his/her family. The student utilizes the nursing process to assist the child and family to adapt to illness and achieve optimal health. Theory and clinical components are included.

**NUR 309 - MENTAL HEALTH NURSING (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 206, NUR 207, NUR 208; BIO 255 or permission of instructor

Pre or Co-requisites: NUR 305

This course examines the effects of acute mental illness on clients and their families. The nursing process is utilized to promote adaptation by clients to reach their optimal level of functioning. Theory and clinical components are included.

**NUR 310 - THEORETICAL PERSPECTIVES IN NURSING (3)**

This course, designed for the RN student entering the BSN program, introduces the student to the philosophy, theory and roles of the professional nurse across the educational continuum in the context of contemporary and future professional nursing practice. Major theories and concepts derived from nursing and related disciplines provide a basis for the study of nursing practice. In this course students will explore the historical evolution of nursing and related theories, focusing on the connection of theory, research and practice.

**NUR 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**NUR 400 - INDEPENDENT STUDY (1-4)**

Students in nursing have the option of registering for Independent Study. Students will work with a faculty member to develop learning objectives, identify appropriate learning activities, and methods of evaluation.

**NUR 403 - NURSING RESEARCH (2)**

Prerequisites: MAT 205 or MAT 208; NUR 305, NUR 306 or NUR 307 or NUR 308 or NUR 309 or permission of instructor

This course is an introduction to the research process and the role of research in nursing with a focus on developing a basic understanding of the components of the research process and on the critical consumption of research.

**NUR 404 - ADVANCED NURSING CARE OF THE ADULT (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 305, NUR 307, NUR 309 or permission of instructor

Pre or Co-requisites: NUR 403

This course focuses on the holistic application of the nursing process with patients and families adapting to the stressors of complex and critical illnesses. The practices of critical care nursing are components of the course. Theory and clinical components are included.

**NUR 405 - CHRONICITY AND NURSING (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 305, NUR 307, NUR 308, and NUR 309 or permission of instructor

Pre or Co-requisites: NUR 403

This course focuses upon the application of the nursing process to the care of patients and families who are experiencing life-limiting illnesses, disabilities, or chronic health problems not amenable to cure. The practices of chronic care, prevention, rehabilitation, palliative care, and hospice nursing will be explored and implemented. Theory and clinical components are included.

**NUR 406 - COMMUNITY HEALTH NURSING (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 306, NUR 307, NUR 308 and NUR 309 or permission of instructor

Pre or Co-requisites: NUR 403

The care of the community as a client is the focus of this course. Principles of health promotion and illness prevention for individuals, families, and groups are utilized in working towards a healthy community. World health organizations and environmental issues are examined for their effects on communities. Theory and clinical components are included.

**NUR 407 - NURSING MANAGEMENT (4)**

(Two three-hour classes per week and 120 hours of integrated practicum over 7 ½ weeks)

Prerequisites: NUR 403, NUR 307, NUR 308, NUR 309 and NUR 404, or permission of the instructor

Pre or Co-requisites: NUR 403

This course examines the application of leadership principles and management skills in nursing. Students apply the nursing process to patients and families experiencing complex health problems. Clinical experiences are designed to fulfill the current Kentucky Board of Nursing requirements for transition to professional practice.

**NUR 408 - PROFESSIONAL SEMINAR (1)**

Prerequisites: NUR 306, NUR 307, NUR 308 and NUR 309 or permission of instructor

Pre or Co-requisites: NUR 403

This course explores issues related to professionalism and trends in nursing and health care.

#### **NUR 410 - COMMUNITY HEALTH ISSUES AND NURSING (4)**

Prerequisite: NUR403

Designed for the registered nurse, this course examines the application of the nursing process to families, groups, and the community. A focus is placed on bridging acute care to the community. The student applies community resources to continuity of care. World health issues, basic epidemiology, and health policy are examined for impact in the community.

#### **NURS 410P - COMMUNITY HEALTH ISSUES AND NURSING PRACTICUM (4)**

Prerequisite: NUR403 and NUR410

Designed for the registered nurse, this course examines the application of the nursing process to families, groups, and the community. The student applies principles of community nursing to design a self-guided practicum with focus on community resources for individuals, families and groups. The student conducts a community assessment and examines the impact of health needs of the community.

#### **NUR 411 - LEADERSHIP AND MANAGEMENT IN NURSING (4)**

Prerequisites: NUR403

This course assists registered nurses to create a vision for themselves as leaders in healthcare. Course content focuses on the evaluation of models and concepts of leadership and management transformation for application in healthcare and develops knowledge of current approaches to systems and models for change management.

#### **NUR 411P - LEADERSHIP AND MANAGEMENT IN NURSING PRACTICUM (4)**

Pre or Co requisite: NUR411

The registered nurse focuses on the application of leadership and management principles to autonomously deliver safe, evidence based care. The student functions as collaborator, change agent, and leader within health care.

#### **NUR 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **COURSES OF INSTRUCTION: PHILOSOPHY**

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#### **PHI 105 - INTRODUCTORY LOGIC (3)**

Student will develop the skills needed for careful analytical reasoning and problem solving as well as practice assessing the reliability of evidence and testing the soundness and validity of various forms of argumentation. This course is particularly recommended for any student who anticipates the need to take one or other of the advanced tests for admission to graduate or professional programs. This course does NOT fulfill a core requirement.

#### **PHI 155 - SPECIAL TOPICS (3)**

Core Area: Philosophy

Special topics courses are offered periodically for topics not included in the established curriculum.

#### **PHI 205 - PHILOSOPHY OF HUMAN NATURE (3)**

A course focusing on the animate world around us and its reality as living, the difference between the living and the merely physio chemical, the human body as living, the difference between vegetative life and animal life; the human being as animal and evolution and ecology. Other topics will include the difference between the human being and other animals, thought versus sensation, choice versus instinct, the question of the human soul, its reality and immortality; the unity of the human person, the power to decide and the question of human freedom and human reason and its implications.

#### **PHI 210 - ETHICS LAB (1)**

This course introduces students to the ethical dimensions of human life and offers them the basic language and methodology with which to critically examine these dimensions. The course format integrates lecture and active case discussion to provide both the necessary philosophical grounding and the real-world skills sought by students. The course will provide an introduction to basic ethical theory and various approaches to ethical decision-making (clinical, business, environmental policy, etc.). In addition, students will engage particular ethical issues and topics, as appropriate to the course (e.g., truth-

telling and medical error, informed consent, conscientious objection, physician-assisted suicide, death and dying, and pediatric ethics for biomedical ethics; honesty, fairness, privacy, social responsibility, advertising, whistle-blowing, international & cultural issues for business ethics).

### **PHI 215 - APPLIED ETHICS (3)**

Core Area: Philosophy

Students will explore ethical principles and major theories as well as application to various areas of human endeavor. The specific area of application will be designated in the course listings for a particular semester.

### **PHI 220 - PHILOSOPHY OF EDUCATION (3)**

A course that will focus on the epistemological underpinnings of important theories of knowledge and learning in the history of ideas; it will also examine the formation of schools and institutions of higher learning, and the social, political and economic functions that these institutions serve.

### **PHI 225 - PHILOSOPHY OF SCIENCE (3)**

Topics will include the world around us in its physio-chemical, material reality; the world of energy, force, position, space, and time, the world as changing and the universe of empirical research and its limits.

### **PHI 230 - AESTHETICS (3)**

Core Area: Philosophy

A course covering art and literature as beauty, expression and communication, the reality of beauty, the objectivity and subjectivity of art and literature, beauty and truth and beauty and value.

### **PHI 235 - SOCIAL AND POLITICAL PHILOSOPHY (3)**

An examination of the interdependence of human beings and the reality of society, the person's relations to others in society and the question of authority and the freedom of the members of society.

### **PHI 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically not included in the established curriculum. PHI 255 fulfills either core requirement in values and ethics or metaphysics and epistemology. PHI 255A only fulfills the core for metaphysics and epistemology. PHI 255B fulfills the core for values and ethics.

### **PHI 307 - MAJOR PHILOSOPHICAL AUTHORS (3)**

A course exploring the writings of an author selected by the professor. Students will be expected to read closely, reflect critically and write in a clear, professional manner about the issues raised by the work of the author. This course may be repeated.

### **PHI 325 - HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY (3)**

An overview of western Philosophy from its beginnings to the Renaissance with special emphasis on a selected few of the more important Philosophers.

### **PHI 327 - PHILOSOPHY OF HISTORY (3)**

A course covering history and changing human relations, the question of history as development, progress versus mere change, learning from history and judging history and the freedom or determinism of history.

### **PHI 330 - HISTORY OF MODERN & CONTEMPORARY PHILOSOPHY (3)**

An overview of western Philosophy from the Renaissance to the present, with special emphasis on a selected few of the more important philosophers.

### **PHI 337 - PHILOSOPHY OF RELIGION (3)**

Topics covered in this course will include the rationality of belief in God, arguments for and against the existence of God, the nature of God as revealed by the evidence for saying that He exists, God's relation to the world He created and the relation of this investigation to religions.



**PHI 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically when courses are developed that deviate from offerings of the established curriculum, but are nonetheless consistent with departmental goals.

**PHI 400 - BACCALAUREATE RESEARCH PROJECT (3)**

Candidates for the bachelor degree are required to submit a research project consisting of three 12 to 15 page papers, typically connected by a central theme, issue or topic selected by the student and prepared under the guidance of a member of the Department. Students will acquire familiarity with the bibliographic, research and writing skills appropriate to the field of Philosophy. Ordinarily the student begins this project in the fall term of the academic year in which the degree is expected to be conferred; the final version of the research project is to be submitted no later than April 1 for evaluation by the mentor and a second reader. Any modifications requested are to be completed before a final grade is assigned. A public oral presentation of the results of the research is arranged after the final version has been approved.

**PHI 401 - METAPHYSICS (3)**

An examination of the reality, or being, of the things around us, what can be said of anything insofar as it is real, the contingency of the realities around us, their finiteness and its implications, the infinite and their creature hood, change, being and becoming.

**PHI 421 - GLOBAL ETHICS (3)**

Prerequisite: 2 Ethic Courses

Co-Requisite: THE 425

This capstone seminar (for the Ethical Studies A.A.) in global ethics will explore many of the major ethical challenges in today's global context arising in areas such as: foreign policy, war and peace, human rights, environmental concerns, poverty, consumption, and international current events. Students will philosophically reflect on and generate solutions to representative case studies, applying ethical theory (using EthicsGame) and employing critical thinking skills. Students will consider Catholic social justice teachings, the nature of business, international relations, and international develop and relief, which will enhance the context for generating such solutions. The course presupposes a working knowledge of Catholic social justice teachings (thus a pre- or co-requirement in THE 425 Social Justice), as well as a basic working knowledge of ethical theory (thus the pre-requirement of at least two other Philosophy courses in ethics).

**PHI 417 - THE REALM OF VALUES (3)**

Core Area: Philosophy

Nature, sources and types of values will be studied. Attention will be given to the major theories of value that have been proposed as well as to important issues such as the objectivity or subjectivity of values, the connection between value and ethical judgment, the role of values in elaborating systems of norms. Aesthetic, economic, intellectual, social and religious values will be examined in an effort to grasp the underlying relations among them

**PHI 455 - READINGS IN PHILOSOPHY (3)**

Students will discuss selected readings in an area or period of Philosophy directed, explained and guided by the instructor as arranged between the instructor and the student.

**PHI 495 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

**COURSES OF INSTRUCTION: PHYSICS**

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**PHY 121 - ELEMENTS OF PHYSICS I (3)**

Prerequisite: MAT 115, MAT 143 or MAT 151

Core Area: Natural Science

An introductory non calculus course in Physics designed for students majoring in disciplines other than math and the physical sciences. The course covers 1- and 2- dimensional motion, vectors, forces, momentum, energy, thermodynamics, and waves.

**PHY 121L - ELEMENTS OF PHYSICS I LABORATORY (1)**

(3-hour lab)

Concurrent Requisite: PHY 121

Core Area: Natural Science

An introductory non calculus course in Physics designed for students majoring in disciplines other than math and the physical sciences. Students will perform selected experiments in mechanics, heat, and sound.

### **PHY 122 - ELEMENTS OF PHYSICS II (3)**

Prerequisite: PHY 121

An introductory non calculus course in Physics designed for students majoring in disciplines other than math and the physical sciences. The course covers electric fields, Ohm's Law, magnetism, light, lenses, and some 20th century physics.

### **PHY 122L - ELEMENTS OF PHYSICS II LABORATORY (1)**

(3-hour lab)

Concurrent Requisite: PHY 122

An introductory non calculus course in Physics designed for students majoring in disciplines other than math and the physical sciences. Students will perform selected experiments in sound, electricity, optics, and possibly some 20th century physics.

### **PHY 141 - GENERAL PHYSICS I (4)**

Concurrent Requisites: MAT 151

An introductory calculus based course for Physics, Chemistry, Math and Pre Engineering majors. Topics include mechanics.

### **PHY 141L - INTRODUCTION TO MEASUREMENT I (1)**

(3-hour lab)

Concurrent Requisite: PHY 141

Students will perform selected experiments in mechanics.

### **PHY 142 - GENERAL PHYSICS II (4)**

Concurrent Requisites: MAT 152

An introductory calculus based course for Physics, Chemistry, Math and Pre Engineering majors. Topics include electricity and magnetism.

### **PHY 142L - INTRODUCTION TO MEASUREMENT II (1)**

(3-hour lab)

Concurrent Requisite: PHY 142

Students will perform selected experiments in electricity and magnetism.

### **PHY 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **PHY 241 - GENERAL PHYSICS III (3)**

Concurrent Requisites: MAT 201

An introductory calculus based course for Physics, Chemistry, Math and Pre Engineering majors. Topics include waves, sound, heat, optics, and modern physics.

### **PHY 241L - INTRODUCTION TO MEASUREMENT III (1)**

(3-hour lab)

Concurrent Requisite: PHY 241

Students will perform selected experiments in heat, sound, optics, and modern physics.

### **PHY 242 - MODERN PHYSICS (3)**

Prerequisite: PHY 122 or PHY 241; MAT 152

Special relativity, introduction to quantum mechanics, atomic and nuclear physics are covered.

### **PHY 251 - ELECTRONICS (4)**

### **PHY 251L - ELECTRONICS LABORATORY**

(3-hour lecture, 3-hour laboratory)

Prerequisite: PHY 122 or PHY 142

Electronics will study AC and DC circuits and discrete and integrated semiconductors including: diodes, transistors, amplifiers, and oscillators. Other topics will include a study of digital logic, digital circuitry and microprocessors including: gates, flip-flops, counters, registers, multiplexing, and A/D converters.

### **PHY 255 - SPECIAL TOPICS IN PHYSICS (1-3)**

A special topics course investigates a specific topic in Physics that may not be included in the normal Physics curriculum. The course may be structured to emphasize lab work, equipment or computer software development and evaluation, or the more traditional lecture format.

### **PHY 311 - STATICS (3)**

Prerequisite: PHY 241; MAT 201

Statics will cover the application of the conditions of equilibrium to coplanar and space systems, static friction, centroids and moments of inertia.

### **PHY 312 - CLASSICAL MECHANICS (4)**

Prerequisite: PHY 242; MAT 202 and MAT 220

An examination of the motion of a particle, systems of particles, d'Alembert's principle, calculus of variation, Lagrange's equation, Hamilton's principle and dynamics, rigid bodies, moving coordinate systems, and small oscillations.

### **PHY 315 - THERMAL PHYSICS (3)**

Prerequisite: PHY 241; MAT 202

An investigation of the Laws of Thermodynamics, Maxwell's relation and Thermodynamic potential and the equation of state and elements of phase transition. An introduction to statistical mechanics, Maxwell Boltmann, Bose Einstein and Fermi Dirac statistics and applications will be provided.

### **PHY 317 - ASTROPHYSICS (3)**

Prerequisite: PHY 242

An advanced introduction to physics associated with astronomy and cosmology. Topics will include orbital mechanics, spectroscopy, stellar interiors and evolution, galactic dynamics, the interstellar medium and cosmology. Students can expect to utilize equipment at and data from The Bank of Kentucky Observatory as part of this course.

### **PHY 321/322 - ADVANCED EXPERIMENTAL PHYSICS I, II (1, 1)**

(3-hour lab)

Prerequisite: PHY 241L

Students will perform selected experiments in mechanics, heat, physical optics, electricity and magnetism, solid state, and atomic and nuclear physics, designed to acquaint the student with the instrumentation and techniques of measurement and computer analysis used in modern day physics.

### **PHY 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **PHY 391/392 - RESEARCH PROJECTS IN PHYSICS I, II (1, 1)**

An experimental project with a tone of research for physics majors.

### **PHY 411 - NUCLEAR AND PARTICLE PHYSICS (3)**

Prerequisite: PHY 416, MAT 310

An examination of nuclear decay, nuclear reactions and models, subatomic particles, and discussions of recent advances in nuclear and particle physics.

### **PHY 412 - INTRODUCTION TO SOLID STATE PHYSICS (3)**

Prerequisite: PHY 241, PHY 251, PHY 416

Topics covered in this course will include X ray crystallography, semi-conductor, phonons, dielectric materials, magnetic materials, and theory of solids.

**PHY 416 - QUANTUM MECHANICS (3)**

Prerequisite: PHY 242, PHY 312; MAT 220, MAT 310

Course will cover the dual nature of matter and radiation, the development of quantum mechanics, the uncertainty principles, wave functions and Schrodinger's equation, representation theory, Hilbert Space, Dirac notation, eigenvalue problems, the potential well and potential barrier, as well as additional solutions to Schrodinger's equation such as in simple symmetries of 2-3 dimensions. The hydrogen atom and associated quantum numbers may be included.

**PHY 422 - ADVANCED CLASSICAL MECHANICS (3)**

Prerequisite: PHY 312

A continuation of topics explored in Classical Mechanics, including an in depth examination of Hamiltonian mechanics, nonlinear mechanics, chaos, collision theory, and continuum mechanics.

**PHY 426 - ADVANCED QUANTUM MECHANICS (3)**

Prerequisite: PHY 416

This course will consider some of the material in PHY 416 in more detail and continue on with the hydrogen atom, angular momentum and spin, systems of particles, perturbation theory, scattering theory, and other special topics of interest.

**PHY 432 - ELECTROMAGNETISM (4)**

Prerequisite: PHY 142; MAT 310

Electric and magnetic fields in free space and in materials, electromagnetic fields and waves and radiation are discussed.

**PHY 442 - ADVANCED ELECTROMAGNETISM (3)**

Prerequisite: PHY 432

This course will consider some of the material in PHY 432 in more detail and continue on with Electrodynamics, radiation near and far fields, and some common elementary graduate school problems.

**PHY 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**PHY 475 - ADVANCED TOPICS IN MATHEMATICAL PHYSICS (3)**

Prerequisite: Permission of the instructor

An in-depth investigation of a current issue in mathematical physics using the tools previously developed in the program. The issue will be selected from topics such as functional integration, introduction to quantum field theory, differential geometry, general relativity, solitons, applications of non-linear PDEs, and representation theory, among others. Cross-listed as MAT 475.

**PHY 490 - ADVANCED RESEARCH PROPOSAL (1)**

Prerequisite: PHY 322

The student will create a written proposal for a research project that consists of a timeline, budget, and defined accomplishments. This proposal will be based on background readings and often some preliminary data measurements to verify the feasibility of the project. It is possible to successfully complete this course with the conclusion that the proposed project is not feasible or not affordable. In this situation, the student must repeat the course with more realistic goals. The proposal will be reviewed by the departmental faculty and the Chair's approval is required to take PHY 491. This course may be repeated once for additional credit.

**PHY 491 - ADVANCED RESEARCH PROJECTS IN PHYSICS (2)**

Prerequisite: Permission of the Chair, indicating successful completion of a viable proposal from PHY 490

This course consists of an advanced computational or experimental project with research for physics majors based on the timeline, budget, and all defined accomplishments of the approved PHY 490 proposal.

**PHY 495 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

**PHY 498 - SENIOR SEMINAR (1)**

Prerequisite: 25 credit hours of Physics.

Weekly seminar for the discussion and exploration of current topics in physics. Students will be required to research scientific articles and offer both written and oral critiques of the work. This course will also include preparation for and completion of a comprehensive exit exam for physics majors.

## COURSES FOR NON-MAJORS

### **NSP 220 - ANYTHING PHYSICS (3)**

Prerequisite: Algebra.

Once one understands the general concepts of motion, forces, and energy, then all concepts of physics are accessible. The first portion of the course will introduce these ideas to lay down a common language. The rest of the course will cover whatever physics topics the class deems interesting. Students will leave with the ability to recognize physics in their daily life (such as traffic accident reconstruction, gear ratios, refrigerator thermodynamics, physics of the body) and a conceptualization of some physics they may see in the news.

### **NSP 220L - ANYTHING PHYSICS LABORATORY (1)**

Concurrent requisite: NSC 220.

Students will perform selected experiments in mechanics, possibly electronics, thermodynamics, and simply modern physics or radiation, designed to complement material covered in NSC 220.

### **NSP 225 - SOLAR SYSTEM ASTRONOMY (3)**

Core Area: Natural Science

An introduction to the solar system. Topics include: apparent motions of the sun, moon, and planets in the sky, geocentric and heliocentric models of the solar system, telescopes and how they are used to collect and analyze radiation, the moon and its phases, the nature of the planets, comets, and asteroids, the origin of the solar system, and spacecraft observations of the planets. May be taken by itself or in conjunction with NSP 225L.

### **NSP 225L - ASTRONOMY LABORATORY (1)**

(3-hour lab)

Prerequisite or Co-requisite: NSP 225 or NSP 238

Core Area: Natural Science Lab

Students will perform laboratory exercises, telescope observing session, and experiments designed to illustrate the concepts discussed in NSP 225 and NSP 238.

### **NSP 236/237 - CONCEPTS OF PHYSICAL SCIENCE I, II (3, 3)**

Prerequisite: minimum score of 18 on the Math section of the ACT, or satisfactory scores on the in-house math placement test, or satisfactory completion of either MAT 096 or MAT 093/094

An introduction to the study of the physical sciences involving selected topics from astronomy, geology, chemistry, and classical and modern physics.

### **NSP 236L/237L - CONCEPTS OF PHYSICAL SCIENCE LAB I, II (1, 1)**

(3-hour lab)

Co-requisite: NSP 236/237

Students will perform selected exercises in Astronomy, Geology and Physics designed to complement material covered in NSP 236 or NSP 237.

### **NSP 238 - STELLAR ASTRONOMY (3)**

The stars, stellar systems, and cosmology will be studied. Topics include: the nature of light, telescopes, multiple star systems, stellar evolution, and the origin, evolution, and future of the universe. This course may be taken in conjunction with NSP 225L.

## COURSES OF INSTRUCTION: POLITICAL SCIENCE

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### **POS 105 - INTRODUCTION TO POLITICAL SCIENCE (3)**

Core Area: Social Science

A course designed to provide the student with an “awakening” to the world of political science by developing an understanding and appreciation of the basic concepts, major theories, seminal literature, and their applications within our political world. This course fulfills a core requirement in the social science category.

**POS 106 - AMERICAN GOVERNMENT (3)**

An introductory examination of the principles, structure and practice of the American governmental system.

**POS 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**POS 206 - STATE AND LOCAL GOVERNMENT (3)**

Students study the principal structures, processes and challenges of state and local government.

**POS 215 - INTRODUCTION TO PUBLIC ADMINISTRATION (3)**

An examination of governmental administration and organization in the US at the national, state, and sub-state levels; development and evolution of the discipline; organization and management; administrative control and accountability; intergovernmental relations; functions and operation within a democratic form of government and political environment.

**POS 230 - WORLD POLITICS (3)**

Pre-requisite: POS 105 or BUA 105

Combining elements of two areas of study (Comparative Politics and International Relations); World Politics will provide students with a solid foundation for understanding contemporary international, or world, politics. Students will be introduced to the theories, issues, and economic basis of international relations while developing an understanding of the field in preparation for more advanced classes in world politics. The course will develop awareness of their role as world citizens, understanding the impact of global politics upon their lives, and informed judgments about contemporary political issues.

**POS 255 - POLITICAL SCIENCE TOPICS (3)**

A special topics course with a focus upon investigating a particular theme, institution or problem in Political Science.

**POS 290 - INTRODUCTION TO POLITICAL THEORY (3)**

Recommended pre-requisite: POS 105

An introduction to the literature of political theory, and an examination of political ideology, with a focus upon fundamental questions of politics and social relations.

**POS 306 - AMERICAN PRESIDENCY AND CONGRESS (3)**

Prerequisite: POS 105

Designed to introduce students to two key national governmental institutions in the American political system; enabling a broad understanding of the development of these American political structures and their respective foci, while providing for an exploration of their complex relationship.

**POS 324 - PUBLIC OPINION AND SURVEY RESEARCH (3)**

The process of assessing public opinion is an integral aspect of our politics and society. Survey research aids in creating and justifying public policy and the development of campaign strategies. It provides the basis for much of what the media reports to be the ‘will of the people,’ and it helps develop product branding and sales. Through readings and class exercises, students will be introduced to both the theoretical and practical issues of survey research: the processes of obtaining public opinion, learn how to design simple survey instruments, and becoming knowledgeable consumers of public opinion polling.

**POS 329 - GERMANY AND THE EUROPEAN UNION: A HISTORICAL AND CULTURAL APPROACH (3)**

Prerequisite: HIS 102

An examination of 20th century German History with emphasis on post-1945 developments. The study unfolds against the backdrop of the formation and contemporary developments within the European Union. Topics include contemporary German politics and culture; together with Germany’s broader role in the E.U. Cross-listed as HIS 329.

**POS 335 - GLOBAL POLITICAL ISSUES (3)**

Pre-requisites: POS 105, POS 230

This course provides a deeper understanding of the global issues raised in the World Politics course. Specifically, the course will focus on key issues confronting the development of a global community. Issues such as economic and cultural globalization, global environmental challenges, international and regional integration and regime change, the impact of democratization on world politics, and dimensions of global inequality will be explored through a focused literature. The course will develop a deeper awareness of students' role as world citizens while enhancing their ability to make informed judgments about contemporary political issues.

**POS 336 - CONTEMPORARY DEVELOPING WORLD (3)**

The developing and emerging world has been an area of great academic focus since the 1960s. In today's world, over one-third of the people on earth live in poverty. For a variety of reasons, they have inadequate diets, health care, and shelter. Since the publication of the Millennium Goals by the United Nations in 2000, much great attention has been paid to reducing poverty, along with improving education, health and nutrition, and life expectancy. This course will examine the all-to-common problems faced by developing countries, and the attempt by these nations, as well as the global community, to enhance their quality of life. Each student will write a research paper on a particular developing country which they will share with the class. Cross-listed as HIS 336.

**POS 355 - POLITICAL STUDIES (1-3)**

A special topics course with a focus upon investigating a particular theme, institution or problem in Political Science.

**POS 370 - UNDERSTANDING PUBLIC POLICY (3)**

Prerequisite: POS 105

This course is designed to introduce students to the policy process enabling them to develop a deeper awareness of their role as citizens while enhancing their ability to make informed judgments about contemporary American political issues.

**POS 400 - INDEPENDENT STUDY (3)**

Students may register for an Independent Study in political science under supervision of a member of the History or Political Science faculty.

**POS 425 - AMERICAN CONSTITUTIONAL HISTORY (3)**

A study of the United States Constitution from its antecedents to the present with an emphasis on major Supreme Court cases. Cross-listed as HIS 425.

**POS 435 - HISTORY OF LATIN AMERICA (3)**

A survey course covering the historic, political, cultural, social and economic trends of Latin America. Cross-listed as HIS 435.

**POS 440 - RISE AND FALL OF 20th CENTURY FASCISM (3)**

This course will trace the rise of 20th century fascism, primarily in Europe, with special emphasis on Italian and German fascism. It will examine how this movement served to ignite World War II, leading to millions of deaths, both on and away from the battle field. The course will also look at Fascist and Neo-Fascist movements in the contemporary world, particularly those which have emerged in several European countries since the end of the Cold War. Cross-listed as HIS 440.

**POS 442 - RECENT RUSSIA (3)**

The major aspects of political and social development in recent Russia are examined. Cross-listed as HIS 442.

**POS 452 - MODERN CHINA (3)**

A survey of the political and cultural history of China since 1800. Cross-listed as HIS 452.

**POS 455 - SPECIAL TOPICS (3)**

An advanced special topics course investigating a particular theme, institution or problem in Political Science.

**POS 465 - ASIAN STUDIES (3)**

A focus upon a specific period, theme or problem in the development of Asian civilization. Cross-listed as HIS 465.

**POS 491 - POLITICAL THEORY AND IDEOLOGY (3)**

Course requirement: Junior standing.

A seminar designed for intensive study of aspects of political theory. The course may focus on a single body of literature, comparative analysis of a key aspect of political discourse, or the writings of a particular theorist.

**POS 494 - INTERNSHIP IN LOCAL GOVERNMENT (variable credit)**

Students participate in a practicum in a local government capacity.

**POS 495 - INTERNSHIP IN STATE GOVERNMENT (variable credit)**

Students participate in a practicum in a state government capacity.

**POS 496 - INTERNSHIP IN FEDERAL GOVERNMENT (variable credit)**

Students participate in a practicum either in a local federal government agency, or in Washington, D.C.

**POS 497 - PRE LAW INTERNSHIP (variable credit)**

Students participate in a practicum in an acceptable pre law capacity (e.g. law firm, pretrial release agency, court attorney/judge's office). Cross-listed with PLS 497.

**POS 498 - CONGRESSIONAL LEADERSHIP PROGRAM (1)**

Course requirement: Sophomore standing

Students, who are residents of Kentucky's Fourth Congressional District, can earn one academic credit through participation in this eight-session program sponsored by Kentucky's Fourth District Congressman's local office. Held each summer, the program offers unique insights into the region's institutions and political processes.

**POS 499 - POLITICAL SCIENCE SENIOR SEMINAR & METHODOLOGY (3)**

Prerequisite: POS 105, POS 106, POS 230, and a minimum 2.0 GPA in Political Science courses

A methodological course providing students with the skills needed to conduct and understand research in the field of Political Science. Statistical methods, research design, data collection and analysis (both quantitative and qualitative) are the primary topics upon which the course will focus. Students will be required to design and conduct a substantial research project.

**COURSES OF INSTRUCTION: PRE-LEGAL STUDIES**

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**PLS 105 - INTRODUCTION TO LAW (3)**

An introduction to various aspects of the legal profession, such as exploring a legal career, applying to law school, career options, basic legal terminology, and the court system.

**PLS 255 - SPECIAL TOPICS (3)**

A special topics course investigating a particular subject related to law

**PLS 310 - LAW AND ECONOMICS (3)**

Prerequisite: ECO 105

An introduction to the economic analysis of the law. Economic analysis will be used to shed light on property, tort, and contract law. Cross-listed as ECO 310.

**PLS 312 - PSYCHOLOGY AND THE LAW (3)**

A course examining psychology and the legal system. Topics include eyewitness testimony, the insanity defense, theories of crime, lie detection and confession, jury decision making, the psychology of rape, serial killers, punishment and sentencing. Cross-listed as PSY 302.

**PLS 355 - LEGAL TOPICS (1-3)**

A special topics course in an investigation of a particular subject related to law.

**PLS 380 - LEGAL ISSUES IN SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 291



Course Requirement: Junior status, minimum GPA of 2.5. An investigation into the plethora of legal issues facing the sports and entertainment industries. The course will analyze legislation that has affected the development and operation of these industries. Landmark and seminal cases will be reviewed to ascertain the rights and restrictions of those operating within the industries. Also included as a point of study will be controversial issues where legal precedents have not yet been set. Cross-listed as BUA and PLS 380.

**PLS 497 - PRE-LAW INTERNSHIP (variable credit)**

Students may intern at an organization related to pre-legal studies.

## **COURSES OF INSTRUCTION: PSYCHOLOGY**

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**PSY 105 - GENERAL PSYCHOLOGY (3)**

Core Area: Social Science

An introduction to the field of Psychology and to the methods of study used by psychologists. Emphasis is placed on a scientific approach to understanding human behavior. Topics covered include the biological basis of behavior, sensation, perception, learning, memory, personality, abnormal behavior, and social behavior. PSY 105 is a prerequisite for all other Psychology courses. This course fulfills a core requirement in the social science category.

**PSY 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**PSY 201 - STATISTICS FOR THE BEHAVIORAL SCIENCES (3)**

Prerequisite: PSY 105; MAT 096 or a score of 18 or higher on the math section of the ACT

Core Area: Mathematics

An introduction to descriptive and inferential statistics. Topics covered include frequency distributions, percentiles, central tendency, variability, standard scores, normal distributions, probability, correlation, hypothesis testing, and analysis of variance. Cross-listed as MAT 208.

**PSY 202 - INTRODUCTION TO EXPERIMENTAL DESIGN (3)**

Prerequisite: PSY 201 or MAT 208

Course Requirement: Psychology majors or permission of instructor

The second course in the three-semester sequence (PSY 201, PSY 202 and PSY 308) of research methods in Psychology. It includes inferential statistics and the design of experiments.

**PSY 205 - SOCIAL PSYCHOLOGY (3)**

Prerequisite: PSY 105

Social psychology entails an analysis of the nature and causes of individual behavior in social situations. Topics include social perception, attitudes, interpersonal attraction, social influence, aggression, pro-social behavior, and group processes. Cross-listed as SOC 215.

**PSY 206 - ABNORMAL PSYCHOLOGY (3)**

Prerequisite: PSY 105

The nature and causes of maladjustment and mental disorders, theoretical perspectives on abnormal behavior, symptoms and diagnostic criteria for the major mental disorders, theories of etiology and approaches to treatment.

**PSY 209 - WORKPLACE PSYCHOLOGY (3)**

Prerequisite: PSY 105

Principles of scientific methodology and psychology applied to the business situation. Topics covered include research methods, employee performance and evaluation, structure of organizations, motivation, conditions of work, engineering psychology, and consumer psychology. Cross-listed as BUA 304.

**PSY 214 - LIFESPAN DEVELOPMENT (3)**

Prerequisite: PSY 105

Students will study the development of the human being from conception to maturity and into old age. Special problems at various ages are investigated, including problems of the young child, emotional and social adjustment of the adolescent and young adult, marriage and the family and issues unique to the elderly.

### **PSY 215 - CHILD PSYCHOLOGY (3)**

Prerequisite: PSY 105

An investigation of the facts and theories pertaining to child development. Topics covered include intellectual, social, emotional, and physical growth in childhood, and issues and problems encountered during childhood.

### **PSY 217 - HUMAN SEXUALITY (3)**

A study of the facts and theories pertaining to human sexual behavior and attitudes. Topics include sexual images in the media, history and methods of sex research, human sexual response, sexual expression, gender roles and socialization, communication, sexuality through the life span, love and intimacy, homosexuality, and abnormal sexual behaviors.

### **PSY 218 - ADULT DEVELOPMENT AND AGING (3)**

Prerequisite: PSY 105

A study of the major psychological theories and themes of aging. Topics covered include cognitive, social, emotional, and personality characteristics of aging.

### **PSY 220 - PSYCHOLOGY OF PERSONAL GROWTH (3)**

Prerequisite: PSY 105

A course designed to encourage personal growth through self-exploration. The basic premise of the course is that a commitment to self-exploration can create new potentials for choice. A discussion format is used.

### **PSY 230 - SPORTS PSYCHOLOGY (3)**

Prerequisite: PSY 105

Students will understand the basic concepts of sport psychology as well as the psychological skills and training techniques used to enhance athletic performance. This course is designed to help students learn both practical and evidence based practices of psychological medicine within the fields of sports medicine. Topics will include but are not limited to: personality, self-confidence, motivation and goal-setting, anxiety and stress management, concentration and attention control, imagery and visualization, achievement and competition, sport leadership, burnout and overtraining, and group cohesion.

### **PSY 255 - SELECTED TOPICS (3)**

Prerequisite: PSY 105

Special topics course is offered when a topic falls outside of the established curriculum. This course may be taken more than once.

### **PSY 275 - POSITIVE PSYCHOLOGY (3)**

Prerequisite: PSY 105

Core Area: Social Science

A great deal of research has been done in the area of positive psychology and subjective well-being. That is, what makes for a meaningful or satisfying life? What brings happiness? What are the consequences of pursuing money, status, and power? What can you do to improve your own well-being? Researchers have examined the relationship between life satisfaction and personality, values, material wealth, religion, marital status, employment, race, gender, culture—and reached some surprising conclusions. We will review research in these areas and try to address the question of what constitutes the good life. The class will include readings from selected articles and chapters, student presentations, an empirical replications, and class activities.

### **PSY 300 - INDEPENDENT STUDY (3)**

Prerequisite: PSY 105

Students may complete a departmentally approved independent study in a selected area under the supervision of a member of the departmental faculty. This course may be taken more than once.

### **PSY 301 - INTERNSHIP LEVELS I, II, III, IV (3)**

Course Requirement: Psychology majors or permission of instructor

The Internship Workshop prepares the student to participate in experiential learning opportunities and placements primarily external to the University. It is a pre-requisite to any intern placement in the Psychology Academic Internship Program.

### **PSY 302 - PSYCHOLOGY AND THE LAW (3)**

Core Area: Social Science

An examination of psychology and the legal system. Topics include eyewitness testimony, the insanity defense, theories of crime, lie detection and confession, jury decision making, the psychology of rape, serial killers, punishment and sentencing. Cross-listed as PLS 312 and CRJ 355.

### **PSY 305 - THEORIES OF PERSONALITY (3)**

Prerequisite: PSY 105 and Junior Standing

Recommended Prerequisite: PSY 206

A course covering the facts and principles of personality study; the nature of personality, its structure, development, expression, and measurement; evaluation of traditional and modern theories of personality. A major in-class presentation is required.

### **PSY 306 - CLINICAL AND COUNSELING PSYCHOLOGY (3)**

Prerequisite: PSY 206 and Junior Standing

A history of clinical psychology, training in clinical and counseling psychology, assessment and the planning of improvement programs and a survey of current approaches to counseling and psychotherapy. The development of elementary interview skills is an objective of this course.

### **PSY 307 - BIOLOGICAL PSYCHOLOGY (3)**

Prerequisite: PSY 105

A course providing the student with an understanding of the biological underpinnings of behavior, including the relationship between psychology and physiology, pharmacology, and anatomy. Other topics that will be studied include hormones and behavior, arousal and sleep, emotion and aggression, sexual behavior, eating and drinking and learning and memory.

### **PSY 308 - EXPERIMENTAL PSYCHOLOGY (3)**

Prerequisite: PSY 201 or MAT 208, PSY 202

A continuing study of the design and execution of psychological experiments, stressing a variety of experimental designs, methodologies, and techniques. The course includes classic and contemporary studies illustrating the major subject areas of psychology. Students perform at least three laboratory experiments, covering various content areas, during the course of the research methods sequence.

### **PSY 310 - LEARNING (3)**

Prerequisite: PSY 105, PSY 201, PSY 202

Students will study theory and data concerning the nature of the learning process, evaluate traditional and recent experimental theories of learning, gain hands on experience with conditioning techniques and will learn the practical applications of learning principles.

### **PSY 311 - MOTIVATION (3)**

Prerequisite: PSY 105, PSY 201, PSY 202

An evaluation of theories and research about the processes that activate and direct behavior. Topics covered include biological, social, cognitive, and learned approaches to motivation, and practical applications of motivational theories.

### **PSY 312 - ADVANCED ABNORMAL & CLINICAL PSYCHOLOGY (3)**

Prerequisites: PSY 105, PSY 206, PSY 306

An advanced study of the nature and causes of maladaptive behavior from various theoretical perspectives as well as the treatment approaches. The development of intermediate interview skills is an objective of this course.

### **PSY 315 - SENSATION AND PERCEPTION (3)**

Prerequisite: PSY 105

An investigation of the functioning of the sensory receptors in seeing, hearing, smell, taste, and touch, and examines the ways in which we use and interpret information from the environment.

### **PSY 316 - COGNITION (3)**

Prerequisite: PSY 105

Students will study the processes by which information from the environment is obtained, analyzed, stored, and used by humans. Topics include pattern recognition, language comprehension, attention, memory, imagery, problem solving, and decision making.

### **PSY 325 - ANIMAL BEHAVIOR (4)**

#### **PSY 325L - ANIMAL BEHAVIOR LABORATORY**

Prerequisite: BIO 102 or PSY 105.

Course Requirement: Biology or Psychology majors or permission of instructor

Students will study behaviors specific to animals other than man. Topics include instinct, environmental stimuli, learning, communication, aggression, sociobiology, and the evolution of behavior. Laboratories stress field observations and group projects. Cross-listed as BIO 325/325L.

### **PSY 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically when courses are developed that deviate from offerings of the established curriculum, but are nonetheless consistent with departmental goals.

### **PSY 405 - PRINCIPLES OF PSYCHOLOGICAL TESTING (3)**

Prerequisite: PSY 201

A course concentrating on the theoretical and practical aspects of the assessment and prediction of human behavior. Topics covered include commonly used individual and group tests of personality, intelligence, and achievement, selection and evaluation of tests, test construction, standardization, reliability and validity.

### **PSY 406 - ADVANCED RESEARCH PROJECT (3)**

Prerequisite: PSY 308

Advanced students design, conduct, and analyze a research project under supervision of departmental faculty. This course may be taken more than once.

### **PSY 408 - SENIOR SEMINAR (3)**

Prerequisite: PSY 105 and Junior Standing

A study of the development of Psychology and contemporary psychological systems. Students will gain an understanding of the influences of schools of Psychology upon the discipline. The course is an integrative capstone experience for the senior Psychology major, who is required to make a major in class presentation in this seminar.

### **PSY 455 - ADVANCED SELECTED TOPICS (3)**

Prerequisite: PSY 105

Reserved for advanced special offerings. This course may be taken more than once.

## **COURSES OF INSTRUCTION: SOCIOLOGY**

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### **SOC 105 - PRINCIPLES OF SOCIOLOGY (3)**

Core Area: Social Science

A course intended to foster the student's "sociological imagination", provide the student with exposure to the basics of the academic discipline and emphasize examination of: 1) the "ultimate meaning of life" through analysis and evaluation of the social construction of reality, socialization processes, and institutions, cultural (including value, linguistic, belief, and normative systems), and structural processes/components which provide the "meat and bones" of social life; 2) "one's place in the world" through the analysis and evaluation of cultural relativism, ethnocentrism, multiculturalism, population demographics, and various other social problems; and 3) "one's social and ethical" responsibility to others through the analysis and evaluation of stratification systems (particularly class, race, and gender), class, racial, ethnic, and gender relations, the role of social movement and activism in fostering social awareness and change, and the relationship of critical

sociology to theological and philosophical systems of thought. Considerations of the position of sociology as an empirical science, its historical underpinning, its methodology, and other major components are also made. This course fulfills a core requirement in the social science category. A grade of C or higher in this course is required for all higher level Sociology courses.

### **SOC 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **SOC 201 - SOCIOLOGY OF DEVIANCE (3)**

Prerequisite: SOC 105

An investigation of the normative systems that guide behavior with particular attention paid to forms of behavior that fall outside the parameters of those systems, such as certain forms of crime, collective movements, teen rebellion, cults, and lying.

### **SOC 206 - COMMUNITY SERVICE (3)**

Community service provides students with a field experience: introducing students to the network of community services and organizations. Volunteer placements are arranged in community/social service agencies and organizations and, as necessary, include training sessions and seminars. Please note that no student on academic probation may register for this course and that this course may be repeated for a total of six semester hours of credit.

### **SOC 215 - SOCIAL PSYCHOLOGY (3)**

Prerequisite: SOC 105, if taking for Sociology credit

Social psychology entails an analysis of the nature and causes of individual behavior in social situations. Topics include social perception, attitudes, interpersonal attraction, social influence, aggression, pro-social behavior, and group processes. Cross-listed as PSY 205.

### **SOC 216 - CLASS, RACE, AND GENDER (3)**

Prerequisite: SOC 105

A survey course exposing students to the inquiry of race, class and gender via a sociological perspective. Race, gender, and class have been key variables in terms of understanding power and the distribution of resources in the American political system. The primary focus of the course is to establish a basic understanding of how the American system of governing operates and then to analyze this in terms of placing a template of race, gender, and class upon it.

### **SOC 217 - SOCIAL PROBLEMS (3)**

Prerequisite: SOC 105

An exploration of issues that are considered harmful to the human condition, such as population, crime, domestic violence, environmental sustainability, and poverty.

### **SOC 218 - SOCIOLOGY OF DATING, MARRIAGE, AND FAMILY (3)**

Prerequisite: SOC 105

An investigation of a basic social institution: including analysis of dating, courtship, and marriage practices and functions; alternative primary groupings, such as homosexual unions and commuter relationships; primary group sexuality, conflict and conflict resolution; childbearing and socialization; divorce and remarriage.

### **SOC 225 - CRIMINOLOGY (3)**

Prerequisite: SOC 105, if taking for Sociology credit

Provides an examination of crime and the criminal in society; the nature of crime and criminal law; causal theories of crime; methods of treatment, and prevention. Cross-listed as CRJ 225.

### **SOC 226 - JUVENILE JUSTICE (3)**

Prerequisite: SOC 105, if taking for Sociology credit

The Juvenile Justice course analyzes the social and legal implications of the juvenile system. Causes, treatment, and prevention of juvenile delinquency are explored. Cross-listed as CRJ 226.

**SOC 248 - URBAN SOCIOLOGY (3)**

Prerequisite: SOC 105

Urban sociology is a general study of the sociology of industrial development including its structural-functional, conflictual, and symbolic dimensions and relationships to larger society.

**SOC 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically when courses are developed that deviate from offerings of the established curriculum, but are nonetheless consistent with departmental goals.

**SOC 301 - CONTEMPORARY SOCIOLOGICAL THEORY (3)**

Prerequisite: SOC 105

The contemporary sociological theory course involves exploration and application of contemporary sociological theories. Topics include theory construction, structural-functionalism, conflict theory, symbolic interactionism, phenomenology, among others.

**SOC 304 - SUBSTANCE ABUSE (3)**

Prerequisite: SOC 105, if taking for sociology credit

A study of the pharmacological, social, legal, and clinical aspects of drug use in contemporary society. Cross-listed as CRJ 304.

**SOC 309 - GROUP DYNAMICS (3)**

Prerequisite: SOC 105

Group dynamics involves an introduction to small group processes, including basic concepts and group techniques. Practical orientation and demonstration of group approaches are stressed.

**SOC 311 - SOCIAL RESEARCH METHODOLOGY (3)**

Prerequisite: SOC 105; MAT 208 or PSY 201; Criminal Justice or Sociology Major

Social research methodology involves exposure to and application of various methods used in conducting social scientific research. Topics include, survey design, interview techniques, field research methods, participant/non-participant observational techniques, sampling design, data analysis, and publication of findings. This course includes development of a research proposal that will be basis for the student's major work to be completed in Thesis (SOC 409).

**SOC 315 - SOCIAL MOVEMENTS (3)**

Prerequisite: SOC 105

A survey and theoretical interpretations of various social movements in history, such as the civil rights and the women's movements in the U.S., the French Revolution, and overthrow of Czarist Russia.

**SOC 320 - SOCIOLOGY OF EDUCATION (3)**

Prerequisite: SOC 105

The sociology of education course focuses on the theoretical, ideological and philosophical interpretations of the role of education as a social institution.

**SOC 325 - COMPLEX ORGANIZATION (3)**

Prerequisite: SOC 105

This course involves an in-depth examination of complex social organization with particular emphasis placed on its characteristic processes, structures, and systems.

**SOC 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically as sociology electives when courses are developed that deviate from offerings of the established curriculum, but are nonetheless consistent with departmental goals.

**SOC 381 - MEXICAN-U.S. BORDER STUDIES (3)**

Prerequisite: completion of all core social science, history, fine arts and foreign language requirements; instructor approval. Course enrollment is limited to twelve students, accepted on a "first-approved-first-enrolled basis."

This course entails an intensive exploration of the sociology of the Mexican-U.S. border area of Ciudad Juarez and El Paso, Texas, including the political, environmental, historical, cultural, economic, artistic, racial, legal, and migration issues endemic to the area.

### **SOC 382 - JAMAICA SERVICE – LEARNING PROGRAM (3)**

Prerequisite: SOC 105

Concurrent Requisite: SOC 105

This course entails an intensive exploration of globalization processes, developing and developed world dynamics, socio-economic, racial and ethnic stratification, and social activism in making a just world a reality. Particular emphasis is placed on active engagement in field experience communities, journaling techniques and group and self-reflective processes. Specifically, the goals of this course are to: 1) reflect on divergent global perspectives (the other – persons, cultures, and structures); 2) reflect on one's sociological place (the social self); 3) develop critical intellectual abilities (the mind); and 4) develop a cultural and materialistic humility (the spirit). Included in this course is a required two-week field immersion in Jamaica.

There is an additional fee with this course. This is covered through working at events, applicable Brown scholarship for those eligible, and personal finances.

### **SOC 395 - INTERNSHIP IN SOCIOLOGY (1-3)**

Interns work within organizations, agencies or other settings gaining experience in a specific area of sociology. The course may be repeated for subsequent semesters.

### **SOC 400 - INDEPENDENT STUDY (3)**

Independent study credit is offered when students wish to explore a specific issue of sociological interest that falls outside the parameters of the established departmental curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

### **SOC 405 - SOCIAL CHANGE (3)**

Prerequisite: SOC 301

The course on social change involves an analysis of the forces behind and factors contributing to sociological evolution. A variety of theoretical interpretations of this phenomenon are presented, discussed, and applied to specific historical and current events and postmodern forecasts.

### **SOC 409 - SENIOR SEMINAR (3)**

Prerequisite: Junior or Senior standing and Sociology Major

Candidates for the bachelor degree with a major in Sociology are required to write and submit a paper of no less than forty pages in length that illustrates the candidate's mastery of the theoretical, methodological, and substantive course content within the sociology major. Successful completion of the thesis provides evidence of the student's and faculty's success in meeting departmental goals. As a rule, the student begins work on methodological component of the thesis in the social research methodology course (SOC 311) followed by theoretical augmentation of the work in the contemporary sociological theory course (SOC 301). This project usually involves a public presentation of the work at an applicable scholarly conference. An additional component of this "capstone" course involves resume writing, preparation for and completion of the national major content assessment exam, GRE preparation, and discussion and promotion of employment and graduate school application processes.

### **SOC 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

## **COURSES OF INSTRUCTION: SPANISH**

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Students who have never before studied Spanish, or who had some Spanish five or more years ago should enroll in SPA 101. Those who have had one or two years of high school instruction in Spanish should enroll in SPA 111 or 201 –depending on language competency. Those students who have had three years of high school instruction in Spanish should register for SPA 201. Students who have studied Spanish for four or more years in high school should enroll in SPA 260.

**SPA 101/102 - SPANISH LEVEL I – for True Beginners (3, 3)**

Students will learn the fundamentals of grammar, reading, and conversation and receive an introduction to Spanish and Hispanic cultures. SPA 101 is intended for students who have never before studied Spanish; SPA 102 is reserved for those students who have completed SPA101 at Thomas More University.

**SPA 111/112 - SPANISH LEVEL I (3, 3)**

Core Area: Foreign Language

An introduction to the Spanish language and Spanish and Hispanic cultures. It is intended for those students who have had some Spanish instruction in high school, but who would feel more comfortable starting with the basics.

**SPA 113 - SPANISH LEVEL I PART I AND PART II (5)**

Core Area: Foreign Language

The primary goal of Spanish 113 is to introduce students to the basic skills required in learning a foreign language; that is, speaking, listening, reading and writing in Spanish. In this course the students will also become acquainted with interesting aspects of Spanish and Hispanic culture.

**SPA 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**SPA 201/202 - SPANISH LEVEL II (3, 3)**

Prerequisite: SPA 101, 102, or the equivalent

Core Area: Foreign Language

A review of grammar, conversation and reading. Students will expand language skills acquired in SPA 101, 102. Increased attention will be given to understanding culture through authentic activities. Typically, students with three years of high school Spanish are placed in 201.

**SPA 230 - SPANISH FOR HEALTHCARE PROFESSIONALS (3)**

Prerequisite: SPA 101/102 or SPA 111/112; Recommended Prerequisite: SPA 201/202

This course is designed to train students and employees in the health science field to communicate professionally and effectively with Spanish-speaking patients. Students will continue learning basic reading and writing skills, although emphasis is placed on oral and aural skills development.

**SPA 255 - SPECIAL TOPICS (3)**

Courses of a practical nature will be available to allow for special interest development.

**SPA 260 - SPANISH CONVERSATION (3)**

Students will develop speaking and listening skills through active participation. Discussions and activities are based on contemporary issues of interest to students.

**SPA 303 - ADVANCED SPANISH (3)**

A language development course designed to practice all four language skills: speaking, listening, writing, and reading. Emphasis will be on control of grammatical structures while communicating ideas.

**SPA 304 - SPANISH COMPOSITION (3)**

A course designed to develop both formal and informal writing skills, such as letters, journals and academic papers. Emphasis will be on writing in response to reading and on understanding reading and writing as complementary processes.

**SPA 306 - READING FOR CULTURAL UNDERSTANDING (3)**

Students will study literary and non-literary selections in order to prompt the discussion of different cultural aspects. Emphasis will be on a critical understanding of the student's own cultural assumptions vis-à-vis specific Hispanic and Spanish cultures.

**SPA 321 - SPANISH AND LATIN AMERICAN CINEMA (3)**

Prerequisite: SPA 306



Representative works of current and traditional Spanish and Latin American cinema are studied.

**SPA 331 - BUSINESS SPANISH (3)**

Prerequisite: SPA 306

Students will develop their communicative abilities in the context of the world of business conducted in Spanish.

**SPA 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically when courses are developed that deviate from offerings of the established curriculum, but are nonetheless consistent with departmental goals.

**SPA 401 - INTRODUCTION TO LITERATURE (3)**

An introduction to classic works and writers in Spanish. Emphasis will be on understanding literature as art and as an aesthetic phenomenon full of sociocultural implications for both the reader and the writer. The survey includes Hispanic and Spanish authors' works of poetry, narrative, essays and theatre. Students will be introduced to the terminology necessary for exercises in literary criticism.

**SPA 411 - SURVEY OF HISPANIC-AMERICAN LITERATURE (3)**

Prerequisite: SPA 401

Distinguished authors of Spanish-American literature from the Pre-Colonial period to the present are studied.

**SPA 413 - ANALYSIS OF SELECTED IBERIAN MASTERPIECES (3)**

Prerequisite: SPA 401, SPA 411

A study of a work or of several works from particular key periods in Iberian literature.

**SPA 431 - ISSUES IN SPANISH TRANSLATION (3)**

Prerequisite: SPA 306

An introduction to the principles of translation and translation theory, as well as practice in a variety of translation genres.

**SPA 435 - COMMUNITY EXPERIENCE-SENIOR SEMINAR (1)**

Prerequisite: SPA 431

Students will experience Spanish in the community.

**SPA 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**SPA 495 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

**SPA 513 - ANALYSIS OF SELECTED IBERIAN MASTERPIECES (3)**

Prerequisite: BA in Spanish

The primary goal of Spanish 513 is to introduce students to relevant works in the history of literature from Spain. This course will also focus on literary analysis.

**SPA 531 - ISSUES IN SPANISH TRANSLATION (3)**

Prerequisite: BA in Spanish

An introduction to the principles of translation and translation theory, as well as practice in a variety of translation genres.

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## **COURSES OF INSTRUCTION: SPORTS AND ENTERTAINMENT MARKETING**

**SEM 105 - FOUNDATIONS OF THE SPORTS AND RECREATION BUSINESS (3)**

Introduction to the multiple facets of the sport and recreation industries. The Knowledge gained in this course will provide a foundation for the future study of the industries in subsequent courses.

**SEM 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **SEM 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **SEM 292 - INTERNSHIP I (1)**

Prerequisite: SEM 105

Student will obtain hands-on experience by working with professionals in the field of sports and/or entertainment. It is strongly encouraged but not necessary that the student work with an on-campus department including but not limited to athletics, theater, choir, or marching band. Students must work with their advisor to secure and set the parameters of the field experience. Students will be required to prepare an appropriate paper incorporating academic theory that is applied to the experience gained while completing the internship assignment.

### **SEM 310 - SPORTS AND ENTERTAINMENT BUSINESS ENVIRONMENT (3)**

Prerequisite: BUA 105

Course Requirement: Junior status, minimum GPA of 2.5

As a survey of both the sports and entertainment industries, this course will provide an overview of the origins and structure of each industry. The current issues facing each industry will be explored. The sports industry will be segmented by looking at professional, college, high school, and youth sports. The entertainment industry will be divided into movies, theatre, TV/radio, media/publishing, travel and tourism, and music. Cross-listed as BUA 310.

### **SEM 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **SEM 380 - LEGAL ISSUES IN SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 291

Course Requirement: Junior status, minimum GPA of 2.5

An investigation into the plethora of legal issues facing the sports and entertainment industries. The course will analyze legislation that has affected the development and operation of these industries. Landmark and seminal cases will be reviewed to ascertain the rights and restrictions of those operating within the industries. Also included as a point of study will be controversial issues where legal precedents have not yet been set. Cross-listed as BUA and PLS 380.

### **SEM 392 - INTERNSHIP IN SPORTS AND ENTERTAINMENT MARKETING (2)**

Prerequisite: BUA 311

Course Requirement: Junior status, minimum GPA of 2.5

Student will obtain hands-on experience by working with professionals in the field of sports and/or entertainment. Students must work with their advisor to secure and set the parameters of the field experience. Students will be required to prepare an appropriate paper incorporating academic theory that is applied to the experience gained while completing the internship assignment. Cross-listed as BUA 392.

### **SEM 410 - SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 311

Course Requirement: Junior status, minimum GPA of 2.5

A course building upon the general marketing principles studied in the Principles of Marketing course providing an analysis of the many issues facing marketing experts within the sports and entertainment industries. This course also examines the issues faced by those outside these industries that market their goods and services by partnering with companies and organizations within these industries. Students will be introduced to the unique qualities of the sports and entertainment product by analyzing pricing and distribution issues as related to these industries. Cross-listed as BUA 410.

### **SEM 420 - EVENT SPONSORSHIP AND PROMOTION (3)**

Prerequisite: BUA 311

Course Requirement: Junior status, minimum GPA of 2.5

Students will gain a thorough understanding of the concepts and theories that form the foundation of sponsorship and event planning. Students will then be required to apply these concepts and theories in developing strategies to support a significant project requiring original research and a professional presentation. Cross-listed as BUA 420.

### **SEM 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

### **SEM 498 - SEMINAR IN SPORTS AND ENTERTAINMENT MARKETING (3)**

Course Requirement: Senior status, minimum GPA of 2.5

The capstone of the program. Emphasis is placed on the strategic process and business policy concepts which are used to integrate the core courses. Case analysis and a major presentation are required.

## **COURSES OF INSTRUCTION: SUPPLY CHAIN MANAGEMENT**

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### **SCM 205 - INTRODUCTION TO SUPPLY CHAIN MANAGEMENT (3)**

Prerequisite: ELS 215

A course on the fundamentals of supply chain management. Includes supply chain issues with ethical and sustainable sourcing, warehousing, distribution, inventory management, inventory control, and supply chain integration.

### **SCM 245 - WAREHOUSING AND DISTRIBUTION (3)**

Prerequisite: SCM 205

A course that investigates the processes serving the warehousing and distribution industry. Includes the role of warehousing in the supply chain, warehousing and distribution center strategies, design and layout, information technology equipment, warehouse management, warehousing and transportation interface, and safety.

### **SCM 315 - TRANSPORTATION SYSTEM IN SUPPLY CHAIN MANAGEMENT OPERATIONS (3)**

Prerequisite: SCM 245

Transportation is a critical component of supply chains because of its dynamic environment and the essential role it plays in the moving of goods and materials. Focus is on the management challenges and integration of movement of these goods and services through the supply chain modalities. This course will cover the management of commercial air, truck, rail and water transportation, the history of transportation regulation, department of transportation (DOT) guidelines, tariffs, routing and relationships among suppliers, producers, and consumers.

### **SCM 350 - INVENTORY MANAGEMENT: ANALYSIS AND CONTROL (3)**

Prerequisite: SCM 315

Inventory is more than keeping count and control of your inventory. This course will explore the information needed to maximize productivity in areas such as physical stock issues to technologies needed to assist in the analysis, process, and planning phases. Some topics include: materials requirements planning, just-in-time inventory systems, inventory management, supply chain risk management, and quality control.

### **SCM 450 - PROCURMENT AND GLOBAL SOURCING (3)**

Prerequisite: SCM 350

A course covering procurement strategies, processes, and practices in the global environment with an emphasis on ethical practices. Topics include: strategic planning, purchasing laws and ethics, cost and value managements across the supply chain, inventory control, innovation, sustainability, collaboration, and risk management.

## **COURSES OF INSTRUCTION: THEATRE**

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### **THR 125 - INTRODUCTION TO THEATRE (3)**

Core Area: Fine Arts

An examination of theatre as an art form and it is designed to introduce students to the fundamental areas of theatrical endeavor (acting, designing, directing, and playwriting) and to familiarize them with the coordination of these specialties in the final production. Special attention is given to play analysis and interpretation.

### **THR 126 – VIEWING THE ARTS (3)**

Offers a general study of the elements of fine arts. Attendance is required at public performances.

**THR 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**THR 202/203/204 - ACTING LABORATORY I, II, III (1, 1, 1)**

Prerequisite: THR 205 and permission of the instructor

Students may earn 1 3 credit hours by assuming a major responsibility in an approved production.

**THR 205 - ACTING I (3)**

Core Area: Fine Arts

The initial phase of the actor's training with emphasis on developing physical skills as a means of expression. The class deals intensively with creativity, artistic discipline, and the development of vocal and physical variety as the basis for character development. Offered for non-majors as a Fine Arts elective.

**THR 206 - ACTING II (3)**

Students will concentrate on the problems of character development. Attention is given to script interpretations, advanced physical training, and stimulating the special talents of individual students.

**THR 207 - THEATRE PRODUCTION (3)**

A course focusing on the fundamentals of play production and is designed to acquaint the student with all areas of technical theatre and give them experience in organization and technical theatre coordination.

**THR 209 - MIME AND CLOWNING (3)**

Students will explore various mime and clowning techniques, including tumbling, juggling, mime illusions, and other physical humor. The course will culminate with a performance of clown and mime skits. This is mainly a hands-on course, with some outside research on a related topic for a final paper. By the nature of the course, the student will also develop abilities to work in collaboration in putting together a show.

**THR 210 - INTEGRATED MOVEMENT FOR LIFE AND STAGE (3)**

An experimental course which assists students in developing awareness and ease of movement. Based in Hatha Yoga, Mind Body Centering, and Alexander Technique, students will develop increased awareness and enjoyment of movement and of their bodies in movement. This is primarily a hands-on course, with a signification portion of self-reflective activities such as journaling and observation outside of class. We will explore asana, breath, alignment, and meditation techniques to relax and maintain ease and comfort in our bodies, whether preparing for work on the stage, in the gym, or in the classroom. Students will begin investigating ways of taking this awareness and ease into relationship with each other in group movement.

**THR 211/212/213 - PRODUCTION LABORATORY I, II, III (1, 1, 1)**

Prerequisite or Co-requisite: THR 207 and permission of the instructor.

Students may earn 1 3 credit hours by assuming a major technical responsibility for an approved production.

**THR 225 - INTRODUCTION TO MUSICAL THEATRE (3)**

Students will study America's particular contribution to World Theatre and investigate the form's development and its significance as a unique feature of our culture. The course treats outstanding authors, composers, and lyricists, and the problems of analysis of the popular musical. Knowledge of music is not required.

**THR 230 - STAGE MAKEUP (3)**

Introduction to the basic techniques of makeup for the stage. They will develop skills in makeup for old age, modeling the face, special characters as angry, jolly, sad, and special techniques such as scars and bruises. It is a hands-on course, with demonstration by the teacher and then practiced by the student.

**THR 255 - THEATRE PRACTICUM (3)**

Courses of a practical nature will be available under this number to allow for special interest development. Courses will generally be seminars.

**THR 300 - INDEPENDENT STUDY IN THEATRE (3)**

Courses offering students an opportunity to develop interests related to the aspects of Theatre.

**THR 301/302 - HISTORY OF THEATRE I, II (3, 3)**

Students will study the development of theatre practices from the Greeks to modern times, with special emphasis on methods of production and outstanding personalities. THR 301 covers the period to the 17th century English theatre, while THR 302 concentrates on the American theatre and world movements since 1700.

**THR 305 - PLAYWRITING I (3)**

Students will study dramatic structure and pay special attention to the one act play form. Students will write a playlet with a view toward production in Playwright's Lab. As a final project, the student is expected to write a more fully developed one act play, either an original or an adaptation from another literary form. This course can be used to fulfill the upper level English core requirement or the fine arts requirement. Cross-listed with ENG 305.

**THR 306 - PLAYWRITING II (3)**

Students will further consider dramatic structure, focusing on the full length play. The student will develop a detailed scenario for a full length play with a rough draft of the first act completed.

**THR 311/312/313 - PLAYWRITING LABORATORY I, II, III (1, 1, 1)**

Prerequisite or Co-requisite: THR 305

Students may earn 1 3 credit hours by completing a special project in playwriting.

**THR 320 - ADVANCED ACTING (3)**

Students have the opportunity to continue the study of acting by doing individualized work with an instructor. This work will be done in conjunction with THR 206.

**THR 330 - CREATIVE DRAMATICS (3)**

Prerequisite: THR 105

Students will develop the skills necessary to lead dramatic activities for young people. Students will learn and apply the principles of drama as they apply to creative drama, including transformation, group improvisation, stage pictures, role playing, and character development. They will investigate methods for working with young people using drama as a means to encourage the creative process.

**THR 355 - THEATRE PRACTICUM (3)**

Prerequisite: Permission of the instructor

Advanced courses of a practical nature will be available under this number to allow for special interest development. Courses will generally be seminars.

**THR 356 - TEACHING COMMUNICATION AND THEATRE IN THE SECONDARY SCHOOLS (3)**

A course designed to develop Communication and Theatre teachers for the secondary schools. Extracurricular areas of coaching forensics and mounting theatrical productions will also be explored. Cross-listed as COM 356.

**THR 398 - NEXT STAGES: PROFESSIONAL PREPARATION FOR CAREERS IN THEATRE (2)**

A hands-on exploration of options and preparation for opportunities available to Theatre majors, during study and after graduation. Typical options we will explore include internships and apprenticeships, summer employment, graduate study (MFA or PhD), and professional work in theatre. Students will develop skills to approach a job search or investigation of further educational options. Students will develop the instruments with which to present themselves to outside organizations, in the pursuit of further study or professional work. These instruments are specific to theatre and typically include portfolios, audition monologues, resumes, and interview skills.

**THR 400 - INDEPENDENT STUDY IN THEATRE (3)**

In Independent Study courses, exceptionally advanced students will develop special interest projects or studies under the direction of the departmental faculty.

**THR 401 - DIRECTING I (3)**

Prerequisite: THR 105, THR 205, THR 207

An introduction to the craft of directing, with particular emphasis on script analysis. Students will develop a methodology for reading and interpreting scripts, and explore the means of realizing a play's interpretation on stage by examining staged works. Cross-listed as ENG 401.

**THR 402 - DIRECTING II (3)**

Prerequisite: THR 401

An advanced course dealing with the artistic creativity of directing, with emphasis on the development of the student's artistic ability in special directing projects.

**THR 411/412/413 - DIRECTING LABORATORY I, II, III (1, 1, 1)**

Prerequisite or Co-requisite: THR 401 and permission of the instructor

Students may earn 1 3 credit hours by completing a special project in directing.

**THR 425 - SCENE DESIGN (3)**

Prerequisite: THR 401

Students will be acquainted with the basic principles and styles of scene design, with emphasis on the development of visual interpretation and expression of the play.

**THR 455 - DRAMATIC THEORY (3)**

Advanced seminar courses of a theoretical nature will be available under this listing.

**THR 495 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

**THR 498 - SENIOR EXPERIENCE (1)**

Course requirement: Senior year, Theatre major

A seminar-type course, the student will work with the theatre faculty to prepare their final theatre major project. The student will choose a person from theatre history. They will research and write a one person show on that person. They will then perform the show, helping each other with directing and technical needs.

## **COURSES OF INSTRUCTION: THEOLOGY**

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**SPECIAL NOTE:** All Theology courses listed at the 100 level are part of a special program for religion teachers. These courses cannot be taken to fulfill the core requirement of the University, nor may they be used to fulfill requirements for a theology major.

**THE 106 - SURVEY OF CATHOLIC BELIEF (2)**

A course designed for religion teachers who have had little formal background in basic Catholic doctrine, especially post Vatican II theology. It will consider the development of doctrine, divine revelation, faith, God and Jesus Christ, and the doctrines which logically flow there from: Incarnation, Redemption, Sin, Grace, and Eschatology. A study of the Church, the Holy Spirit, and Mariology will also be undertaken. THE 106 is divided into two parts which may be taken separately: Part I (1 hour), Part II (1 hour).

**THE 108 - INTRODUCTION TO CATHOLIC MORALITY (1)**

The basic moral teachings of the Catholic Church, the moral development of the person plus an investigation of selected current moral issues will be considered.

**THE 109 - INTRODUCTION TO LITURGY AND SACRAMENTS (1)**

A course designed for religion teachers as an introduction to liturgical concepts and documents and as a study of signs and symbols. It will consider the basic concepts of sacramentology and each of the seven sacraments. Practical questions concerning the planning of liturgical experiences are also included.

**THE 116 - INTRODUCTION TO SACRED SCRIPTURE (1)**

A course examining the introductory material needed for a basic understanding of the biblical themes of both the Old and New Testaments. It will also treat selected individual books of both Testaments.

**THE 124 - CATECHETICS (1)**

For all religion teachers and those interested in catechetical ministry. Meaning and history of catechesis, implications for those catechized, qualities of the catechist, materials and approaches in catechesis.

**THE 155 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**THE 201 - FOUNDATIONS OF CHRISTIAN THEOLOGY (3)**

Core Area: Theology-Systematic

The course is designed to lay a groundwork for theological study. It treats the basic concepts of religion and theology as well as their methods. Among the topics examined are: revelation, inspiration, tradition, language of symbol and myth, where to find and how to use theological sources, basic Church documents.

**THE 205 - UNDERSTANDING THE OLD TESTAMENT (3)**

Core Area: Theology-Sacred Scripture

Students will study the historical and theological form and content of the Old Testament based on a reading of selected books of the Old Testament.

**THE 207 - UNDERSTANDING THE NEW TESTAMENT (3)**

Core Area: Theology-Sacred Scripture

Theological and literary content of the New Testament will be examined, with special emphasis on the gospels.

**THE 208 - THEOLOGY OF MARRIAGE (3)**

An in depth study of the theology of marriage derived from the Old and New Testaments and a consideration and evaluation of the latest developments in the field.

**THE 218 - WORLD RELIGIONS: THE EAST (3)**

A survey of the major religions of the East: Hinduism, Buddhism, Confucianism, Taoism, and Shintoism. Past and present belief and practice will be explored.

**THE 219 - WORLD RELIGIONS: THE WEST (3)**

A course to examine and explain the major religions of the West: Judaism, Christianity, and Islam. Past and present belief and practice will be explored.

**THE 255 - THEOLOGY OF WOMAN (3)**

A study of the nature of woman and her role as seen in theology past and present. Material considered is from the Bible Church documents, theologians and spiritual writers. Besides Christian viewpoints, those of Islam, Buddhism and Hinduism are also examined.

**THE 300 - INDEPENDENT STUDY (3)**

Students wishing to pursue independent study should consult the chairperson of the department.

**THE 305 - THEOLOGY OF SAINT PAUL (3)**

A course covering the elements that went into St. Paul's thinking, his principal theological insights as expressed in the various epistles, and exegesis of chief passages to exemplify his thought.

**THE 306 - OLD TESTAMENT THEOLOGY (3)**

An examination of selected themes of Old Testament teaching on such topics as notions of God, creation, man and his life, evil, covenant, Messiah, worship, and prayer. Students will interpret principal passages concerning these and related ideas.

**THE 308 - DEATH: A FACT OF LIFE (3)**

An examination of various aspects of death: its definition, time of death, reactions of the dying, preparing for death. Ideas are drawn from the Bible, theology, philosophy, biology, literature and other areas bearing on the topic.

**THE 309 - CONTEMPORARY CHRISTIAN MORALITY (3)**

Core Area: Theology-Systematic

A survey of the basis of moral theology, formation of conscience, and moral judgment, including the findings of anthropology and psychology with the insights of theology.

**THE 317 - GOD AND CHRISTIAN ANTHROPOLOGY (3)**

The theology of God and human beings and their interrelationship as understood from revelation will be studied.

**THE 318 - CHRISTIAN SPIRITUALITY (3)**

An investigation of the forms of religious actions arising from belief in Jesus as the Christ, with special emphasis on prayer.

**THE 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.

**THE 405 - THEOLOGY OF JESUS CHRIST (3)**

A course covering the person and significance of Jesus Christ from scripture and contemporary theology.

**THE 406 - THEOLOGY OF CHURCH AND SACRAMENTS (3)**

The Church and the primary religious action performed by that community of believers will be examined. Emphasis will be placed on the contemporary theology of Church and Sacraments along with an examination of the Scriptural background for such beliefs.

**THE 407 - LITURGY (3)**

A course to acquaint the student with the nature of worship, its purposes, its principles and methods. Specific attention is given to the Liturgy of the Mass.

**THE 408 - THEOLOGY OF LIBERATION (3)**

A study and evaluation of the movements toward liberation and theology, with special emphasis on social thought emanating from theology in the Third World.

**THE 409 - THEOLOGY SEMINAR I (2-3)**

A course for Theology majors to be taken in their junior year. The student will receive a directed reading list from the Department.

**THE 410 - THEOLOGY SEMINAR II (2-3)**

The second part of a directed reading list for Theology majors and is to be taken in the senior year.

**THE 425 - SOCIAL ISSUES (3)**

Prerequisites: Completion of Core Requirements in Philosophy and Theology; Senior standing

Core Area: Senior Theology

The foundational principles of the social order will be studied and applied to specific contemporary problems in the social, economic, and political orders.

**Economic Justice:** A study of the social teaching of the Church reflected in the social encyclicals, the documents of the Second Vatican Council, and the pastoral letters of the American Bishops.

**Liberation Theology:** See THE 408.

**THE 455 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically for topics not included in the established curriculum.



# UNIVERSITY DIRECTORY

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Professor, Department of Philosophy  
Thomas More University

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President, Student Government Association  
Thomas More University

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President  
Global Technology Transfer

**Mr. Wilbert L. Ziegler '53**

Attorney at Law  
Ziegler & Schneider, P.S.C.

## OFFICERS OF ADMINISTRATION

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### **Chillo, Joseph L.**

#### **President**

B.A., State University of New York at Binghamton  
M.P.A., Long Island University  
LP.D., Northeastern University

### **Garriga, Maria C.**

#### **Acting Provost**

B.S., Universidad de Puerto Rico, Rio Pedras, RP  
Magistère de Langue et Civilization Françaises, Université de Paris IV  
M.A., University of Cincinnati  
Ph.D., The Ohio State University

### **Munson, Robert A.**

#### **Vice President for Finance and Operations and Chief Financial Officer**

B.B.A., University of Cincinnati  
M.B.A., Xavier University

### **Powers, Christopher R.**

#### **Vice President for Enrollment Management**

B.A., Berea College  
M.A., University of Louisville  
Ph.D., University of Cincinnati

### **Reynolds, Kevin**

#### **Vice President for Institutional Advancement**

B.A., Northern Kentucky University  
M.S., Illinois State University

## DEANS

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### COLLEGE OF ARTS AND SCIENCES

#### **Jagger, Kathleen S.**

B.A., DePauw University  
Ph.D., University of Cincinnati  
M.P.H., Harvard School of Public Health

### COLLEGE OF BUSINESS

#### **Crawford, Angela C.**

B.B.A., University of Cincinnati  
M.B.A., Cleveland State University  
Ph.D., Case Western Reserve University

### COLLEGE OF EDUCATION AND HEALTH SCIENCES

#### **Haverkos, Kimberly A.**

B.S., Xavier University  
M.Ed., University of Cincinnati  
Ph.D., Miami University

### INSTITUTE OF ETHICAL LEADERSHIP AND INTERDISCIPLINARY STUDIES

#### **Sherron, Catherine E.**

B.Phil., Miami University  
M.A., University of Tennessee  
Ph.D., University of Cincinnati

## RANKED FACULTY

---

The year of first appointment is indicated by the date following the name of the faculty member.

### PROFESSORS EMERITI

**Bryant, William S.** (1971)

Professor Emeritus, Biology  
B.S., Tennessee Technological University, Columbus, OH (1989)  
M.S., Southern Illinois University, Carbondale, IL (1969)  
Ph.D., Southern Illinois University, Carbondale, IL (1973)

**Card, Bryant** (1987)

Professor Emeritus, Humanities  
B.A., Clark University, Worcester, MA (1955)  
M.A., Columbia University, New York, NY (1958)  
L.H.D., Windham College, Putney, VT (1977)

**Cimprich, John** (1985)

Professor Emeritus, History  
B.A., Thomas More College, Crestview Hills, KY (1971)  
M.A., The Ohio State University, Columbus, OH (1973)  
Ph.D., The Ohio State University, Columbus, OH (1977)

**Dillon, Sister Mary Colleen, S.N.D.** (1961)

Associate Professor Emerita, English  
B.A., Thomas More (Villa Madonna) College, Covington, KY (1958)  
M.A., Fordham University, Bronx, NY (1960)  
M.A., Cornell University, Ithaca, NY (1974)  
Ph.D., Cornell University, Ithaca, NY (1976)

**Ferner, John W.** (1977)

Professor Emeritus, Biology  
B.A., The College of Wooster, Wooster, OH (1967)  
Ph.D., The University of Colorado, Boulder, CO (1972)

**Franzen, Gerald** (1973)

Professor Emeritus, Chemistry  
B.A., Thomas More College, Crestview Hills, KY (1964)  
M.S., Louisiana State University, Baton Rouge, LA (1967)  
Ph.D., University of Notre Dame, South Bend, IN (1971)

**Hicks, Ann A.** (1975)

Professor Emerita, Chemistry  
B.S., Duke University, Durham, NC (1964)  
Ph.D., Vanderbilt University, Nashville, TN (1970)

**Mielech, Ronald** (1960)

Professor Emeritus, Drama  
B.A., Thomas More (Villa Madonna) College, Covington, KY (1957)

M.F.A., Yale University, New Haven, CT (1960)  
Ph.D., Ohio State University, Columbus, OH (1974)

**Penn, Elizabeth M.** (1990)

Professor Emerita, Education  
B.A., University of Dayton, Dayton, OH (1969)  
M.Ed., Xavier University, Cincinnati, OH (1970)  
Ed.D., University of Cincinnati, Cincinnati, OH (1985)

**Porter, J. William** (1972)

Professor Emeritus, Psychology  
B.A., University of Denver, Denver, CO (1964)  
M.S., North Texas State University, Denton, TX (1966)  
Ph.D., Texas Christian University, Ft. Worth, TX (1973)

**Reinke, Sister Mary Evelyn, S.N.D.** (1976)

Associate Professor Emerita, Education  
B.A., Thomas More (Villa Madonna) College, Covington, KY (1962)  
M.A., University of Kentucky, Lexington, KY (1969)  
Ph.D., St. Louis University, St. Louis, MO (1989)

**Sen, Sudhir** (1987)

Professor Emeritus, Physics  
B.Sc., Calcutta University, Calcutta, India (1956)  
M.Sc., Calcutta University, Calcutta, India (1959)  
Ph.D., University of Texas at Austin, Austin, TX (1972)

**Sommerkamp, Patricia J.** (1985)

Associate Professor Emerita, Business Administration  
B.A., Thomas More College, Crestview Hills, KY (1971)  
M.Ed., Xavier University, Cincinnati, OH (1973)  
Ed.D., University of Cincinnati, Cincinnati, OH (1981)

**Stier, Sister Jane, O.S.U.** (1979)

Associate Professor Emerita, Theology  
B.A., College of Mt. St. Joseph, Cincinnati, OH (1948)  
M.A., Xavier University, Cincinnati, OH (1962)  
Ph.D., The Catholic University of America, Washington, D.C. (1966)

**Thornton, Peter C.** (1990)

Professor Emeritus, Business Administration  
B.S., State University of New York, Albany, NY (1985)  
B.S., Thomas A. Edison State College, Trenton, NJ (1985)  
M.B.A., Xavier University, Cincinnati, OH (1986)  
Ph.D., Union Institute, Cincinnati, OH (1992)

## FACULTY

---

The year of first appointment is indicated by the date following the name of the faculty member.

**Allen, Debra D. (2015)**

Assistant Professor, Education  
B.S., Eastern Kentucky University, Richmond, Kentucky (1981)  
M.A., Northern Kentucky University, Highland Heights, KY (2003)  
Ed.D., Northern Kentucky University, Highland Heights, KY (2013)

**Arnold, Robert A. (1995)**

Professor, Business Administration  
B.S., University of Kentucky, Lexington, KY (1983)  
M.B.A., Xavier University, Cincinnati, OH (1984)  
J.D., Salmon P. Chase College of Law, Northern Kentucky University, Highland Heights, KY (1992)  
Ph.D., Union Institute and University, Cincinnati, OH (2004)

**Bansal, Meenakshi (2016)**

Assistant Professor, Chemistry  
B.S., Panjab University, Chandigarh, India (2001)  
M.S., Panjab University, Chandigarh, India (2003)  
M.S., University of Louisville, Louisville, KY (2008)  
Ph.D., University of Louisville, Louisville, KY (2009)

**Barone, Kathleen S. (1994)**

Professor, Biological Sciences  
B.S., Siena College, Loudonville, NY (1980)  
Ph.D., Miami University, Oxford, OH (1991)

**Bilbo, Rebecca (1981)**

Professor, Creative and Performing Arts  
B.S., Nazareth College, Rochester, NY (1975)  
M.A., University of Cincinnati, Cincinnati, OH (1985)  
Ph.D., Indiana University at Bloomington, IN (2016)

**Blackwell, Sarah L. (2008)**

Instructor/Lecturer, English  
B.A., Thomas More College, Crestview Hills, KY (2006)  
M.A., University of Cincinnati, Cincinnati, OH (2008)

**Boehm, Lawrence E. (1989)**

Professor, Psychology  
B.S., The Ohio State University, Columbus, OH (1984)  
M.S., Ohio University, Athens, OH (1986)  
Ph.D., Ohio University, Athens, OH (1988)

**Bone, Elizabeth A. (2015)**

Assistant Professor, Creative and Performing Arts  
B.A., Georgetown College, Georgetown, KY (2000)  
M.F.A., Savannah College of Art and Design, Savannah, GA (2004)

**Braboy, Penny (2004)**

Associate Professor, Business Administration  
B.S., Xavier University, Cincinnati, OH (1983)  
M.B.A., Xavier University, Cincinnati, OH (1993)

D.B.A., Argosy University, Sarasota, FL (2012)

**Busse, E. Anne (1995)**

Associate Professor, Business Administration  
B.A., Loyola University of Chicago, Chicago, IL (1973)  
M.B.A., Xavier University, Cincinnati, OH (1977)  
D.B.A., Argosy University, Sarasota, FL (2010)

**Byerly, Lawrence T. (1997)**

Professor, Business Administration  
B.S., Slippery Rock State University, Slippery Rock, PA (1984)  
M.B.A., Youngstown State University, Youngstown, OH (1985)  
Ph.D., Kent State University, Kent, OH (1996)

**Camm, Kelly N. (2007)**

Instructor/Lecturer, Business Administration  
B.B.A., Thomas More University, Crestview Hills, KY (2002)  
M.B.A., Thomas More University, Crestview Hills, KY (2006)

**Camp, James N. (1998)**

Professor, Sociology & Criminal Justice  
B.A., Tarleton State University, Stephenville, TX (1989)  
M.A., Texas Woman's University, Denton, TX (1992)  
Ph.D., Texas Woman's University, Denton, TX (1995)

**Chambers, Donald G. (2017)**

Instructor/Lecturer, Business Administration  
B.B.A., University of Wisconsin, Whitewater, WI (1988)  
M.B.A., University of Georgia, Athens, GA (2004)  
D.M.G.T., Case Western Reserve University, Cleveland, OH (2016)

**Chen, Frederick C. (1993)**

Professor, Business Administration  
B.M.E., Georgia Institute of Technology, Atlanta, GA (1981)  
M.B.A., University of Chicago, Chicago, IL (1984)  
Ph.D., University of Cincinnati, Cincinnati, OH (1989)

**Christensen, Joseph C. (2007)**

Professor, Physics  
B.S., Bradley University, Peoria, IL (1990)  
Ph.D., University of Kentucky, Lexington, KY (1997)

**Crawford, Angela C. (2016)**

Assistant Professor, Business Administration  
B.B.A., University of Cincinnati, Cincinnati, OH (1993)  
M.B.A., Cleveland State University, Cleveland, OH (1998)  
Ph.D., Case Western Reserve University, Cleveland, OH (2016)

**Daoud, Julie Hamad (1999)**

Professor, English  
B.A., Miami University, Oxford, OH (1992)  
M.A., University of Cincinnati, Cincinnati, OH (1994)  
Ph.D., University of Cincinnati, Cincinnati, OH (2000)

- Denney, Ann** (1999)  
Associate Professor, Nursing  
B.S.N., University of Cincinnati, Cincinnati, OH (1965)  
M.S.N., University of Cincinnati, Cincinnati, OH (1996)
- Dwyer, Caitlin S.** (2015)  
Instructor/Lecturer, Theology  
B.A., University of Notre Dame, Notre Dame, IN (2006)  
M.T.S., John Paul II Institute for Studies on Marriage and Family  
at The Catholic University of America, Washington, D.C. (2010)
- Dwyer, Florence** (2006)  
Associate Professor, Foreign Languages  
B.A., Université de Nantes, France (1993)  
M.A., The Catholic University of America, Washington, D.C.  
(1998)  
Ph.D., The Catholic University of America, Washington, D.C.  
(2004)
- Eagan, Patrick M.** (2004)  
Instructor/Lecturer, History  
B.A., Thomas More College, Crestview Hills, KY (2001)  
M.A., University of Cincinnati, Cincinnati, OH (2004)
- Easley, Rex B.** (2003)  
Professor, English  
B.A., The Ohio State University, Columbus, OH (1969)  
M.F.A., Bowling Green State University, Bowling Green, OH  
(1980)  
Ph.D., Bowling Green State University, Bowling Green, OH  
(1989)
- Esterline, Daniel T.** (2008)  
Professor, Chemistry  
B.S., Wright State University, Dayton, OH (1983)  
M.S., Wright State University, Dayton, OH (1989)  
Ph.D., Miami University, Oxford, OH (1993)
- Farr, Justin D.** (2015)  
Assistant Professor, Athletic Training  
B.S., Ball State University, Muncie, IN (2009)  
M.S., Western Kentucky University, Bowling Green, KY (2013)  
Ed.D., University of St. Augustine, Saint Augustine, FL (2018)
- Flynn, R. Steven** (1994)  
Professor, Accountancy  
B.B.A., University of Cincinnati, Cincinnati, OH (1983)  
Ph.D., University of Cincinnati, Cincinnati, OH (1987)  
C.P.A., State of Ohio (1989)
- Galbraith-Kent, Shannon L.** (2008)  
Professor, Biological Sciences  
B.S., Thomas More College, Crestview Hills, KY (1998)  
M.S., Eastern Kentucky University, Richmond, KY (2000)  
Ph.D., Rutgers University, New Brunswick, NJ (2008)
- Garriga, Maria C.** (1997)  
Professor, Foreign Languages  
B.S., Universidad de Puerto Rico, Rio Pedras, RP (1984)  
Magistère de Langue et Civilisation Françaises, Université de  
Paris IV, Sorbonne Paris, France (1985)  
M.A., University of Cincinnati, Cincinnati, OH (1986)
- Ph.D., The Ohio State University, Columbus, OH (1998)
- Gier, Ashley N.** (2015)  
Assistant Professor, Nursing  
B.S.N., Thomas More College, Crestview Hills, KY (2011)  
M.S.N., University of Phoenix, Phoenix, AZ (2014)
- Gilday, Thomas J.** (1979)  
Associate Professor, Accountancy  
B.A., Thomas More College, Crestview Hills, KY (1975)  
C.P.A., State of Ohio (1978)  
M.B.A., Xavier University, Cincinnati, OH (1993)
- Goforth, Stephen C.** (2003)  
Instructor/Lecturer, Creative and Performing Arts  
B.S., Olivet Nazarene University, Kankakee, IL (1973)  
M.M., Miami University, Oxford, OH (1981)
- Green, Tyler W.** (2004)  
Associate Professor, Chemistry  
B.S., Centre College, Danville, KY (1999)  
M.S., University of Cincinnati, Cincinnati, OH (2002)  
Ph.D., University of Cincinnati, Cincinnati, OH (2005)
- Griffiths, Christine M.** (2016)  
Assistant Professor, Athletic Training  
B.S., Miami University, Oxford, OH (1990)  
M.S., Miami University, Oxford, OH (1993)  
Ph.D., Brigham Young University, Provo, UT (2002)
- Guzzino, Lynnette A.** (1998)  
Professor, Business Administration  
B.A., Loyola University, New Orleans, LA (1975)  
M.I.M., American Graduate School of International  
Management, Glendale, AZ (1976)  
J.D., Loyola University School of Law, New Orleans, LA (1990)
- Hageman, John R.** (1990)  
Associate Professor, Biological Sciences  
B.A., Thomas More College, Crestview Hills, KY (1983)  
M.S., Western Kentucky University, Bowling Green, KY (1985)  
Ph.D. The Ohio State University, Columbus, OH (1990)
- Haverkos, Kimberly A.** (2012)  
Associate Professor, Education  
B.S., Xavier University, Cincinnati, OH (1997)  
M.Ed., University of Cincinnati, Cincinnati, OH (2000)  
Ph.D., Miami University, Oxford, OH (2012)
- Hébert, Raymond G.** (1975)  
Professor, History, Dean of the College Emeritus  
B.A., St. Anselm's College, Manchester, NH (1964)  
M.A., Duquesne University, Pittsburgh, PA (1966)  
Ph.D. University of Maryland, College Park, MD (1975)
- Herzog, Tracy M.** (2017)  
Assistant Professor, Nursing  
B.S., Northern Kentucky University, Highland Heights, KY (2007)  
M.S.N., Northern Kentucky University, Highland Heights, KY  
(2016)
- Jaeger, Carrie** (2009)  
Associate Professor, Business Administration

B.S., Northern Kentucky University, Highland Heights, KY (2000)  
M.B.A., Northern Kentucky University, Highland Heights, KY (2007)  
Ph.D., University of the Cumberlands, Williamsburg, KY (2018)

**Kallmeyer, Carolyn** (2004)

Associate Professor, Nursing  
B.S., University of Kentucky, Lexington, KY (1987)  
M.S., Northern Kentucky University, Highland Heights, KY (2003)

**Ketteler, Reverend Ronald M.** (1982)

Associate Professor, Theology  
B.A., St. Mary of the Lake Seminary & University, Mundelein, IL (1957)  
S.T.B., St. Mary of the Lake Seminary & University, Mundelein, IL (1959)  
M.A., St. Mary of the Lake Seminary & University, Mundelein, IL (1960)  
S.T.L., St. Mary of the Lake Seminary & University, Mundelein, IL (1961)  
M.A., Xavier University, Cincinnati, OH (1966)

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Assistant Professor, Nursing  
B.S.N., Thomas More College, Crestview Hills, KY (1986)  
M.S.N., University of New Mexico, Albuquerque, NM (2000)  
D.N.P., University of Kentucky, Lexington, KY (2010)

**Langen, Kathie** (1999)

Associate Professor, Psychology  
B.A., Xavier University, Cincinnati, OH (1973)  
Psy. D., Wright State University, Dayton, OH (1986)

**Langguth, Jerome J.** (2003)

Professor, Philosophy  
B.A., Northern Kentucky University, Highland Heights, KY (1992)  
Ph.D., University of Cincinnati, Cincinnati, OH (2000)

**Lorentz, Christopher N.** (1994)

Professor, Biological Sciences  
B.A., Columbia University, New York, NY (1989)  
M.S., Kent State University, Kent, OH (1990)  
Ph.D. Kent State University, Kent, OH (1994)

**Luebbers, Julie** (2008)

Associate Professor, Foreign Languages and Education  
B.A., Northern Kentucky University, Highland Heights, KY (1994)  
M.Ed., Xavier University, Cincinnati, OH (1998)  
Ph.D., The Ohio State University, Columbus, OH (2010)

**Mader, Jodie N.** (2005)

Associate Professor, History  
B.A., Thomas More College, Crestview Hills, KY (1998)  
M.A., University of Cincinnati, Cincinnati, OH (2001)  
Ph.D., University of Kentucky, Lexington, KY (2008)

**Mayhew, Kirk** (2010)

Instructor/Lecturer, Creative and Performing Arts  
B.A., Coe College, Cedar Rapids, IA (1997)  
M.F.A., University of Cincinnati, Cincinnati, OH (2000)

**McLean, Maria** (1983)

Professor, Psychology  
B.A., College of Mount St. Joseph, Cincinnati, OH (1974)  
M.A., University of Cincinnati, Cincinnati, OH (1980)  
Ph.D., University of Cincinnati, Cincinnati, OH (1986)

**McNutt, James E.** (1995)

Professor, History  
B.A., Roberts Wesleyan College, Rochester, NY (1977)  
M.A., Colgate Rochester Divinity School, Rochester, NY (1987)  
M.Div., United Theological Seminary, Dayton, OH (1989)  
Ph.D., The Ohio State University, Columbus, OH (1995)

**Megerle, Ellie** (1990)

Assistant Professor, Sociology and Criminal Justice  
B.A., Miami University, Oxford, OH (1987)  
M.A., Xavier University, Cincinnati, OH (1990)

**Miller, Christopher W.** (2018)

Assistant Professor, Exercise Science  
B.S., University of Florida, Gainesville, FL (2002)  
M.S., University of Tennessee, Chattanooga, TN (2005)

**Mitchell, Maria R.** (2003)

Associate Professor, Accountancy  
B.S., Northern Kentucky University, Highland Heights, KY (1982)  
C.P.A., State of Ohio (1984)  
M.B.A., Xavier University, Cincinnati, OH (1995)

**Moyer, Christopher A.** (1994)

Professor, Business Administration  
B.S., Wright State University, Dayton, OH (1985)  
M.B.A., Wright State University, Dayton, OH (1986)  
M.A., The Ohio State University, Columbus, OH (1989)  
Ph.D., The Ohio State University, Columbus, OH (1992)

**Neal, Elizabeth** (2011)

Associate Professor, Creative and Performing Arts  
B.F.A., Art Academy of Cincinnati, Cincinnati, OH (2000)  
M.F.A., Miami University, Oxford, OH (2003)

**Oldfield, Stephen K.** (2017)

Instructor/Lecturer, Communication  
B.S., Northwestern University, Evanston, IL (1987)  
M.A., Northern Kentucky University, Highland Heights, KY (2013)

**Parker, Michael** (2003)

Instructor/Lecturer, Philosophy  
B.A., Anderson University, Anderson, IN (1971)  
M.A., Cincinnati Christian University, Cincinnati, OH (1995)  
M.Div., Cincinnati Christian University, Cincinnati, OH (1999)  
M.A., University of Cincinnati, Cincinnati, OH (2001)  
Ph.D., University of Cincinnati, Cincinnati, OH (2006)

**Petroze, Christina C.** (2006)

Associate Professor, Education  
B.A., University of Kentucky, Lexington, KY (1996)  
M.Ed., Northern Kentucky University, Highland Heights, KY (1999)  
Ed.D., University of Kentucky, Lexington, KY (2006)

- Powell, Caitlin, A.J.** (2018)  
Assistant Professor, Psychology  
B.S., Drake University, Des Moines, IA (2003)  
M.S., University of Kentucky, Lexington, KY (2006)  
Ph.D., University of Kentucky, Lexington, KY (2010)
- Price, Patrick B.** (2018)  
Assistant Professor, Management Information Systems  
B.S., University of Phoenix, Colorado Springs, CO (1999)  
M.S., Regis University, Denver, CO (2002)
- Procaccino, Gregory J.** (2015)  
Instructor/Lecturer, Theatre  
B.A., Northern Kentucky University, Highland Heights, KY (2013)  
M.A.T., Thomas More University, Crestview Hills, KY (1998)
- Raverty, Patricia** (1983)  
Associate Professor, Communication  
B.A., Edgecliff College, Cincinnati, OH (1973)  
M.F.A., University of Georgia, Athens, GA (1976)
- Riehemann, Robert M.** (1990)  
Professor, Mathematics and Physics  
B.S., Northern Kentucky University, Highland Heights, KY (1977)  
M.S., University of Cincinnati, Cincinnati, OH (1980)  
M.A., University of Kentucky, Lexington, KY (1984)  
Ph.D., University of Kentucky, Lexington, KY (2003)
- Robinson, Malcolm** (1997)  
Professor, Economics  
B.A., Rutgers College, New Brunswick, NJ (1981)  
Ph.D., University of Michigan, Ann Arbor, MI (1992)
- Rolfson, Richard** (2014)  
Assistant Professor, Nursing  
B.S., Mount St. Joseph University, Cincinnati, OH (2007)  
M.S.N., Northern Kentucky University, Highland Heights, KY (2011)
- Rudnick, John D., Jr.** (2002)  
Professor, Business Administration  
B.S., Providence College, Providence, RI (1975)  
M.H.A., The George Washington University, Washington, D.C. (1977)  
Ed.D., Argosy University, Sarasota, FL (2009)
- Ryle, Wesley T.** (2008)  
Associate Professor, Mathematics/Physics  
B.S., Western Kentucky University, Bowling Green, KY (2003)  
M.S., Georgia State University, Atlanta, GA (2006)  
Ph.D., Georgia State University, Atlanta, GA (2008)
- Saraswat, Jyoti** (2014)  
Associate Professor, Mathematics  
B.Sc., Kurukshetra University, Haryana, India (1995)  
B.Ed., Hemvati Nandan Bahuguna University, Garhwal, India (2003)  
M.S., Gurukula Kangri University, Haridwar, India (2006)  
M.A., University of Kansas, Lawrence, KS (2009)  
Ph.D., University of Maryland, Baltimore County, MD (2014)
- Schumacher, Anthony C.** (2007)  
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The University telephone is (859) 341 5800. University offices are open 8:30 a.m. to 5:00 p.m. Monday through Friday, and at other times by appointment, if necessary.

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