

# THOMAS MORE COLLEGE

## Catalogue 2007–2008

### NOTICE OF NON-DISCRIMINATORY POLICY

Thomas More College does not discriminate on the basis of sex, age, race, religion, ethnic or national origin, or physical handicap, in the administration of its admissions policies, financial aid policies, employment policies, or any other College-administered programs and policies.

Thomas More College complies with the provisions of The Family Educational Rights and Privacy Act (sometimes known as the Buckley Amendment) in protecting the privacy of the educational records of its students.

The Thomas More College Catalogue is intended for informational purposes only and does not constitute a contract between the College and the student. While this catalogue presents policies and programs as accurately as possible at the time of publication, the College reserves the right to revise any section or part of the catalogue without notice or obligation.

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## **MISSION STATEMENT**

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Thomas More College is the Catholic College of the Diocese of Covington, Kentucky. The College 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. Inspired by the teachings and traditions 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.

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## **SHARED VISION STATEMENT**

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As Thomas More College 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 College 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 College 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.

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## **STATEMENT ON DIVERSITY**

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As a Catholic, liberal arts college 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.

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## STATEMENT ON VALUES

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Thomas More College has a two-fold nature: it is 1) Catholic and 2) an institution of higher learning. It consequently has a two-fold 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 College 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, 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 College attaches particular importance to those qualities that bring the reality of the Kingdom of God into the world. The College 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 College 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 College 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 College community challenges itself to translate love into commitment and service to others.

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## STATEMENT ON INTELLECTUAL PROPERTY

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The policy statements about both faculty and student work apply only to work covered by traditional faculty and student roles here at Thomas More College. If a faculty member or a student is in a work-for-hire situation (for example a paid administrative role or a work-study role), these statements do not apply and work-for-hire standards shall apply. Persons in mixed roles must clarify ownership issues in writing with the designee of the College in advance of entering such a role.

### **Faculty Work**

#### **Ownership**

- All work created within the typical academic role of a faculty member at Thomas More College shall remain the property of the creator. This includes items such as case studies, syllabi, tests, multi-media presentations, examples, models, artwork, etc.
- If work is created as part of a research grant or other externally-funded project, the faculty member shall retain ownership of all work, unless different ownership requirements are

agreed to by the appropriate parties in writing prior to the start of the project. All parties must be formally informed and signified in writing their agreement with the ownership arrangements prior to accepting funding.

- If there are disputes, the College will support the ownership rights of the faculty member.

#### **Usage**

- Faculty is expected to share, without additional charge, materials developed for classroom use at Thomas More College with current TMC students. This does not include works created by a faculty member for other purposes (academic work created at another institution, works created for sale, works submitted for publication, etc.); use of these materials may require payment of reasonable additional fees.
- Faculty is encouraged to share freely of their work within the TMC community for academic purposes. Such usage requires full citation/credit for the creator of the material.
- Use of faculty materials for purposes other than academic or with persons other than current TMC students shall be negotiated in writing on a case-by-case basis and prior to the use of such materials. The college, however, encourages generosity in sharing materials.

### **Student Work**

#### **Ownership**

- All work created by students of Thomas More College shall remain the property of the creator. If the work is a group project, the students shall jointly and severally own the work. Responsibility for negotiating alternative arrangements lies within the group, must be described in writing, and must be approved in writing by all members of the group.
- If the work is created as part of a research grant or other faculty-directed or externally-funded project, students will receive credit for contributing to the project but the faculty member or funding agency shall retain ownership of all materials. If other arrangements are appropriate, they shall be agreed to in writing prior to the start of the project.

#### **Usage**

- Faculty may share student work within TMC for academic purposes. All student work shall be “blinded” to protect the student. No additional consent from students is required; this policy serves as sufficient notification to students. A student may ask for an exemption from this policy, on a case-by-case basis; such request shall be submitted to the Dean of the College who has the sole decision in the matter.
- Faculty may share student work by posting it on a TMC web site, putting it on reserve in the library, making and distributing copies, etc.
- As a matter of courtesy, faculty members who expect to use current student work as examples in their course shall include such intent in the course syllabus and shall discuss students’ rights for exemption.

### **Joint Work**

#### **Ownership**

- All work created jointly, whether the collaboration involves students, faculty, or students and faculty, shall be jointly owned. As such, all parties shall be treated equally with respect to ownership. Issues of first listing shall be negotiated by the owners.
- Any exceptions to this policy must be agreed to in writing.

#### **Usage**

- Usage of jointly-created works shall follow previously described guidelines.

### **Dispute Resolution**

- Resolution of disputes of any kind shall follow a process parallel to the College’s policy on resolving academic evaluation appeal process: the persons involved shall try to resolve the issue; if that fails, the department chair (or chairs) shall be involved; if that fails, the Vice President for Academic Affairs shall be involved; if that fails, and Appeal board of peers (faculty and/or students) shall be convened.

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# ACCREDITATION

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Thomas More College is:

- accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4097. Telephone number: 404-679-4501) to award the associate's degree, the bachelor's degree, and the master's Degree.
- accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, New York 1000. Telephone number: 1-800-669-1656).
- approved by the Kentucky State Board of Nursing to offer a Bachelor of Science in Nursing (BSN) degree.
- approved by the Kentucky State Department of Education to offer teacher-education programs on the elementary and secondary levels.
- affiliated for a Medical Technology Program with the Clinical Laboratory Programs of Saint Elizabeth Medical Center of Covington, Kentucky.
- a member of the following associations:
  - Association of American Colleges
  - Association for Continuing Higher Education
  - College Entrance Examination Board
  - Council of Independent Kentucky Colleges and Universities
  - Greater Cincinnati Consortium of Colleges and Universities
  - Kentucky Independent College Foundation
  - National Catholic Educational Association
- recognized by the American Association of University Women.

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# PROFILE

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Thomas More College, 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 dedicated by President Lyndon B. Johnson.

Today, Thomas More College serves more than 1,500 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 College 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 College hopes to help each student apply these qualities to successful life in the twenty-first century.

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# POLICY FOR ACCOMMODATING STUDENTS WITH DISABILITIES

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Thomas More College is committed to providing students with disabilities the same educational programs and services offered other students, in accordance with Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act (ADA) of 1990*. Under section 504, a student has a disability if that individual has a physical or mental impairment that substantially limits major life activities such as walking, seeing, hearing, speaking, working, or learning. Also under Section 504, institutions must make appropriate and reasonable adjustments for students with disabilities to ensure accessibility to academic and non-academic activities. Under ADA, all institutions of higher education must comply with government policies, procedures, and employment practices that impact the treatment of students.

All students bring a unique set of strengths and experiences to the academic setting. Even though students learn in different ways, it is not necessary to dilute curriculum or to reduce course requirements for individuals with disabilities. Special accommodations may be needed, however, as well as modifications in the way information is presented and in methods of testing and evaluation. Faculty will be aided in these efforts by drawing upon the students' own prior learning experiences, using available institutional resources, and collaborating with the Office of Student Support Services.

In order to be granted protection under Section 504 and ADA, students with disabilities must make the disability known to appropriate College officials (Student Support Services), and provide current and comprehensive documentation concerning the nature and extent of the disability. Students with disabilities may make known their disability and seek verification for it at any point in their academic career. Once the disability is verified, the Student Support Services Office will work with the instructor and the student to determine reasonable accommodations. With the student's permission, the Student Support Services Office will forward a description of accommodations to the instructor in writing. Students with verified disabilities should be encouraged to contact the Student Support Services Office and inform faculty very early in the semester if they wish to exercise their rights to reasonable accommodations. Accommodations necessary for ensuring complete access and full participation in the education process do not require the instructor to adjust evaluations of academic performance nor absolve the student from personal responsibility for class attendance, assignments, and all other course material. Rather, the accommodations make it possible for a student with a disability to truly learn the material presented and for an instructor to fairly evaluate the student's understanding of the material.

The Student Support Services Office is located on the upper level of the Administration Building, and it is under the supervision of the Academic Dean. To aid students with disabilities, Student Support Services has published several brochures regarding suggestions on how to apply for admission to Thomas More College, a description of the services offered, and a handbook with directions on how to access reasonable accommodations. The Student Support Office serves both students and College employees with assistance and advice in regard to appropriate services for students.

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# DEGREE PROGRAMS

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## GRADUATE DEGREES AWARDED

Thomas More College offers two graduate programs and awards the following degrees:  
Master of Business Administration  
Master of Arts in Teaching

## UNDERGRADUATE DEGREES AWARDED

In its undergraduate programs, Thomas More College awards the following degrees:  
Bachelor of Arts  
Bachelor of Science  
Bachelor of Elected Studies  
Bachelor of Science in Nursing  
Bachelor of Business Administration  
Associate in Arts  
Associate in Elected Studies

A student receiving a bachelor's degree from Thomas More College may receive a second bachelor's degree of a different type from Thomas More College, *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 College does not award two separate bachelor's degrees within the 128 credit hours required for a bachelor degree.

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

## MAJOR FIELDS OF STUDY

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

### The bachelor majors available are:

Accountancy	Forensic Chemistry
Art	History
Biology	Humanities
Business Administration	International Studies
Chemistry	Latin American and Caribbean Studies
Communications	Mathematics
Computer Information Systems	Medical Technology
Criminal Justice	Nursing
Economics	Philosophy
Education:	Physics
Educational Studies	Political Science
Elementary School	Psychology
Middle School	Sociology
Secondary School	Sports and Entertainment Marketing
English	Theatre
Environmental Science	Theology
Forensic Biology	

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 College 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 Vice President for Academic Affairs 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 technology, 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.

**The associate majors** available to Thomas More students are:

Accountancy	Latin American and Caribbean Studies
Art	Management
Art History	Mathematics
Biology	Music
Chemistry	Physics
Communication	Political Science
Computer Information Systems	Pre-Legal Studies
Criminal Justice	Psychology
Economics	Sociology
English	Spanish
Exercise Science	Theatre
History	Theology
Humanities	Web Design
International Studies	

The bachelor and associate majors available to students who can attend *only evening classes* are:

Accountancy	History (associate's degree only)
Business Administration	Management (associate's degree only)
Computer Information Systems	Theology (associate's degree only)

Certificate programs are available in:

Accounting	Business Administration
Mathematics	Theology

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# UNDERGRADUATE ADMISSION

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Thomas More College welcomes applications from all qualified students regardless of race, religion, age, sex, national or ethnic origin, or physical handicap.

## ADMISSION PROCEDURES

**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 College, as well as scores on the American College Test (ACT) or the Scholastic Aptitude Test (SAT). 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 or SAT. 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 College. An application form, available from the Admissions Office, is required and must be accompanied by a \$25 application fee. Credentials accepted for admission become the property of Thomas More College.

The pre-college 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 College 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 **80 (C or 2.0/4.0) or above** (based on college preparatory courses).
2. A high school rank in the **top half** of the class.
3. A minimum of **20** on the English section of the American College Test (ACT) or **480** (re-centered) on the verbal section of the Scholastic Aptitude Test (SAT).
4. A minimum composite score of **20** on the ACT or **1010** (re-centered) combined score on the SAT.

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 whether to reject the applicant or to accept him/her either unconditionally or conditionally.

1. Applicants granted unconditional admission are admitted subject to the ordinary rules and regulations of the College.
2. Applicants admitted conditionally are subject to the successful completion of the ACHIEVE Program during their first year of enrollment. The Admissions Committee is authorized to admit to this program a limited number of students who show promise of academic success provided they receive special assistance in laying the proper foundation for their college studies.

- a. At the end of each semester of the Freshman year the Admissions Committee reviews the performance of each ACHIEVE student to determine whether it is appropriate for the student to continue.
- b. Students who fail to meet the conditions of their admission will not be permitted to register for subsequent semesters and are subject to dismissal from the College.
- c. At the completion of the ACHIEVE Program students whose performance is judged to be satisfactory will be granted unconditional acceptance and will then be subject to the ordinary rules and regulations of the College.

The ACHIEVE Program requires enrollment in the following courses:

FALL		SPRING	
ENG 099	Basic Composition	ENG 150	Literature, Writing & Research*
FYS 150	Freshman Seminar*	PHI 105	Critical Thinking
HIS 101	World Civilization I*	HIS 102	World Civilization II*
GEC 102	Study Skills	-----	Elective (optional)
GEC 093	Beginning Algebra A**	GEC 094	Beginning Algebra B**

\* Since these courses are part of the Core Requirements of the College they must be taken on the Letter Grading System. Students are free to take the remainder of the courses on the Pass/Fail System, however ENG 099, GEC 102, GEC 093 and GEC094 are only offered on the remedial grading system and do not count toward graduation requirements.

\*\* Applicants will be offered up to two opportunities to test out of GEC 093-094 before the Fall semester. Should they receive a passing score on the test they will be permitted to enroll in an elective course. Under some circumstances students who reach a high but not a passing score may be allowed to register for GEC 096 instead of GEC 093-094.

**II. Students who have been out of high school for five or more years** must complete an application form obtained from the Department of Lifelong Learning, request high school transcripts or G.E.D. scores and transcripts from all colleges previously attended (whether credit was earned or not) be submitted directly to the College.

As stated under Section I, the admission policy of the College 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 of 80 or above or G.E.D. scores in the top 50th percentile.
2. A high school rank in the top half of the class.
3. A grade point average of 2.0 or above (0–4 quality point scale) from previous colleges.
4. Satisfactory interview with a Lifelong Learning advisor.

If a student does not meet all the above requirements, his/her file is 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 hours for which a student may register and/or restrict the student from attending accelerated classes. The student will be granted full admission upon successful completion of the conditions outlined at the time of admission.

## READMISSION

Students who have attended Thomas More College, but not within the previous three years, must apply for readmission. They will be subject to the appropriate admission requirements currently stated in the section on admission procedures. (*Cf.* also the Policy on Maintenance/Forfeiture of Degree Status under "Academic Regulations".)

## TRANSFER STUDENTS

Students who have been enrolled in another institution and who seek admission to the College in any of its programs must have official transcripts submitted directly from the issuing institution to Thomas More College. Students who have earned less than 24 transferable semester credits must have all high school and college transcripts sent to the College. Students who have earned at least 24 transferable semester credits need to have all college transcripts submitted to the College.

After submission of these transcripts, students may be admitted as transfer students under one of the following conditions:

1. A student who has achieved a cumulative grade point average of 2.0 or higher (on 0–4 quality point scale) at another institution and has earned less than 24 transferable semester credits 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. Credits earned at the previous institution that meet the criteria outlined below will be posted to the student's record at Thomas More College. Grades earned will not be used in the calculation of the Thomas More College G.P.A.
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 institution(s) and has earned at least 24 transferable semester credits will be admitted. Those credits meeting the criteria outlined below will be posted to the student's record at Thomas More College.
3. 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 institution(s), no matter how many credit hours were earned, may be admitted to the College at the discretion of the Admissions Committee. Thomas More College 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. 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 College.
  - b. A student suspended or dismissed by another institution will only be considered for admission to Thomas More College 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

Thomas More College recognizes that courses taken at other post–secondary institutions prior to a student's admission to Thomas More may qualify for transfer, but the College 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 college–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 College. It is the student's responsibility to request the issuance of transcripts from other institutions to Thomas More College. Only official transcripts sent directly from the issuing institutions to Thomas More 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 College 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. Students must earn at least 25% of their credit hours through instruction offered by Thomas More College, 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. (Please note that RECALL credit is limited to 32 semester hours for a baccalaureate degree and 16 semester hours for an associate's degree.)
- C. In order to earn a degree in a specific major, a student must complete, at Thomas More College, at least 18 of the hours required in that major for a bachelor's degree and 9 hours for an associate's.

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

- A. Thomas More College accepts credit attached to courses taken at any post-secondary degree-granting institution of higher education accredited by one of the six Regional Accrediting Associations, provided the completed courses carry a grade of C or better (2.0 or higher on a 0-4 quality point scale). 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.
- B. Courses taken at a post-secondary institution of higher education not accredited by one of the six Regional Accrediting Associations will be considered on an individual basis by a review panel. Students who apply for admission from other countries are required to have their credentials evaluated by the Office of International Education Services of the American Association of College Registrars and Admissions Officers. (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 Center for Adult Learning and Educational Credentials of the American Council on Education (ACE), as stated in their current publications. "Extra-institutional learning" includes but is not limited to ACE, RECALL, CLEP, and Challenge Tests. Credit cannot be awarded for a lower level course in a discipline than one for which the student has already earned credit. If the credit is transferred to meet a major requirement, the department may require supplemental learning to meet the Thomas More College equivalency.

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

- A. Credit is granted for academic courses substantially equivalent to those offered at Thomas More College. 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. Generally credits for courses of a vocational or technical nature are not acceptable 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) and consistent with RECALL guidelines.
- 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 College guidelines for granting I.B. credit.

## NON-DEGREE STATUS

Individuals wishing to take courses for academic credit (or audit) but not currently pursuing a degree program may enter the College as non-degree students. Enrollment as a non-degree student does not imply admission to the degree granting program of the College; however, non-degree students are held to the same academic standards as degree students. Advising for non-degree students is available through the Director of Advising (for traditional students) or the Department of Lifelong Learning (for non-traditional students).

### 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 Tests;
- B. if enrolled at another collegiate institution or at Thomas More College at any time during the previous calendar year are eligible to return to that institution in good standing;
- C. are high school students who have completed their junior year with at least a B average and are recommended by a school counselor or principal;
- D. meet the prerequisite of the course or courses;
- E. are international students whose previous educational attainments in foreign or U.S. schools are deemed to be of an acceptable level by Thomas More College; or
- F. have received an exemption from the above requirements by the Dean of the College.

### 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 Thomas More students may apply for admission to degree status through the Office of Admissions in one of the following ways:

- A. by fulfilling all the requirements for admission to the College, as stated previously;
- B. filing an application with the Office of Admissions or the Department of Lifelong Learning 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 hours taken at Thomas More College in non-degree status, if that course work is deemed by the College 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

Qualified international students may apply to the College 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, they must also demonstrate the ability to read, write and understand English and must submit the results of the Test of English as a Foreign Language (TOEFL). The minimum score for undergraduate admission is **515 (187 computer-based)** or better. A score of **600 (250 computer-based)** is required for graduate admission. International students must also submit a certified translated transcript of credits from any institution previously attended and have their credentials evaluated by the Office of International Education Services of the American Association of College Registrars, the World Education Services and Admissions Officers. (The applicant is responsible for the fees charged for this service.) Counseling is available through the International Student Advisor who is authorized to issue I-20's (Certificates of Eligibility) for F-1 student visas.

## **EARLY ADMISSION/DUAL CREDIT PROGRAMS**

The Early Admission and Dual Credit Programs at Thomas More College offer qualifying high school students the opportunity to register for courses and receive college credit with their high school's approval. EAP students may take up to 7 credit hours per semester at Thomas More College. Dual Credit courses are offered in conjunction with area high schools and are taught by Thomas More College faculty. Courses are offered at a discounted rate, which does not include specific course fees if applicable. Once enrolled, students will have an official academic record at Thomas More College.

Thomas More College will enroll non-degree status high school students who:

1. have completed their junior year of high school;
2. have three units in English, two in Mathematics, two in Science, two in Social Studies; and
3. have an overall grade point average of 3.5 or better in the above units.

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# COLLEGE COSTS

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## TUITION AND FEES

Undergraduate Programs Tuition and Fees 2007-2008 (effective summer 2007)

### Full-Time per semester (12-18 credit hours)

Current students prior to SM 06	\$9,890
Current students beginning SM 06	\$10,040
New students beginning SM 07	\$10,250
Additional per credit hour in excess of 18 hours	\$490
Technology fee	\$300
Student activity fee	\$60

### Part-Time per semester

Per credit hour for 1 through 11 hours	\$490
Technology fee	\$30/credit hour, Max \$300
Student activity fee (fall and spring only)	\$15

### Additional fees

Nursing differential	\$30 per credit hour
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NOTE: Some courses have special lab and supply fees, which range from \$10 to \$50. Consult the schedule of classes in the Registrar's Office for lab and course fees. For rates applicable to accelerated programs please consult the Accelerated Program Office. *(N.B. These rates apply for the 2006-2007 academic year only.)*

There are also additional fees applicable to all students. Please consult the Bursar or Student Handbook for more information. For Room and Board charges, consult the Bursar or Student Life. Room reservations are to be made on a form supplied by the Student Life Department and returned by May 1 of the year the student intends to enroll at Thomas More College.

Since income from tuition and fees covers only a portion of the total cost of educational and institutional services, the College has to rely on other sources to meet costs - 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 at the time of confirmation. Discover, MasterCard and Visa are accepted. All payments are to be paid to the Bursar and checks are to be made payable to Thomas More College.

Amounts from a prior semester must be paid in full at the time of registration or when confirming advanced registration. A \$50 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 College 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 an annual basis. There is an additional fee. Thomas More College 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 college's policy on past due accounts. Please contact the Bursar or Financial Aid Office for further details on either plan.

## **WITHDRAWAL AND REFUNDS**

Students wishing to withdraw from a class or from the College 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 COLLEGE 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:**

During or before the first week – 100%  
During the second week – 50%  
After second week – 0%

**For courses that meet from 1 to 3 weeks:**

On or before the second day – 100%  
On the third or fourth day – 50%  
After the fourth day – 0%

For further information please contact the Bursar's Office.

**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 charges are based on the tuition refund schedule. 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 Bursar's Office for specific procedures. Appropriate documentation is required with such an appeal.

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# FINANCIAL AID

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Financial aid is available to students at Thomas More College 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 Perkins Loan • Nursing Student Loan • Federal Stafford Student Loan  
Federal Parent Loan for Undergraduate Students (PLUS)

## COLLEGE WORK PROGRAMS

College Work Study Program (Federal)

## THOMAS MORE COLLEGE SCHOLARSHIP AND GRANT PROGRAMS

Academic scholarships are awarded to entering students on the basis of high school grade point average, ACT/SAT score and principal's or counselor's recommendation. Academic scholarships awarded to currently enrolled students are based on the college grade point average. To be considered for scholarship, the student must complete the application process by March 1. Applications received after that date will not usually be considered. 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 listing of specific scholarships is available upon request from the Financial Aid Office.

## SCHOLARSHIPS

James Graham Brown Honors Scholarship • Trustee Scholarship  
Chancellor Scholarship • Endowment Scholarships • Presidential Scholarship

## OTHER FINANCIAL ASSISTANCE

Dean's Award • Diocesan Discount • Outstanding Service Award  
Alumni Discount • Bagby Scholarship/Loan

## VETERANS BENEFITS

The College is approved for Veteran Training. Students who are eligible for educational assistance should apply to Veterans Affairs, c/o Office of the Registrar, Thomas More College.

## FINANCIAL AID STANDARDS OF ACADEMIC PROGRESS

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 College 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 Perkins Loan, Federal Stafford Loans, Federal Parent Loan for Undergraduate Students (PLUS), and Nursing Student Loans. These requirements also apply to the KHEAA grant programs, CAP and KTG, and institutional need-based scholarships, grants and loans.

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

The criteria used to determine financial aid academic progress are GPA, course completion rate and maximum time frame for completion of degree requirements. At the end of each year the Financial Aid Office reviews students' progress during the previous semester(s). 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 at least 2.00. Graduate students must maintain a minimum cumulative GPA of at least 3.00.

#### **II. Quantitative Requirement – Completion Rate**

Undergraduate and graduate students must successfully complete a minimum of **70%** of the credit hours attempted each academic year (attempted hours are hours for which a charge was incurred). The academic year for financial aid purposes begins with the fall semester and ends with the summer semester.

#### **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 College are four years in length and/or 128 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 192 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. Financial Aid/Scholarship Appeal Procedures**

Students who fail to meet the above requirements will be placed on one semester of “financial aid probation” before facing the loss of financial aid. If after receiving one semester of “financial aid probation”, the student continues to fail the above standards he/she will forfeit their financial aid/scholarship(s) for the next semester.

A student may appeal the forfeiture of financial aid/scholarship eligibility to the Director of Financial Aid a total of two times: (1) the first appeal being a written request submitted within 10 business days of notice of forfeiture and including any mitigating circumstances that have affected the student's academic performance; (2) the second being an in-person appeal. The Director of Financial Aid reserves the right to weigh each case on an individual basis.

A student may appeal the forfeiture of his/her full tuition scholarships and designated academic scholarships to the Scholarship Committee a total of two times: (1) the first appeal being a written request submitted within 10 business days of notice of forfeiture and including any mitigating circumstances that have affected the student's academic performance; (2) the second being an in-person appeal. The Scholarship Committee reserves the right to weigh each case on an individual basis.

If a favorable response to the appeal is granted, the student may regain his/her financial aid/scholarship eligibility for that semester and the student's academic record will be reviewed at the end of each semester to determine if the requirements continue to be met.

If a negative response to the appeal is given, the student will lose his/her financial aid/scholarship for that semester and subsequent semesters.

If after two appeals (written and in-person) the student continues to fail the above requirements he/she is **terminated** from financial aid and scholarships.

The student may regain his/her financial aid eligibility after an “appeal denial” or “termination” if he/she pays for 12 credit hours at his/her own expense and successfully completes all 12 credit hours at Thomas More College. The twelve credit hours do not have to be taken all in one semester under this provision. Federal and Institutional aid may not be used to pay for tuition costs under this provision. **This provision does not apply to retention of scholarships.**

#### **V. Academic Suspension**

Any student suspended from the College will be ineligible for further financial aid. If the Vice President for Academic Affairs 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.

#### **VI. Scholarship Retention Requirements**

To retain title to a Thomas More College scholarship, by the end of each semester, a student must:

- Maintain a cumulative GPA of 3.5 for full tuition scholarships;
- Maintain a cumulative GPA of 3.0 for partial tuition scholarships;
- Maintain a cumulative GPA of 2.5 for all non-need based scholarships and grants;  
and
- Maintain full-time enrollment of at least 12 credit hours per semester.

Scholarships may be maintained for a total of 128 credit hours earned; special exemption may be given to students due to program requirements.

Students are allowed one financial aid probationary semester before their scholarship is revoked. Failure to comply with the above requirements will result in forfeiture of the scholarship for the next semester(s). Students may appeal their scholarship forfeiture per the Financial Aid/Scholarship Appeal Procedures.

#### **VII. Other Factors Affecting Satisfactory Academic Progress**

Withdrawals, incomplete courses, repeated courses, and transfer credits count towards a student’s compliance with the CGPA, completion rate and maximum time frame standards of this policy. Students who change majors or courses are still responsible for completing the degree in the maximum time frame. Re-evaluation of the maximum time frame will be considered for individual situations.

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

### **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 College. The State and Institutional funds will be refunded based upon Thomas More College’s tuition refund schedule.

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

When a student who has received federal financial aid funds (Title IV funds) withdraws from the College during a semester, federal regulations require the College to determine the amount of “unearned” funds that must be returned to the federal aid programs. This requirement is effective **only** if the student completely terminates enrollment (i.e. cancels his/her registration, withdraws or is dismissed) or stops attending classes before completing more than 60 percent of the semester.

The amount of Title IV funds “earned” is determined by multiplying the total amount of Title IV aid (other than federal work-study) for which the student qualified during the semester by the percentage of time the student was enrolled during the semester. The percentage of time enrolled

is determined by dividing the number of calendar days enrolled (through the withdrawal date) by the total number of calendar days in the semester (less any scheduled break of 5 or more days). The difference between “earned” funds and total Title IV funds awarded is “unearned” and must be refunded. Once a student has completed more than 60% of the semester, he/she earns 100% of the Title IV funds awarded for the semester.

**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 Academic Dean, 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 College resulting from the above policy.

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## STUDENT LIFE

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Thomas More College is dedicated to an integrated learning environment which involves both classroom and co-curricular involvement. The Student Life Office 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 Life complements the academic mission of the College and in this context seeks to develop students as productive and responsible members of the College community and the wider community 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 College community for the benefit of the common good. The declaration of expectations used to guide life in an academic community is found in the *Student Handbook* under "The Student and the Academic Community" and the "Student Code of Conduct"; the handbook also includes a statement on student rights within the College.

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### SELECTED REGULATIONS AND SERVICES

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For a more detailed description of Student Life policies and services please consult the *Student Handbook* available in the Student Life Office. Students are responsible for information contained in the *Student Handbook*. Only selected services and regulations are highlighted here.

Thomas More College permits the use of alcoholic beverages on campus only when it is in compliance with state law (KRS 244.085), local ordinances and College regulations. The possession, use, or sale of illegal narcotics and drugs is strictly prohibited on campus. The Thomas More College Alcohol Policy can be found in the Student Handbook.

All students may use the Campus Health Center (859-344-3529) located in the lower level of the Holbrook Student Center. A registered nurse coordinates health programming and routine health needs. Counseling services are also available in the Health Center. Referrals are made to local physicians and hospitals

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### HOUSING AND RESIDENCE LIFE

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Thomas More College believes that the residence halls should facilitate a living-learning environment which encourages the overall development of each student. Residence living facilitates student interaction with peers, faculty and professional staff. Through this interaction, students learn different points of view, gain insight into social and political issues and begin to develop values and attitudes which will shape their lives. The College's residency requirement is part of an effort to provide an environment conducive to student growth and development.

Regular part-time students may live in the residence halls only under special circumstances and with permission of the Director of Student Life. Other students

with extenuating circumstances must petition in writing for an exemption to any requirements.

The residence hall program is administered by professionally trained individuals and a carefully selected group of upper-class students called Residence Assistants (R.A.'s). Resident Directors are assigned to each of the residence halls to help ensure a healthy living environment conducive to academic pursuits.

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## 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. More than 20 campus organizations sponsor numerous activities of a social, intellectual and recreational nature.

The Office of Student Activities serves as a center for student organizations, members, officers and participants. Assistance is provided in leadership training, programming and staff development. The Office is located in the Holbrook Student Center.

### LEGISLATIVE AND PROGRAMMING ORGANIZATIONS

*Student Government Association (SGA)* - serves as the official representative organization of the student body and acts as the liaison between student and the faculty, administration, and Board of Trustees; allocates the student activity fee budget; protects the rights of the individual; and promotes the general welfare of the student body of Thomas More College.

*Student Activities Board (SAB)* - is responsible for planning 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 (R.S.A.)* - represents the resident student population; offers programming and social events; and promotes the general welfare of the resident students.

### PUBLICATIONS

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

*Triskele* - the Thomas More College annual Yearbook designed and produced by a student committee.

### SPECIAL INTEREST GROUPS

For a more complete listing consult the *Student Handbook*.

**Accounting Society** - any student taking an accounting course may join the Accounting Society. The purpose of the club is to broaden and deepen the student's understanding of the accounting profession through technical sessions and social affairs.

**African-American Student Association** - an organization which promotes awareness of African-American culture, history, and contemporary issues.

**Alpha Delta Gamma** - the first nationally chartered fraternity on the Thomas More campus. The Rho chapter is one of 15 in the nation and sponsors various activities throughout the year.

**Alpha Sigma Lambda** – a national honor society for non-traditional/adult students. Its purpose is to recognize adults who achieve academic excellence while facing competing interests of family, work and community.

**Beta, Beta, Beta (TriBeta)** – a national honor society associated with the Biology Club for students dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research.

**Biology Club** - the Biology Club's purpose is to initiate interest and to further student participation in the biological sciences. Membership is open to all students.

**Business Society** - provides students with an opportunity to apply classroom theory to practical situations.

**Chemistry Club** - the purpose of the Chemistry Club is to promote interest and participation in chemistry on the professional level.

**College Democrats** - promotes civic engagement and discussion of political issues.

**Delta Epsilon Sigma** - an honor society available to all students who qualify. The society promotes academic excellence and civic responsibility.

**Education Club** - promotes the interest of students in the field of education or within the profession of education.

**French Club** - engages students with an interest in the French language and culture.

**International Student Society** - facilitates the involvement of international students in the College community and promotes awareness of the various cultures represented by these students.

**More Ministry** - The student ministry group on campus promoting the spiritual growth of all Thomas More College students.

**Math/ Physics Club** - Departmental club for Math and Physics students or students with an interest in the subjects.

**Outdoor Adventures Club** - facilitates trips and activities for students with a love for the outdoors.

**Phi Alpha Theta** - Phi Alpha Theta is the international honor society associated with the History Club. Membership to Thomas More's Lambda Sigma chapter is open to academically qualified students.

**Pre-Law** - offers forums and presentations to aid students in preparing for law school and future careers.

**Psychology Club** - promotes interest in the field of psychology through social and educational programs.

**Saints Club** - Thomas More's Spirit Club.

**Sigma Tau Delta** - The International English Honor society; membership in Thomas More College's Nu Omega Chapter is open to academically qualified students.

**Social Issues Commune** - housed in the Department of Sociology and Criminal Justice; the club promotes social awareness of and activism in addressing society's problems.

**Student Nurses Association** - represents nursing majors; sponsors fund-raising activities; and provides assistance to various campus and community groups.

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## **ATHLETICS**

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Thomas More College is a member of the President's Athletic Conference. Sports at Thomas More include intercollegiate athletics, intramural competition and recreation. Whatever level of involvement, the College feels strongly that physical development and athletic competition are important components in the overall development of the individual.

### **INTERCOLLEGIATE TEAMS**

The College holds membership in the National Collegiate Athletic Association (NCAA) Division III, and competes with some of the premier athletic programs in the country. The men's program includes: baseball, basketball, football, golf, soccer, tennis and cross country. The women's program includes: basketball, golf, soccer, softball, tennis, volleyball and cross country. 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 serves 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.

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## **CAMPUS BOOKSTORE**

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Thomas More College Bookstore, operated as a service of Barnes & Noble Inc., is located in the Holbrook Student Center. Students may purchase all textbooks required for class, as well as supplies and other helpful materials. Special order requests are also welcome. In addition, a variety of Thomas More College merchandise is available. Please contact the Book Store at 859-344-3335 for store hours and additional information.

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## **PARKING**

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Students may have motor vehicles on campus that are registered with the Campus Safety Office. Parking is available in designated areas at no charge. All vehicles must display a current parking sticker/tag. Parking spaces near the College residence halls are limited and are assigned on the basis of class standing. The College recommends that freshmen wait for their sophomore year to keep a vehicle on campus. Parking regulations are available through the Safety Office.

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## **CAREER PLANNING CENTER**

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The Career Planning Center 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;
- sessions on job search strategies, résumé writing, and interviewing techniques;
- career Resource Room - houses information on career opportunities, employers, graduate schools and graduate admissions test materials, career planning and job hunting;
- career Mentoring Program - area professionals representing a variety of career fields who provide career information and advice to students;
- annual job fair - local company representatives visit campus to recruit students for full-time, co-op, internship, part-time and summer positions;
- a job posting service for full and part-time employment opportunities; and
- administration of the Cooperative Education (Co-op) Program.

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## **THE THOMAS MORE COLLEGE LIBRARY**

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Completely renovated in 2005, the library is at the center of academic life at Thomas More College. Its mission is to further the educational goals of the College, primarily by collecting and providing access to print and electronic resources that support the curriculum.

The Library holds approximately 145,000 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 College'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 500 current magazines and journals in print, but these holdings are supplemented by thousands of full-text periodicals in online databases, which are accessible both on and off-campus.

Thomas More College is a member of the Kentucky Virtual Library and the SouthWest Ohio and Neighboring Libraries (SWON) consortium. Membership in SWON affords faculty and students the privilege of borrowing materials directly from more than 40 libraries in the greater Consortium area, although books and articles may also be obtained through interlibrary loan, usually at no cost to the patron.

The library is open 76 hours a week during the regular academic year, with extended hours during final exams. Reference service is available at all times during 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, computer carts, and various types of AV equipment can be reserved and checked out through the circulation desk. While the Library renders essential AV services, including ordering videos for classroom use, some media center functions are handled by other offices on campus. Office Services, for example, is in charge of laminating.

Communication and Drama faculty offices and several classrooms are located in the library, as are the College Art Gallery and Archives.

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# ACADEMIC REGULATIONS

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To assure the quality of its offerings as well as equitable treatment of its students, Thomas More College 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 Vice President for Academic Affairs.

## 2007-2008 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 College reserves the right to revise any section or part of the calendar without notice or obligation. For a more detailed calendar or for more information, please obtain a copy from the Registrar's Office.

### SUMMER SESSION- 2007

May	7	Monday	Summer Intersession Courses Begin*
May	14	Monday	Summer Session 1 Classes Begin
May	28	Monday	Memorial Day- <i>All College Holiday (Classes will meet Friday, June 1)</i>
June	25	Monday	Summer Session 2 Classes Begin
July	4	Wednesday	Independence Day- <i>All College Holiday (Classes will meet Friday, July 6)</i>
July	16	Monday	Graduation Applications for Fall 2007 due in the Registrar's Office
Aug.	3	Friday	Summer Sessions End
Aug.	6	Monday	Final Grades Due Electronically by 9:00 a.m.
Aug.	9	Thurs	Summer 2007 Graduation

Please Note: \*Various classes are offered at various time periods not part of the six week cycles. All summer classes are on alternate calendar schedules for refund calculations and grading policies. Please check with the Registrar's Office and the Bursar for the academic and refund date information regarding your specific course. Final Exams are generally scheduled for the last class period of all Summer Classes. Please refer to the course syllabus or the instructor for the exam date.

### FALL SESSION- 2007

Aug.	18	Saturday	Weekend Classes Begin – Schedule A Meets 8/18, 9/1, 9/15, 9/29, 10/20, 11/3, 11/17
Aug.	19	Sunday	Opening Convocation
Aug.	19-20	Sun-Mon	Freshman Orientation
Aug.	20	Monday	Last Date to Add Weekend Schedule A Classes
Aug.	21	Tuesday	Mandatory Core Assessment Testing for Freshmen and Graduation Candidates
Aug.	22	Wednesday	Classes Begin
Aug.	25	Saturday	Weekend Classes Begin – Schedule B Meets 8/25, 9/8, 9/22, 10/6, 10/27, 11/10, 12/1
Aug.	27	Monday	Last Date to Add Weekend Schedule B Classes
Aug.	28	Tuesday	Last Date to Withdraw from Class without Record
Sept.	3	Monday	Labor Day- <i>All College Holiday</i>
Sept.	4	Tuesday	Last Date to Add a Class for Weekday Classes
Sept.	25	Tuesday	Last Date to Change Grading System
Oct.	11-13	Thur-Sat	Mid-Term Break–No classes Oct. 11-13, All College Holiday Oct. 12
Oct.	15	Monday	Mid-Term Grades for Freshmen Due 9:00 a.m. via TMC Classweb
Oct.	23	Tuesday	Last Date to Withdraw with a WP - Passing Grade

Spring Registration Dates:			
Oct.	29	Monday	Spring Priority Registration for Seniors
Oct.	30	Tuesday	Spring Priority Registration for Juniors
Oct.	31	Wednesday	Spring Priority Registration for Sophomores
Nov.	1	Thursday	Spring Priority Registration for Freshmen
Nov.	5	Monday	Summer 2008 Schedules Due to the Academic Dean and Registrar
Nov.	15	Thursday	Graduation Applications for Spring 2008 Due in the Registrar's Office
Nov.	21-24	Wed-Sat	Thanksgiving Holiday--All College Holiday
Dec.	6	Thursday	Last Day of Classes
Dec.	8	Saturday	Final Exams for Saturday Classes
Dec.	10-13	Mon-Thurs	Final Exams for Day and Evening Classes
Dec.	13	Thursday	Fall Semester Ends
Dec.	17	Monday	Final Grades Due Electronically by 9:00 a.m.
Dec.	19	Wednesday	Fall 2007 Graduation

Please Note for Fall and Spring Sessions: Accelerated and alternate format classes are on an alternate calendar schedule for refund calculations and grading policies. Please check with Registration Services and the Bursar for the alternate date information regarding your specific course.

#### SPRING SESSION – 2008

Jan.	5	Saturday	Weekend Classes Begin -Schedule A Meets 1/5, 1/19, 2/2, 2/16, 3/1, 3/29, 4/12
Jan.	7	Monday	Classes Begin
Jan.	7	Monday	Last Date to Add Weekend Schedule A Classes
Jan.	11	Friday	Last Date to Withdraw from Class without Record
Jan.	12	Saturday	Weekend Classes Begin – Schedule B Meets 1/12, 1/26, 2/9, 2/23, 3/15, 4/5, 4/19
Jan.	14	Monday	Last Date to Add Weekend Schedule B Classes
Jan.	15	Tuesday	Graduation Applications for Summer 2008 Due in the Registrar's Office
Jan.	18	Friday	Last Day to Add a Class for Weekday Classes
Jan.	21	Monday	Martin Luther King, Jr. Day– All College Holiday, No Day Classes
Jan.	22	Tuesday	Mandatory Core Assessment Testing for Graduating Seniors – No Day Classes
Feb.	4	Monday	2008-09 Fall and Spring Schedules Due to Academic Dean & Registrar
Feb.	8	Friday	Last Date to Change Grading System
Mar.	3-8	Mon-Sat	Mid- Semester/Spring Break – No Classes for Traditional Semester Courses
Mar.	10	Monday	Mid-Term Grades for Freshmen Due Electronically by 9:00 a.m.
Mar.	14	Friday	Last Date to Withdraw with a WP-Passing Grade
Mar.	18-19	Tues-Wed	Summer 2008 Priority Registration
Mar.	20-24	Thurs-Mon	Easter Recess – All College Holiday Begins Thurs at 5:00 p.m. and Ends Mon at 6:00 p.m.

Fall Registration Dates:			
Mar.	31	Mon	Fall Priority Registration for Seniors
Apr.	1	Tues	Fall Priority Registration for Juniors
Apr.	2	Wed	Fall Priority Registration for Sophomores
Apr.	3	Thurs	Fall Priority Registration for Freshmen
Apr.	25	Friday	Last Day of Classes

Apr.	26	Saturday	Final Exams for Saturday Classes
Apr.	28-		
May	1	Mon-Thurs	Final Exams for Weekday and Evening Classes
May	1	Thurs	Spring Semester Ends
May	2	Friday	2008-2009 Catalog Changes Due to Registrar's Office
May	5	Monday	Final Grades Due Electronically by 9:00 a.m.
May	8	Thursday	Senior Banquet
May	10	Saturday	Baccalaureate Mass, Commencement, and Spring 2008 Graduation

Please Note for Fall and Spring Sessions: Accelerated and alternate format classes are on an alternate calendar schedule for refund calculations and grading policies. Please check with Registration Services and the Bursar for the alternate date information regarding your specific course.

## **REGISTRATION**

Students are required to register for courses before each academic term. No course may be added after the completion of the second week of classes.

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 Financial Aid Office must 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 College reserves the right to refuse a student's registration or to withdraw a student from class for cause.

## **GRADE REPORTS**

Official grade reports are available online throughout the semester. Students can order a grade report sent to their home address using a form located in the Registrar's Office.

## **TRANSCRIPTS**

To obtain a transcript of credit students must submit written requests to the Registrar's Office. Transcripts will not be released if a balance is owed and there is a \$5 fee for each transcript.

## **CLASSIFICATION**

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

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

## **RESIDENCY**

To help insure the achievement of its objectives, Thomas More College normally requires that a matriculated student complete his/her study at the College; however, a full-time student at Thomas More College may register through the College for courses at any college or university in the Greater Cincinnati Consortium of Colleges and Universities. In addition, a student may be given permission to take up to 18 credit hours at other institutions at the discretion of the Vice

President for Academic Affairs. 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 Vice President for Academic Affairs 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.

Thomas More College maintains a residency policy which requires that a minimum of 38 credit hours for the bachelor's degree be taken at Thomas More College or through the Consortium. This residency requirement is waived for certain pre-professional programs such as Engineering and Medical Technology. The final 30 hours for a bachelor's degree must be taken at Thomas More or through the Consortium. For the associate's degree, the final 20 credit hours must be taken at Thomas More or through the Consortium. Students must earn at least 25% of their credit hours through instruction offered by Thomas More College, exclusive of transfer credit and credit earned through the Consortium program.

In special cases, Thomas More College approves more sustained work at other institutions; for example, a semester's study in South America for an art major whose special interest is Spanish-American art; study at one of the English universities for a student of literature; etc.

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

A student is bound by the academic regulations in effect at the time of initial enrollment. If a person interrupts enrollment for three or more years, that person must apply for readmission. If readmitted, the academic requirements in effect at the time of re-enrollment will apply.

## **ACADEMIC ADVISING**

Students who have been out of high school for less than five years (including transfer students with freshman status) and who attend classes primarily in the daytime hours are assigned initially to an advisor from among the faculty who constitute the Freshman Advising Team. Near the end of the first year, these students are re-assigned to a faculty advisor in their chosen major. Transfer students who have been out of high school less than five years but who have sophomore status or higher are assigned directly to a faculty advisor in their chosen major.

Students who have been out of high school for five years or more and students who intend to pursue their college studies primarily in the evening hours ordinarily have their first advising appointment with a counselor in the Lifelong Learning Office. Thereafter, a faculty member in their chosen major may advise them.

All students (but especially freshmen) 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 College provides assistance in making educational, career and personal decisions, the primary responsibility for correctly registering and completing degree requirements remains with the individual student.

## **STUDENT LOAD**

The average course load for a full-time student in a given semester is 16 credit hours. The minimum load for a full-time student is 12 credit hours per semester. No student may carry more than 18 credit hours per semester and students on academic probation may not carry more than 13 credit hours. The student's advisor or department chairperson and the Vice President for Academic Affairs must approve exceptions to any of these limits. Students in co-op work sessions who have simultaneously registered for six credit hours are recognized as full-time

students. Courses taken on the audit grading system cannot be used toward determining enrollment status.

## **GRADUATION APPLICATIONS**

It is the responsibility of the Registrar's Office 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 Registrar's Office. Applications must be received in the Office of the Registrar each year by July 15 for Fall candidates, November 15 for Spring candidates and January 15 for Summer candidates. 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.

## **GRADUATION CEREMONY**

Thomas More College 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**

### **GENERAL PRINCIPLES CONCERNING GRADES**

- A.** Registration and Withdrawal from courses is governed by the following principles:
1. 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.
  2. 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.
  3. 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.
  4. A grade of "WP" will be automatically recorded for courses dropped during the second through ninth week of the semester or the equivalent for alternate calendar scheduled courses.
  5. A grade of "W" will be initially recorded by the Registrar for any course dropped during the tenth through the fifteenth week of the semester or the equivalent for alternate calendar scheduled courses. The instructor will assign a "WP" or "WF" on the final grade sheet depending on the instructor's evaluation of the student's progress.
  6. Students can be dropped from a course for excessive absences and will receive a grade of "WF" assigned by the instructor. The instructor determines what constitutes excessive absence from each course and submits the appropriate form to the Registrar's Office.
  7. Students are expected to determine whether they have the interest, time and/or ability to successfully complete the course before the appropriate deadlines.

8. 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 Dean of the College.
- B.** 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.
- C.** A student who receives an "I" because of incomplete work or absence from the final examination may have it changed upon the successful completion of the work or examination. The deadlines for such changes are February 1 for the Fall semester, July 1 for the Spring semester, and October 1, for the Summer sessions. In the TAP program, an "I" must be changed within 90 days of the conclusion of the course. The instructor of the course must submit an extension of these deadlines to the Registrar in writing before the normal deadline.
- D.** 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.
- E.** It is the student's responsibility to report any errors in his/her grade report to the Registrar, no later than the deadline for grade changes specified in (C) above.

### **GRADUATE LETTER GRADING SYSTEM**

<b>GRADE</b>	<b>QUALITY POINTS</b>	<b>EXPLANATION</b>
A	4.00	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+	3.50	Work stronger than that needed for a B but not attaining the level of distinction required for an A.
B	3.00	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+	2.50	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	2.00	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	0.00	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	0.00	Unofficial withdrawal. Issued when a student ceases to attend or never attended but has not withdrawn.

### LETTER GRADING SYSTEM

GRADE	QUALITY POINTS	EXPLANATION
A	4.00	
B+	3.50	
B	3.00	
C+	2.50	
C	2.00	
D+	1.50	
D	1.00	
F	0.00	
I	Not considered	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	Not considered	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.
WP	Not considered	Automatically recorded for any course dropped during the second through the ninth week of the semester, or its equivalent, OR assigned by the instructor when the student withdraws with a passing grade after the ninth week of the semester, or its equivalent.
W	Not considered	Official withdrawal after the ninth week of class.
WF	0.00	Grade assigned by the instructor when a student is dropped for excessive absence or when a student withdraws from a course after the ninth week while not passing the course.
Y	0.00	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

P	Not considered	Successful completion of course. P implies grade of A, B, C or D.
F	0.00	Failure in course
I, N, W, WP, WF, Y	As indicated above	As defined above

### REMEDIAL GRADING SYSTEM

Remedial courses are not calculated in academic standing and do not count toward degree and graduation requirements. 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

Excessive absence from class shall constitute sufficient grounds for dismissal from the class affected or such other lesser academic penalty, as the faculty member may judge appropriate. Each faculty member is competent to determine what number of absences, if any, may be permitted in a particular course. This policy shall be indicated in the course syllabus. Should a student be absent from an announced test, seminar, or laboratory, the faculty member is not obliged to present a makeup opportunity.

A student who is reported to the Office of the Registrar as having been excessively absent from class will receive a notice from the Registrar's Office that the professor has dropped the student from his or her course. Students who are dropped from a course for excessive absences are assigned a grade of WF for the course.

A student may appeal the professor's dismissal if there are extenuating circumstances affecting his/her case. Students must convey their appeal in writing to the Vice President for Academic Affairs within one week after the notice of dismissal is given.

## ACADEMIC STATUS POLICY

**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. From the basis of this review, the following policies are applied:

### A. Good Standing

1. Students who have attempted a total of less than 12 quality and pass-fail hours at Thomas More College or elsewhere are automatically considered to be in good standing.
2. Students who have attempted a total of 12-23 quality and pass-fail hours at Thomas More College or elsewhere are considered to be in good standing when their cumulative GPA is 1.50 or better.
3. Students who have attempted a total of 24-35 quality and pass-fail hours at Thomas More College or elsewhere are considered to be in good standing when their cumulative GPA is 1.75 or better.
4. Students who have attempted a total of 36 or more quality hours and pass-fail hours at Thomas More College or elsewhere are considered to be in good standing when their cumulative GPA is 2.00 or better.
5. Students with less than a total of 36 quality and pass-fail hours whose GPA is below 2.00 but who have not been placed on probation will receive a warning letter from the Vice President for Academic Affairs, and will be limited to a maximum of 13 semester hours for the following semester.

### B. Probation

1. 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.
2. 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.

3. To assist probationary students in meeting the goal of improving their academic status, Thomas More College will not allow students on academic probation to:
  - a. register for more than 13 semester hours;
  - b. serve as officers or committee members in any campus organization;
  - c. publicly represent the College (e.g., in athletic or other intercollegiate competition, in dramatic productions, etc.).

#### **C. Suspension**

1. 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.
2. Students placed on academic suspension may appeal to the Vice President for Academic Affairs 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 Vice President for Academic Affairs. 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.

#### **D. 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.

#### **E. "Fresh Start"**

The "Fresh Start" policy is a provision which allows a student returning to Thomas More College 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:

1. applying to the Admissions Committee for readmission to the College;
2. taking at least 12 more semester hours on the letter grading system;
3. earning at least a 2.0 GPA in the courses taken since readmission to the College, with passing grades in each course; and
4. 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 128 semester hour graduation requirement, and only those same courses will be included in the grade point average.

## **ACADEMIC HONESTY**

Academic dishonesty (which includes plagiarism and cheating) is a form of theft. It is inconsistent with the moral character expected of students in a college 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**

- A. For the first offense (administered by the instructor)

*Minimum* penalty: Grade of 0 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 Vice President for Academic Affairs.

- B. For all subsequent offenses (administered by the Vice President for Academic Affairs and the Student Conduct Council):

*Minimum* penalty: Suspension from the College 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 WF grade for each of the other courses taken that semester.

*Maximum* penalty: Academic dismissal from the College with loss of all credit for the semester, without opportunity to reapply.

## **II. Procedures**

- A. An instructor who has evidence that a student has committed an offense against the College'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 College 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 Vice President for Academic Affairs to be preserved in the Office of the Vice President. The instructor shall impose the sanction. The Vice President for Academic Affairs 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 Vice President for Academic Affairs.
- 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 College'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 Vice President for Academic Affairs. The Vice President for Academic Affairs will forward a copy of the accusation to the student, examine the evidence, and will confer with the student if the Vice President judges the charge to be justified. The Vice President 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 Vice President's judgment. The Vice President 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 College. If the student refuses to acknowledge in writing that he/she understands the Vice President's judgment the student may be subject to dismissal from the College without opportunity to reapply.
- C. If the student chooses not to accept the judgment of the Vice President for Academic Affairs, the Vice President 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 Vice President for Academic Affairs' judgment. This written request for appeal is made to the Student Conduct Council through the Vice President for Academic Affairs. If the student neglects to submit the written request for appeal under the prescribed conditions, the judgment of the Vice President for Academic Affairs 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 College.
- 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 of time 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 is in attendance at the College 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<sup>1</sup>**

Students who consider themselves the victims of unfair<sup>2</sup> 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 Vice President for Academic Affairs, who will confer with the instructor.
4. If the disagreement persists, the Vice President for Academic Affairs 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 College 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 Vice President for Academic Affairs and votes only if one of the two other faculty members is not in attendance.
    - iii. The Vice President for Academic Affairs chairs the meeting, may ask question or supply requested information, but does not vote.

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<sup>1</sup>The functioning document behind this policy is the latest AAUP statement on academic freedom.

<sup>2</sup>"Unfair" is defined to mean that the student was evaluated in a manner inconsistent with the standards specified in the course syllabus or course outline.

- 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 office of the Vice President for Academic Affairs.
5. The Vice President for Academic Affairs 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 President of the College. The materials of the grade appeal should be supplied to the President by the office of the Vice President for Academic Affairs upon request. The President's decision is final.

## ACADEMIC HONORS

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

**Dean's List:** At the end of the Fall and Spring semesters the Vice President for Academic Affairs publishes a Dean's List. It is a list of honor students who achieved a GPA of a 3.5 or higher in that semester. Consistent with the graduation categories, the Dean's List is divided into three categories: Dean's High Honors 3.90-4.000; Dean's Honors 3.80-3.899; Dean's List 3.50-3.799.

To be eligible for the Dean's List in a given semester, full-time students must have carried and earned at least twelve credits with three or more courses on the letter grading system. Part-time students are eligible for the Dean's List if they have carried and earned eight to eleven hours with at least two courses on the letter grading system.

The Dean's List is prepared for publication on the basis of grades earned and reported to the Registrar's Office no later than ten days after the last day of the semester. A student whose record still contains an Incomplete will not be considered for placement on the Dean's List at that time. Should a later grade change qualify the student for inclusion, the person's name will be added. It is the responsibility of the student to bring this to the notice of the Academic Vice President's Office.

For purposes of the Dean's List, courses taken through the Greater Cincinnati Consortium of Colleges and Universities are considered as courses taken at Thomas More College.

**Graduation Honors:** To be eligible for graduation honors a student must have earned a minimum of 64 credit hours while in residence at Thomas More College. A student cannot earn a higher honor than that for which he or she qualifies by reason of courses taken at Thomas More College. The three levels of Graduation Honors acknowledged upon conferral of the Bachelor's degree<sup>3</sup> are determined on the basis of cumulative grade-point averages as follows:

3.50	Cum laude
3.80	Magna Cum laude

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<sup>3</sup> Note that honors are not conferred upon recipients of Associate Degrees, or Master's Degrees.

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 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 Vice President for Academic Affairs 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.

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## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) POLICY STATEMENT<sup>4</sup>

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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 College is committed to protecting the rights of students, informing the Thomas More community about FERPA, and ensuring that the College handles educational records and directory information in a secure manner consistent with Federal regulations. Thomas More College 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 Registrar's Office.

### DEFINITIONS

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

**Student** - any person who attends or has attended 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 College or an agent of the College 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 College if the records are maintained solely for law enforcement purposes, are revealed only to law enforcement agencies of the same jurisdiction, and this College office does not have access to education records maintained by the College.
- 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 College 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 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 College are considered the property of the College to which students have rights of access.*

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<sup>4</sup>Adopted September 29, 1997. This policy is based on Guidelines for Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act (FERPA) of 1974 as Amended; Revised Edition 1995; 1997 Revisions; AACRAO

***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 College 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, telephone number, major field of study, dates of attendance, enrollment status, degrees, academic honors and awards received, and club and athletic participation records.** The College will disclose any of these items without prior written consent from the student, unless notified in writing by the student to the contrary. The College 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 College 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 College 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 College 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 College receives a request for access. Students should submit written requests that identify the record(s) they wish to inspect. The College 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 College 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 College 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 College may comply with the request or it may decide not to comply. If it decides not to comply, the College 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 College 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 College 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 College 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 College discloses the contested portion of the record, it will also disclose the statement.

- H. If the College 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 College may deny students a copy of their education records if the student has an unpaid financial obligation to the College or if there is an unresolved disciplinary action against the student.

**CONFIDENTIALITY:** All student records will be treated with confidentiality. College 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. Such information will not be accepted or released via any electronic or faxed method.

Deceased Students: The College 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 College 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 College in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the College 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 College.
- 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 College 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 College 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 College will be prohibited from permitting specific third party access to personally identifiable student information for a period of five years if that third party rediscloses personally identifiable student information in violation of FERPA.*

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

The College 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 College 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/Lifelong Learning.

B. Other notification may be made available through publication in the college Catalogue and the Faculty Policy Manual. Also, handouts will be made available at all times in the Office of the Registrar.

**TYPES, LOCATIONS, AND CUSTODIANS OF EDUCATION RECORDS**

The following is a list of the types of education records that Thomas More College maintains, their locations, and their custodians.

<b>Types</b>	<b>Locations</b>	<b>Custodians</b>
Admission Records	Office of Admissions	Director of Admissions
Cumulative Academic Records	Office of Accelerated Programs	Director of Lifelong Learning
Financial Aid Records	Office of the Registrar	Registrar
	Financial Aid Office &	Director of Financial Aid
	Office of Accelerated Programs	Assistant Director of Financial Aid – TAP
Student Account Records	Bursar's Office	Bursar
	Office of Accelerated Programs	Student Accounts – TAP
Health Records	Campus Health Center	Nurse Coordinator
Disciplinary and Student Housing Records	Student Life Office	Director of Student Life
Career Planning & Co-op Records	Office of Career Planning & Cooperative Education	Director of Cooperative Education
Athletic Records	Athletic Department	Athletic Director
Immigration & Naturalization Records	International Student Services	Director of International Student Services

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# ACADEMIC OPTIONS

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**I. Experiential Learning-**Thomas More College provides students with learning options beyond the traditional on-campus classroom setting. The following five programs comprise the experiential learning opportunities available through Thomas More College.

- A. **Contracted Learning:** The objective of Contracted Learning at Thomas More College is to provide opportunities for students to enrich their education through learning experience beyond the course offerings of the College, to acquaint themselves with means for extending the learning process past their formal training and into their career perspectives, and to acquire flexibility in their approach. Up to 16 credit hours may be earned in contracted learning projects in the course of the student's undergraduate education.
- B. **Service Learning:** Service learning provides structured, experiential, community-based opportunities for students to enrich their learning in virtually all academic areas, but particularly in the Humanities and Social Sciences. There are three main components involved in service learning: planning and preparing for a service placement with the faculty service learning coordinator and other students, hands-on experience working in a community non-profit organization and reflection on one's experience through discussion, writing and further research. Through service activities, students bolster their formal academic learning through hands on experiences. They develop a greater 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.

Service Learning will be offered as part of the academic curriculum. GEC 206, a 1-3 credit Service Learning course, will be offered under the supervision of a faculty member. The Service Learning course must be paired with a particular academic course such as PHI215 or THE 425 in which the instructor of the latter has met with the Service Learning coordinator to establish relevant service experiences. The course is graded on a pass/fail basis and consists of meetings with the Service Learning coordinator, 25 hours of service at a non-profit organization and an acceptable 4-5 page reflection paper for each credit hour. Placement will be made in agencies offering hands on service relevant to the course objectives the service learning course is paired with.

- C. **Community Service:** The Service Learning Program also has responsibility for the coordination and promotion of community service opportunities. Thomas More students are involved with many different non-profit organizations in the community. Many types of opportunities are available through the Service Learning Office and the Career Planning and Service Learning Resource Room and are also posted on the Service Learning/Volunteer bulletin board. Students may stop by at any time to discuss their interests or go through the binders of service requests from community organizations to see what may be of interest to them.
- D. **Cooperative Education:** Cooperative education (Co-op) is a learning process which integrates classroom theory with paid practical work experience. The Co-op Program, which is optional, is available in most of the major fields of study at Thomas More College. Students must maintain at least a 2.5 GPA and complete 30 credit hours to be eligible for participation in the Co-op Program. Freshman students who have completed 15 credit hours with a GPA of 3.5 or higher are eligible to co-op. Academic Departments may have additional requirements. One to three credit hours per work semester may be earned. Students work either part-time (about 20 hours per week) 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 Co-op Director and the Faculty Co-op Coordinator is required for participation in the program. Employment assistance is provided, but co-op jobs are not guaranteed. Faculty Co-op Coordinators monitor student progress via supervisor evaluations and site visits. These measures enable Faculty Coordinators to determine if the students' 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. A non-credit option is also available. (A \$50 administrative fee is charged for non-credit co-op.) The appropriate course number will be assigned when a placement is made. The Co-op Program is administered through the Career Planning Center.

Refer to the Courses of Instruction section of this Catalogue for specific course numbers. Please consult the Cooperative Education Department for more information.

- E. **Internships:** An internship mirrors 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 unpaid, students may only work one semester, and work hours range from 10 to 20 per week (or 40 hours per week during the summer). Students work through their academic departments to arrange credit for internship experiences. Eligibility requirements and academic requirements may vary between disciplines.

**II. Greater Cincinnati Consortium of Colleges and Universities:** To provide curriculum enrichment and to expand the number and variety of educational opportunities available to its students, Thomas More College is a member of the 13-institution Greater Cincinnati Consortium of Colleges and Universities (GCCCCU), including the Art Academy of Cincinnati, Athenaeum of Ohio, Chatfield College, University of Cincinnati, Cincinnati Bible College and Seminary, Cincinnati Technical College, Hebrew Union College, Miami University, College of Mount St. Joseph, Northern Kentucky University, Thomas More College, Wilmington College, and Xavier University.

Students from the participating institutions are permitted to enroll in a course or courses offered by a Consortium 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.

Students must be in good academic standing to participate in the Consortium. Students' consortium loads may not exceed one-half of their total class load for a given 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 College and a student may only take 16 credit hours through the consortium over the course of his/her undergraduate program. Students must earn at least 25% of their credit through instruction offered by Thomas More College, exclusive of transfer credit and credit earned through the Consortium program.

Further explanation of rules and procedures are available in the Registrar's Office.

**III. Military Science (ROTC):** The Department of the Army at Xavier University, Cincinnati, Ohio, in cooperation with Thomas More College, 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 is a higher education consortium of colleges and universities offering study abroad programs. Full-time or part-time students in good academic standing at Thomas More College are eligible to participate in any CCSA program. Contact the Vice President for Academic Affairs for information on various programs available for Thomas More College credit.

**V. Credit by Examination:** Advanced Placement with credit will be given to high school graduates who have received a rating of three or higher on one or more of the Advanced Placement Examinations of the College Entrance Examination Board.

Thomas More College 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 College.

The College 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 Registrar's Office.

**VI. Student Support Services:** A variety of services to assist students with special needs or disabilities are available through the Office of Student Support Services. Such services include test proctoring, extended test time, oral testing, note takers, and readers, tutoring, tape recorders and counseling. Students may also obtain assistance for particular subjects from the Math Learning Center or the Writing Center.

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# THE HONORS PROGRAM

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Thomas More College students of exceptional academic ability are eligible to apply for admission to the Thomas More College Honors Program. During the first semesters of the program, Honor students, designated as St. Thomas More Scholars, will participate in special honors seminars and field experience to enhance their broad liberal arts education. Honors students will then become St. Thomas More Fellows during the second half of the program in which the students undertake special honors work in the discipline of their choice. Thomas More Honors students must complete the requirements of a St. Thomas Scholar before beginning, if eligible, the requirements of a St. Thomas More Fellow.

**ST. THOMAS MORE SCHOLARS** are usually appointed at the sophomore and first semester junior level, although academically exceptional freshmen are also eligible. St. Thomas More Scholars must complete at least two Honors Seminars and SOC 206: Community Experience. The Honors Seminars require a high quality of performance in written material, verbal presentation and critical judgment. The seminar topics vary from semester to semester in content to reflect seminal thoughts from all of the disciplines of the College. Community Experience is a social service program. This course involves training seminars before assignment to voluntary community service. The Honors Seminars and Community Experience may not be taken concurrently.

**ST. THOMAS MORE FELLOWS** are Honor students who have successfully completed the St. Thomas More Scholars Program. These students are usually appointed at the end of the junior year. Each Fellow works under the supervision of an Honors professor. The Fellow must complete a two-semester project in the student's major after consultation with the Honors director, the Honors professor and approval of the Honors Committee.

## ELIGIBILITY

From among those who are eligible to apply, the Honors Committee will select students who show the highest scholastic ability based on grades, written statements of purpose by the candidates, letters of recommendation and interviews with the candidates. Minimum qualifications of an applicant to be considered by the Honors Committee are:

1. College cumulative grade point average of 3.6 or above, with at least 15 semesters hours completed at Thomas More College, or
2. Special consideration made by the Honors Committee; for example, the Honors Committee on an exceptional basis may appoint a freshman as a St. Thomas More Scholar. Minimum qualifications for consideration of a freshman for candidacy must be:
  - a. an ACT score of 28 or above, or SAT score of 1200 or above; and
  - b. rank in the top ten percent of a high school class; and
  - c. complete an interview with the Honors Committee; and
  - d. provide letters of recommendation.
3. Students who apply or have been accepted into the program at the Scholars level must have a course program that allows them to take the Honors seminar on Monday, Wednesday and Friday, 1:30-2:20 p.m. Students who have a course conflict that exceeds one semester with the Honors seminar are ineligible to apply for the Honors Program or to remain in the Honors Program.
4. Minimum grade point cumulative to remain in the Program:

Honors students must maintain a minimum cumulative grade point average of 3.6 (rounding off from 3.5999 or less is not acceptable) after each semester. If the cumulative grade point average falls below 3.6 after the fall or spring semester, the student is ineligible to continue in the program after that semester and is ineligible to receive the James Graham Brown Scholarship.

A student who becomes ineligible to remain in the program has the right of appeal to the Honors Committee through the Director of the Honors program.

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# LIFELONG LEARNING

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## SERVICES

The Department of Lifelong Learning serves adult students who have been out of high school five years or more and are contemplating a return to formal education. Information about the range of educational opportunities and other College services available to the student may be obtained from Lifelong Learning advisors. Individuals interested in making application to the College should contact this office and an advisor will assist with the admissions process.

## COURSE OPTIONS

A variety of courses are offered through the Lifelong Learning office, including evening, weekend, and accelerated courses. This design offers many students who have family, work, and community responsibilities an alternate method of pursuing their education. There are several educational options available to these students. Alternatives include taking specific credit courses for personal or professional enrichment, enrolling in a certificate program, or pursuing a degree.

Evening courses provide the student an opportunity to complete a degree by enrolling in courses that meet once a week during the evening hours for a 16 week semester. Bachelor and associate majors available to students who attend evening college include: Accountancy, Business Administration, Computer Information Systems, Economics, History, Individualized Program, Microcomputer Application Systems, Sociology and Theology.

Accelerated courses offered in the evenings and on Saturdays are intense learning experiences adapted to an accelerated time frame. These courses cover subjects as thoroughly as traditional courses but follow a different methodology with fewer class contact hours and more self study. Accelerated evening courses meet once or twice a week for 3 ½ - 4 hours for six to ten weeks. Most Saturday classes meet 3 ½ hours on eight alternate Saturday mornings during the 16 week semester.

Students may combine weekend classes with weekday and evening classes to accelerate their program or pursue additional majors.

## ACCELERATED DEGREE PROGRAM

Thomas More College offers an accelerated degree completion option (TAP) leading to an Associate of Elected Students in Management or a Bachelor of Business Administration degree. This program is open to adult students who bring to the classroom substantial experience from the world of work. Courses are organized in an intensive format that includes lecture as well as study group activity. To be eligible for this program individuals must:

1. Submit an official high school transcript or equivalent as well as official college transcript(s);
2. Have completed 48 semester hours of credit from a regionally accredited college or university for admission into the BBA program. CLEP credit as well as credit earned through education programs offered by the military services or in other business settings verified by the American Council on Education (ACE) may also be accepted if minimum scores set by Thomas More College were attained; technical courses are not accepted in transfer;
3. Possess an cumulative GPA of 2.0 or better in previous college work (only grades of "C" or higher [2.0 on a 0—4 quality point scale] will be accepted in transfer);
4. Have acquired a minimum of two years of appropriate work experience in an occupation or endeavor related to the degree program;
5. Complete the Thomas More College application form and submit all transcripts from institutions previously attended; individuals are expected to be in good academic standing at those institutions; and

6. In the case of students whose native language is not English, a score of 515 or higher (187 computer-based) on the Test of English as a Foreign Language (TOEFL) must be submitted.

For a description of the program requirements see the listing under Business Administration in this catalogue.

### **RECALL**

The **Review and Evaluation of Career and Lifelong Learning Program (RECALL)** is designed to provide college credit for college-level learning gained through life or work experience.

The central principle that underlies the award of credit for prior learning is that what the adult knows is more important than how he or she learned it. If the individual can demonstrate knowledge and skills reasonably comparable to those of a college-trained student, then appropriate credit could be awarded.

RECALL is the translation of learning experiences into the negotiable coin of the academic world, namely, hours of credit. The program attempts to match those things that the academic world values and credits with the skills and qualities that produce success in non-academic careers. The student demonstrates this knowledge through the preparation of a portfolio.

A maximum of 32 credit hours toward a bachelor's degree or 16 toward an associate's degree can be awarded through RECALL. These credits are considered transfer credits and, therefore, become part of the 90 transfer credit hours toward a bachelor's degree or 44 toward an associate's degree. RECALL credits can be applied to the student's major required courses, to the core curriculum requirements, to major elective courses, and to general college elective courses.

A preliminary interview with a Lifelong Learning advisor is required before registration in the Prior Learning Workshop is permitted. If approved, individuals participate in a one-credit hour "Prior Learning Workshop" to learn to identify and document college-level learning and to begin to assemble a portfolio. Upon completion of the workshop, students will prepare their portfolios in a second class "Writing about Professional Experience." The portfolios will then be submitted for evaluation to the respective department. There is an additional fee for the posting of credit if awarded.

NOTE: Students declaring a major requiring state or national certification may not benefit from the RECALL program.

# UNDERGRADUATE DEGREE REQUIREMENTS

Students must complete the specific academic requirements as listed in this catalogue in order to earn a degree. Students who expect to graduate at any specific graduation date should ascertain from a faculty advisor in their major field(s) whether a comprehensive or specialized examination is required to complete the major requirements.

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

Students must fulfill the following additional requirements to earn a degree from Thomas More College. Students will not receive a diploma or transcript from the College 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 College's efforts in maintaining the quality of its academic program, students are required to participate in all assigned assessment activities. All freshmen in the B.A., B.S., and B.S.N. programs must participate in pre-core assessment testing. Upperclassmen in these same programs must participate in post-core and major field testing to graduate from Thomas More College. Graduating students must score at or above the 10<sup>th</sup> percentile (or higher as dictated by each academic department) in all post-core and capstone major field testing. The minimum score for the speech evaluation section of the post-core test is 60/100 and the minimum for the writing section is 6/10. Students who do not earn the minimum scores must retake the test one time at their own expense to achieve an accurate measurement of the student's ability.
- D. In addition to the academic and non-curricular requirements for all degrees, students must satisfy all financial obligations to the College before receiving their transcript and diploma.

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

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

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To be eligible for the Bachelor of Arts, Bachelor of Science or Bachelor of Science in Nursing degree, a student must satisfactorily complete 128 credit hours, including the core requirements of the College and the requirements for at least one departmental major, and non-curricular requirements previously noted. Every student is required to demonstrate computer literacy 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 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.

The Thomas More College Core Curriculum has as its objective to challenge students to examine the ultimate meaning of life, their place in the world and their responsibility to others.

In pursuit of this objective every student is expected to acquire

- *skills of thought* that will empower them to reflect deeply on these matters,
- *skills of written and oral communication* that will enable them to articulate clearly their thinking on these matters,
- *skills of evaluative thinking* that will allow them to apply the fruits of their reflection in judging both the significance of events and situations which affect them as well as the nature and importance of their responses, and
- *skills of methodical investigation and problem solving*, including proficiency in using tools of technology such as computers and their applications, that will facilitate the design of effective strategies in addressing the issues that arise in personal, professional and civic life.

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

<b>Field</b>	<b>Required Credit Hours</b>
<b>First Year Seminar:</b> (FYS 150)	3
<b>English:</b> ENG 150, Literature, Writing and Research <b>AND</b> literature or advanced writing course at the 200 level or above and designated by the English department; see English Department listing	6
<b>Mathematics:</b> Any course numbered 121 or higher; see Mathematics Department listing	3
<b>Social Science:</b> From among: ECO 105, POS 105, PSY 105, SOC 105	6
<b>Communication:</b> From COM 105, 205, 207, or 305 (Not required of Physics/Pre-Engineering, Nursing, and Medical Technology majors.)	3
<b>World Civilizations:</b> HIS 101-102 (Education majors may take <i>either</i> HIS 101 <i>or</i> HIS 102.)	6
<b>Foreign Language:</b> Two semesters in the same language at either the 101/102, or the 201/202 level; or one semester at the 255 level or higher (Not required of Nursing majors)	3-6

<b>Natural Science:</b>	6-7
Two courses, each one from a different department (Biology/Environmental Science, Chemistry or Physics); one course must have a laboratory component	
<b>Theology:</b>	6
One course in Sacred Scripture from among THE 205, 207, 305, or 306; One course in Systematic Theology from among THE 201, 218, 219, 309, 317, 405 or 406 (Nursing Majors substitute THE 308)	
<b>Philosophy:</b>	6
One course in Epistemology & Metaphysics from PHI 205, 220, 225, 307, 325, 327, 330, or 401; One course in Values & Ethics from PHI 215, 230, 235, 307, 337, or 417	
<b>Fine Arts:</b>	5-6
Chosen from Art, Dance, Theatre, Music, or certain specified English courses (Medical Technology majors are required to complete 2-3 credits)	
<b>Theology:</b> THE 425, Social Issues (Not required of Medical Technology and Engineering majors)	3
<b>TOTAL CORE CREDITS:</b>	<b>56-61</b>

## II. Major and Supporting Courses

Students must fulfill all requirements for a major as determined by at least one department. 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 Vice President for Academic Affairs. Many students have the opportunity to fulfill the requirements for two majors. The College encourages the student to identify his/her major(s) as soon as possible in order to permit completion in the normal period of time.

## III. First-Year Seminar Program

All first time freshmen 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 College 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 college freshmen, the First-Year Seminar provides a very effective method for introducing the student to college level learning and experiences. Research and study methods as well as time management and college 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 college experiences during the crucial first semester.

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**BACHELOR OF ELECTED STUDIES  
AND  
BACHELOR OF BUSINESS ADMINISTRATION**

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The Bachelor of Elected Studies and the Bachelor of Business Administration degrees are designed for adult students who bring to their college study a wealth and variety of learning experiences together with a specific educational purpose. To be eligible for the Bachelor of Elected Studies or Bachelor of Business Administration degree, a student must satisfactorily complete 128 credit hours, including the core requirements of the College and non-curricular requirements previously noted. Every student is required to demonstrate computer literacy according to the standards established by his or her major department(s).

**I. Core Requirements for B.E.S. and B.B.A. Degrees:**

<b>Field</b>	<b>Required Credit Hours</b>
<b>English:</b>	6
ENG 150 Literature, Writing & Research <b>and</b> any literature or advanced writing course ( <i>i.e.</i> Creative Writing, Advanced Composition) at the 200 level or above and designated by the English department; see English Department listing	
<b>Social Science:</b> From among: ECO 105, POS 105, PSY 105, SOC 105	3
<b>Mathematics:</b> MAT 121 or higher	3
<b>World Civilizations:</b> HIS 101-102	6
<b>Communication:</b> From among COM 105, 205, 207, or 305	3
<b>Theology:</b> From THE 201, 205, 207, 218, 219, 305, 306, 309, 317, 405, 406 or 425	3
<b>Philosophy:</b> Any course except PHI 105	3
<b>Natural Science:</b> One course from Biology, Environmental Science, Chemistry, or Physics (lab optional)	3-4
<b>Fine Arts:</b> From Art, Dance, Theatre, Music and certain specified English courses	2-3
<b>TOTAL CORE CREDITS:</b>	<b>32-34</b>

**NOTE:** For the B.E.S., it is recommended that the requirements in English, Social Science and World Civilizations be completed within the first 30 hours taken at the College, that the requirement in Natural Science be completed within 60 hours at the College, and that the requirements in Theology, Philosophy and Fine Arts be completed within 90 hours at the College.

**II. Majors**

No major is required for the Elected Studies degree but students may earn one or more selected majors by fulfilling departmental and College 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. Individualized Program students will be required to complete CIS 111 to demonstrate computer literacy. 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 College. The B.B.A. program requires a major in Business Administration.

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## 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 64 credit hours, including the core requirements of the College 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 college 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. Every student is required to demonstrate computer literacy according to the standards established by his or her major department(s).

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

Field	Required Credit Hours
<b>English:</b> ENG 150 Literature, Writing & Research	3
<b>Mathematics:</b> Any course numbered 121 or higher; see Mathematics Department listing.	3
<b>Social Science:</b> From among: ECO 105, POS 105, PSY 105, SOC 105	3
<b>Communication:</b> From among COM 105, 205, 207, or 305	3
<b>World Civilizations:</b> HIS 101-102	6
<b>Theology:</b> From THE 201, 205, 207, 218, 219, 305, 306, 309, 317, 405 or 406	3
<b>Philosophy:</b> any course except PHI 105	3
<b>Natural Science:</b> One course in Biology, Environmental Science, Chemistry, or Physics (lab is optional)	3-4
<b>Fine Arts:</b> From Art, Dance, Theatre, Music or certain specified English courses	2-3
<b>TOTAL CORE CREDITS:</b>	<b>29-31</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:

Field	Required Credit Hours
<b>English:</b> ENG 150 Literature, Writing & Research	3
<b>Social Science:</b> From among: ECO 105, POS 105, PSY 105, SOC 105	3
<b>World Civilizations:</b> HIS 101 or 102	3
<b>Communication:</b> From among COM 105, 205, 207, or 305	3
<b>Theology or Philosophy:</b> One course from THE 201, 205, 207, 218, 219, 305, 306, 309, 317, 405, 406, or any Philosophy course except PHI 105	3
<b>Natural Science:</b> One course from Biology, Environmental Science, Chemistry, or Physics (lab is optional)	3-4
<b>TOTAL CORE CREDITS:</b>	<b>18-19</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 College 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.

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## 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 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 Accountancy Department has several flexible educational options available for students planning to sit for the Uniform CPA Examination. These options include: entering Thomas More College's MBA program upon receipt of the undergraduate accounting degree; selecting an additional undergraduate major field of study; pursuing one or more associate's degrees; or choosing a variety of elective courses tailored to specific career goals. Students should consult with the department chairperson 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 the department chairperson 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.

### BACHELOR OF ARTS 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 Freshman 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 (MAT208 recommended)
- Psychology (3 hours): PSY 105
- Philosophy (3 hours): PHI 215C: Business Ethics
- Information Systems (3 hours): CIS 111 or equivalent

### ASSOCIATE OF ARTS IN ACCOUNTANCY

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

### CERTIFICATE IN ACCOUNTANCY

- Accountancy (30 hours): ACC 201, 202, 301, 302, 311, 312, 401, 402, 420, 422

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## ART

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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. Consequently, 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.

Art majors are required to participate in a *Sophomore Portfolio Review* as a way to assess their progress in the foundation courses and to help them decide their area of emphasis. Portfolios are reviewed at the end of the spring semester during the sophomore year, or when foundation courses are finished.

#### **BACHELOR OF ARTS IN ART**

- Foundation Courses: Studio (30 hours): ART 116, 117, 118, 146, 216, 321, 416; Art History (9 hours): ART 125, 251, 252.
- Area of Emphasis selected from:
  - i) **Studio Art** (15 hours): ART 311, 315, 316, 322 and one of the following Art electives: 119, 121, 231, 241, 322, 325, 366, 421
  - ii) **Art Education** (22-24 hours): ART 121, 241, 260, 231, 261 and certification requirements as indicated by the Education Department
  - iii) **Graphic Design** (15 hours): ART 266, 269, 361, 461 and one of the following ART electives: 160, 241, 268, 366, 367
- Senior Thesis Exhibit: Seniors are expected to present a showing of their work at the end of their senior year. The Thomas More Gallery is reserved for the senior exhibition the last week of April through graduation.

#### **ASSOCIATE OF ARTS IN ART**

- Foundation Courses: ART 101 or ART 215, 117; at least one Art History course
- Area of Concentration selected from:
  - i) **Studio Art** (9 hours): any art studio courses
  - ii) **Graphic Design** (9 hours): ART 266, 269 and either ART 160 or 366

#### **ASSOCIATE OF ARTS IN ART HISTORY**

- ART 125, 251, 252 and 9 hours of electives in Art History. Students also pursuing the BA in ART must complete 12 hours of electives in addition to the B.A. requirement in Art History. The Art History degree also requires completion of a research paper of sizable length either as a course or as an Independent Study project.

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## **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 meets the requirements for dental, medical, veterinary, and other medically-related programs. Students interested in pursuing any of these programs should consult the pre-medical advisor.

*No Biology major may graduate with more than one "D" in a Biology (BIO) course required for the major.*

#### **BACHELOR OF ARTS IN BIOLOGY**

- Biology core (22 hours): BIO 101/101L, 102/102L, 202/202L (or 211/211L and 212/212L), 205/205L, 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:
  - A. Cellular and Molecular Biology: BIO 317/317L, 319/319L, 326/326L, 330/330L, 341/341L
  - B. Organismic Biology: BIO 301/301L, 305/305L, 315/315L, 329/329L, 340/340L
  - C. Environmental and Evolutionary Biology: BIO 308, 309, 318/318L, 325/325L, 328/328L, 350/350L

- 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 Information Systems (3 hours): CIS 111

**Requirements for a Concentration:**

Concentrations may be obtained in each of the following categories: Cellular and Molecular Biology, Organismic Biology, and Environmental and Evolutionary Biology

- Biology core (22 hours): BIO 101/101L, 102/102L, 202/202L (or 211/211L and 212/212L), 205/205L, 206/206L, 489
- 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 categories, and one 2-4 hour BIO elective from among biology courses, independent study, readings, or approved Co-op experience
- 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 Information Systems (3 hours): CIS 111

**ASSOCIATE OF ARTS IN BIOLOGY**

- Biology (23 hours): BIO 101/101L, 102/102L, 202/202L (or 211/211L and 212/212L), 205/205L, 206/206L, and one BIO300 level 4-credit hour elective or 4 hours of BIO400 (Independent Study and research).

## **BUSINESS ADMINISTRATION**

Thomas More College 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.

**BACHELOR OF ARTS IN BUSINESS ADMINISTRATION**

*Applicable to students with either traditional or DCE admission.*

- Accountancy (6 hours): ACC 101, 102
- Business Administration (35 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
- 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/Human Resources: BUA 303; two of the following: BUA 205, 207, 304, 306, 307, 403, 406 or 407
  - 2) Marketing: BUA 416, 417; one of the following: BUA 315, 316, 317, 318, 319, 415
  - 3) Finance: BUA 325; two of the following: ACC 301, 302, 311, 312, ECO 205, 216 or 218
  - 4) Business Law: BUA 292; two of the following: BUA 306, 406, 407, POS 425, ACC 312
  - 5) Operations Management: BUA 435; BUA 306 or appropriate courses from Computer Information Systems and/or Mathematics as approved by the Chairperson
  - 6) Sports and Entertainment Marketing: three of the following: SEM 310, 380, 410, 420
  - 7) 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.
- Course Sequence: ACC 101, 102, BUA 105, CIS 111, ECO 105 and MAT 143 should be taken in the freshman 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.

### **BACHELOR OF BUSINESS ADMINISTRATION**

#### **1. Accelerated degree completion option** (*Applicable only to students with T.A.P. admission*)

The accelerated degree completion option is offered to students through Thomas More 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 College students should consult with a TAP advisor as early as possible if planning to transfer to the TAP program. This will insure a smooth transition and compliance with transfer regulations.

- Prerequisites: 48 hours including ECO 105, GEC 096 or the equivalent and significant employment experience
- Accountancy (4 hours): ACC 210
- Business Administration (38 hours): BUA 201, 245, 291, 301, 302, 305, 311, 321, 331, 345, 405, 498
- Area of Concentration: Students choose one area of concentration and complete 9 hours.
  - 1) Management: BUA 303, 307, 313
  - 2) Marketing: BUA 316, 416, 417
  - 3) Finance: BUA 325, 350, 450
- Economics (3 hours): ECO 206
- Philosophy (3 hours): PHI 215C
- The computer literacy requirement is met through coursework within the BBA curriculum.

**2. Standard option** (*Applicable only to students with DCE admission*)

- Accountancy (6 hours): ACC 101, 102
- Business Administration (35 hours): BUA 105, 241, 249, 291, 301, 302, 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 item f. above in the Bachelor of Arts section

**ASSOCIATE OF ARTS IN BUSINESS ADMINISTRATION  
ASSOCIATE OF ELECTED STUDIES IN BUSINESS ADMINISTRATION**

*The A.A. is available to students with either traditional or DCE admission. The A.E.S. is only available to students with DCE admission.*

- Accountancy (6 hours): ACC 101, 102
- Business Administration (11 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.

**ASSOCIATE OF ELECTED STUDIES IN MANAGEMENT**

- Business Administration (21 hours): BUA 104, 205, 260, 261, 262, 263, 298
- Supporting Courses (9 hours): ENG 150, COM 105, ECO 105
- Management majors may not use ECO 105 to fulfill the core requirement in Social Science.

**CERTIFICATE IN BUSINESS ADMINISTRATION**

- ACC 101, 102; BUA 105, 291, 301, 302; ECO 105; CIS 111
- Electives (9 hours) chosen from one or more of the following fields: Accountancy, Business Administration, Computer Information Systems, and Economics. MAT 143 may also be applied toward elective requirements. Selection is subject to the approval of the academic advisor and the chairperson of the Department of Business Administration.

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## 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 necessary to pursue advanced study in graduate or professional school. The Chemistry program allows the student majoring in Chemistry the opportunity to earn a bachelor's or associate's degree, other science majors to broaden the scope of their knowledge and increase their potential as scientists, and non-science majors to satisfy the general core requirements. The Department highly recommends a second major or an associate's degree in any of the following areas: Biology, Business Administration, Computer Information Systems, Criminal Justice, Economics, Mathematics and Physics. The Chemistry Department also offers a bachelor's degree in Forensic Chemistry. (See the section on Forensic Science.)

*A student seeking a degree in Chemistry must earn a grade of C or above in all Chemistry courses.*

**BACHELOR OF SCIENCE IN CHEMISTRY**

- Chemistry (42 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, 301, 304, 313/313L, 314/314L, 358, 385, 411-412 (3 hours), 415, and 2 hours of advanced topics
- Supporting Courses (22 hours): PHY 141/141L, 142/142L; MAT 151, 152, 201
- MAT 202 is strongly recommended
- CIS 111 or Departmental Computer Literacy Test

### **BACHELOR OF ARTS IN CHEMISTRY**

- Chemistry (40-43 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, 301, 304, 313/313L, 314/314L, 358, 385, 411-412 (3 hours), and two CHE electives at the intermediate or advanced level
- Supporting Courses (18 hours): PHY 141/141L, 142/142L or 121/121L, 122/122L; MAT 151, 152
- CIS 111 or Departmental Computer Literacy Test

### **ASSOCIATE OF ARTS IN CHEMISTRY**

- Chemistry Courses (23 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, 385 or 415, and an additional 3 hour elective at the intermediate or advanced level
- Supporting Courses (12 hours): 6 credit hours in MAT (not including MAT 115, 121, 122, 125, 135), 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.

### **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.

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## **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, interdisciplinary coursework and consortium courses to develop *focused concentrations* in general communication, communication-theatre, mass media, public relations, speech audiology and pathology (communication disorders), 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 doing the Communication intern and co-op experiences as a part of their program study.

### **BACHELOR OF ARTS IN COMMUNICATION**

- Communication (36 hours): Com 105, 201, 215, 225, 320, 450, 460; Communication electives 15 hours. (With approval of the departmental chairperson the student may substitute two courses from another department as electives.)

### **BACHELOR OF ARTS IN COMMUNICATION AND THEATRE**

- 48 hours (30 hours in area concentration; 18 in the other).

#### **Concentration in Theatre:**

- Theatre (30 hours): THR 105, 206, 207, 301, 302, 401, 402, 425; 6 hours electives
- Senior year: Comprehensive Examination and/or Senior Experience
- Communication Component (18 hours): COM 105, 201, 215, 225, 320, 460

#### **Concentration in Communication:**

- Communication (30 hours): COM 105, 201, 215, 225, 320, 331, 460; 9 hours electives
- Theatre Component (18 hours): THR 105, 206, 401, 402, 6 hours electives; or THR 105, 206, 401 plus 9 hours of electives determined by the director

**BACHELOR OF ARTS 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 (27 hours): BUA 105, 291, 249, 311; ACC 101, 102; ECO 105, ECO elective; MAT 143

**ASSOCIATE OF ARTS IN COMMUNICATION**

- Communication (21 hours): COM 201, COM 450 or 460; Communication electives 15 hours

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**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.

*No Computer Information Systems major may graduate with a "D" in any Computer Information Systems course. Any "D" earned must be replaced by repeating the course in question.*

**BACHELOR OF ARTS IN COMPUTER INFORMATION SYSTEMS**

- Core Courses (36 hours): CIS 112, 113, 114, 212, 226, 231, 267, 314, 321, 336, 341, 342, 410
- Computer Information Systems Electives (9 hours): May include 6 hours of Co-op in an approved computer related field and/or up to 6 hours of approved substitutes from Mathematics
- Math Requirement: MAT 135 and 205 or associate's degree in Mathematics
- Associate's degree in Web Design, Business Administration, Accounting, Economics or Mathematics

**ASSOCIATE DEGREE IN COMPUTER INFORMATION SYSTEMS**

- Core Courses (24 hours): MAT 135; CIS 113, 226, 267, 231, 336; and one of the following pairs of programming language courses: CIS 112 and 212, or CIS 114 and 314, or CIS 341 and 342

**ASSOCIATE IN WEB DESIGN**

- Computer Information Systems courses (24 hours): CIS 111 or 113; CIS 241 or 267; CIS 240, 247, 248, 341, 342, and 348
- Art (9 hours): ART 101 or 215; ART 146 and 366

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**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.

Students in the Criminal Justice program fulfill the core requirement in computer literacy by demonstrating proficiency in preparing the results of their research project.

#### **BACHELOR OF ARTS 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 PSY (not 105), ECO (not 105), POS (not 105), HIS (not 101 or 102), or COM (not 105, 205, or 305) courses

#### **ASSOCIATE OF ARTS IN CRIMINAL JUSTICE**

- Criminal Justice (18 credit hours): CRJ 101, 225; 12 hours departmental electives
- Sociology (6 credit hours): SOC 105; 216 or 217
- Supporting Courses (3 hours): PSY 105 or ECO 105 or POS 105

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## **ECONOMICS**

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.

#### **BACHELOR OF ARTS IN ECONOMICS**

- Economics (24 hours): ECO 105, 206, 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.

**BACHELOR OF ARTS 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 (27 hours): ECO 105, 206, 215, 216, 238, 305, 306, 455 Topics in Political Economy, 481
- 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, 305, 331
- Philosophy (3 hours): PHI 405 (fulfills part of the core requirement in Philosophy)
- Supporting Studies (3 hours): from Computer Information Systems, Mathematics, Political Science or International Studies

**BACHELOR OF ARTS 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 (21 hours): ECO 105, 206, 215, 216, 218, 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 (15 hours): Selected from Business, Mathematics, Computer Information Systems or other approved areas. Selection is subject to approval from the academic advisor and departmental chairperson.

**ASSOCIATE OF ARTS IN ECONOMICS**

- Economics (18 hours): ECO 105, 215, 216; Economics elective (9 hours).
- Computer Information Systems (3 hours): CIS 111
- Business Administration (6 hours): BUA 249, 341
- Mathematics (4 hours): MAT 143

**ASSOCIATE OF ARTS IN ECONOMICS**  
**(Concentration in Finance)**

- Economics (18 hours): ECO 105, 206, 215, 216, 218, 325
- 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

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## EDUCATION

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The Education Department of Thomas More College carries out the mission of the College 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 College, 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 College 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 College 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 College's New Teacher Standards; and passing scores on the Praxis II exams. Candidates usually make arrangements to take the examinations during the junior year. Information about registration and testing sites is online at [www.ets.org/praxis](http://www.ets.org/praxis).

#### **REQUIREMENTS FOR PARTICIPATION IN FIELD EXPERIENCE**

According to State regulations, documentation of a tuberculosis 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.

According to State regulations, documentation of a criminal records check must be submitted to qualify for participation in the aide work required of students registered for EDU 202 Educational Psychology. The cost of the records check is borne by the candidate.

#### **ADMISSION TO THE TEACHER EDUCATION PROGRAM**

Continuous assessment is conducted by the faculty of the Education Department and other selected faculty. In compliance with regulations promulgated by the Kentucky Educational Professional Standards Board, the admission process at Thomas More College proceeds as follows:

**Step One: Screening Process:** The candidate files a request for participation in the screening process during initial Education course work. Request forms are available in the Education Department.

**Step Two: General Academic Proficiency:** Kentucky Standards for Admission to Teacher Education state: "A candidate who plans to apply for admission to a teacher preparation program shall provide to the teacher education institution official scores of tests to measure general academic proficiency." Academic proficiency may be documented in any ONE of the following ways:

- A minimum composite score of 23 on the ACT test;
- A minimum composite score of 1060 on the SAT test, and passing score on an essay test;

- State minimum scores on the Praxis I / Pre-Professional Skills Tests: Reading - 173; Mathematics - 173; and Writing – 172; or
- A minimum score of 400 in each component of the Graduate Record Exam: verbal, quantitative, and analytical.

In addition to the standardized tests, a speech test is required by Thomas More College. To be exempt from the speech test a candidate must present an instructor's original written evaluation of an informative or persuasive speech performance, in COM 105 or COM 205, which earned a grade of B or above. The evaluation may come from a current or past course taken at Thomas More College. To qualify for the exemption, the candidate must present the original evaluation form to the Education Department at least one week prior to the scheduled speech test. It is the responsibility of the candidate to save speech evaluations. A candidate may not ask speech professors to provide copies after the fact. Candidates who completed a speech course at another institution and TMC candidates who are unable to present an original evaluation form as described must take the speech test scheduled by the Education Department. The TMC speech test is scheduled regularly during fall and/or spring semesters.

Candidates are encouraged to begin the screening process in the second semester of the freshman year. In this way there may be early identification of possible weaknesses, allowing time for adequate remediation and later retesting. Candidates needing remediation are advised to utilize available resources, including the Thomas More College Speech Lab, Writing Center, Math Center, and tutorial programs.

**Step Three: Dispositions to Teach:** 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.

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.

**Step Four: Application for Admission:** A candidate may apply for admission to the Teacher Education Program when all the screening tests have been passed. The application is usually filed in the sophomore year after at least two education courses and approximately fifteen hours of field work.

Application forms, available in the Education Department, require the following:

- Statement of student's reasons for desiring to become a teacher;
- Specified grade point averages: cumulative, Education, and content area(s). All but one of these must be at least 2.75. The remaining GPA must be at least 2.5;
- Signatures of recommendation from Education faculty;
- Three letters of recommendation identifying the candidate's character and suitability for the teaching profession, to be submitted with the application;
- Specified portfolio entries;
- Signed agreement to abide by the Kentucky Professional Code of Ethics; and
- For secondary education majors, signature of recommendation from chairperson of teaching major.

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<sup>5</sup> Registration forms and information for the Praxis I/PPST and Praxis II tests are available in the Education Department.

To be eligible for the screening interview in the spring and admission to junior-level courses in the following fall, all the above requirements must be fulfilled and submitted to the Education Department by March 1. Candidates who fail to meet any of the above requirements receive special advisement and support from their Education Department advisors.

**Step Five: Formal Evaluation:**

**By the Education Department:** In a department meeting, Education faculty share their assessments of the candidate, examine the candidate's dispositions and motivation for entering the teaching profession, verify the grade point averages, and form a judgment about the candidate's potential for success as a teacher. Candidates with positive evaluations are recommended to the Teacher Education Committee for admission to the Teacher Education Program.

**By the Teacher Education Committee:** The Teacher Education Committee (TEC) is composed of faculty of the Education Department, faculty representing other departments of the College, teachers and administrators from local public and private schools, and Education candidate representatives. At a regular meeting of the TEC, the candidate is interviewed by a team of two or three members. Committee members also review the candidate's credentials: results of screening tests, academic record, documentation of field experiences, written application with signatures of recommendation, letters of recommendation, portfolio entries, and other relevant data. After the interview the committee confers, summarizes in writing, and informs the candidate of the result in writing. Candidates receive immediate feedback from their Education advisors. Candidates not admitted may reapply after fulfillment of the conditions determined by the Teacher Education Committee. In the meantime, they receive special advisement and support from their Education Department advisors.

### **CONTINUOUS EVALUATION**

After admission to the Teacher Education Program and upper division courses, the candidate continues to receive guidance and support. At the end of each semester, grade point averages are reviewed to ensure continuation in good standing. Candidates whose GPAs are below or nearly below the requirements are offered special advising and additional academic support, such as tutoring in the Writing, Math and/or Speech Centers.

**Note 1:** No candidate may advance to 300-level Education courses who earns a grade of D, E or I in a 200-level Education course. No candidate may advance to 400-level Education courses who earns a grade of D, E or I in a 300-level Education course. No candidate may be recommended for certification who earns a grade of D, E, or I in student teaching.

### **ADMISSION TO STUDENT TEACHING**

According to Kentucky and Thomas More College regulations, a candidate may be admitted to student teaching who has fulfilled the following conditions:

1. Senior status: minimum, 90 semester hours.
2. Previous admission to the Teacher Education Program and continuation in good standing.
3. Completion of three-fourths of required professional education courses, including methods courses and field work through the 300 level. Transfer students must complete at least six (6) semester hours in professional education at Thomas More College.
4. Required grade point averages: cumulative, Education, and content area(s). All but one of these must be at least 2.75. The remaining GPA must be at least 2.5.
5. Submission of specified portfolio entries.
6. Submission of relevant Praxis II test scores.
  - a. Undergraduate candidates must take the Praxis II tests to be admitted to student teaching.

- b. To be admitted to student teaching, degreed persons seeking certification in middle school or high school must submit passing scores on the relevant Praxis II examinations of content areas.
- 7. Submission of a current medical examination, including documentation of a tuberculosis test showing negative results.
- 8. Manifestation of moral, social, and ethical behavior which is acceptable in the professional community and in the community at large.
- 9. Manifestation of professional dispositions as defined by the Education Department.
- 10. For Secondary Education Majors:
  - a. Completion of three-fourths of required course work in content major.
  - b. Recommendation from chairperson of teaching area.

Upon recommendation by the Education Department faculty, the qualifications and portfolio of each applicant for student teaching are reviewed by the Teacher Education Committee. The final decision on admission to student teaching is made by this committee. Candidates not admitted may reapply after fulfillment of the conditions determined by the Committee. In the meantime, they receive special advisement and support from their Education Department advisors.

## **TEACHER EDUCATION PROGRAMS**

### **BACHELOR OF ARTS 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.

The requirements are consistent with that of the following education programs up to courses in the 300 level, which ensures the candidate has completed 18 credit hours in education courses. After that, candidates complete courses relevant to their specific needs.

- Education (18 hours): 18 credit hours from among EDU 101, 201, 202, 210, 215, 216, 310, 317, 410 ART 221, MUS 231 and PHE 105
- Supporting Courses (15 hours): 15 credit hours at the 300- or 400-level.

### **BACHELOR OF ARTS IN ELEMENTARY EDUCATION (Grades P-5)**

- Education: EDU 101, 201, 202A, 205, 210, 215, 216, 301A, 302A, 303A, 304A, 305, 310, 317, 325A, 326A, 327A, 328A, 332, 407A, 410, 425
- Supporting Courses:
  1. Fine Arts (6 hours): ART 221 and MUS 231
  2. Mathematics (6 hours): MAT 121, 122
  3. Health, PE (3 hours): PHE 105
  4. Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  5. Social Science (18 hours): HIS 101, HIS 114, ECO 105, GEO 201, POS 205, PSY 105
  6. English (6 hours): ENG 150; 320 or proficiency and choice of ENG 321, 322 or 323

### **BACHELOR OF ARTS IN MIDDLE SCHOOL EDUCATION (Grades 5–9)**

- Education: EDU 101, 201, 202B, 210, 301B, 302B, 303B, 304B, 305, 310, 317, 337, 407B, 410, 420, 425
- Supporting Courses:
  1. Fine Arts (6 hours): ART 221 and MUS 231
  2. Mathematics (3 hours): MAT 121

3. Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  5. Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105
  6. English (6 hours): ENG 150, 320
- Teaching Specialties: Choose two from the following:
    1. English-Communication: ENG 150, 212, 320, 420; 321, 322, or 323; two literature courses from among 229, 231, 232, 244, 255, 346, 445, 449; EDU 325B; COM 105
    2. Social Studies: HIS 101, 102, 114, 115; ECO 105; GEO 201; POS 105 or 205; SOC 105; EDU 326B
    3. Mathematics: MAT 121, 122, 125, 143, 205; Electives, 5 credit hours above MAT 121; CIS 111; EDU 328B
    4. Science: Includes biology, chemistry, physics, earth science, and EDU 327B
      - a) Biology:
        - (i) option 1: BIO 101/101L, 102/102L, and 1-3 hours of BIO/NSC electives
        - (ii) option 2: NSC 267/267L, and 5 hours of BIO/NSC electives
      - b) Choose Chemistry or Physics emphasis:
        - (i) Chemistry emphasis: CHE 103/103L, NSC 206/206L; PHY 236/236L or 237/237L
        - (ii) Physics emphasis: NSC/PHY 225/225L, 238/238L; PHY 236/236L; NSC 206/206L
      - c) Earth Science with lab taken through consortium program

#### **BACHELOR OF ARTS IN SECONDARY EDUCATION-ART** (Grades P-12)

- Education: EDU 101, 201, 202C, 210, 305, 310, 311, 312, 313, 314, 317, 337, 410, 417, 420, 425
- Supporting Courses:
  1. Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  2. Social Science (9 hours): HIS102, PSY 105, and ECO 105 or SOC 105 or POS 105
  3. English (6 hours): ENG 150, 320
- Art (49-51 hours): ART 116, 117, 118, 121, 125, 146, 215, 216, 221, 231, 241, 251, 252, 261, 311, 321, 416

#### **BACHELOR OF ARTS IN SECONDARY EDUCATION-BIOLOGY** (Grades 8-12)

- Education: EDU 101, 201, 202C, 210, 305, 310, 311, 312, 313, 314, 317, 337, 410, 417, 420, 425
- Supporting Courses:
  1. Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  2. English (6 hours): ENG 150, 320
- Biology (34 hours): BIO 101/101L, 102/102L, 202/202L, 205/205L, 206/206L, 489; three 4-hour electives, one from each area of cellular and molecular, organismic, and environmental and evolutionary.
- Chemistry (16 hours minimum): CHE 111/111L, 113/113L, 220/220L, 240/240L
- Mathematics (7 hours): MAT 143 and MAT 205 or equivalent
- Physics (8 hours): PHY 121/121L, 122/122L

#### **BACHELOR OF ARTS IN SECONDARY EDUCATION-BUSINESS & MARKETING** (Grades 5-12)

- Education: EDU 101, 201, 202C, 210, 301B, 303B, 305, 310, 311, 312, 313, 314, 317, 337, 410, 417, 420, 425
- Supporting Courses:
  1. Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  2. Social Science (9 hours): HIS102, PSY 105, and ECO 105 or SOC 105 or POS 105

- 3. English (6 hours): ENG 150, 320
- Accounting (6 hours): ACC 101, 102
- Business Administration (29 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 205

**BACHELOR OF ARTS IN SECONDARY EDUCATION-CHEMISTRY** (Grades 8-12)

- Education: EDU 101, 201, 202C, 210, 305, 310, 311, 312, 313, 314, 317, 337, 410, 417, 420, 425
- Supporting Courses:
  1. Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  2. Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  3. 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 INFORMATION SYSTEMS ENDORSEMENT**

(Grades 8-12)

An endorsement is an addition to another certificate. Candidates for endorsement must have or be eligible for certification for middle school or high school in the appropriate content areas.

- Computer Information Systems (18 hours): CIS 113 or 111 and 182; CIS 184 and 284 or CIS 226 and 267; 6 hours from among CIS 112, 114, 212, 314 and 355

**INSTRUCTIONAL COMPUTER TECHNOLOGY ENDORSEMENT**

(Grades P-12)

An endorsement is an addition to another certificate. Candidates for endorsement must have or be eligible for certification for elementary, middle, or high school in the appropriate content areas.

- Computer Information Systems (18 hours): CIS 111 or 113; CIS 182, 184, 284, 286, 288

**BACHELOR OF ARTS IN SECONDARY EDUCATION-ENGLISH** (Grades 8-12)

- Education: EDU 101, 201, 202C, 210, 305, 310, 311, 312, 313, 314, 317, 337, 410, 417, 420, 425
- Supporting Courses:
  1. Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  2. Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
- English (30 hours): ENG 150, 210, 231, 232, 320, 351 or 352, 353 or 354, 371, 405; 6 hours of ENG electives
- Theatre, Speech, Journalism (18 hours): THR 105, COM 105, 356; 9 hours of electives from among THR 205, 207, 401, COM 208, 301, 305, 331

**BACHELOR OF ARTS IN SECONDARY EDUCATION-MATHEMATICS**

(Grades 8-12)

- Education: EDU 101, 201, 202C, 210, 305, 310, 311, 312, 313, 314, 317, 337, 410, 417, 420, 425
- Supporting Courses:
  1. Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  2. Social Science(9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105

- 3. English (6 hours): ENG 150, 320
- Mathematics (38 hours): MAT 151, 152, 201, 206, 231, 305, 306, 307, 401, 405, 411, plus 3 additional hours from MAT 202, 207, 301, 302, 303, 402, 412 and 455
- Computer Information Systems (6 hours): CIS 111 and 112 (or CIS 114 or 212 with permission of the instructor)
- Science: CHE 111 and 113 (labs recommended) or PHY 141 and 142 (labs recommended)

▪ **BACHELOR OF ARTS IN SECONDARY EDUCATION-PHYSICS** (Grades 8-12)

- Education: EDU 101, 201, 202C, 210, 305, 310, 311, 312, 313, 314, 317, 337, 410, 417, 420, 425
- Supporting Courses:
  1. Natural Science (7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  2. Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  3. English (6 hours): ENG 150, 320
- Physics (33 hrs.): PHY 111, 141/141L, 142/142L, 241/241L, 242, 312, 321, 322, 491, plus at least two additional PHY courses numbered 200 or higher excluding any courses cross listed as NSC/PHY
- Mathematics (16 hrs.): MAT 151, 152, 201, 202

**BACHELOR OF ARTS IN SECONDARY EDUCATION-SOCIAL STUDIES**

(Grades 8-12)

- Education: EDU 101, 201, 202C, 210, 305, 310, 311, 312, 313, 314, 317, 337, 410, 417, 420, 425
- Supporting Courses:
  1. Natural Science(7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  2. English (6 hours): ENG 150, 320
- Social Science courses( 15 hours): ECO 105, GEO 201, POS 105 or 205, PSY 105, SOC 105
- History (18 hours): HIS 101, 102, 114, 115, 497, and a HIS elective
- Two of the following options (6 hours):
  1. Economics: ECO 206, 238
  2. Political Science: POS 205 (or 105 if 205 was selected above), and a POS elective
  3. Sociology: SOC 217 and a SOC elective
  4. Psychology: two courses selected from PSY 201, 205, 206, 225, 305, 306, 307, 310, 311, 315, 316

**BACHELOR OF ARTS IN SECONDARY EDUCATION-SPEECH/MEDIA COMMUNICATIONS**

(Grades 8-12)

- Education: EDU 101, 201, 202C, 210, 305, 310, 311, 312, 313, 314, 317, 337, 410, 417, 420, 425
- Supporting Courses:
  1. Natural Science(7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  2. Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  3. 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, 331, 435, 450, 460,with at least 2 courses from among 331, 435, 450, 460
- Theatre (12 hours): THR 105, 205 or 206, 207, 401

### **BACHELOR OF ARTS IN SECONDARY EDUCATION-THEATRE**

(Grades P-12)

- Education: EDU 101, 201, 202C, 210, 305, 310, 311, 312, 313, 314, 317, 337, 410, 417, 420, 425
- Supporting Courses:
  1. Natural Science(7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  2. Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  3. English (6 hours): ENG 150, 320
- Theatre (30 hours ): THR 105, 205 or 206, 207, 301, 302, 330, 356, 401, 402, 425; 3 hours in dramatic literature from among ENG 311, 371, 372, or 376 (Please consult education department for updated curriculum)
- Communication (6 hours): Communication courses (Please consult education department for updated curriculum)

### **BACHELOR OF ARTS IN SECONDARY EDUCATION-SPEECH/MEDIA-COMMUNICATION AND THEATRE**

(Grades 8-12 for speech/media-communication and P-12 for theatre)

- Education: EDU 101, 201, 202C, 210, 305, 310, 311, 312, 313, 314, 317, 337, 410, 417, 420, 425
- Supporting Courses:
  1. Natural Science(7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  2. Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  3. English (6 hours): ENG 150, 320
- Communication (24 hours): COM 105, 206 or 208, 215, 225, 301, 305, 320, 356
- English (9 hours): ENG 210, American Literature Elective, Non-American Literature Elective
- Theatre (15 hours): THR 105, 205 or 206, 207, 255, 401
- Recommended electives chosen from the following: COM 331, 402, 435, 450, 460

### **BACHELOR OF ARTS IN SECONDARY EDUCATION-THEATRE AND SPEECH/MEDIA-COMMUNICATION**

(Grades 8-12 for speech-communication-media and P-12 for theatre)

- Education: EDU 101, 201, 202C, 210, 305, 310, 311, 312, 313, 314, 317, 337, 410, 417, 420, 425
- Supporting Courses:
  1. Natural Science(7-8 hours): 3-4 hours in Biology; 3-4 hours in Chemistry or Physics; one must have a lab component
  2. Social Science (9 hours): HIS 102, PSY 105, and ECO 105 or SOC 105 or POS 105
  3. English (6 hours): ENG 150, 320
- Theatre (33 hours): THR 105, 205 or 206, 207, 255, 301, 302, 256, 401, 402, 425; THR/ENG Dramatic Literature course
- English (3 hours): ENG 210
- Communication (18 hours): COM 105, 208, 215, 225, 305, 320

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## **ENGINEERING**

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The Physics Department at Thomas More College offers a rigorous pre-Engineering program providing the student with a strong background in the areas of Physics necessary for further later study in Engineering. The program allows the student an opportunity to earn a B.A. degree in Physics and an A.A. in Mathematics from Thomas More 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, the student transfers to an Engineering program at another institution. To successfully obtain the BS in Physics from Thomas More College the student must transfer in one year of engineering courses from the Engineering School. To obtain the BS 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 College. The student will transfer back to Thomas More one full year (2 semesters or 3 quarters) of grades (2.0 or greater, on a 4 point scale) for graduation at Thomas More College. 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 College's Chemistry Department.

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

**BACHELOR OF ARTS IN PHYSICS  
ASSOCIATE OF ARTS IN MATHEMATICS**

\*for Pre-Engineering Students

- Physics (32 hours): PHY 111, 141, 141L, 142, 142L, 241, 241L, 242, 251, 311, 312, 321, 322
- Mathematics (24 hours): MAT 151, 152, 201, 202, 301, 302
- Supporting Courses (6 hours): CHE 111, 113; CHE 111L and 113L labs recommended

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## 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.

**BACHELOR OF ARTS IN ENGLISH**

- Department core requirements: ENG 210, 405
- American Literature: ENG 231, 232, and one American Literature elective
- English Literature: ENG 351, 352, 353, 354
- Dramatic Literature: one course at the 300 level or higher, such as ENG331, 371, 372, 376 or 455 Special Topics course with dramatic literature focus
- Twelve (12) hours of English electives at the 200 level or above
- To fulfill the Core requirement in computer literacy, English majors are required to take or test out of CIS 111 as early as possible, preferably during their freshman year.

**BACHELOR OF ARTS IN ENGLISH  
(Creative Writing Concentration)**

- Department Core Courses: ENG 210, 405
- Literature Surveys: Choose four courses from ENG 231, 232, 351, 352, 353, 354

- Writing Workshops: ENG 322, 323, 324; choose two from: ENG 204, 298, 321 (English internship, writing-related), THR 305, 306, COM 301, 302, 320, CED 308 (Co-op experience in English, writing-related)
- Nine (9) hours of English electives the 200 level or above
- To fulfill the core requirement in computer literacy, English majors are required to take or test out of CIS 111 as early as possible, preferably during their freshman year.

#### **ASSOCIATE OF ARTS IN ENGLISH**

- English (24 hours): ENG 210, 231, 232; ENG 351 or 352; ENG 353 or 354; Nine (9) hours of English electives

#### **ASSOCIATE OF ARTS IN ENGLISH**

##### **(Creative Writing Concentration)**

- English (24 hours): ENG 210, 322, 323, 324; Choose one from: ENG 204, 298, 321, THR 305, 306, COM 301, 302, 320, CED 308, Nine (9) hours of English electives

## **ENVIRONMENTAL SCIENCE**

The Environmental Science major is an interdisciplinary major, combining ecological, economic, political, and social issues. The program will emphasize basic research in ecology, applied research and teaching that will contribute to solving the world's environmental problems. The degree will prepare students for graduate school, but also for work in public service, government, education, and nonprofit environmental organizations.

*No Environmental Science major may graduate with more than one "D" in a required BIO, ENV, or NSC course.*

#### **BACHELOR OF ARTS IN ENVIRONMENTAL SCIENCE**

- Biology (22 hours): BIO 101/101L, 102/102L, 205/205L, 318/318L, 489; one four-hour BIO elective
- Chemistry/Physics (16 hours): CHE 111/111L, 113/113L; CHE 220/220L, 240/240L or PHY 121/1221L, 122/122L
- Environmental Science (16 hours): ENV 214/214L, ENV 314, ENV 316, ENV 400
- Mathematics (7 hours): MAT 143, 205
- Supporting Courses (15 hours): GEO 201, ECO 206 or approved special topics course, SOC 217, POS 105, and an approved POS/ENV special topics course

## **EXERCISE SCIENCE**

#### **ASSOCIATE OF ARTS IN EXERCISE SCIENCE**

- Exercise Science (14 hours): ESC 285, 286, 287, 288, 289
- Supporting Courses (24 hours): BIO 211/211L, 212/212L; CHE 103/103L, 104/104L, or 220/220L, 240/240L; PSY 105; CIS 111; BIO 215
- Note: No Exercise Science major may graduate with more than one D in a required course.

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## FORENSIC SCIENCE AND TECHNOLOGY

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The Forensic Science and Technology bachelor's degree requires a concentration in Biology or Chemistry. The program is modeled after the curriculum recommended by the National Institute of Justice and the American Academy of Forensic Science. The degree is based on the B.A./B.S. degree in Chemistry and the B.A. degree in Biology. Both programs will allow students to work in either Forensic Science, Chemistry, or Biology or apply to medical school, dental school, or veterinary school, or attend graduate school.

### BACHELOR OF SCIENCE IN FORENSIC BIOLOGY

- *No Forensic Biology major may graduate with more than one "D" in a required BIO course.*
- Core Courses (46 hours): BIO 101/101L, 102/102L, 202/202L, 206/206L, 319/319L, 330/330L; BIO305/305L or 326/ 326L; FOR 201, 202, 301; 6 hours from among FOR 401, 402, 411, or 412 (students who complete both FOR 411 and 412 in place of 401 and 402 will be required to take BIO 489. This requirement is waived if the student completes at least one semester of Forensic Internship worth 3 credit hours.)
- Chemistry (16 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L
- Physics (8 hours): PHY 121/121L, 122/122L
- Mathematics (7 hours): MAT 143, 205

### BACHELOR OF SCIENCE IN FORENSIC CHEMISTRY

- *No Forensic Chemistry major may graduate with more than one "D" in a required BIO, CHE, or FOR course.*
- Core Courses (46 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L; 19 hours of CHE Electives above 300 level; FOR 201, 202, 301; 6 hours from FOR 401, 402, 411, or 412
- Biology (8 hours): BIO 101/101L, 102/102L
- Physics (8 hours): PHY 141/141L, 142/142L
- Mathematics (12 hours): MAT 151, 152, 205

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## FRENCH

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### ASSOCIATE OF ARTS IN FRENCH

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

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## GERONTOLOGY

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Thomas More College offers a multidisciplinary program in Gerontology with required courses and electives applicable toward an associate's degree. Students should consult the Biology Department for academic advising and the selection of electives.

### ASSOCIATE OF ARTS IN GERONTOLOGY

- Biology (14 hours): BIO 101/101L and 102/102L or BIO 211/211L and 212/212L; BIO 227, 401
- Psychology (6 hours): PSY 105 and 218
- Sociology: (6 hours): SOC 105 and 216
- Theology (3 hours): THE 308

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# 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.

## **BACHELOR OF ARTS 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, Asian History
- CIS 111 or equivalent

## **ASSOCIATE OF ARTS IN HISTORY**

- 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

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# 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 College offers both a bachelor and an associate major in Humanities.

Majors in the Humanities B.A. fulfill the core requirement in computer literacy by demonstrating proficiency in the use of a standard word processor to prepare a senior research paper. Majors in the Humanities A.A. meet this requirement through the standards of their B.A. program or by using a word processor to do a paper in a Humanities course.

## **BACHELOR OF ARTS IN HUMANITIES**

- Core Course (3 hours): COM 450
- Humanities Electives (33 total hours): 6 hours each from Art History or Theatre, English, History, Foreign Language, and Philosophy, plus 3 hours from Theology. All courses must be beyond fulfillment of the core requirements and at least at the 200-level with 6 hours from the 300-400 level.
- Senior Research (3 hours): ENG 405, HIS 497, THE 409, or an independent study consisting of interdisciplinary work with readers from two Humanities disciplines.
- Associate's degree in another discipline.

## **ASSOCIATE OF ARTS IN HUMANITIES**

- Required Course (3 hours): COM 450
- 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.

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## 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 College.

Thomas More offers both a bachelor's and associate's degree in International Studies. Candidates for either degree are required to choose one area of concentration from among the following: European, East Asian or American. The choice of concentration determines the foreign language to be studied. The American concentration is designed for non-native speakers of English.

Candidates for the bachelor's degree in International Studies are required to choose a second bachelor major or two related associate majors from among those offered at the College.<sup>6</sup> International Studies majors can fulfill the College's computer literacy requirement in accordance with the standards established by their second major. The Director of International Studies can advise students in this regard.

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 (3<sup>rd</sup> year) level, ECO 215, ECO 216 and a quantitative analysis course.

### BACHELOR OF ARTS IN INTERNATIONAL STUDIES

#### (European Concentration)

- Required Courses (18 hours): GEO 201, ECO 105, INT 400 or 437, POS 105, SOC 105, THE 219
- European Language (6 hours in one language at the 200 level or higher)
- History (6 hours) chosen from: HIS 326, 327, 349, 431, 432, 433, 442, 455
- Social and Environmental Studies (3-4 hours) chosen from: NSC 214, SOC 206, 301, COM 402
- Economics (3 hours) chosen from: BUA 405, ECO 205, 216, 238, 239, 349
- Political Science (3 hours) chosen from: POS 305, 331, 355 (Recent Middle East), 442
- Fine Arts (3 hours) chosen from: ART 125, 251, 252, THR 301, 302, MUS 121, 245
- Philosophy or Theology (3 hours) chosen from: PHI 330, THE 425
- Travel/Study Abroad: At least two weeks travel or study abroad in Europe is required through the College's affiliated programs.

### BACHELOR OF ARTS IN INTERNATIONAL STUDIES

#### (East Asian Concentration)

- Required Courses (21 hours): ART 251 or 252, GEO 201, ECO 105, INT 400, POS 105, SOC 105, THE 218
- Asian Language (6 hours at the intermediate or advanced level) chosen from Chinese or Japanese: JPN 101,102, are offered at Thomas More College. (Chinese is available through the Greater Cincinnati Consortium of Colleges and Universities. Please consult the Director of International Studies)
- History (6 hours) chosen from: HIS 349, 452, 461
- Social and Environmental Studies (3-4 hours) chosen from: NSC 214, SOC 206, 301, COM 402
- Economics (3 hours) chosen from: BUA 405, ECO 205, 216, 238, 239, 349

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<sup>6</sup> Students pursuing an Individualized Program in the B. E. S. Degree, as well as matriculated students from Thomas More's sister universities abroad, may request individualized arrangements concerning this provision from the Director of International Studies.

- Political Science (3 hours) chosen from: POS 305, 331, 355 (Recent Mid-east), 452
- Travel/Study Abroad: At least two weeks travel or study abroad in Asia is required through the College's affiliated programs.
- Internship or Cooperative Education (3 hours) chosen from: INT 360 or CED 323

**BACHELOR OF ARTS IN INTERNATIONAL STUDIES  
(American Concentration)**

- Required Courses (18 hours): GEO 201, ECO 105, INT 400 or 437, POS 105, SOC 105, THE 219
- English Language (12 hours): ENG 150, 231, 232, and an upper level literature course
- History (6 hours): HIS 114, 115
- Economics (3 hours) chosen from: BUA 405, ECO 205, 216, 238, 239, 349
- Political Science (3 hours) chosen from: POS 205, 305, 331
- Fine Arts (3 hours) chosen from: ART 351, 352, MUS 135
- Philosophy or Theology (3 hours) chosen from: PHI 215, 330, THE 425

**ASSOCIATE OF ARTS IN INTERNATIONAL STUDIES  
(European Concentration)**

- Required Courses (15 credit hours): ECO 105, GEO 201, POS 105, SOC 105, THE 219
- European Language at or above the elementary level (6 credit hours)
- History (3 credit hours) chosen from: HIS 326, 327, 349, 431, 432, 433, 442, 455
- Fine Arts (3 credit hours) chosen from: ART 125, 251, 252, 255 (History of European Architecture), THR 301, 302, MUS 121, 245

**ASSOCIATE OF ARTS IN INTERNATIONAL STUDIES  
(East Asian Concentration)**

- Required Courses (18 credit hours): ART 251, 252, or 255 (History of Asian Art), ECO 105, GEO 201, POS 105, SOC 105, THE 218
- Foreign Language (6 credit hours) at or above the elementary level chosen from Chinese or Japanese: Japanese 101 and 102 are available at Thomas More College (Chinese is available through the Greater Cincinnati Consortium of Colleges and Universities. Please consult the Director of International Studies)
- History (3 credit hours) chosen from: HIS 349, 451, 452, 461

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## **LATIN AMERICAN & CARIBBEAN STUDIES**

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The Latin American and Caribbean Studies program prepares students to understand the Spanish language, as well as the rich history and cultures of Latin America, within a context of ethical concern and social responsibility.

**BACHELOR OF ARTS IN LATIN AMERICAN AND CARIBBEAN STUDIES  
ASSOCIATE OF ARTS IN SPANISH**

- Core Courses (12 hours): ECO 105, POS 105, SOC 105, GEO 201
- Political Science (3 hours): POS 331
- History (6 hours): HIS 435, 436
- Communications (3 hours): COM 402
- Spanish (15 hours): SPA 260, 303, 304, 306, 401
- Elective (6 hours): choose two from: SOC 381, BUA 252, or approved special topics courses
- Elective (3 hours): choose from: INT 302, INT 360, GEC 206, or approved special topics courses
- Senior Seminar (3 hours): INT 437

### **ASSOCIATE OF ARTS IN LATIN AMERICAN AND CARIBBEAN STUDIES**

- Core Courses (12 hours): ECO 105, POS 105, SOC 105, GEO 201
- Political Science (3 hours): POS 331
- Sociology (3 hours): SOC 381
- History (3 hours): HIS 435 or 436
- Spanish (6 hours): SPA 201, 202 or 6 hours in advanced Spanish courses

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## **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 an A.A. 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 GEC 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.

### **BACHELOR OF ARTS IN MATHEMATICS**

- Mathematics (46 hours): MAT 151, 152, 201, 202, 231, 306, 307, 401, 402, 405, 411, plus 9 additional hours numbered 206 or higher excluding 208 and 255, possibly including CED 316
- Computer Information Systems (6 hours): CIS 111 and 112 (or CIS 114 or 212)
- Science (6 hours): CHE 111 and 113 (CHE 112 and 114 recommended) or PHY 141 and 142 (PHY 161 and 162 recommended)

### **ASSOCIATE OF ARTS IN MATHEMATICS**

- Mathematics (24 hours): MAT 151, 152, 201, plus 12 additional hours numbered 202 or higher excluding 205, 208 and 255
- Recommended:  
For Chemistry majors: MAT 202, 231, 303, 307, or 401  
For Computer Information Systems majors: MAT 207, 231, 303, 307 or 401  
For Physics majors: MAT 202, 301, 302, 412

### **CERTIFICATE IN MATHEMATICS**

- Mathematics (19-22 hours): MAT 115 plus 19 hours numbered 121 or higher, possibly including PSY 202 (*MAT 115 is waived if the student passes the Precalculus placement exams*)
- Computer Literacy (3 hours): CIS 111

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## **MEDICAL TECHNOLOGY**

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*No Medical Technology major may graduate with more than one "D" in Medical Technology core courses. A subsequent "D" must be replaced by a higher grade which may be earned only by repeating the course.*

### **BACHELOR OF ARTS IN MEDICAL TECHNOLOGY**

- Biology (26 hours): BIO 101/101L, 102/102L, 202/202L (or 211/211L and 212/212L), 205/205L, 216/216L, 326/326L, 489
- Chemistry (16 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L
- Mathematics (4 hours): MAT 143
- Physics (4 hours minimum): PHY 121/121L (122/122L recommended)
- Minimum of 90 hours before beginning the hospital program
- Hospital program of professional study 32-40 credit hours
- Computer Literacy (3 hours): CIS 111

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## MUSIC

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The Music Department offers a variety of courses to all Thomas More 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.

### ASSOCIATE OF ARTS IN MUSIC

- Students must earn a "C" grade or higher in all MUS courses.
- Core Music courses (17 hours): MUS 200, 201, 245, 290; 5 hours of ensemble credit from MUS 100 and 103
- Elective courses (8 hours): 8 hours from among MUS 226, 231, 255, 260, 270, 271, 272. Students may choose substitute 3 hours from PHI 230, ART 252, ART 273, ART 356, DRA 105, DRA 205, DRA 208, or DRA 225.
- Instrument Proficiency: Pass piano or guitar proficiency determined by music coordinator.

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## NURSING

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The Department of Nursing shares the College'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.

Blanket credit is *not awarded* for nursing courses completed in diploma and associate's degree nursing programs; however, a liberal challenge policy exists for registered nurses.

There are several health and non-health requirements outlined in detail in the "Nursing Student Handbook" that all nursing students meet prior to beginning any clinical rotations. 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.

Students must earn a grade of "C" or above in all nursing *and* nursing support courses.

Students in the Department of Nursing meet the core requirement in computer by self evaluation and demonstration of skills in all required courses. Students requiring special instruction are directed to appropriate sources.

### BACHELOR OF SCIENCE IN NURSING

- Nursing (52 hours): NUR 103, 104, 203, 204, 204L, 205, 206, 207, 208, 305, 306, 307, 308, 309, 403, 404, 405, 406, 407, 408
- Supporting Courses (43 hours): BIO 211/211L, 212/212L, 215/215L, 216/216L, 255; CHE 103/103L, 104/104L, PSY 105, 214; SOC 105; MAT 205 or 208; ENG 150 and any literature or advanced writing course at the 200 level or higher

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## 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 College. The Philosophy Department contributes to the College'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 College 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.

Students in Philosophy fulfill the Core Requirement in computer literacy by demonstrating proficiency in the use of a standard word processor to prepare the results of their research project at the bachelor level.

### **BACHELOR OF ARTS IN PHILOSOPHY**

- Philosophy (33 hours): PHI 105, 205, 215, 307, 325, 330, 337, 400, 401, electives: 6 hours
- Mathematics (3 hours): from BUA 249, MAT 205, or 208

### **ASSOCIATE OF ARTS IN PHILOSOPHY**

- 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

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## PHYSICS

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The Physics Department at Thomas More College 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.

Students in Physics meet the Core Requirement in computer literacy by mastering skills integrated into required courses in the Physics curriculum. Beginning with the first courses in Physics, students will develop skills in the use of word processing and spreadsheet programs.

#### **BACHELOR OF SCIENCE IN PHYSICS ASSOCIATE OF ARTS IN MATHEMATICS**

- Physics (44 hours): PHY 111, 141/141L, 142/142L, 241/241L, 242, 251, 312, 315, 321, 322, 410, 414, 432, 491, 492; recommended but not required: PHY 331
- Mathematics (24 hours): MAT 151, 152, 201, 202, 301, 302
- Supporting Courses Recommended: CHE 111, 113

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

- Physics (33 hours): PHY 111, 141/141L, 142/142L, 241/241L, 242, 312, 321, 322, 491 and 6 hours from Physics courses numbered 200 or higher excluding those cross-listed as NSC/PHY.
- Mathematics (20 hours): MAT 151, 152, 201, 202, MAT/PHY 301.
- Learning Plan (15 hours minimum): A sequence developed by the student and advisor

#### **ASSOCIATE OF ARTS IN PHYSICS**

- Physics (23 hours): PHY 141/141L, 142/142L, 241/241L and 9 hours chosen from PHY 242, 251, 311, 321, 322
- Mathematics (12 hours) MAT 151, 152, 201

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## **POLITICAL SCIENCE**

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Thomas More College has no Department of Political Science, but under the auspices of the History Department it offers a bachelor's and associate's degree program. Co-op and internship opportunities are available in governmental and legal settings and are integrals parts of the program.

#### **BACHELOR OF ARTS IN POLITICAL SCIENCE**

- Political Science Core (18 hours): POS 105, 205, 305, 331, 355, 499
- Political Science Electives (24 hours): 6 hours from each of the four following categories:
  - a. American Government and Politics: POS 206, PLS 202, or approved special topics courses

- b. International/Comparative Politics: POS 442, 452, 465, 435, 436, 437, 438, or approved special topics courses
  - c. Pre-Legal Studies/Public Administration/Political Theory: PLS 101, 102, 312, POS 425, 215, 315, or approved special topics courses
  - d. Political Economy: ECO 206, 215, 216, 238, 239, 305, 306, or approved special topics courses
- Computer Literacy (3 hours): CIS 111 or equivalent

**ASSOCIATE OF ARTS IN POLITICAL SCIENCE**

- Political Science (21 hours): POS 105, 205, 305, 331, and nine hours of electives

## PRE-LEGAL STUDIES

The College offers an interdisciplinary associate's degree program in Pre-Legal Studies under the auspices of the History Department. Co-op and internship opportunities are available in governmental and legal settings.

**ASSOCIATE OF ARTS IN PRE-LEGAL STUDIES**

- 21 Credit hours: PHI 105, ENG 321, ACC 101, BUA 291, HIS 425, CED 321 or POS 497, and either BUA 292 or 3 credit hours in Pre-Legal Studies

## PRE-PROFESSIONAL PROGRAMS

**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

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.

**BACHELOR OF ARTS IN PSYCHOLOGY**

- Core Courses: 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: four courses from the following: PSY 307, 310, 311, 315, 316, 325
- Clinical & Social Psychology Area: four courses from the following: PSY 205, 206, 214, 305, 306, 405
- Psychology Electives: one course
- Computer Literacy: CIS 111 or proficiency test

### **BACHELOR OF ARTS IN PSYCHOLOGY/ (ANOTHER MAJOR)**

- Core Courses: 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: 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: three courses from the following: PSY 205, 206, 214, 305, 306, 405; plus one related elective from the student's second major
- Psychology Electives: one course
- Computer Literacy: CIS 111 or proficiency test
- 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.

### **ASSOCIATE OF ARTS IN PSYCHOLOGY**

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

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## **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

### **BACHELOR OF ARTS IN SOCIOLOGY**

- Sociology (36 total hours): SOC 105, 206, 301, 311, 405, 409, plus departmental electives (18 hours)
- Supporting Courses (9 total hours): MAT 208 or PSY 201; supporting electives (6 hours) chosen from ECO, HIS, POS, or PSY offerings
- Computer Literacy: CIS 111 or equivalent

### **ASSOCIATE OF ARTS IN SOCIOLOGY**

- 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

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## SPANISH

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### ASSOCIATE OF ARTS IN SPANISH

- 15 credit hours: SPA 260, 303, 304, 306, 401
- Students pursuing the associate's 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.

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## 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 an Associate of Arts major in Business Administration or Communication.

### BACHELOR OF ARTS IN SPORTS AND ENTERTAINMENT MARKETING ASSOCIATE OF ARTS IN BUSINESS ADMINISTRATION

- Sports and Entertainment Marketing (18 hours): SEM 310, 380, 392, 410, 420, 498
- Business Administration (23 hours): BUA 105, 249, 291, 292, 301, 302, 311, 321
- Supporting Courses (19 hours): ACC 101, ACC 102, COM 320, ECO 105, ECO elective, MAT 143
- Computer Literacy (3 hours): CIS 111
- Sports and Entertainment Marketing majors may not use ECO 105 to fulfill the core requirement in Social Science.

### BACHELOR OF ARTS IN SPORTS AND ENTERTAINMENT MARKETING ASSOCIATE OF ARTS IN COMMUNICATION

- Sports and Entertainment Marketing (18 hours): SEM 310, 380, 392, 410, 420, 498
- Communication (21 hours): COM 201, 205, 310, 320, 403, 420, 460
- Supporting Courses (27 hours): BUA 105, 291, 249, 311; ACC 101, 102; ECO 105, ECO elective; MAT 143
- Computer Literacy (3 hours): CIS 111
- Sports and Entertainment Marketing majors may not use ECO 105 to fulfill the core requirement in Social Science.

### BACHELOR OF ARTS IN SPORTS AND ENTERTAINMENT MARKETING/COMMUNICATION

- Sports and Entertainment Marketing (18 hours): SEM 310, 380, 392, 410, 420, 498
- Communication (30 hours): COM 105, 201, 215, 225, 320, 450, 460; Communication electives 9 hours
- Supporting Courses (27 hours): BUA 105, 291, 249, 311; ACC 101, 102; ECO 105, ECO elective; MAT 143

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## 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.

### **BACHELOR OF ARTS IN THEATRE**

- Theatre (30 hours): THR 105, 206, 207, 301, 302, 401, 402, 425; six hours of Theatre electives
- Communication (6 hours): 6 hours of Communication electives
- Dramatic Literature (12 hours): ENG 331, 371, 372 and 376
- Recommended: 3 hours of Movement or Dance
- Senior year: Comprehensive Examination and/or senior experience

### **BACHELOR OF ARTS IN THEATRE/OTHER MAJOR**

- The Double major is a major in Theatre with a second area of concentration: Theatre-English, etc.
- Theatre (27 hours): THR 105, 206, 207, 301, 302, 401, 402, 425; one 3 hour elective
- Communication (6 hours)
- Dramatic Literature (9 hours): ENG 331, Shakespeare, recommended
- Senior year: Comprehensive examination and/or senior experience

### **BACHELOR OF ARTS IN THEATRE AND COMMUNICATION**

- 48 hours (30 hours in area concentration; 18 in the other).  
**Concentration in Theatre:**
  - Theatre (30 hours): THR 105, 206, 207, 301, 302, 401, 402, 425; 6 hours electives
  - Senior year: Comprehensive Examination and/or Senior Experience
  - Communication Component (18 hours): COM 105, 201, 215, 225, 320, 460**Concentration in Communication:**
  - Communication (30 hours): COM 105, 201, 215, 225, 320, 331, 460; 9 hours electives
  - Theatre Component (18 hours): THR 105, 206, 401, 402, 6 hours electives; or THR 105, 206, 401 plus 9 hours of electives determined by the director

### **ASSOCIATE OF ARTS IN THEATRE**

- Theatre (24 hours): THR 105, 206, 207, 301, 302, 401, 402, 425

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## 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 College.

**BACHELOR OF ARTS IN THEOLOGY**

- Theology (33 hours): THE 201, 205, 207, 219, 309, 317, 405, 406, 409, 410; one elective
- Supporting Courses (9 hours): PHI 401; PSY 214; SOC 215
- Recommended Courses: HIS 202, 326
- For Religious Education Teachers: THE 124, Catechetics
- Computer Literacy: CIS 111 or proficiency test

**ASSOCIATE OF ARTS IN THEOLOGY**

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

**BASIC CERTIFICATE IN THEOLOGY**

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

**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

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## GRADUATE PROGRAMS

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Thomas More College offers a Master of Business Administration and a Master of Arts in Teaching. Admission and degree requirements are determined by the Business Department for the Master of Business Administration and the Education Department for the Master of Arts in Teaching. For more information about either degree program, please contact the department.

### TRANSFER WORK

Thomas More College accepts up to 12 semester-hours credit in transfer and allows them to be applied to a Master's degree. Thomas More College accepts credit attached to courses taken at any institution of higher education accredited by one of the six Regionally Accrediting Associations, provided the completed courses carry a grade of B or better (3.00 or higher on a 0-4 quality point scale). Courses not awarded credit by the student's previous institution(s) cannot be transferred. Credit will only be granted for academic courses substantially equivalent to those offered at Thomas More College. A student's major department determines whether credit applicable to departmental requirements will be accepted in transfer.

### GRADUATE DEGREE REQUIREMENTS

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

Students must fulfill the following additional requirements to earn a degree from Thomas More College. Students will not receive a diploma or transcript from the College 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 College's efforts in maintaining the quality of its academic program, students are required to participate in all assigned assessment activities. Students in the graduate programs must complete capstone major field testing to graduate from Thomas More College. Students must score at or above the 10<sup>th</sup> percentile (or higher as dictated by each academic department). Students who do not earn the minimum scores must retake the test one time at their own expense to achieve an accurate measurement of the student's ability.
- D. In addition to the academic and non-curricular requirements for all degrees, students must satisfy all financial obligations to the College before receiving their transcript and diploma.

#### II. CURRICULAR REQUIREMENTS FOR DEGREES:

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## 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 College Statement of Purpose (Mission) and Statement on Values. The degree is offered by the Department of Business Administration through Thomas More Accelerated Programs (TAP) in an accelerated format featuring cohort scheduling, facilitative teaching style, and required study groups. Completion time is approximately twenty-two months.

The curriculum design recognizes that professional graduate study in business should be education for 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 M.B.A. program is open to persons who hold a bachelor's degree from a regionally accredited college or university and who have completed the prerequisite courses. In addition, the applicant must have significant career experience of at least two years and leadership potential and must demonstrate the potential for successful completion of the program through a combination of:

1. a minimum score of 30 percentile on the Graduate Management Admission Test taken prior to admission;
2. an undergraduate Grade Point Average of at least 2.7 on a four point scale or its equivalent;
3. three letters of recommendation from employers, instructors and/or others in a position to assess the application's professional and academic ability; and
4. a score of at least 600 (250 computer-based) on the Test of English as a Foreign Language, if applicable.

All applicants who do not meet these standards will have their files forwarded to the Graduate Admissions Committee.

Applicants with undergraduate coursework equivalent to that included in the Thomas More College B.B.A. or its equivalent may enter into graduate coursework upon acceptance into the program. For those who do not meet the foregoing, an adequate level of proficiency must be shown in the following areas: Economics, Accounting, Finance, Calculus and Statistics. Applicants lacking any of these prerequisites must remove the deficiency. Economics and accounting must be removed prior to beginning any graduate course work. Finance, calculus and statistics must be removed before beginning the applicable/corresponding graduate course. As a convenience to those attempting to remove deficiencies, special courses and workshops will be offered by Thomas More College, the successful completion of which, demonstrated by passing the administered examination, will be deemed to satisfy this prerequisite requirement. A student could also fulfill this requirement by passing a college level equivalency examination (CLEP) for the course(s) in which there exist(s) a deficiency. Courses available through the day, evening, or weekend offerings at the College may also be used. While courses at another college or university may be used to remove deficiencies, the applicant should obtain written verification that they will do so from the academic advisor for the Department of Business Administration M.B.A. program before enrolling in the course. All prerequisites are for three (3) semester hours of undergraduate credit.

## **DEGREE REQUIREMENTS**

- The Class Continuing Company Case is a unique feature of the program. Students analyze a real firm in several of the courses, gaining a comprehensive view of the firm from a variety of perspectives. The various views are integrated in the capstone course, Strategy Formulation, Implementation and Evaluation. (MGT 613B)
- To insure that each student has adequately assimilated the material presented in the program, there is a comprehensive component to the M.B.A. program. This comprehensive component will consist of an evaluation by the entire faculty of the paper and presentation completed by the student in MGT 613B and PRJ 692B. This comprehensive component is over and above the actual course grade that a student may achieve in the respective courses. Criteria for evaluation of this component will be distributed to the students prior to the course and will be held on file in the Department of Business Administration.
- 45 credit hours: MGT 610B, MGT 611B, ACC 604B, LAW 620B, FIN 630B, PHI 605B, NEG 615B, QUA 640B, ECO 606B, MKT 650B, OPS 660B, TEC 635B, MGT 612B, MGT 613B, PRJ 692B. All course descriptions are listed with the Business Department.

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## 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:

<u>Grades P-12</u>	<u>Middle Grades 5-9</u>	<u>Grades 5-12</u>	<u>Grades 8-12</u>
Art	English-Communications Social Studies Mathematics Science	Business & Marketing	Biology Chemistry Physics Mathematics English Social Studies Theatre

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:

- **Track I, Alternative Certification MAT**– This track is for persons who currently 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 **33 hour** track. During Year Two, Track I students participate in the Kentucky Teacher Internship Program.
- **Track II, Traditional MAT** – This track 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 Track I is the addition of a 2 hour Field Experience class. In addition, Track II students participate in Student Teaching for sixteen weeks during their final semester.

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 Spring or Fall semester.

### ADMISSION REQUIREMENTS

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

- Application to the Master of Arts in Teaching Program
- Personal narrative or essay, typed, 300-500 words, which includes:
  - 1) A brief autobiography
  - 2) A description of life experiences related to the planned certification area
  - 3) Human relations incident - a reflective description of teaching or other experience with young people - from a human relations standpoint, the event had special meaning
- Official transcripts of all undergraduate and graduate work completed sent directly from the issuing institution to Thomas More College - 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 2.7, OR, GRE score, **Combined** Verbal, Quantitative, and Analytical, of 1200 (if GPA is 2.5 to 2.69)- scores must be on file in the MAT Office prior to admission.
- 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
- Kentucky (or state of residence) criminal records check
- Signed copy of the *Kentucky School Personnel Code of Ethics* included in the application packet
- Interview with Alternative Certification Admissions Committee
- Approval by Alternative Certification Admissions Committee OR Graduate Admissions Committee (if appropriate)

### **GENERAL REQUIREMENTS**

- Students enrolled in the MAT Program must complete the PRAXIS II Content Area Exam with an acceptable score by the end of the first semester of the program. Scores must be on file in the MAT Office.
- Students enrolled in Track I must complete the TC-1 Form (included with application packet) 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.
- Students must submit and orally present a satisfactory Professional Portfolio that documents achievement of the New Teacher Standards.

### **EXIT REQUIREMENTS**

- 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.
- Track I students must successfully complete the Kentucky Internship Program.
- Track II students must successfully complete the Student Teaching assignment.

### **DEGREE REQUIREMENTS**

- Track I (35 hours): EDM 505, 510, 511, 512, 515, 517, 518, 520, 528, 535, 536
- Track II (35 hours): EDM 505, 510, 511, 512, 515, 517, 518, 520, 528, 535, 536, 551

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# **COURSES OF INSTRUCTION**

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# ACCOUNTANCY

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

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

Prerequisite: ACC 101 is a prerequisite for ACC 102

This sequence offers a study of generally accepted accounting principles for corporations, partnerships, and individual proprietorships. Special attention is given to the needs of management in terms of day-to-day control of the enterprise, as well as in terms of those decisions involved in setting long-range goals, commitments, and policies.

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

Prerequisite: ACC 101 and 102

This is 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

This course is 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)**

This course examines 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: Accelerated Program students completing prerequisites for the M.B.A. program

This course is a prerequisite to the accounting course required in the M.B.A. program. An emphasis is placed on financial accounting topics, including the time value of money concepts, with a concentration on the use of financial information.

**ACC 210 A SURVEY OF ACCOUNTING (4)**

Course Requirement: B.B.A. (Accelerated option) students

This course is designed as an introduction to accounting for B.B.A. (Accelerated option) students. The emphasis is on financial accounting topics, with concentration on the uses of financial information. The course also covers managerial topics such as budgeting, cost-volume-profit analysis, and standard cost. This course replaces ACC 101 and 102 for B.B.A. (Accelerated option) students.

**ACC 301 COST ACCOUNTING I (3)**

Prerequisite: ACC 101 and 102

This course is a study in the control and cost of materials, direct labor, and other elements of cost involved in industrial productions with special emphasis on cost systems and reports. Practice sets may be used.

- ACC 302 COST ACCOUNTING I (3)**  
Prerequisite: ACC 301  
This is an advanced course in special phases of cost-process; joint, by-products and standard; distribution; other non-manufacturing costs; budgetary control; and managerial reports. Practice sets may be used.
- ACC 305 GOVERNMENTAL ACCOUNTING (3)**  
Governmental accounting is a study of the principles and procedures of fund accounting as used by governmental, educational, and other non-profit or public funded entities.
- ACC 311 TAXATION I (3)**  
Prerequisite: ACC 101 and 102  
This course examines 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  
This course is 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  
This seminar examines advanced accounting for business combinations with emphasis on parent and subsidiary accounting, consolidations, mergers, indirect and direct stockholdings, and equity method of reporting investments in common stock.
- ACC 402 ACCOUNTING SEMINAR II (3)**  
Prerequisite: ACC 101 and 102; Recommended: ACC 202  
This seminar examines advanced topics in partnership accounting: organization, dissolution, incorporation of partnerships, division of profit and loss, foreign currency and translations, segment and interim reporting, accounting for governments and not-for-profit organizations, and estates and trusts.
- ACC 420 ACCOUNTING INFORMATION SYSTEMS (3)**  
Prerequisite: ACC 202, CIS 111  
This course analyzes how events affecting an organization are recorded, summarized and reported. These events are recorded using that organization's system of human and computer resources, summarized using accounting methods and objectives, and reported as information to interested parties both within and outside the organization. Accounting information systems analyzes transaction processing and controls.

**ACC 422 AUDITING PRINCIPLES AND PROFESSIONAL ETHICS (3)**

Prerequisite: ACC 420

This course is a study of fundamental principles of auditing, procedures in the analysis and verification of accounts, preparation of working papers and reports, and the independence and ethics of the CPA.

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## ART

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*N.B. When a studio course is offered as an evening class, generally the course is offered for two credit hours. However, students may earn three credit hours for an evening class by completing additional assignments and with the permission of the instructor. Such courses are indicated with an asterisk beside the number of credits available.*

**ART 101 DRAWING ON THE RIGHT SIDE OF THE BRAIN (\*3)**

This course is designed for the non-major. Students learn how to draw using variations on the methods devised by Betty Edwards in her book of the same title.

**ART 102 DRAWING ON THE RIGHT SIDE OF THE BRAIN II (\*3)**

Prerequisite: ART 101

This course is for the student who has completed ART 101 and wishes to continue the study of drawing using the same method.

**ART 116 3-DIMENSIONAL DESIGN (3)**

This studio course deals 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 DESIGN FOUNDATIONS (3)**

This is a fundamental course designed to introduce the student to the art elements, principles of design and their uses and consideration in visual composition.

**ART 118 FIGURE DRAWING I (\*3)**

Prerequisite: ART 101 or 215

This studio course will concentrate on the human figure as a subject matter in drawing. Students will work from a live model using a variety of media and techniques and various compositional ideas. Attendance is absolutely required.

**ART 119 FIGURE DRAWING II (\*3)**

Prerequisite: ART 118

This course will explore advanced problems dealing with the human figure in drawing by working from a live model.

**ART 120 FIGURE DRAWING III (\*3)**

Prerequisite: ART 119

This course is a continuation of Figure Drawing II.

**ART 121 CERAMICS: HAND BUILDING (\*3)**

In this introductory course in ceramics, students will learn basic hand building techniques. Work with glaze and other surfaces as well as various types of firing methods will be an important part of the course.

**ART 122 CERAMICS: WHEEL THROWING (\*3)**

In this introductory course in ceramics, students will learn basic techniques using the potter's wheel. Students will also gain experience mixing glazes, as well as glaze application.

- ART 125 HISTORY OF MODERN ART (3)**  
 This survey class provides art majors and non-majors an overview of twentieth century artistic movements and styles. Teaching methods include slide lectures, videos, and field trips.
- ART 146 COLOR THEORY (3)**  
 Color theory is a studio course that examines the fundamentals of color theory with emphasis on pigment mixture, color interaction, and craft skills. Open to non-majors.
- ART 152 HISTORY OF PHOTOGRAPHY (3)**  
 This course will offer a survey of the history of the photographic processes, ideas about ways we view the world through constructed images, and about photography as a fine art.
- ART 160 PICTURING CULTURE: VISUAL COMMUNICATIONS (\*3)**  
 This course is about reading and interpreting visual material in the world around you. It will include close examination of photography, painting, sculpture, advertising, film, and video.
- ART 215 DRAWING I (3)**  
 Drawing I is an entry-level studio course in which students will learn about a wide variety of drawing techniques and materials. Self-initiated drawing problems are a part of the work in this course. Open to non-majors.
- ART 216 DRAWING II (3)**  
 Prerequisite: ART 101 or 215  
 This course is a continuation and elaboration of Drawing I.
- ART 221 TEACHING ART IN ELEMENTARY SCHOOL (3)**  
 This course is 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.
- ART 231 PRINTMAKING (3)**  
 This studio course will introduce various techniques in the printmaking process. Types of printmaking could include intaglio, etching, dry point collographs, silkscreen or relief painting.
- ART 241 PHOTOGRAPHY I (\*3)**  
 Photography is study of basic photographic processes, camera and darkroom experimentation, with picture making as a descriptive and expressive art form. A 35-mm camera is required. Open to non-majors.
- ART 242 PHOTOGRAPHY II (\*3)**  
 Prerequisite: ART 241  
 This course is a continuation and elaboration of Photography I.
- ART 251 HISTORY OF ART I (3)**  
 This survey course examines architecture, sculpture, and painting beginning with prehistoric art and continuing through European Medieval art. History majors are encouraged to complete this course. Open to non-majors.
- ART 252 HISTORY OF ART II (3)**  
 This survey courses examines architecture, sculpture, and painting beginning with Early Renaissance art and continuing to the mid 19<sup>th</sup> century.

**ART 255 SPECIAL TOPICS****(variable credit)**

Art courses not offered on a regular basis will be listed under this number. Check semester listings for special topics courses.

**ART 256 AFRICAN-AMERICAN ART AND ARTISTS****(3)**

This course studies the visual arts produced by African American artists during the 19<sup>th</sup> and 20<sup>th</sup> centuries. The cultural and historical contexts as well as images and works produced about African-Americans will also be examined.

**ART 257 ART AND CULTURE OF THE AMERICAN WEST****(3)**

This course examines 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 19<sup>th</sup> century to the present, 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.

**ART 260 ART AND THE CHILD****(3)**

This course is for the student who is preparing to teach art on the elementary level. Stages of art development in the young child, discussion of current literature in the field, as well as the history of art education will be covered. There may be some studio experiences as they relate to the teaching of art on this level.

**ART 261 TEACHING ART IN SECONDARY SCHOOL****(3)**

This is 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 266 TEXT & TYPE****(\*3)**

Prerequisite: ART 117

This course will concentrate on basic design principles relating specifically to typography. Students will develop an understanding of letter form construction, proportion, and design. The last third of this course will deal with the creative use of typography in logos and marks, extending student research into symbol development.

**ART 268 HISTORY OF DESIGN****(3)**

This course studies design theory and includes lectures and discussions. Open to non-majors.

**ART 269 PRODUCTION METHODS FOR THE GRAPHIC DESIGNER****(\*3)**

This course teaches the graphic design student some of the basic tools and equipment used by designers. Part of the course will involve learning how to use computer software needed in page layout and production.

**ART 272 AMERICAN ART: PRE-COLUMBIAN TO THE CIVIL WAR****(3)**

This course is a survey of American painting, decorative arts, sculpture, and architecture from pre-Columbian works through the Civil War.

**ART 273 AMERICAN ART: THE GILDED AGE TO THE 21<sup>ST</sup> CENTURY****(3)**

This course is a survey of American painting, decorative arts, sculpture, and architecture from the Gilded Age to the twenty-first century.

- ART 311 SCULPTURE I (3)**  
 In the sculpture courses, students will experiment with traditional and contemporary approaches to sculpture, including carving, modeling, casting, and construction techniques.
- ART 312 SCULPTURE II (3)**  
 Prerequisite: ART 311  
 This course is a continuation and elaboration of Sculpture I.
- ART 315 DRAWING III (3)**  
 Prerequisite: ART 216  
 This course examines media and style with an emphasis on developing personal imagery. Projects are assigned with student input, resulting in finished art works.
- ART 316 DRAWING IV (3)**  
 Prerequisite: ART 315  
 This course is a continuation of Drawing III.
- ART 321 PAINTING I (3)**  
 Prerequisite: ART 101 or 215  
 A fundamental course in painting designed to introduce the student to the basic techniques and processes of oil and/or acrylic painting.
- ART 322 PAINTING II (3)**  
 Prerequisite: ART 321  
 This course stresses the exploration of the painting medium as means of personal creative expression with an increased emphasis on composition and structure.
- ART 325 PORTRAIT DRAWING (3)**  
 Prerequisite: ART 215  
 This is 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 350 THE CINCINNATI WING AT THE CINCINNATI ART MUSEUM (3)**  
 This course is about the social and cultural history of Cincinnati as studied using the collection of works in the Cincinnati Wing at the Cincinnati Art Museum.
- ART 352 HISTORY OF AMERICAN ARCHITECTURE (3)**  
 This course provides a survey of American architecture from the colonial period to the present day. Field trips to local sites are an important part of this class. Open to non-majors. *Cross-listed as HIS 352.*
- ART 356 REALISM IN WESTERN ART (3)**  
 This course will explore the concept of realism in 19<sup>th</sup> and 20<sup>th</sup> century visual art in Europe and America. We will examine the roots and the development of the “real” as applied to painting, sculpture and photography and discuss in what context this word is used today. Aesthetics and criticism background will be helpful.

- ART 361 DESIGN SYSTEMS** (\*3)  
 Prerequisite: ART 117, 266  
 This course builds on skills from Design Foundations (ART 117) and Text & Type (ART 266). 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 366 COMPUTER GRAPHICS: ILLUSTRATION** (\*3)  
 Prerequisite: ART 101 or 215  
 This course provides an in-depth focus on the illustrative uses of computer technology. Adobe Illustrator© and Photoshop© will be utilized in a creative and imaginative way.
- ART 367 COMPUTER GRAPHICS: DESKTOP PUBLISHING** (\*3)  
 This course will explore the computer as a production tool with type and images. PageMaker 6.0© will enable students to develop a broader understanding of current trends in computer technology as well as page layout. Although design aesthetics is discussed, the emphasis is on mastering the software program.
- ART 400 INDEPENDENT STUDY** (variable credit)  
 Special art projects subject to departmental approval and under the direction of a departmental faculty member.
- 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 421 PAINTING III** (3)  
 Prerequisite: ART 322  
 Students will demonstrate advanced level painting in acrylic and/or oils.
- ART 422 PAINTING IV** (3)  
 Prerequisite: ART 421  
 This course is a continuation of Painting III.
- ART 423 ADVANCED CERAMICS**  
 Prerequisite: ART 121 or 122  
 Students in this advanced class will work on more advanced projects either sculptural or utilitarian in nature.
- 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 461 ADVANCED DESIGN PROBLEMS** (\*3)  
 Course Requirement: Graphic Design students only  
 This course will focus 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. Thesis concept and development will begin in this course.

**ART 466 ART HISTORY SEMINAR (3)**  
Course Requirement: Art History majors  
This seminar will be an intensive study of a particular topic. Students will work on researching and writing a substantial research paper.

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## BIOLOGY

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**BIO 101/102 GENERAL BIOLOGY I, II (4, 4)**  
**BIO 101L/102L GENERAL BIOLOGY LAB I, II**  
3-hour lecture, 3-hour lab  
Prerequisite: BIO 101 is a prerequisite for BIO 102  
Corequisite: CHE 111 is a corequisite for BIO 101  
These courses examine the characteristics of living organisms including a study of the cell theory, levels of organization, and principles of taxonomy as expressed in plant and animal forms.

**BIO 202 GENERAL PHYSIOLOGY (4)**  
**BIO 202L GENERAL PHYSIOLOGY LAB**  
3-hour lecture, 3-hour lab  
Prerequisite: BIO 102  
This course is a study of physiochemical bases, regulation and integration of biological activities at various levels of organization.

**BIO 205 BIOLOGICAL LITERATURE (3)**  
**BIO 205L BIOLOGICAL LITERATURE DISCUSSION**  
Prerequisite: BIO 102  
Biological literature covers the standard references and forms of literature in the biological sciences through specific library assignments and reports. Also included is 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 202 or BIO 102 and 211  
This course offers 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  
This course examines 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  
Corequisite: CHE 103 or 111  
This sequence of courses is designed to provide students of Medical Technology, 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.

- BIO 215 NUTRITION (2)**  
 Prerequisite: CHE 103/103L, 104/104L; BIO 211, 212  
 This course examines 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 216 INTRODUCTION TO MEDICAL MICROBIOLOGY (4)**  
**BIO 216L MEDICAL MICROBIOLOGY LAB**  
 3-hour lecture, 3-hour lab  
 Prerequisite: BIO 102 or BIO 212  
 This course is 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)**  
 This course is 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 255 PHARMACOLOGY (3)**  
 Prerequisite: BIO 212 and CHE 104  
 This course is a study of the pharmacological properties of drugs relative to their origin, classification, and dosage with emphasis on pharmacodynamics and pharmacotherapeutics.
- 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 305 MICROBIOLOGY (Organismic) (4)**  
**BIO 305L MICROBIOLOGY LAB**  
 3-hour lecture, 3-hour lab  
 Prerequisite: BIO 202 or both BIO 102 and 212  
 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 (Environmental & Evolutionary) (4)**  
 Prerequisite: BIO 102  
 This course is 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. *(Summer Session Only.)*
- BIO 309 FIELD BIOLOGY (Environmental & Evolutionary) (4)**  
 Prerequisite: BIO 102  
 Field biology is 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 315 INVERTEBRATE ZOOLOGY** (Organismic) (4)  
**BIO 315L INVERTEBRATE ZOOLOGY LAB**  
 3-hour lecture, 3-hour lab, research project  
 Prerequisite: BIO 205 and either BIO 202 or 212  
 This survey course investigates 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  
 This course examines 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** (Environmental & Evolutionary) (4)  
**BIO 318L ECOLOGY LAB**  
 3-hour lecture, 3-hour lab, research project  
 Prerequisite: BIO 205 and either BIO 202 or 212  
 This course will study 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 202 and 205  
 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** (Environmental & Evolutionary) (4)  
**BIO 325L ANIMAL BEHAVIOR LAB**  
 3-hour lecture, 3-hour lab  
 Prerequisite: BIO 102 or PSY 105  
 Course Requirement: Biology majors only  
 This course 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 206  
 This is a basic course on cell-mediated and humoral aspects of immunity with reference to laboratory procedures for determining immunological status.
- BIO 328 VERTEBRATE BIOLOGY** (Environmental & Evolutionary) (4)  
**BIO 328L VERTEBRATE BIOLOGY LAB**  
 3-hour lecture, 3-hour lab  
 Prerequisite: BIO 205  
 This lecture and laboratory course examines 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

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 202 or both BIO 102 and 212

Corequisite: CHE 240

This course explores 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 use in the field of biochemistry.

**BIO 340 VERTEBRATE HISTOLOGY** (Organismic) (4)  
**BIO 340L VERTEBRATE HISTOLOGY LAB**

3-hour lecture, 3 hour lab

Prerequisite: BIO 202 or both BIO 102 and 212

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

This course examines 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 bases 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 350 EVOLUTION** (Environmental & Evolutionary) (4)  
**BIO 350L EVOLUTION LAB**

3-hour lecture, 3-hour lab

Prerequisite: BIO 206

This course focuses on the mechanisms of evolutionary change, ranging from microevolutionary processes within populations to macroevolutionary patterns over geologic time. Emphasis is placed on the historical context of the discipline, and development of related research areas. Course structure will consist of lectures, discussions, student presentations, work with computer simulations and data sets, fieldwork, and independent projects.

**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 (3)**  
This practicum is an educationally directed learning experience in a gerontological setting. Emphasis is placed on biological, psychological, and sociological aspects.

**BIO 489 BIOLOGY SEMINAR (3)**  
The seminar course is 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 aquatic biology, ecology, environmental science and science education. Students will dedicate a minimum of 45 hours/semester/credit working alongside Field Station staff in assisting in the research and outreach programs at the Center for Ohio River Research and Education. Students will develop basic research skills and are expected to develop and conduct a related independent study project of their own.

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### **COURSES FOR NON-MAJORS**

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The Biology Department offers a series of relevant, topically-oriented courses that include lecture, discussion, and laboratory or field work. All of the following courses fulfill the core requirement for natural science. **At present, the series includes:**

**NSC 208 BIOLOGY OF AGING (3)**  
This course examines 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.

**NSC 209 BIOLOGY OF THE HUMAN (3)**  
This course involves the 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.

**NSC 214 ENVIRONMENTAL SCIENCE (4)**  
**NSC 214L ENVIRONMENTAL SCIENCE LABORATORY**  
3-hour lecture, 3-hour lab

This course is 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.

**NSC 249 BIOLOGY AND CONTEMPORARY ETHICAL ISSUES (3)**  
In this course, the impact of biological science and technology on society are discussed from an ethical perspective. Both biomedical and environmental issues are considered.

**NSC 255 NATURAL SCIENCE: SPECIAL TOPICS (variable credit)**  
This course is reserved for special topics such as telecourses which are only offered periodically.

**NSC 256 MICROBES, HEALTH & DISEASE (3)**  
Students will study how viruses and bacteria impact the human condition. The biological basis of good health is discussed.

- NSC 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.
- NSC 267 NATURAL SCIENCE: BIOLOGICAL (4)**  
3-hour lecture, 3-hour lab  
This course will examine 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.
- NSC 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.

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## **BUSINESS ADMINISTRATION**

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- BUA 104 INTRODUCTION TO BUSINESS MANAGEMENT (3)**  
This course offers an introduction to the accelerated college-level business program, provides a contemporary overview of the business environment, and reviews and coaches students in the core skills for success in the 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 (2)**  
This course is an introduction to the structure, functioning, and role of the business and economic systems.
- BUA 200 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 201 INTRODUCTION TO TODAY'S BUSINESS AND TEAM BUILDING (3)**  
Course Requirement: TAP students only  
This course offers an introduction to the structure, functions, and role of the business and economic systems and provides an overview of all business courses in the program, a review of guidelines to successfully develop study groups, and a reintroduction to college life for those who may have had an extended hiatus.
- BUA 205 FIRST LINE SUPERVISION (3)**  
First line supervision is a course specifically designed to deal with the unique problems of the first line supervisor. Emphasis is placed on analysis and development of each student's own first line supervisory abilities.
- BUA 207 SMALL BUSINESS MANAGEMENT (3)**  
This course addresses 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 241 MATHEMATICAL ANALYSIS FOR MANAGEMENT (3)**

Prerequisite: GEC 096 or the equivalent and CIS 111

Course Requirement: BBA (Standard option) students only

This course covers concepts of calculus essential to management in modeling and solving optimization problems, using spreadsheets and other software. BUA 241 replaces MAT 143 for B.B.A. (Standard option) students.

**BUA 245 QUANTITATIVE METHODS I (4)**

This is 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.

**BUA 249 BUSINESS STATISTICS (3)**

Prerequisite: GEC 096 and CIS 111 or equivalent

Recommended Prerequisite: MAT 143 or BUA 241

This course examines the application of statistical concepts to business and economics. Topics covered include: descriptive statistics, probability and probability distributions, statistical inference, and regression.

**BUA 252 GLOBAL BUSINESS (3)**

The course will be interdisciplinary and involve 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 260 PRINCIPLES OF BUSINESS MANAGEMENT (3)**

This course delves in detail into the schools of thought in management. Development of one's management techniques is achieved through the learning of theories of leadership and management. Case studies show the internal workings of organizations from a managerial point of view, and an in-depth study of the decision-making process and managerial functions is included.

**BUA 261 DEVELOPMENT OF AMERICAN ENTERPRISE (3)**

This course traces 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 262 DIVERSITY IN THE WORKPLACE (3)**

This course recognizes a diverse corporate workforce, significantly different from the traditional employee population, that creates unique challenges. Study will be devoted to Federal and State laws affecting employment decisions, management concepts, issues, and functions. Emphasis will be placed on using effective tools for interviewing, training, performance management, providing employee benefits, and developing successful employee relations with this diverse population.

**BUA 263 EMERGING ISSUES IN BUSINESS MANAGEMENT (3)**

This course concentrates on the dynamic changing business environment. Social trends, demographic trends, technological improvements, and the evolving global economic systems are the core areas of study. Extensive use is made of case studies to facilitate learning and analyze current issues facing contemporary management.

- BUA 291 BUSINESS LAW I (3)**  
The primary purpose of this course is to 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)**  
This course is a continuation of BUA 291. It will include a further discussion of real estate, wills and estates, corporations, and consumer protection.
- BUA 298 BUSINESS MANAGEMENT CAPSTONE (3)**  
This course is the culmination of the Associate of Elected Studies in Management program. Through this course one demonstrates proficiency in business management by learning and developing a complete business plan. It will require the incorporation of all key elements that have been mastered in the areas of planning, organizing, controlling, and leading. The plan is accomplished as a team project.
- BUA 301 ORGANIZATION AND MANAGEMENT (3)**  
This course offers 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)**  
Recommended Prerequisite: BUA 301  
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 301  
This is 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 INDUSTRIAL PSYCHOLOGY (3)**  
This course will investigate the 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)**  
Prerequisite: ENG 150  
This course is designed to improve writing skills in business situations, emphasizing the application of business principles in a diverse workplace.
- BUA 306 SAFETY, HEALTH AND ENVIRONMENTAL ISSUES IN MANAGEMENT (3)**  
Prerequisite: BUA 301 and 302  
Students will study safety, health and environmental issues and the associated legal and ethical issues.

- BUA 307 LEADERSHIP (3)**  
 Prerequisite: BUA 301, 302  
 This course will focus on what makes a successful leader today 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: ECO 105 or ECO 206  
 Recommended Prerequisite: SOC 105 or PSY 105  
 This course offers a study 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)**  
 Prerequisite: BUA 301, 302  
 This course will 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 315 PRINCIPLES OF ADVERTISING (3)**  
 Prerequisite: BUA 311  
 This course is 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 311; PSY 105 or SOC 105  
 This course will examine the consumer from an economic and marketing viewpoint, with specific reference to motivation and decision-making aspects of that behavior.
- BUA 317 PUBLIC RELATIONS (3)**  
 Recommended Prerequisite: BUA 311  
 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.
- BUA 318 SALESMANSHIP (3)**  
 This course will examine 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 311  
 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 102 or 210; BUA 241, 249 or 245; CIS 111; ECO 105 or 206  
 Business finance examines 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)**  
 Investment analysis is 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)**  
 Prerequisite: BUA 301 and 341 or 345  
 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 the equivalent  
 This course will cover 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 I (4)**  
 This is the second 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.
- BUA 350 PORTFOLIO MANAGEMENT (3)**  
 Prerequisite: BUA 325; 249 or 245  
 This course will examine the 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)**  
 Course Requirement: Junior, Senior, or TAP students  
 This course explores the infrastructure of the healthcare services delivery system in the United States and the effects of legislation and policymaking on communities and stakeholders.
- BUA 380 LEGAL ISSUES IN SPORTS AND ENTERTAINMENT MARKETING (3)**  
 Prerequisite: BUA 291  
 Course Requirement: Junior status, minimum GPA of 2.5  
 This course offers an investigation into the plethora of legal issues facing the sports and entertainment industries. The course will analyze legislation that has effected 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 380.*

**BUA 390 BUSINESS PRACTICUM (3)**

Prerequisite: BUA 301, 302, 311 and 321

This course offers the upper-level undergraduate student 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

This course is an internship designed specifically to allow the Secondary Education - Business Administration major to experience the functioning of the office environment.

**BUA 392 INTERNSHIP IN SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 311

Course Requirement: Junior status, minimum GPA of 2.5

This course is designed to give the student 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 SEM 392.*

**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

This course addresses 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)**

This course examines the global differences in the culture, economy, politics, and laws that affect the management of foreign operations.

**BUA 406 LABOR PROBLEMS (3)**

Labor problems is 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 and 303

Collective bargaining is 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

This course will build 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 they related to these industries. *Cross-listed as SEM 410.*

**BUA 415 SALES MANAGEMENT (3)**

Prerequisite: BUA 301, 311

This advanced course covers 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 311; BUA 249 or 245

This course attempts to provide the student with an understanding of the research methods used in reaching marketing decisions. Casework and/or a project afford(s) an opportunity for application.

**BUA 417 MARKETING MANAGEMENT (3)**

Prerequisite: BUA 311

This course will do an in-depth investigation of the problems confronted by the marketing manager, using the case study approach.

**BUA 420 EVENT SPONSORSHIP AND PROMOTION (3)**

Prerequisite: BUA 311

Course Requirement: Junior status, minimum GPA of 2.5

This course provides the student with 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 435 CURRENT TOPICS IN OPERATIONS AND LOGISTICS (3)**

Prerequisite: BUA 331

This course is 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)**

Course requirement: TAP students

This course offers an exploration of the many aspects of financial planning including: retirement planning, debt management, estate planning, insurance planning, and investment planning

**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 SEMINAR****(3)**

Prerequisite: Completion of all Business requirements other than the area of emphasis  
This is 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.

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**MASTER OF BUSINESS ADMINISTRATION COURSES**

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**MGT 610B INTRODUCTION TO GRADUATE  
PROFESSIONAL EDUCATION****(3)**

This course is an orientation to graduate professional education and the team processes upon which the M.B.A. Delivery system is based. The Class Continuing Company Case will be introduced.

**MGT 611B MANAGEMENT, ORGANIZATIONAL  
BEHAVIOR AND DESIGN****(3)**

The goal of this course is to develop student understanding of the behavioral sciences as applied by management in domestic and international organizational 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.

**ACC 604B MANAGERIAL ACCOUNTING****(3)**

This course offers a 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.

**LAW 620B 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.

**FIN 630B MANAGERIAL FINANCE****(3)**

This course will analyze 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.

**PHI 605B THE REALM OF VALUES IN MANAGEMENT****(3)**

This course examines 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.

**NEG 615B CONFLICT MANAGEMENT AND NEGOTIATION****(3)**

This course has two components. The first component 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.

**QUA 640B MANAGEMENT SCIENCE AND MODELING (3)**

This course will survey 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.

**ECO 606B ECONOMIC FORECASTING AND STRATEGY (3)**

This course will analyze the various macroeconomic and microeconomic factors affecting the firm in the domestic and international environments. Topics may include forecasting product demand, pricing policies, cost and production analysis, market structure, ethics and government regulation.

**MKT 650B MARKETING STRATEGY (3)**

This course is based on 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.

**OPS 660B OPERATIONS, LOGISTICS AND PRODUCTION (3)**

This course will examine the 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.

**TEC 635B MANAGEMENT OF TECHNOLOGY (2)**

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, emerging technologies, the opportunities and threats provided by new technologies, the dynamics of innovation and intellectual capital as corporate wealth.

**MGT 612B TRANSNATIONAL MANAGEMENT (3)**

This course examines the 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 613B STRATEGY FORMULATION, IMPLEMENTATION AND EVALUATION (3)**

This course will cover 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 including the Class Continuing Company Case.

**PRJ692B MASTER'S PROJECT (5)**

The primary objective of this course is to utilize and integrate program learning and skills within the context of a business research project. Pursuant to this objective, students will design and conduct a client project, including project planning and management, research design and analysis, reporting, development of appropriate recommendations and presentation of results.

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# CHEMISTRY

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**NSC 206 CHEMISTRY IN EVERYDAY LIFE (3)**

This course is 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

This course is designed to provide for the non-science major a set of laboratory experiences associated with the topics covered in NSC 206.

**CHE 101 INTRODUCTION TO CHEMISTRY (3)**

Prerequisite: Proficiency in algebra or GEC 096

This is 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 GEC 096

Concurrent Requisite: CHE 103L

This is 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

This course 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 103L/CHE 104 for 104L

This two-course sequence 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 GEC 096.

Concurrent Requisite: CHE 111L

This course offers 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 113L

Concurrent Requisite: CHE 111 for 111L/CHE 113 for 113L

This two-course sequence will study modern chemical analysis and emphasize 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  
This course follows 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 220 ORGANIC CHEMISTRY I (3)**  
Prerequisite: CHE 111/111L, 113/113L  
Concurrent Requisite: CHE 220L  
This is 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 220L/CHE 240 for 240L  
This two-course sequence covers 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  
This course 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 301 THE CHEMICAL LITERATURE (1)**  
Prerequisite: Permission of the instructor  
This course focuses 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  
This course offers the student 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 313L/CHE 314 for 314L

This two-course lab sequence will allow 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

This course is 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 (3)**

Prerequisite: BIO 101

Corequisite: CHE 240

Concurrent Requisite: CHE 330L

This course explores 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 330L BIOCHEMISTRY LABORATORY (1)**

Concurrent Requisite: CHE 330

This laboratory focuses on learning the techniques currently used in the field of biochemistry. *Cross-listed as BIO 330L.*

**CHE 358 ADVANCED INORGANIC CHEMISTRY (4)**

**CHE 358L ADVANCED INORGANIC CHEMISTRY LABORATORY**

Prerequisite: Completion of sophomore level chemistry

This is 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 385 QUANTITATIVE ANALYSIS (3)**

Prerequisite: Completion of sophomore level chemistry

This lecture/laboratory course is 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 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: CHE 201

This lecture and laboratory course 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 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.

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## COMMUNICATION

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**COM 105 FUNDAMENTALS OF SPEECH (3)**

This is 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 201 INTRODUCTION TO HUMAN COMMUNICATION (3)**

This course offers 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 205 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. *This course fulfills the core requirement in Communication.*

**COM 206 VOICE AND DICTION (3)**

This course offers an introduction to the physical process of human speech and phonetics. Extensive exercises are used to improve voice production, articulation, and vocal variety.

**COM 207 PERSUASIVE PRESENTATIONS (3)**

This course is 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)**

This course concentrates on techniques used for the performance of literature. Students will work with selections from prose, poetry, and theatre while developing their skills in creative analysis and interpretive presentations. *Cross-listed as THR 208.*

- 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)**  
This course investigates 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 301 JOURNALISM I (3)**  
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 302 JOURNALISM II (3)**  
This is a course in advanced reporting, review and criticism, treatment of copy, and total production stages. The course will include practical application of skills in a laboratory setting.
- COM 305 ARGUMENTATION AND DEBATE (3)**  
This course is 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)**  
This course looks at 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)**  
This course develops a basic understanding of public relations functions and how to practice them. It is also the basic course for students in the public relations track in the Communication major.
- COM 320 MASS MEDIA (3)**  
The objective of this course is to survey the functions, operations, responsibilities and influences of print and broadcast media in modern society.
- COM 331 STUDIES IN PUBLIC ADDRESS (3)**  
Prominent speakers and speeches in American political, social and intellectual life are examined, including oral and written evaluation of the historical, analytical, and critical context.
- COM 340 POLITICAL CAMPAIGN COMMUNICATION (3)**  
This course 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 apology. Current and past campaigns will be used as case studies.
- 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)**

This course is 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 360 PUBLIC RELATIONS CASE STUDIES (3)**

This is the capstone course in public relations and examines in detail case studies that demonstrate problem solving using public relations techniques.

**COM 361 SPECIAL EVENT PLANNING (3)**

This course focuses 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 apply to certain social or corporate contexts.

**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 402 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 403 INTEGRATED MARKETING 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 410 GENDER AND FAMILY COMMUNICATION (3)**

The course explores how communication influences gender identification and expectations and how much of this communication socialization impacts how we meet, connect with, and make commitments with others in the process of building family units.

**COM 420 ORGANIZATIONAL COMMUNICATION (3)**

This survey course is designed to examine the nature of organizational communication, its problems, and techniques for improvement. Functions, forms and patterns of communication, effects of organizational structures and dynamics on communication, and methods of evaluating communication within the organization will be explored. Topics may include organizational analysis, organizational networks, manager-subordinate communication, and organizational leadership.

**COM 435 PERSUASION (3)**

Students will examine classical and contemporary theories on the process of influencing human behavior through persuasive communication in terms of politics, social causes, advertising, and interpersonal relationships.

**COM 450 THEORIES OF RHETORIC (3)**  
This seminar deals with the major theoretical approaches to the study of rhetoric with a particular focus upon philosophical and humanistic influences in speech-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)**  
This seminar deals with the major theoretical approaches to study communication from social and scientific perspective.

**COM 470 PUBLIC RELATIONS RESEARCH (3)**  
The course addresses research methodologies for basic and applied research in public relations, including a range of qualitative and quantitative methodologies used in public relations research and how to analyze the results. Methods for writing reports and presentation of research findings are also addressed.

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## COMPUTER INFORMATION SYSTEMS

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**CIS 111 INTRODUCTION TO COMPUTER INFORMATION SYSTEMS (3)**  
This course offers a review of the history and need for information processing, the basic information processing cycle and functions, the processing capabilities of computers, systems development, and program development. Key application areas in business, including word processing, data base management systems, and spreadsheets will be examined in some depth. Hands-on use of a microcomputer for at least an introductory acquaintance with each application will be required. *This course may not be taken if credit has been received for CIS 113.*

**CIS 112 INTRODUCTION TO PROGRAMMING IN C (3)**  
Prerequisite: CIS 111  
This course offers a detailed analysis of problem solving combined with an introduction to computer programming using the C language. Structured programming techniques and concepts will be emphasized.

**CIS 113 COMPUTER APPLICATIONS AND HARDWARE (3)**  
This course will 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.*

**CIS 114 INTRODUCTION TO VISUAL BASIC (3)**  
Prerequisite: CIS 111 or 113  
This is the introductory programming course in the CIS curriculum. Using Visual Basic .NET, the students will be introduced to structured programming, event-driven programming, visual programming and object oriented programming (OOP). The course has a significant hands-on component, requiring multiple programming projects.



- CIS 286 ADVANCED SPREADSHEET APPLICATIONS (3)**  
Prerequisite: CIS 111 or 113  
This course will build 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: Knowledge of BASIC, PASCAL, C or FORTRAN and MAT 201  
Numerical analysis covers finite differences, solution of non-linear (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 VISUAL BASIC (3)**  
Prerequisite: CIS 111, 114, 267  
This is the second course in the Visual Basic .NET series. The course will be structured to involve the student in significant database/client server application development. It will, of course, be a hands-on course. Object oriented programming concepts will be stressed.
- CIS 321 INTRODUCTION TO JAVA PROGRAMMING (3)**  
Prerequisite: CIS 112 or 114  
This course is an introduction and will cover the fundamentals of the Java programming language as well as selected advanced topics that may include object oriented concepts, applets, JDBC, and database connectivity as time permits.
- CIS 323 WEB PAGE DESIGN I (3)**  
Prerequisite: CIS 111  
This course is intended to provide students with 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, javascripts, ASP, and database connectivity.
- CIS 336 FOURTH GENERATION LANGUAGES (3)**  
Prerequisite: CIS 267  
This course is a continuation of CIS 267 with an emphasis on SQL and 4GL front-ends with individual and/or group work on multi-user/networked systems.
- CIS 341 WEB PROGRAMMING I (3)**  
Prerequisite: CIS 241 or 267  
This course offers an introduction to programming as it applies to web pages. Topics will include VBScript, JavaScript, forms, form calculations, and database connections. Students will use an integrated web page editor that automates numerous processes in web development.
- CIS 342 WEB PROGRAMMING II (3)**  
Prerequisite: CIS 341  
This course consists of advanced programming as it applies to web pages. Topics covered will include forms, database access via the web, and interactive web pages. The student will learn how to create web pages and understand the coding behind the page so it can be modified to meet specific needs.

**CIS 348 WEB DESIGN PROJECT (3)**

Prerequisite: CIS 248, 342

This is 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 410 SENIOR SEMINAR (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 College or at local businesses.

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## COOPERATIVE EDUCATION

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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

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## CRIMINAL JUSTICE

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**CRJ 101 INTRODUCTION TO CRIMINAL JUSTICE (3)**

This course provides 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 209 CRIMINAL INVESTIGATION (3)**

Prerequisite: CRJ 101

Criminal Investigation entails an examination of the fundamentals of criminal investigations, including courses of information, crime scene, collection, recording and preservation, scientific aids, modus operandi, interviews and interrogations, follow-up and case preparation.

- CRJ 210 THEORY AND PHILOSOPHY OF POLICING (3)**  
 Prerequisite: CRJ 101  
 This course is 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 301 CRIMINAL LAW AND COURTS (3)**  
 Prerequisite: CRJ 101  
 This course examines 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  
 The substance abuse course examines 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  
 This course examines 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  
 Social research methodology involves exposure to and application of various methods used in conducting social science research. Topics included 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  
 This course entails 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  
 Advanced policing 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 324 WOMEN AND CRIME (3)**

Prerequisite: CRJ 101

This course examines the role of women in crime as offenders, victims, and criminal justice professionals. This course examines these roles in all the components of the criminal justice system-police, courts, and corrections.

**CRJ 355 CONTEMPORARY ISSUES (3)**

Prerequisite: CRJ 101

These 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

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 laws school application processes.

**CRJ 407 CRIMINAL JUSTICE ADMINISTRATION (3)**

Prerequisite: CRJ 101

This course focuses 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

Senior seminar is a capstone for the major. In the course specific topics are addressed in a fashion that promotes synthesis of previous courses.

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## DANCE

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**DAN 100 DANCE STYLES I (2)**

This course introduces the student to ballet and jazz techniques as well as various styles of dance including historical dance and musical theatre dance.

**DAN 200 DANCE STYLES II (2)**

This course is a continuation of DAN 100 working for a wider application and refinement of the methods and styles learned in DAN 100.

**DAN 201 TAP** (2)  
Prerequisite: DAN 100  
This class is focused on teaching basic tap steps and construction of tap dances and programming.

**DAN 255 SPECIAL TOPICS** (1-3)  
Special topics will be offered under this number.

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## ECONOMICS

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**ECO 105 PRINCIPLES OF ECONOMICS** (3)  
This course will require students to seek understanding of 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 115 ECONOMICS PRINCIPLES AND ISSUES** (4)  
Course Requirement: B.B.A. (Accelerated option) students  
This course offers an analysis of economic activity and it is conducted with the goal of enabling the student to understand basic economic principles and their application in approaching societal problems. This course replaces ECO 105 for B.B.A. (Accelerated option) students.

**ECO 205 MONEY AND BANKING** (3)  
Prerequisite: ECO 105  
This course considers 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 206 CONTEMPORARY ECONOMIC 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 215 MICROECONOMIC THEORY** (3)  
Prerequisite: ECO 105  
This advanced course offers 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  
This advanced course examines 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 218 PERSONAL FINANCE** (3)  
Prerequisite: ECO 105  
Students will explore the many financial decisions that the average individual and family must make, such as credit and borrowing, insurance, taxes, and purchasing.

- ECO 238 INTERNATIONAL ECONOMICS AND FINANCE (3)**  
 Prerequisite: ECO 105  
 This course will examine the economics of foreign trade, including real and monetary aspects, balance of payments, gold flows, exchange rates, free trade, and protectionism.
- ECO 239 ECONOMIC GROWTH AND DEVELOPMENT (3)**  
 Prerequisite: ECO 105  
 This course is an inquiry into the history and analysis of the concepts of economic growth and development as applied to various types of economic systems.
- ECO 305 GAME THEORY AND BUSINESS STRATEGY (3)**  
 This course offers students an introduction to non-cooperative game theory with applications to firm strategy and bargaining models. 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  
 This course is a comparative study of the different types of economic systems. Attention is focused on economic theory and recent trends in the transformation and change occurring in these economic systems.
- ECO 310 LAW AND ECONOMICS (3)**  
 Prerequisite: ECO 105  
 This course introduces the economic analysis of the law. Economic analysis will be used to shed light on property, tort, and contract law. *Cross-listed as PLS 310.*
- ECO 325 INVESTMENT ANALYSIS (3)**  
 Investment analysis is 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 349 WORLD ECONOMIC HISTORY (3)**  
 This course is 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 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.

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## 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. Specific field experience is required.
- EDU 201 HUMAN GROWTH AND DEVELOPMENT (3)**  
Prerequisite: EDU 101 and PSY 105  
This course examines the physical, mental, emotional, and social development patterns and the implications of this knowledge for teaching and learning. Specific field experience is required.
- PHE 105 HEALTH AND PHYSICAL EDUCATION (3)**  
Prerequisite: EDU 201, and admission to the Teacher Education Program  
Topics discussed in this course will include: elements of hygiene related to health, principles of nutrition, application of health knowledge in establishing health attitudes, methods of teaching health in the schools and supervision and participation in physical activities.
- EDU 202 EDUCATIONAL PSYCHOLOGY A: P-5, B: 5-9, C: 8-12 (3)**  
Prerequisite: EDU 201  
Students will study learning theories and teaching-learning processes. Specific field experience is required.
- EDU 205 CHILDREN'S LITERATURE (3)**  
This course will investigate 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 207 ADOLESCENT LITERATURE (3)**  
This course will investigate the essential elements and types of literature. Students will acquire a knowledge base of authors and books, learn about the importance of the role of literature in the development of adolescents, and learn about using literature in teaching adolescents. *Cross-listed as ENG 212.*
- EDU 210 DEFINING BOUNDARIES (1)**  
The three-part Break the Boundaries sequence (EDU 210, 310, 410) gives students the challenge and opportunity to move beyond their own personal cultural limitations. In EDU 210, Defining Boundaries, students are invited to discover where some of their boundaries lie and begin to explore them.
- EDU 215 EARLY CHILDHOOD EDUCATION (3)**  
Concurrent Requisite: EDU 216  
This course examines 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 ELEMENTARY PRACTICUM (1)**  
Concurrent Requisite: EDU 215  
This course offers the student 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 301, 302 CLINICAL SEMINAR I, II (A: P-5, B: 5-9) (2, 2)**

Concurrent Requisite: EDU 303, 304

This seminar integrates theory into practice and develops the professional skills in instructional and classroom management. EDU 301 and 302 are structured as a two-semester sequence.

**EDU 303, 304 CLINICAL FIELD EXPERIENCE I, II (A: P-5, B: 5-9) (1, 1)**

Concurrent Requisite: EDU 301, 302.

Students will gain experience participating at specific grade levels.

**EDU 305 EDUCATIONAL TECHNOLOGY (3)**

Education Technology will study the concepts and skills used in teaching with the aid of technology and multimedia. Laboratory experiences are included.

**EDU 310 EXPLORING BOUNDARIES (1)**

The three-part Break the Boundaries sequence (EDU 210, 310, 410) gives students the challenge and opportunity to move beyond their own personal cultural limitations. In EDU 310, Exploring Boundaries, students are invited to probe and push their limits in the realm of values, attitudes and dispositions, and to participate in experiences outside their comfort zone.

**EDU 311, 312 SECONDARY CLINICAL SEMINAR I, II (2-3, 2-3)**

Concurrent Requisite: EDU 313, 314

This seminar integrates 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, 312

Students will gain experience participating experience in secondary schools.

**EDU 317 TEACHING EXCEPTIONAL LEARNERS (2)**

Prerequisite: EDU 202

This course offers 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.

**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)**

This course will examine the historical and research base for social studies classroom practices, procedures, and materials.

**EDU 327 TEACHING SCIENCE (A: P-5, B: 5-9) (2)**

This seminar will examine 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 (4)**  
This course will investigate the theories and psychology of reading and the teaching of reading. Students will learn a developmental approach to teaching reading through appropriate methods.
- EDU 337 TEACHING READING: 5 – 12 (2)**  
This course will provide students with the knowledge and skills necessary to teach reading, primarily in contact areas, in middle school and high school.
- 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 410 BREAKING BOUNDARIES (1)**  
This course is part 3 of a three-part experience. Students will present essays, reports, discussions, photos, and artifacts. (See EDU 210 and 310.)
- 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 420 TEACHING WRITING AND READING ACROSS DISCIPLINES (3)**  
Prerequisite: ENG 150  
This course introduces prospective middle and secondary teachers to the theories, practices, and approaches for improving content acquisition (primarily non-fiction) using literacy strategies. The course focuses on assignment and lesson development, and strategies for improving understanding through reading and writing. *Cross-listed as ENG 420.*
- EDU 425 INTEGRATIVE SEMINAR (3)**  
This course examines educational philosophies, school law and management, and school-related social issues. Students will clarify their own attitudes and values.

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## MASTER OF ARTS IN TEACHING COURSES

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- EDM 505 CLASSROOM APPLICATIONS OF TECHNOLOGY (2)**  
This course introduces students to the utilization of technology and multimedia as part of the educational process. Laboratory experiences are included. The course will focus on technological solutions necessary for a professional career as a teacher.
- EDM 510 HISTORY AND PHILOSOPHY OF AMERICAN EDUCATION (2)**  
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 course will focus on inquiry into contemporary educational theory and practice.

**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. Individual study includes student development at specific levels of instruction. Specific field experience is required.

**EDM 512 METHODS OF EFFECTIVE CLASSROOM INSTRUCTION FOR MIDDLE/SECONDARY STUDENTS (3)**  
In this course students learn about effective classroom methods and instructional strategies. It requires development of lesson plans, presenting lessons, and critical analysis of demonstrated lesson plans. It combines seminar format and content area field experience.

**EDM 515 CLASSROOM MANAGEMENT AND DISCIPLINE (2)**  
This course explores recent research and theory related to planning, organizing and managing student learning and behavior in the classroom. Students will demonstrate effective classroom management and disciplinary teachings.

**EDM 517 EXCEPTIONALITIES AND SCHOOLING (2)**  
This course offers 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 (2)**  
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. Students are encouraged to self assess values, attitudes, and dispositions. Students will examine curricular changes necessary to address inclusion of all students in today's schools.

**EDM 520 TEACHING WRITING AND READING ACROSS THE DISCIPLINES (3)**  
This course introduces prospective middle and secondary teachers to the theories, practices, and approaches for improving content acquisition (primarily non-fiction) using literacy strategies. The course focuses on assignment and lesson development, and strategies for improving understanding through reading and writing.

**EDM 528 CURRICULUM DESIGN AND ASSESSMENT (3)**  
This course applies principles and strategies for effective middle/secondary teaching. Students will study methods of research and assessment. Course content will address testing, measurement, and statistics. Special emphasis will be given to action research.

**EDM 535 MENTORED TEACHING I (6)**  
Prerequisite: EDM 512  
This course provides an opportunity for the student in the alternative certification (track 1) program to 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 student's teaching portfolio. This occurs during the first semester for track 1 students. For track 2 students, this course is offered during the first half of the student teaching experience.

**EDM 536 MENTORED TEACHING II (6)**

This course is a continuation of the Mentored Teaching I course. It provides for continued monitoring of the student's teaching experience by an experienced mentor teacher. The mentor teacher will continue to assist the student by modeling best practice, being available for consultation, conducting observations of teaching lessons, assisting the student in portfolio development, and staying in frequent communication with faculty.

**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.

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## ENGLISH

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### Core Curriculum Requirement

Students in the B.A., B.E.S., and B.B.A. programs are required to complete ENG 150 Literature, Writing and Research **and** a literature or advanced writing course at the 200 level or above.

Courses that **do not** fulfill this requirement include: ENG 298, 320, 405 and 420.

**ENG 099 BASIC COMPOSITION (0)**

This course is designed to develop the principles and techniques of written English composition and to strengthen basic skills in grammar, punctuation, sentence, and paragraph construction. The course is required of students who do not meet the College's criteria for performance on the English section of the ACT, currently 17 or lower. *This course uses the remedial grading system and does not count toward the 128 hours needed for graduation or satisfy any core requirement.*

**ENG 150 LITERATURE, WRITING AND RESEARCH (3)**

This is a reading and writing intensive course and is 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 204 NEWS AND FEATURE WRITING (3)**

In this course students will produce original manuscripts through fieldwork; develop skills of description and topic development; practice critique and revision; develop an awareness of periodicals "scene" and publication opportunities and the option of contributing toward a campus newspaper or magazine. *This course is an elective option in the Creative Writing track.*

**ENG 210 INTRODUCTION TO LITERARY STUDIES (3)**

Course Requirement: English or English-Secondary Education students

This course should be taken during the freshman 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 (3)**

This course focuses on developing multiple strategies for reading and analyzing adolescent literature, and for teaching such material in middle school contexts. The course is reading and writing intensive, with a strong focus on pedagogical strategies, and curricular development. *Cross-listed as EDU 207.*

**ENG 227 MYTHOLOGY AND LITERATURE (3)**  
This course examines 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)**  
This course will examine 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 231/232 SURVEY OF AMERICAN LITERATURE I, II (3, 3)**  
These courses present a study of American literature from the beginning to post-World War II. The semester division is the Civil War. The courses emphasize the evolution of major literary and historical trends, the development of prominent themes of American literature, and close reading and written analysis of selected works. *Required of English majors.*

**ENG 240 LITERATURE AND THE ARTS (3)**  
This course combines Music, Poetry, Paintings, and Architecture in a multi-disciplinary study of how these arts variously interrelated. Common themes appear in the sense of artful order, structure, rhythm, gradation, and coherence. Features: Frank Lloyd Wright, Shakespeare, American Poetry, the Cincinnati Symphony Orchestra, the Cathedral Basilica of Covington, the Athenaeum, and the Taft Museum. *This course fulfills either a fine arts or upper level literature and writing requirement for the core.*

**ENG 242 FILM AND THE NOVEL (3)**  
This course studies 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)**  
This course offers the students 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 255 SPECIAL TOPICS (3)**  
Writing-intensive topical literature courses will be offered under this number as English electives.

**ENG 260 THE VIETNAM WAR IN LITERATURE AND FILM (3)**  
This course is 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 298 ENGLISH INTERNSHIP****(variable credit)**

This course consists of 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 306 APPALACHIAN AND KENTUCKY WRITERS****(3)**

Recommended prerequisite: ENG 150

This course explores the literature written by Kentucky and Appalachian writers, as well as literature about those places. 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 320 RHETORICAL GRAMMER****(3)**

Prerequisite: ENG 150

This advanced writing course helps 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 321 ADVANCED COMPOSITION****(3)**

This is an advanced writing course designed to help students further their skills in expository and argumentative writing. In this course students will hone invention process and revision skills. This course is recommended for pre-med, pre-law, business majors, or any students who wish to strengthen and polish their writing skills.

**ENG 322 CREATIVE WRITING: POETRY****(3)**

This course provides 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 323 CREATIVE WRITING: FICTION****(3)**

This course provides 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 324 ADVANCED CREATIVE WRITING****(3)**

Prerequisite: ENG 322 and 323

This course fulfills a writing workshop requirement for upper level English majors in the creative writing track. 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. 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 331 SHAKESPEARE (3)**  
This course involves the study of 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 346 AMERICAN NOVEL (3)**  
American novel provides 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)**  
This course provides 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 351 ENGLISH LITERATURE THROUGH THE ELIZABETHAN AGE (3)**  
This course is an investigation of the development of literature that began with the Anglo-Saxon oral tradition. Students begin by reading 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*. The survey closes with a study of Elizabethan Literature devoting special attention to Shakespearean drama.

**ENG 352 ENGLISH RENAISSANCE & RESTORATION LITERATURE (3)**  
This course continues the investigation of the development of literature by focusing on the major works written from the accession of King James in 1603 through the Neoclassical Period. Major works may include Milton's *Paradise Lost*, Aphra Behn's *Oroonoko*, Congreve's *The Way of the World*, Swift's *Gulliver's Travels*, and Wordsworth's and Coleridge's *Lyrical Ballads*. *Required of English majors*

**ENG 353 NINETEENTH CENTURY ENGLISH LITERATURE (3)**  
Students will complete an intensive study of Late Romantic and Victorian writing. This course begins with the Romantic Novel, continues with major works of the great Victorian novelists and poets, and concludes with the more revolutionary writing of the fin-de-siecle. *Required of English majors.*

**ENG 354 TWENTIETH CENTURY ENGLISH LITERATURE TO THE PRESENT (3)**  
This course examines the literature of modernity and postmodernity. 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 362 ADVANCED CREATIVE WRITING: NONFICTION (3)**  
In a workshop atmosphere, students will fine-tune revising and editing skills for their original creative nonfiction manuscripts. This 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. The course may be repeated for credit, with permission of the instructor. *This course fulfills either a fine art or upper level literature and writing requirement for the core.*

- ENG 371/372 DEVELOPMENT OF DRAMA I, II (3, 3)**  
 This course is 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)**  
 This course was 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 405 ENGLISH SEMINAR (3)**  
 Course Requirement: English and English-Secondary Education students  
 This seminar course studies 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 420 TEACHING WRITING AND READING ACROSS DISCIPLINES (3)**  
 Prerequisite: ENG 150  
 This course introduces prospective middle and secondary teachers to the theories, practices, and approaches for improving content acquisition (primarily non-fiction) using literacy strategies. The course focuses on assignment and lesson developments, and strategies for improving understanding through reading and writing. *Cross-listed as EDU 420.*
- ENG 429 POETRY (3)**  
 Poetic expression: a study of versification, evolution of traditional verse forms, free verse, and the new poetry; figurative language; emphasis on poets' novel use of language and formal patterning. The course includes the study of influential poets from various periods.
- ENG 434 HISTORY AND LITERATURE OF IRELAND, 1798-1926 (3)**  
 This course provides a study of the interlocking roles played by history and literature in the rise of Irish nationalism from 1798 to 1926. *Cross-listed as HIS 434.*
- ENG 445 CONTEMPORARY AMERICAN FICTION (3)**  
 This is 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, the trend toward literary experiments such as meta-fiction, the "new journalism," and "magical realism," as well as the continuing traditions of realism and naturalism in American literature.
- ENG 449 LITERATURE OF THE AMERICAN SOUTH (3)**  
 This course offers 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)**  
 This course will be an intense, focused study of a topic of special interest to the faculty, usually requiring extensive reading and research.

**ENG 485 BRITISH ROMANTICISM****(3)**

In this course students will study selected works of major British writers of the Romantic era of the late 18<sup>th</sup> and early 19<sup>th</sup> 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).*

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## ENVIRONMENTAL SCIENCE

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**ENV 214 ENVIRONMENTAL SCIENCE****(4)****ENV 214L ENVIRONMENTAL SCIENCE LABORATORY**

Course requirement: Environmental Science majors

This core course for environmental science majors 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.

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## EXERCISE SCIENCE

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**ESC 255 SPECIAL TOPICS IN EXERCISE SCIENCE****(variable credit)**

Special topics courses are offered for subjects not included in the established curriculum.

**ESC 285 INTRODUCTION TO PHYSICAL AND PERSONAL HEALTH****(2)**

Students will learn strategies that promote physical fitness including the identification and analysis of factors that affect health.

**ESC 286 EXERCISE PHYSIOLOGY****(3)**

Prerequisite: BIO 211, 212 and ESC 285

The course examines the application of basic physiological concepts to exercise in the context of environmental conditions with special reference to conditioning, performance, and rehabilitation.

**ESC 287 FIRST AID/BASIC ATHLETIC TRAINING FOR THE EXERCISE PROFESSIONAL****(3)**

Prerequisite: ESC 286

Students will learn how to recognize and care for sports related injuries.

**ESC 288 EXERCISE LEADERSHIP & PRESCRIPTION****(3)**

Prerequisite: ESC 286

Students will learn how to develop, implement, and evaluate individualized exercise regimens.

**ESC 289 EXERCISE SPECIALIST INTERNSHIP****(3)**

Prerequisite: ESC 287 and 288

This course is a supervised practical learning experience in exercise leadership and prescription at centers for sports medicine, personal and/or corporate fitness, recreation, and rehabilitation.

**ESC 385 KINESIOLOGY****(3)**

Prerequisite: BIO 211 and 212

This course will examine limb and body movement and the active and passive structures involved.

**ESC 387 ADVANCED ATHLETIC TRAINING (3)**

Prerequisite: ESC 287

Students will learn advanced training in exercise and the recognition and care of sports-related injuries.

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## FORENSIC SCIENCE

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**FOR 201 FORENSIC SCIENCE SURVEY (3)**

Prerequisite: CHE 113/113L, BIO 101/101L, BIO 102/102L

The student will receive an overview of trial of methods, accident reconstruction, crime scene investigations, speed devices, sound spectrograms, neutron activation analysis, pathology, and the like. Numerous guest lecturers who are experts in various field of forensic science will be invited to participate.

**FOR 202 FORENSIC EVIDENCE AND LEGAL ISSUES (3)**

Prerequisite: FOR 201

Topics of this course include ethical issues relating to the expert witness, qualifications of scientific experts, and elements of courtroom testimony for the expert witness. Videotaping of testifying in mock courtroom situations will also be included.

**FOR 301 FORENSIC SCIENCE LABORATORY TECHNIQUES (3)**

Prerequisite: CHE 240/240L, FOR 201

This course offers an introduction to the application of scientific methods for the examination of physical evidence in the criminal justice system, as well as an overview of the forensic analysis of firearms, fingerprints, drugs, blood, hair, fibers, paint, glass, and arson debris.

**FOR 401, 402 FORENSIC SCIENCE INTERNSHIP (3)**

Course Requirement: Senior status in program

Students will complete an internship at a crime laboratory.

**FOR 411 PHYSICAL METHODS IN FORENSIC SCIENCE (3)**

Course Requirement: Senior status in program

This course will include application of chemical instrumentation to separation, identification, and comparison of drugs, paint, glass, fiber, and other materials associated with crime scenes.

**FOR 412 MICROSCOPY (3)**

Course Requirement: Senior status in program

This course offers an introduction to microscopic analysis, including identification and characterization of materials such as glass, hair, fibers, paint, and soil.

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## FRENCH

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**FRE 101/102 FRENCH LEVEL I (3, 3)**

No Prerequisites

These are 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)**

Prerequisite: FRE 102 or equivalent.

These courses continued 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

This course focuses 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)**

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

This course offers 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

This course will examine selected sociological, political, cultural, and economic issues of contemporary France and Francophone areas.

**FRE 305 FRENCH FILM (3)**

Prerequisite: FRE 202 or equivalent

This course will focus on 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 Certificat 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

This course will survey the important literature written in French throughout the ages and across cultures. Students learn the terminology of literary criticism.

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## GENERAL COLLEGE COURSES

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*No GEC course can be used to fulfill college core requirements, unless otherwise stated.*

**GEC 093/094 BEGINNING ALGEBRA A, B (0, 0)**

This two-course sequence is equivalent to the single course GEC 096. All of the algebraic topics of GEC 096 are covered, but at a slower pace. *GEC 093 is a prerequisite for GEC 094. These courses use the remedial grading system and do not count toward the 128 hours needed for graduation or satisfy any core requirement.*

**GEC 096 BEGINNING ALGEBRA (0)**  
This course is based on a carefully guided approach to basic mathematics, primarily algebra, with emphasis on understanding the 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 is required of anyone with a math ACT below 18, as recently mandated by KDE. An in-house math placement test is available as an option; contact the mathematics department. *This course uses the remedial grading system and does not count toward the 128 hours needed for graduation or satisfy any core requirement.*

**GEC 101 COLLEGE SURVIVAL SKILLS (1)**  
Students will gain an extended orientation to the personnel, services, and facilities of Thomas More College. This course aids students in meeting the challenges of making the transition from high school to college.

**GEC 102 STUDY SKILLS (3)**  
This course develops 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 165 COLLEGE READING (1-3)**  
This course will review 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 may be taken with another course that offers service learning. Students can earn one to three credit hours based on hours of service and amount of written work. Service placements will be arranged to enhance objectives in other courses. For more information see the Service Learning option under Academic options.

**GEC 255 SPECIAL TOPICS (3)**  
Special topics courses are offered periodically for topics not included in the established curriculum.

**GEC 270 CAREER EXPLORATION (1)**  
This course is 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)**  
This course is 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.

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## GEOGRAPHY

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Although Thomas More College has no Department of Geography, it offers the following service course under the auspices of the History Department.

### **GEO 201 INTRODUCTORY GEOGRAPHY (3)**

This survey course examines 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.

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## GERMAN

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### **GER 101/102 GERMAN LEVEL I (3, 3)**

These courses will 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)**

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.*

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## HISTORY

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### **HIS 101/102 WORLD CIVILIZATIONS I & II: (3, 3)**

This two-semester multi-cultural survey investigates 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)**

This is a two-semester introductory survey of United States history, divided at 1877.

### **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)**

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)**

This is a two-semester survey of European history beginning with the Renaissance and divided at 1815.

### **HIS 206 HISTORY OF KENTUCKY (3)**

This course is a political, economic and cultural survey of the Commonwealth's development from 1750 to the present.

- HIS 208 AFRICAN-AMERICAN HISTORY (3)**  
African-American history is a study of the problems and achievements of African-Americans from the colonial period to the present.
- HIS 215 HISTORY OF NURSING (3)**  
History of nursing is a survey of the practices and conditions from which contemporary nursing has evolved.
- HIS 301 COLONIAL AND REVOLUTIONARY AMERICA (3)**  
This course studies 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 IN THE UNITED STATES (3)**  
This course investigates the republican government, westward expansion, cultural change, and sectional conflict during the civil war era, 1789-1877.
- HIS 303 THE RISE OF THE UNITED STATES, 1877-1945 (3)**  
This course studies the industrialization, political centralization, shift to interventionism and cultural changes that led the United States to world power.
- HIS 326 THE RENAISSANCE AND THE REFORMATION (3)**  
This course covers the cultural and religious developments of the fourteenth, fifteenth, and sixteenth centuries.
- HIS 327 THE FRENCH REVOLUTION AND NAPOLEON (3)**  
This course explores the origins, development 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  
This course examines 20<sup>th</sup> 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.
- HIS 340 HAPSBURG MONARCHY & EASTERN EUROPE SINCE 1618 (3)**  
This course provides an introduction to Hapsburg Austria and Eastern Europe from 1618 to the present.
- HIS 349 WORLD ECONOMIC HISTORY (3)**  
This course is a global survey of the evolution of economic systems from World War I to the present. *Cross-listed as ECO 349.*
- HIS 352 HISTORY OF AMERICAN ARCHITECTURE (3)**  
This course explores the diverse American architectural styles in relation to social and cultural changes. *Cross-listed as ART 352.*
- 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, 102, 114, 115, a speech course, CIS 111 or equivalent and minimum 2.0 GPA in History courses.  
This two semester seminar examines 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 406 AMERICAN URBAN HISTORY** (3)  
This course examines the role of American cities in the history and life of the nation, and an examination of their changing forms and structure, from colonial days to the present.
- HIS 425 AMERICAN CONSTITUTIONAL HISTORY** (3)  
Students will study the United States Constitution from its antecedents to the present with an emphasis on major Supreme Court cases. *Cross-listed as POS425.*
- HIS 431 ENGLAND TO 1689** (3)  
The emphasis of this course is on the development of English civilization and its impact on Western culture to 1689.
- HIS 432 TUDOR AND STUART ENGLAND** (3)  
This course provides a History of England from the Battle of Bosworth Field to the accession of George I.
- HIS 433 MODERN BRITAIN** (3)  
This course investigates the political, constitutional, and cultural highlights of the History of England from 1689 to the present.
- HIS 434 HISTORY AND LITERATURE OF IRELAND, 1798-1926** (3)  
This course provides a study of the interlocking roles played by history and literature in the rise of Irish nationalism from 1798 to 1926. *Cross-listed as ENG 434.*
- HIS 435 HISTORY OF LATIN AMERICA TO 1810** (3)  
This survey course covers the historic, political, cultural, social and economic trends of Mesoamerica and Colonial Latin America to 1810. *Cross-listed as POS 435.*
- HIS 436 HISTORY OF MODERN LATIN AMERICA SINCE 1810** (3)  
This survey course covers the historic, political, cultural, social and economic trends of Latin America, from Independence to modern globalization. *Cross-listed as POS 436.*
- HIS 437 THE UNITED STATES, LATIN AMERICA, AND THE CARIBBEAN** (3)  
This course will examine the relationship between the United States and its Latin American neighbors. *Cross-listed as INT 437 and POS 437.*
- HIS 438 THE UNITED STATES, GERMANY AND JAPAN SINCE 1945** (3)  
This seminar focuses on the historic, political, cultural, social and economic trends of postwar United States, Germany and Japan. Topics include the occupations of Germany and Japan, the Cold War, Détente, the administrations of United States Presidents, German Chancellors, Japanese Prime Ministers, globalization and terrorism from 1945 until the present. *Cross-listed as POS 438 and INT 400.*

- HIS 442 RECENT RUSSIA (3)**  
The major aspects of political and social development in recent Russia are examined in this course. *Cross-listed as POS 442.*
- HIS 452 MODERN CHINA (3)**  
This course offers a survey of the political and cultural History of China since 1800. *Cross-listed as POS 452.*
- HIS 455 EUROPEAN STUDIES (1-3)**  
This course investigates 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 465 ASIAN STUDIES (3)**  
This course investigates a specific period, theme, or problem in the development of Asian civilization.
- HIS 475 HISTORICAL TOPICS (1-3)**  
A special topics course is offered for a historical subject related to an issue, event, or trend of significance.
- HIS 497 HISTORY SENIOR SEMINAR (3)**  
Prerequisite: HIS 101, 102, 114, 115; a speech course; CIS 111 or equivalent and minimum 2.0 GPA in History Courses.  
This senior integrating seminar focuses 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.

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## HONORS PROGRAM

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- HON 201 HONORS SEMINAR (3)**  
Course Requirement: St. Thomas More Honors Scholars  
The seminars are conducted by faculty from all academic divisions of the College and the topics differ each semester. *Required of St. Thomas More Scholars.*
- HON 202 HONORS LEADERSHIP SEMINAR (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.

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## INTERNATIONAL STUDIES

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INT 300	STUDY ABROAD: MARY IMMACULATE COLLEGE, IRELAND	(3-15)
INT 301	STUDY ABROAD: KATHOLISCHE UNIVERSITÄT EICHSTÄT, GERMANY	(3-15)
INT 302	STUDY ABROAD: UNIVERSIDAD DEL SAGRADO CORAZÓN, PUERTO RICO	(3-15)
INT 303	STUDY ABROAD: GIFU CITY WOMEN'S COLLEGE, JAPAN	(3-15)
INT 304	STUDY ABROAD: ST. ANDREW'S COLLEGE. SCOTLAND	(3-15)
INT 310	STUDY ABROAD: C.C.S.A. LONDON	(3-6)
INT 312	STUDY ABROAD: C.C.S.A. LONDON/DUBLIN	(3)
INT 320	STUDY ABROAD: C.C.S.A. SCOTLAND/ENGLAND	(3)
INT 330	STUDY ABROAD: C.C.S.A. IRELAND	(3)
INT 340	STUDY ABROAD: C.C.S.A. AUSTRALIA	(3)
INT 341	STUDY ABROAD: C.C.S.A. BELIZE	(3)
INT 350	STUDY ABROAD: C.C.S.A. NEW ZEALAND	(3)
INT 360	INTERNSHIP IN INTERNATIONAL STUDIES A non-paid learning opportunity at an international organization or business.	(3)
INT 361	STUDY ABROAD: C.C.S.A. INTERNSHIP	(3)
INT 370	STUDY ABROAD: C.C.S.A. SOUTH AFRICA	(3)
INT 380	STUDY ABROAD: C.C.S.A. CANADA	(3)
INT 400	SENIOR SEMINAR IN INTERNATIONAL STUDIES This course is an integrative seminar incorporating current global issues affecting the "developed world" and "developing nations". The course includes methodological studies pertinent to the field of International Studies.	(3)
INT 437	THE UNITED STATES, LATIN AMERICA, AND THE CARIBBEAN This course will examine the relationship between the United States and its Latin American neighbors. <i>Cross-listed as HIS 437 and POS 437.</i>	(3)

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## JAPANESE

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### **JPN 101/102 JAPANESE LEVEL I**

**(3, 3)**

These course offer an introduction to the Japanese language, including grammar, reading, writing, listening, and speaking. Students will learn to read and write both hiragana and katakana characters, and will be introduced to kanji characters.

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## MATHEMATICS

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### **Core Curriculum Requirement**

Any course numbered MAT 121 or higher may be used to fulfill the requirement of 3 hours of college level mathematics. Either MAT 123 or 205 is recommended for any student whose major does not otherwise specify a particular course.

**All MAT courses have a minimum prerequisite of an ACT Math score of 18 or higher, or satisfactory scores on the in-house math placement test, or satisfactory completion of either GEC 096 or GEC 093/094.** See each course listing for information about additional prerequisites.

### **GEC 093/094 BEGINNING ALGEBRA A, B**

**(0,0)**

This two-course sequence is equivalent to the single course GEC 096. All of the algebraic topics of GEC 096 are covered, but at a slower pace. The three credits in these courses do not count toward the 128 needed for graduation and neither course satisfies the core requirement in college level mathematics. GEC 093 is a prerequisite for GEC 094.

### **GEC 096 BEGINNING ALGEBRA**

**(0)**

This course consists of 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 is required of anyone with a math ACT below 18, as recently mandated by KDE. An in-house math placement test is available as an option; contact the mathematics department. Neither this course, nor its two-semester equivalent (GEC 093/094) counts toward the 128 credit hours needed for graduation. The credits do not satisfy the three credit hour core requirement in college level mathematics.

### **MAT 115 PRECALCULUS**

**(3)**

This course covers 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.

This course covers logical reasoning, sets and relations, structure of number systems, systems of numeration, problem solving and topics from theory of numbers.

### **MAT 123 COLLEGE MATHEMATICS**

**(3)**

This course 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)**  
 This course emphasizes 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 135 MATHEMATICS FOR INFORMATION SYSTEMS (3)**  
 This course covers topics considered necessary for the data processing area of computer information systems. Topics covered include: functions, probability, permutations and combinations, modular arithmetic, recursion, matrices, determinants and systems of equations.
- MAT 143 ELEMENTS OF CALCULUS (4)**  
 This course is an introductory course on differential and integral calculus and 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 exams  
 This course is an introduction to plane analytic geometry, functions, limits, derivatives, and their application, differentiation of algebraic functions and conic sections. *This course may not be taken if credit has been received for MAT 143.*
- MAT 152 CALCULUS-ANALYTIC GEOMETRY II (4)**  
 Prerequisite: MAT 151  
 This course will examine the definite integral, differentiation of transcendental functions, elementary and advanced integration, further applications, basic properties of continuous and differentiable functions and infinite series.
- MAT 201 CALCULUS-ANALYTIC GEOMETRY III (4)**  
 Prerequisite: MAT 152  
 This course will cover further topics in plane and analytic geometry, vectors, partial differentiation, and multiple integrals.
- MAT 202 DIFFERENTIAL EQUATIONS (4)**  
 Prerequisite: MAT 201  
 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)**  
 This course investigates 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 and MAT 231  
 This course will examine Euclidian and non-Euclidian geometries, detailed study from an advanced viewpoint of foundations and theorems pertinent to secondary school geometry.
- MAT 207 NUMBER THEORY AND THE COMPUTER (3)**  
 Prerequisite: Knowledge of BASIC, PASCAL, C, or FORTRAN and MAT 151  
 This course covers prime and composite numbers, divisibility, Diophantine equations, congruences, and number theoretic functions. *Cross-listed as CIS 227.*

- MAT 208 STATISTICS FOR THE BEHAVIORAL SCIENCES (3)**  
 Prerequisite: PSY 105  
 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 231 DISCRETE MATHEMATICS (3)**  
 Prerequisite: MAT 151  
 In Discrete Mathematics students will study logical reasoning, methods of proof, partitions and counting, math modeling, probability theory, linear programming and game theory.
- 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 301 ADVANCED MATHEMATICAL METHODS I (4)**  
 Prerequisite: MAT 201  
 This course is a study of the mathematical methods used in Physics. Topics will include the algebra and calculus of vectors, coordinate transformations, elements of matrix algebra, matrix diagonalization, orthogonal curvilinear coordinates, tensor algebra, elements of tensor calculus, Cartesian tensors, application of vectors and tensors to physical problems. *Cross-listed as PHY 301.*
- MAT 302 ADVANCED MATHEMATICAL METHODS II (4)**  
 Prerequisite: MAT 301 or permission of the instructor  
 Topics discussed will include elements of partial differential equations, Fourier series and Fourier transforms, Dirac delta-function, orthogonal functions, Sturm-Liouville systems, series solution of partial differential equations of mathematical physics. *Cross-listed as PHY 302.*
- MAT 303 NUMERICAL ANALYSIS (3)**  
 Prerequisite: Knowledge of BASIC, PASCAL, C or FORTRAN and MAT 201.  
 Numerical analysis covers finite differences, solution of non-linear (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 305 SEMINAR: TEACHING HIGH SCHOOL MATHEMATICS (2)**  
 Prerequisite: MAT 152  
 This course is only open to math secondary education majors.
- MAT 306 ABSTRACT ALGEBRA (3)**  
 Prerequisite: MAT 201 and MAT 231  
 This course covers the basic theory of groups, rings, ideals and fields.
- MAT 307 LINEAR ALGEBRA (3)**  
 Prerequisite: MAT 201 and 231  
 Topics covered in this course will included: vectors, matrices, linear equations, determinants, vector spaces, linear transformations, the minimal polynomial, vector spaces with an inner product and quadratic forms.
- MAT 315 READINGS IN MATHEMATICS (1-3)**  
 Mathematics courses not ordinarily offered by the department or more advanced topics in areas already offered.

- MAT 401 PROBABILITY AND STATISTICS I (3)**  
 Prerequisite: MAT 201 and 231  
 This course will examine fundamental theorems of probability, probability distributions and densities, sampling and applications.
- MAT 402 PROBABILITY AND STATISTICS II (3)**  
 Prerequisite: MAT 401  
 In this course students will study decision theory, hypothesis testing, estimation, correlation, regression, analysis of variance and covariance.
- MAT 405 MATHEMATICS SENIOR SEMINAR (3)**  
 Prerequisite: Senior status as a math major  
 This is a problem-solving course based on an integrative review of the mathematics curriculum and selected topics from the mathematical literature.
- MAT 411 ADVANCED CALCULUS (3)**  
 Prerequisite: MAT 201  
 This course will cover 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 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 establish curriculum.
- MAT 495 MATHEMATICS HONORS RESEARCH (1-3)**  
 Prerequisite: Permission of the instructor

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## MEDICAL TECHNOLOGY

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- MET 489 Medical Technology 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 College will be considered full-time students at the College.

### SENIOR YEAR

**Saint Elizabeth Hospital, Edgewood, Kentucky,** Dr. Jackson O. Pemberton, Medical Director; Beth Warning, Program Director.

Thomas More College is affiliated with the Clinical Laboratory Science Program of Saint Elizabeth Medical Center, Edgewood, Kentucky. After completing the course work required by Thomas More College, the student spends his/her senior year at the hospital. This is a twelve-month program of professional study, generally beginning in late June. Course work at the hospital is in the following areas:

**Clinical Chemistry:** Qualitative and quantitative analysis of blood and other body fluids for chemical constituents such as proteins, carbohydrates, enzymes, electrolytes, and therapeutic drugs.

**Special Chemistry:** Development of skills to perform drug screens. Experience in radioimmunoassay, gas chromatography and tumor marker procedures.

**Urinalysis:** The physical, chemical and microscopic analysis of urine.

**Microbiology:** Basic principles of medical bacteriology, mycology, virology, parasitology, and mycobacteriology. Experience in safely culturing and identifying microorganisms and conducting antibiotic sensitivity testing.

**Hematology:** Development of skills needed to perform manual cell counts, electronic cell counting and hemoglobinometry. The function of coagulation factors and the differentiation of blood and bone marrow cells are studied.

**Immunoematology:** Procedures related to the selection and bleeding of donors, antigen and antibody identification, compatibility testing, blood processing, and component therapy.

**Serology:** Study of precipitation, agglutination, complement fixation, hemagglutination, inhibition testing, and fluorescent microscopy for the diagnosis of disease.

**Cytology/Histology Techniques:** Tissue examination and the preparation of tissue for pathologic study.

**Toxicology:** Development of skills to perform drug screens. Experience in mass spectrophotometry/gas chromatography and other specialized procedures.

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## MUSIC

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**MUS 100 THOMAS MORE SINGERS (1)**

The Thomas More Singers meet for weekly rehearsals and perform at concerts and college functions. No audition is required. This course may be repeated.

**MUS 103 MALE CHORUS (1)**

The men's vocal group will meet for weekly rehearsals and perform at campus events. This course may be repeated.

**MUS 110 BEGINNING VOICE CLASS (1)**

Students will receive group instruction of basic vocal techniques, musicianship, and performance.

**MUS 111 INTERMEDIATE VOICE CLASS (1)**

Prerequisite: MUS 110

This course is a continuation of MUS 110. Students will receive further group instruction of basic vocal techniques, musicianship, and performance.

**MUS 114 BEGINNING GUITAR CLASS (1)**

Students will receive group instruction of basic guitar techniques, musicianship, and performance.

**MUS 115 INTERMEDIATE GUITAR CLASS (1)**

Prerequisite: MUS 114

This course is a continuation of MUS 114. Students will receive further group instruction of basic guitar techniques, musicianship, and performance.

**MUS 118 BEGINNING PIANO CLASS (1)**

Students will receive group instruction of basic piano techniques, musicianship, and performance.

**MUS 119 INTERMEDIATE PIANO CLASS (1)**

Prerequisite: MUS 118

This course is a continuation of MUS 118. Students will receive further group instruction of basic piano techniques, musicianship, and performance.

- MUS 121 SURVEY OF MUSIC LITERATURE (3)**  
 This course will provide students with an introduction to the art of music, its materials, styles, and structures during recent centuries and the creative impulse of its great composers.
- MUS 135 AMERICAN MUSIC (2 or 3)**  
 This course will cover the music of the North American continent, including Native American, Puritan and Colonial music during the nineteenth and early twentieth centuries.
- MUS 201 MUSIC THEORY I (3)**  
 This course will cover music elements and organization, notation, chord progressions, harmony/analysis, oral skills, and music dictation.
- MUS 202 MUSIC THEORY II (3)**  
 Prerequisite: MUS 201  
 This course is a continuation of MUS 201 and will cover music elements and organization, harmony/analysis, oral skills, transposition, and harmonizing a melody.
- MUS 225 CONTEMPORARY MUSIC (2 or 3)**  
 This course will examine music in the twentieth century; its antecedents and development to the present.
- MUS 226 THE HISTORY OF ROCK 'N' ROLL (3)**  
 This course offers 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)**  
 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. *Cross-listed as EDU231.*
- MUS 245 MUSICAL STYLE THROUGH THE AGES (3)**  
 This course covers Western music history and literature from antiquity to the present.
- MUS 247 VIEWING THE PERFORMING ARTS (2-3)**  
 This course offers a general study of the elements of music and the genres performed in Western music. Attendance is required at public performances.
- MUS 260 MUSIC IN WORLD CULTURES (3)**  
 This course offers 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)**  
 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)**  
 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: 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 290 CONDUCTING (3)**

Prerequisite: MUS 201  
This course will cover conducting fundamentals, score analysis, and rehearsal techniques.

**MUS 335 LITURGICAL AIDS IN MUSIC (2)**

Prerequisite: THE 407  
Topics covered in this course will include Hymn resources, worship aids and choral repertory sources. Students will learn how to plan a liturgical year of music.

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## NURSING

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**NUR 103 INTERPERSONAL COMMUNICATION (1)**

This course introduces the student to basic interpersonal communication skills within contexts of 1:1 and small group interactions.

**NUR 104 NURSING PROCESS (1)**

This course introduces the student to the systematic steps of the nursing process and how they should be applied in nursing practice. Students write nursing care plans based on simulated clinical situations.

**NUR 203 THEORIES/CONCEPTS (1)**

Prerequisite: PSY 105, SOC 105  
Corequisite: NUR 104, ENG 150  
Students will explore the historical evolution of nursing and related theories, focusing on their utilization in the implementation of the nursing process.

**NUR 204 HEALTH ASSESSMENT (2)**

**NUR 204L HEALTH ASSESSMENT LABORATORY**  
Corequisites: NUR 203; PSY 214; BIO 215, BIO 216/216L  
This course focuses on skills necessary to complete a holistic health assessment on clients throughout the lifespan. In the Nursing Laboratory setting, the student practices total health assessments and the art of history taking.

**NUR 205 NURSING SKILLS LAB I (1)**

Corequisites: NUR 204/204L  
This course focuses on fundamental nursing skills practiced in the Nursing Laboratory setting. Heavy emphasis is placed on the mastery of basic psycho-motor skills related to the provision of nursing care to clients in any health care setting.

**NUR 206 GERONTOLOGICAL NURSING (2)**

Prerequisite: NUR 205  
Corequisites: NUR 103, 208; BIO 255  
This course focuses on theories and standards of practice, changes with aging, health problems, and issues in health care for the aged. Students utilize the nursing process to care for elderly clients in a variety of clinical settings. Theory and clinical components included.

- NUR 207 PARENT-CHILD NURSING (3)**  
Prerequisite: NUR 205  
Corequisites: NUR 103, 208; BIO 255  
This course focuses on wellness promotion and health maintenance of children and childbearing women. Students utilize the nursing process to care for children and pregnant women in a variety of clinical settings. Theory and clinical components included.
- NUR 208 NURSING SKILL LAB II (1)**  
Prerequisite: NUR 205  
Corequisites: NUR 103; BIO 255  
This course focuses on fundamental nursing skills practiced in the Nursing Laboratory setting. Heavy emphasis is placed on the mastery of basic psycho-motor skills related to the provision of nursing care to clients in any health care setting.
- NUR 305 PATHOLOGICAL PROCESSES (3)**  
Prerequisite: BIO 211/211L, 212/212L, 216/216L; CHE 103/103L, 104/104L  
This course explores the pathophysiological mechanisms causing alterations in the homeodynamic condition. Students apply scientific principles to case studies. *Open to non-Nursing majors.*
- NUR 306 NURSING CARE OF THE CHILDBEARING FAMILY (4)**  
Prerequisite: NUR 207, 208  
Corequisite: NUR 305  
This course examines the use of the nursing process in promoting the adaptation of women and their families to their optimal health during complex/high risk pregnancy. The focus is on bio-psycho-social-spiritual risk factors throughout the perinatal period. Theory and clinical components included.
- NUR 307 NURSING CARE OF THE ADULT (4)**  
Prerequisite: NUR 206, 208, 305  
This course examines the use of the nursing process to promote adaptation of individuals and families to their optimum health during the acute phases of illness. The focus is on bio-psycho-social-spiritual needs of the ill adult. Theory and clinical components included.
- NUR 308 NURSING CARE OF CHILDREN (4)**  
Prerequisite: NUR 207, 208, 305  
This course explores many illnesses and helps the student identify the bio-psycho-social-spiritual needs of the ill child and his/her family. The student utilizes the nursing process to assist the child/family to adapt to illness and to achieve optimal health. Theory and clinical components are included.
- NUR 309 MENTAL HEALTH NURSING (4)**  
Prerequisite: NUR 206, 207, 208  
Corequisites: 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 403 NURSING RESEARCH (2)**  
Prerequisite: MAT 208 or 205; NUR 306 or 307 or 308 or 309  
This course introduces the student to the research process and the role of research in nursing. It focuses on the student developing a basic understanding of the process and on critical consumption of research.

**NUR 404 ADVANCED NURSING CARE OF THE ADULT (4)**

Prerequisite: NUR 305, 307, 309

Corequisite: NUR 403

This course focuses on the holistic application of advanced assessment skills and the use of the nursing process with clients attempting to adapt to the stress of an acute illness. The principles and practice of critical care nursing will be components of this course. Students synthesize nursing and related theories as a basis for making priority nursing practice decisions. The focus is on the bio-psycho-social-spiritual needs of the critically ill adult. Theory and clinical components are included.

**NUR 405 CHRONICITY AND NURSING (4)**

Prerequisite: NUR 307, 308, 309

Corequisite: NUR 403

The focus is on the use of the nursing process with individuals experiencing chronic health problems. Principles and practices related to chronicity will be implemented to include the bi-psycho-social-spiritual aspects of nursing care in home health and physical rehabilitation settings.

**NUR 406 COMMUNITY HEALTH NURSING (4)**

Prerequisite: NUR 306, 307, 308, 309

Corequisites: NUR 403

The focus is on the care of the community as a client. Principles of health promotion and illness prevention for individuals, families and groups are utilized in working toward 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 (6)**

Prerequisite: NUR 306, 308, 404

Corequisite: NUR 403

This course focuses on the application of leadership principles and management skills in nursing, and the use of the nursing process with clients experiencing complex health problems. Clinical experiences are designed to ease the transition from student to professional nurse. Includes theory and clinical components with a 2-week leadership transition experience.

**NUR 408 PROFESSIONAL SEMINAR (1)**

Prerequisite: NUR 306, 307, 308, 309

Corequisite: NUR 403

This course examines issues related to professionalism and trends in nursing and health care, with special emphasis on current health care reform.

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## PHILOSOPHY

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**PHI 105 INTRODUCTORY LOGIC (3)**

This course offers the student the opportunity to 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 205 PHILOSOPHY OF HUMAN NATURE (M&E) (3)**  
 The focus of this course will be 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 215 APPLIED ETHICS (V&E) (3)**  
 This course 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 (M&E) (3)**  
 This course 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 (M&E) (3)**  
 Topics of this course 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 (V&E) (3)**  
 This course will cover 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 (V&E) (3)**  
 This course will examine 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 (M&E or V&E) (3)**  
 This course will explore in depth 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 (M&E) (3)**  
 This course will provide 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 (M&E) (3)**  
 This course will cover 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 (M&E) (3)**

This course will provide 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 (V&E) (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 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. This project is intended to assure that the student acquires 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 (M&E) (3)**

This course will cover 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 417 THE REALM OF VALUES (V&E) (3)**

This course examines 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 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)**

This course will involve selected readings in an area or period of Philosophy directed, explained and guided by the instructor as arranged between the instructor and the student.

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## PHYSICS

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**PHY 111 INSIGHTS INTO PHYSICS (2)**

2 hour lecture/lab

Corequisite: MAT 151

This is a non-calculus-based introduction to Physics designed for those students who intend to pursue a career in the sciences. Topics will involve those of current and historical interest to the development of our understanding of the laws of nature, such as the role of the Doppler effect in our understanding of the expanding universe, nuclear fusion and its possible use as an energy source and the historical milestones which have led to our current understanding of the structure of the atom. *This course is a prerequisite for PHY 141 for those students majoring in Physics or Pre-Engineering. Students majoring in other sciences or Mathematics may take this course prior to PHY 141 at their discretion.*

- PHY 121/122 ELEMENTS OF PHYSICS I, II** (3, 3)  
Prerequisite: MAT 115 or 143 or 151  
This is an introductory non-calculus course in Physics designed for students majoring in disciplines other than math and the physical sciences.
- PHY 121L/122L ELEMENTS OF PHYSICS LABORATORY** (1, 1)  
3 hour lab  
Concurrent Requisite: PHY 121, 122  
Students will perform selected experiments in mechanics, heat, sound, electricity, and optics.
- PHY 141/142/241 GENERAL PHYSICS I, II, III** (4, 4, 3)  
Concurrent Requisites: MAT 151, 152, 201  
This is an introductory calculus-based course for Physics, Chemistry, Math and Pre-Engineering majors. Topics include mechanics, sound, heat, optics, electricity and magnetism, modern physics.
- PHY 141L/142L/241L INTRODUCTION TO MEASUREMENT I, II, III** (1, 1, 1)  
3-hour lab  
Concurrent Requisite: PHY 141, 142, 241  
Students will perform selected experiments in mechanics, heat, sound, electricity, and optics.
- PHY/NSC 225 SOLAR SYSTEM ASTRONOMY** (3)  
This course provides 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 PHY/NSC 225L.
- PHY/NSC 225L ASTRONOMY LABORATORY** (1)  
3-hour laboratory  
Prerequisite or Corequisite: PHY/NSC 225 or PHY/NSC 238  
Students will perform laboratory exercises, telescope observing session, and experiments designed to illustrate the concepts discussed in PHY/NSC 225 and PHY/NSC 238.
- PHY/NSC 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 GEC 096 or GEC 093/094  
This course provides an introduction to the study of the physical sciences involving selected topics from astronomy, geology, chemistry, and classical and modern physics.
- PHY/NSC 236L/237L CONCEPTS OF PHYSICAL SCIENCE LAB I, II** (1, 1)  
3-hour laboratory  
Corequisite: PHY/NSC 236/237  
Students will perform selected exercises in Astronomy, Geology and Physics designed to compliment material covered in PHY/NSC 236 or PHY/NSC 237.
- PHY/NSC 238 STELLAR ASTRONOMY** (3)  
This course provides an introduction to the study of the stars, stellar systems, and cosmology. 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 PHY/NSC 225L.

**PHY 242 MODERN PHYSICS (3)**

Prerequisite: PHY 122 or 241 and MAT 152

Modern physics will cover special relativity, introduction to quantum mechanics, atomic and nuclear physics.

**PHY 251 ELECTRONICS (4)**

3-hour lecture, 3-hour laboratory

Prerequisite: PHY 122 or 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 301 ADVANCED MATHEMATICAL METHODS I (4)**

Prerequisite: MAT 201

Students will study the mathematical methods used in Physics. Topics include: the algebra and calculus of vectors, coordinate transformations, elements of matrix algebra, matrix diagonalization, orthogonal curvilinear coordinates, tensor algebra, elements of tensor calculus, Cartesian tensors, application of vectors and tensors to physical problems. *Cross-listed as MAT 301.*

**PHY 302 ADVANCED MATHEMATICAL METHODS II (4)**

Prerequisite: MAT 301

This course is a continuation of PHY 301. Topics include: elements of partial differential equations, Fourier series and Fourier transforms, Dirac delta function, orthogonal functions, Sturm-Liouville systems, series solutions of partial differential equations of mathematical physics. *Cross-listed as MAT 302.*

**PHY 311 STATICS (3)**

Prerequisite: PHY 241 and 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 DYNAMICS (4)**

Prerequisite: PHY 242, MAT 202 and 301

This course will examine the motion of a particle, systems of particles, d'Alembert's principle, Lagrange's equation, Hamilton's principle and dynamics, rigid bodies, moving coordinate systems, and small oscillations.

**PHY 315 THERMAL PHYSICS (3)**

Prerequisite: PHY 241 and MAT 202

This course will investigate 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 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 391/392 RESEARCH PROJECTS IN PHYSICS I, II** (1, 1)

These courses consist of an experimental project with a tone of research for physics majors.

**PHY 410 QUANTUM MECHANICS I** (2)

Prerequisite: PHY 242, MAT 202 and 302

This course will cover dual nature of matter and radiation, development of quantum mechanics, uncertainty principle, wave function and Schrodinger equation, representation theory, Hilbert space, Dirac notation, Eigenvalue problems, potential well and barrier problems, and solution of Schrodinger equation in simple systems.

**PHY 411 NUCLEAR PHYSICS** (2)

Prerequisite: PHY 410

This course will examine 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, 251 and 410

Topics covered in this course will include X-ray crystallography, semi-conductor, phonons, dielectric materials, magnetic materials, and theory of solids.

**PHY 414 QUANTUM MECHANICS II** (2)

Prerequisite: PHY 410

This course includes the discussion of motion in three dimensions, Hydrogen atom, angular momentum and spin, system of particles, elements of approximate methods, introduction to scattering theory and other special topics.

**PHY 432 ELECTROMAGNETISM** (4)

Prerequisite: PHY 142, MAT 202 and 302

This course will examine electric and magnetic fields in free space and in materials, electromagnetic fields and waves and radiation.

**PHY 491/492 ADVANCED RESEARCH PROJECTS IN PHYSICS I, II** (2, 2)

These courses are based upon advanced experimental projects with research for physics majors. For students teaching in secondary education, a special independent study will be assigned. PHY492 will include a seminar component and comprehensive exit exam for Physics majors.

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## **POLITICAL SCIENCE**

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**POS 105 INTRODUCTION TO POLITICAL SCIENCE** (3)

This course is 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, and their applications within our political world. *This course fulfills a core requirement in the social science category.*

- POS 205 AMERICAN GOVERNMENT (3)**  
 This course entails an examination of the principles, structure and practice of the American governmental system.
- POS 206 STATE AND LOCAL GOVERNMENT (3)**  
 In this course, students will study the principal structures, processes and problems of state and local government.
- POS 215 INTRODUCTION TO PUBLIC ADMINISTRATION (3)**  
 This course is a survey course that looks at 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 216 SOCIAL STRATIFICATION (3)**  
 This course is designed as a survey course to expose students to the inquiry of race, class and gender via a sociological perspective. The main idea here is the race, gender, and class have been key variables in terms of understanding power vis-à-vis the political system and the distribution of resources in the United States. 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. *Cross-listed as SOC 216.*
- POS 305 COMPARATIVE GOVERNMENT (3)**  
 This course provides an analysis and comparison of the major political systems in the world today.
- POS 315 PUBLIC ADMINISTRATION FINANCE (3)**  
 Prerequisite: POS 105, 205  
 This course looks at governmental finance and administration in the US at the national, state and sub-state levels. The course analyzes the organizational aspects of public finance and exposes the student to such topics as: tax and expenditure types; funding and revenue sources and estimation; budgeting; debt financing; control and accountability; and financial reporting in the public sector.
- POS 331 INTERNATIONAL RELATIONS (3)**  
 This course examines the principal structures, processes and problems governing the relations among states.
- POS 355 POLITICAL STUDIES (1-3)**  
 This course is a special topics course and will investigate a particular theme, institution or problem in Political Science.
- 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)**  
 This course is 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 TO 1810 (3)**  
 This survey course covers the historic, political, cultural, social and economic trends of Mesoamerica and Colonial Latin America to 1810. *Cross-listed as HIS 435.*

- POS 436 HISTORY OF MODERN LATIN AMERICA SINCE 1810 (3)**  
 This survey course covers the historic, political, cultural, social and economic trends of Latin America, from Independence to modern globalization. *Cross-listed as HIS 436.*
- POS 437 THE UNITED STATES, LATIN AMERICA, AND THE CARIBBEAN (3)**  
 This course will examine the relationship between the United States and its Latin American neighbors. *Cross-listed as HIS 437 and INT 437.*
- POS 438 THE UNITED STATES, GERMANY AND JAPAN SINCE 1945 (3)**  
 This seminar focuses on the historic, political, cultural, social and economic trends of postwar United States, Germany and Japan. Topic include the occupations of Germany and Japan, the Cold War, Détente, the administrations of United States Presidents, German Chancellors, Japanese Prime Ministers, globalization and terrorism from 1945 until the present. *Cross-listed as HIS 438 and INT 400.*
- POS 442 RECENT RUSSIA (3)**  
 The major aspects of the political and social development in recent Russia are studied in this course. *Cross-listed as HIS 442.*
- POS 452 MODERN CHINA (3)**  
 Modern China is a survey of the political and cultural history of China since 1800. *Cross-listed as HIS 452.*
- POS 455 SPECIAL TOPICS (3)**  
 This course is an advanced special topics course and will investigate a particular theme, institution or problem in Political Science.
- POS 465 ASIAN STUDIES (3)**  
 This course investigates a specific period, theme or problem in the development of Asian civilization.
- POS 494 INTERNSHIP IN LOCAL GOVERNMENT (variable credit)**  
 Students participate in a practicum in a local governmental capacity.
- POS 495 INTERNSHIP IN STATE GOVERNMENT (variable credit)**  
 Students participate in a practicum in a state governmental 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, pre-trial release agency, court attorney/judge's office).
- POS 499 METHODOLOGY IN POLITICAL SCIENCE (3)**  
 Prerequisite: POS 105, 205, 305, 331 and a minimum 2.0 GPA in Political Science courses  
 This methodological course provides the student 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.

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## PRE-LEGAL STUDIES

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- PLS 101 INTRODUCTION TO THE STUDY OF LAW (2)**  
This course introduces the student to the various aspects of the legal profession and to basic legal terminology. The course also covers career options and helps the students determine whether or not the legal profession is the right choice for them.
- PLS 102 TRIAL ADVOCACY (1)**  
This course examines the terminologies and procedures used in the courts of the United States.
- PLS 103, 104 MOCK TRIAL I, II (1, 1)**  
Prerequisite: PLS 102  
This series prepares students for regional and/or national Mock Trial competitions.
- PLS 202 THE FEDERAL JUDICIARY (1)**  
Students will examine the Federal Court system of the United States.
- PLS 255 SPECIAL TOPICS (3)**  
This is a special topics course in an investigation of a particular subject related to law.
- PLS 310 LAW AND ECONOMICS (3)**  
Prerequisite: ECO 105  
This course introduces the economic analysis of the law. Economic analysis will be used to shed light on property, tort, and contract law. *Cross-listed as PLS 310.*
- PLS 312 PSYCHOLOGY AND THE LAW (3)**  
This course examines 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)**  
This is a special topics course in an investigation of a particular subject related to law.

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## PSYCHOLOGY

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- PSY 105 GENERAL PSYCHOLOGY (3)**  
This course will provide 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 bases 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 201 STATISTICS FOR THE BEHAVIORAL SCIENCES (3)**  
Prerequisite: PSY 105; GEC 096 or a score of 18 or higher on the math section of the ACT  
This course will provide 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  
This course is an extension of PSY 201. It includes inferential statistics and the design of experiments. This course is the second in the three-semester sequence (PSY 201, PSY 202 and PSY 308) of research methods in Psychology.
- PSY 205 SOCIAL PSYCHOLOGY (3)**  
Prerequisite: PSY 105  
This course will analyze nature and causes of individual behavior in social situations. Topics include social perception, attitudes, interpersonal attraction, social influence, aggression, prosocial behavior, and group processes. *Cross-listed as SOC 215.*
- PSY 206 ABNORMAL PSYCHOLOGY (3)**  
Prerequisite: PSY 105  
Topics covered in this course will include 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 INDUSTRIAL PSYCHOLOGY (3)**  
Prerequisite: PSY 105  
This course will examine 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 DEVELOPMENTAL PSYCHOLOGY (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  
This course will investigate 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)**  
Students will study 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, abnormal sexual behaviors, sexual dysfunction and HIV/AIDS.
- PSY 218 PSYCHOLOGY OF AGING (3)**  
Prerequisite: PSY 105  
The objective of this course is to study 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  
This course is designed to encourage personal growth through self-exploration. The basis premise of the course is that a commitment to self-exploration can create new potentials for choice. A discussion format is used.

**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

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 center on selected articles and chapters, student presentations, 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)**

Interns work within organizations, agencies or other settings gaining experience in a specific area of psychology. Students observe, assist or engage in projects under the supervisors or of skilled professionals. The course may be repeated for subsequent semesters.

**PSY 302 PSYCHOLOGY AND THE LAW (3)**

This course examines 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

This course will consider 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

This course will cover the 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 PHYSIOLOGICAL PSYCHOLOGY (3)**

Prerequisite: PSY 105

This course will provide 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  
 This course is 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  
 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  
 This course is 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 315 SENSATION AND PERCEPTION (3)**  
 Prerequisite: PSY 105  
 This course investigates 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  
 This course will concentrate on behaviors specific to animals other than man. Topics covered will include environmental stimuli, instinct, learning, communication, aggression, sociobiology, and the evolution of behavior. Laboratories stress field observations and group projects. *Cross-listed as BIO 325/325L.*
- PSY 405 PRINCIPLES OF PSYCHOLOGICAL TESTING (3)**  
 Prerequisite: PSY 201  
 This course will concentrate 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 RESEARCH PRACTICUM (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: HISTORY OF PSYCHOLOGY (3)**

Prerequisite: PSY 105 and Junior Standing

This course will discuss 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

This course is reserved for advanced special offerings. This course may be taken more than once.

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## RECALL PROGRAM

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The following courses are designed for those students pursuing the RECALL program. For further details please consult the description in this *Catalogue* under "Lifelong Learning."

**REC 275 PRIOR LEARNING WORKSHOP (1)**

Course Requirement: RECALL candidates

This is a workshop presenting the requirements for giving evidence of college-level learning gained through work or life experience. Topics include: criteria of college-level learning, experience vs. learning, educational planning, standards for documentation, and elements of a portfolio.

**REC 276 WRITING ABOUT PROFESSIONAL EXPERIENCE (3)**

This course is the second and final course for students pursuing the RECALL program. This course will provide information and directed assistance to students writing portfolios. Topics covered will include proper portfolio development, standards of documentation, and expectations for coursework. The structure of this course is flexible in order to respond to the unique needs of the students enrolled.

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## SOCIOLOGY

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**SOC 105 PRINCIPLES OF SOCIOLOGY (3)**

This course is 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.*

- SOC 201 SOCIOLOGY OF DEVIANCE (3)**  
 Prerequisite: SOC 105  
 This course involves 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. *However, 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  
 Class, race, and gender focuses on stratification resulting from inequities based upon economics, racial/ethnic affiliation, and sex. Included in this course are emphases on the social consequences of, theoretical interpretations of, various overt and covert forms of, and potential solutions to, the problematic issues stemming from these forms of stratification. *Cross-listed as POS 216.*
- SOC 217 SOCIAL PROBLEMS (3)**  
 Prerequisite: SOC 105  
 This course entails 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  
 This course provides 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.  
 The criminology course 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.  
 This course provides an examination of the social and legal implications of juvenile delinquency in society; its extent; behavioral characteristics of juvenile delinquents; offender processing in the juvenile justice system; causes, treatment and prevention. *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 301 CONTEMPORARY SOCIOLOGICAL THEORY (3)**  
 Prerequisite: SOC 105; PHI 205  
 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.  
 This course examines the pharmacological, social, legal, and clinical aspects of drug use and abuse 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  
 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  
 This course entails 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 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, such as Appalachian studies, Gay and Lesbian Issues, or Communist Studies.
- 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 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 THESIS****(3)**

Prerequisite: SOC 105 and Junior or Senior standing

Recommended prerequisite: SOC 301, 311

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.

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## 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 College.*

**SPA 111/112 SPANISH LEVEL I****(3, 3)**

This course presents an introduction to the Spanish language and both 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 201/202 SPANISH LEVEL II****(3, 3)**

Prerequisite: SPA 101, 102, or the equivalent

This course will review grammar, conversation and reading. Students will expand language skills acquired in SPA 101, 102. An 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 255 SPECIAL TOPICS****(3)**

Courses of a practical nature will be available under this number to allow for special interest development.

**SPA 260 SPANISH CONVERSATION****(3)**

This course is designed to develop speaking and listening skills through the students' 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)**

This course is 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)**

This course examines 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 401 INTRODUCTION TO LITERATURE****(3)**

This course offers 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.

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## SPORTS AND ENTERTAINMENT MARKETING

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**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 380 LEGAL ISSUES IN SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 291

Course Requirement: Junior status, minimum GPA of 2.5

This course offers an investigation into the plethora of legal issues facing the sports and entertainment industries. The course will analyze legislation that has effected 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 380.*

**SEM 392 INTERNSHIP IN SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 311

Course Requirement: Junior status, minimum GPA of 2.5

This course is designed to give the student 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

This course will build 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 they 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

This course provides the student with 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 498 SEMINAR IN SPORTS AND ENTERTAINMENT MARKETING (3)**

Course Requirement: Senior status, minimum GPA of 2.5

This course is designed to be 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.

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## THEATRE

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**THR 105 INTRODUCTION TO THEATRE (3)**

This course will examine 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 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)**

This course is 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)**

Course Requirement: Theatre majors

This course is designed to 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)**

This course focuses on the fundamentals of play production and it is designed to acquaint the student with all areas of technical theatre and give them experience in organization and technical theatre coordination.

**THR 208 ORAL INTERPRETATION OF LITERATURE (3)**

This introductory course concentrates 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. *Cross-listed as COM 208.*

**THR 209 MIME AND CLOWNING (3)**

The student 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)**

This is 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 significant 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 way 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 Corequisite: 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 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 230 STAGE MAKEUP (3)**  
 This course introduces the students 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 300 INDEPENDENT STUDY IN THEATRE (3)**  
 These courses offer students an opportunity to develop interests related to the aspects of Theatre.
- THR 301/302 HISTORY OF THEATRE I, II (3, 3)**  
 In these courses, 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.*
- THR 306 PLAYWRITING II (3)**  
 This course further considers 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 Corequisite: THR 305  
 Students may earn 1-3 credit hours by completing a special project in playwriting.
- THR 320 ADVANCED ACTING (3)**  
 This course will provide students with 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: DRA 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)**  
 This course is 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 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, 205, 207  
 This is a basic course in directing which concentrates upon the interpretative problems of the script, casting, rehearsal, and the technical means of projecting dramatic values to the audience.
- THR 402 DIRECTING II (3)**  
 Prerequisite: THR 401  
 This is 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 Corequisite: THR 401 and permission of the instructor  
 Students may earn 1-3 credit hours by completing a special project in directing.
- THR 425 DRAMATIC DESIGN (3)**  
 Prerequisite: THR 401  
 This course acquaints the student 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.

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## THEOLOGY

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### COLLEGE CORE REQUIREMENT

The core requires that each student earning a B.A., B.S., or B.S.N. degree complete one course in Sacred Scripture from among THE 205, 207, 305, or 306, and one course in systematic Theology from among THE 201, 218, 219, 309, 317, 405, 406. Those earning a B.E.S. or B.B.A. degree must complete one course from either series.

**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 College, nor may they be used to fulfill requirements for a theology major.

- THE 106 SURVEY OF CATHOLIC BELIEF (2)**  
 This course is 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)**  
 This course will consider the basic moral teachings of the Catholic Church, the moral development of the person plus an investigation of selected current moral issues.
- THE 109 INTRODUCTION TO LITURGY AND SACRAMENTS (1)**  
 This course is 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)**  
 This course will consider 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 201 FOUNDATIONS OF CHRISTIAN THEOLOGY (3)**  
 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)**  
 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)**  
 This course will examine the theological and literary content of the New Testament with special emphasis on the gospels.
- THE 208 THEOLOGY OF MARRIAGE (3)**  
 This course is 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)**  
 This course will examine and explain 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)**  
 This course will 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)**  
 This course studies 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)**  
 This course will cover 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)**  
 This course will examine 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)**  
 This course is 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)**  
 This is a general course on 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)**  
 This course will examine the theology of God and human beings and their interrelationship as understood from revelation.
- THE 318 CHRISTIAN SPIRITUALITY (3)**  
 This course will investigate the forms of religious actions arising from belief in Jesus as the Christ, with special emphasis on prayer.
- THE 405 THEOLOGY OF JESUS CHRIST (3)**  
 This course will cover the person and significance of Jesus Christ from scripture and contemporary theology.
- THE 406 THEOLOGY OF CHURCH AND SACRAMENTS (3)**  
 This course will examine the Church and the primary religious action performed by that community of believers. 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)**  
 The goal of the course is 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)**

This course is 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)**

This course is 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)**

This course is the second part of 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  
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.

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## BOARD OF TRUSTEES

### 2007-2008

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The Most Reverend Roger J. Foy  
 Bishop, Diocese of Covington  
*Chancellor*

Joseph Kohrs '82  
*Chairperson of the Board*

Sister Margaret Stallmeyer, C.D.P '68  
*President*

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Jane V. Domaschko	William A. Toebben
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Sharon Elliston '86	Rev. Richard Wurth '89
Melvin Gravely, II	Marna Zalla
Thomas Hoffman	

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## OFFICERS OF ADMINISTRATION

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Stallmeyer, Sister Margaret B.A., Thomas More College M.Ed., Xavier University J.C.L., Catholic University of American	President
Bielski, Bradley A. B.S., University of Cincinnati Ph.D., University of Cincinnati	Vice President for Academic Affairs Dean of the College
Griffen-Jones, Angela G. B.S.C., Ohio Univeristy	Vice President for Enrollment Management
Hancock, Peg Bradner B.S.B.A., Xavier University M.B.A., Xavier University	Vice President for Finance Chief Financial Officer
Silvers, Cathy B.A., Morehead State University M.A., Morehead State University	Vice President for Institutional Advancement

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## RANKED FACULTY

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The year of first appointment is indicated by the date following the name of the faculty member.

### PROFESSORS EMERITI

Blair, George (1965) B.A., Boston College, Chestnut Hill, MA (1958) M.A., Boston College, Weston, MA (1959) Ph.L., Weston College, Weston, MA (1959) Ph.D., Fordham University, Bronx, NY (1963)	Professor Emeritus, Philosophy
Budde, Sister Mary Laurence, S.N.D. (1958) B.A., Thomas More (Villa Madonna) College, Covington, KY (1953) M.S., The Catholic University of America, Washington, D.C. (1955) Ph.D., The Catholic University of America, Washington, D.C. (1958)	Professor Emerita, Biology
Card, Bryant (1987) B.A., Clark University, Worcester, MA (1955) M.A., Columbia University, New York, NY (1958) L.H.D., Windham College, Putney, VT (1977)	Professor Emeritus, Humanities
Dillon, Sister Mary Colleen, S.N.D. (1961) 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)	Associate Professor Emerita, English
Franzen, Gerald (1973) 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)	Professor Emeritus, Chemistry

- Guilfoile, William R. (1978) Professor Emeritus, Education  
 B.A., Thomas More College, Crestview Hills, KY (1952)  
 M.Ed., University of Cincinnati, Cincinnati, OH (1966)
- Humphreys, Wallace F. (1952) Professor Emeritus, Biology  
 B.S., Thomas More (Villa Madonna) College, Covington, KY (1949)  
 M.S., St. Thomas Institute, Cincinnati, OH (1952)  
 Ph.D., St. Thomas Institute, Cincinnati, OH (1955)
- 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)
- Morow, Rudolph A. (1956) Associate Professor Emeritus, Business Administration  
 B.S., Indiana University, Bloomington, IN (1950)  
 M.B.A., Northwestern University, Chicago, IL (1956)
- Mueller, Sister Rita Marie, S.N.D. (1942) Professor Emerita, Chemistry  
 B.A., Thomas More (Villa Madonna) College, Covington, KY (1941)  
 M.S., The Catholic University of America, Washington, DC (1942)  
 Ph.D., University of Cincinnati, Cincinnati, OH (1962)
- 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)
- 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)

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## FULL-TIME FACULTY

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- 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)
- Barone, Kathleen S., (1994) Professor, Biology  
B.S., Siena College, Loudonville, NY (1980)  
Ph.D., Miami University, Oxford, OH (1991)
- Bilbo, Rebecca (1981) Associate Professor, Art  
B.S., Nazareth College, Rochester, NY (1975)  
M.A., University of Cincinnati, Cincinnati, OH (1985)
- 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)
- Byerly, Lawrence T. (1997) Associate 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)
- Camp, James N. (1998) Associate 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)
- Cauhorn, Carolyn (2004) Assistant Professor, Nursing  
B.S., University of Kentucky, Lexington, KY (1987)  
M.S., Northern Kentucky University, Highland Heights, KY (2003)
- Chen, Frederick C. (1993) Associate 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) Associate Professor, Physics  
B.S., Bradley University, Peoria, IL (1990)  
Ph.D., University of Kentucky, Lexington, KY (1997)
- Cimprich, John (1985) Professor, 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)
- Cooper, Peggy A. (2004) Assistant Professor, Nursing  
B.S.N., College of Mount Saint Joseph, Cincinnati, OH (1976)  
M.S.N., University of Cincinnati, Cincinnati, OH (1982)

- Daoud, Julie Hamad (1999) Associate 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) Assistant Professor, Nursing  
 B.S.N., University of Cincinnati, Cincinnati, OH (1965)  
 M.S.N., University of Cincinnati, Cincinnati, OH (1996)
- Dwyer, Florence (2006) Assistant 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)
- Dye, Kathy L. Associate Professor, Business Administration  
 B.S., University of Cincinnati, Cincinnati, OH  
 M.Ed., Xavier University, Cincinnati, OH (1994)  
 Ph.D. Indiana University (2002)
- Easley, Rex B. (2003) Associate 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)
- Erhardt III, Erwin F. (1984) Professor, History  
 B.A., Thomas More College, Crestview Hills, KY (1979)  
 M.A., University of Cincinnati, Cincinnati, OH (1981)  
 Ph.D., University of Cincinnati, Cincinnati, OH (1996)
- Euskirchen, George J. (1970) Associate Professor, Economics  
 B.A., University of Cincinnati, Cincinnati, OH (1963)  
 Ph.D., University of Cincinnati, Cincinnati, OH (1974)
- Ferner, John W. (1977) Professor, Biology  
 B.A., The College of Wooster, Wooster, OH (1967)  
 Ph.D., The University of Colorado, Boulder, CO (1972)
- Flesch, Terry (1985) Professor, Physics  
 B.A., Thomas More College, Crestview Hills, KY (1970)  
 Ph.D., The University of Florida, Gainesville, FL (1975)
- Flynn, R. Steven (1997) 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)
- Garriga, Maria C. (1997) Associate Professor, Foreign Languages  
 B.S., Universidad de Puerto Rico, Rio Pedras, RP (1984)  
 Magistère de Langue et Civilization 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)

- Ghent, Alana (2004) Assistant Professor, Communication and Drama  
 B.F.A., Concordia University, Montreal, Quebec (1996)  
 M.F.A., University of Mississippi, Oxford, Mississippi (2000)
- 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)
- Graham, Linda M. (2004) Assistant Professor, Nursing  
 B.S., Eastern Kentucky University, Richmond, KY (1983)  
 M.S., University of Cincinnati, Cincinnati, OH (2002)
- Green, Tyler W. (2004) Assistant Professor, Chemistry  
 B.S., Centre College, Danville, Kentucky (1999)  
 M.S., University of Cincinnati, Cincinnati, OH (2002)  
 Ph.D., University of Cincinnati, Cincinnati, OH (2005)
- Guzzino, Lynnette A. (2005) Assistant 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, Biology  
 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)
- Hamberg, Joyce Fortney (2005) Assistant Professor, Education  
 B.A., Berea College, Berea, KY (1970)  
 M.A., Eastern Kentucky University, Richmond, KY (1977)  
 Ed.D., Indiana University, Bloomington, IN (1988)
- 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)
- Herrlinger, David (1992) Assistant Professor, Economics  
 B.A., University of Cincinnati, Cincinnati, OH (1965)  
 M.A., University of Michigan, Ann Arbor, MI (1967)  
 M.B.A., American University, Washington, D.C. (1971)
- Hicks, Ann A. (1975) Professor, Chemistry  
 B.S., Duke University, Durham, NC (1964)  
 Ph.D., Vanderbilt University, Nashville, TN (1970)
- 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)

- Kirchner, Jay W. (2007) Assistant Professor, Biology  
 B.A., Lawrence University, Appleton, WI (1992)  
 Ph.D., Indiana University, Bloomington, IN (1999)
- Lameier, Steven H. (1969) Associate Professor, Mathematics  
 B.S., University of Cincinnati, Cincinnati, OH (1964)  
 M.A., University of Cincinnati, Cincinnati, OH (1966)  
 Ph.D., University of Cincinnati, Cincinnati, OH (1973)
- 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) Associate Professor, Philosophy  
 B.A., Northern Kentucky University, Highland Heights, KY (1992)  
 Ph.D., University of Cincinnati, Cincinnati, OH (2000)
- Lorentz, Christopher N. (1994) Professor, Biology  
 B.A., Columbia University, New York, NY (1989)  
 M.S., Kent State University, Kent, OH (1990)  
 Ph.D. Kent State University, Kent, OH (1994)
- Lynch, Patricia L. (1994) Professor, Speech Communications  
 B.A., Butler University, Indianapolis, IN (1970)  
 M.A., Bowling Green State University, Bowling Green, OH (1971)  
 Ph.D., The Ohio State University, Columbus, OH (1976)
- 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. (1998) Associate 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  
 B.A., Miami University, Oxford, OH (1987)  
 M.A., Xavier University, Cincinnati, OH (1990)
- Mitchell, Maria R. (2003) Assistant 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. (1995) 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)

- Nead, Mary Jo (2004) Assistant Professor, Communication and Drama  
 B.S., Northwestern University, Evanston, IL (1962)  
 M.A., University of Cincinnati, Cincinnati, OH (1984)
- Nelson, James (1979) Professor, Drama  
 B.A., Thomas More College, Crestview Hills, KY (1976)  
 M.F.A., College Conservatory of Music, Cincinnati, OH (1987)
- Ostasiewski, Donald B. (1966) Associate Professor, Business Administration  
 B.B.A., University of Cincinnati, Cincinnati, OH (1964)  
 M.A., University of Cincinnati, Cincinnati, OH (1965)
- Owens, Margaret (1983) Professor, Nursing  
 B.A., Xavier University, Cincinnati, OH (1973)  
 B.S., Boston College, Boston, MA (1975)  
 M.S.N., Boston College, Boston, MA (1977)  
 Ph.D. candidate, University of Cincinnati, Cincinnati, OH
- Penn, Elizabeth M. (1990) Professor, Education  
 B.A., University of Dayton, Dayton, OH (1969)  
 M.Ed., Xavier University, Cincinnati, OH (1970)  
 Ed.D., University of Cincinnati, Cincinnati, OH (1985)
- Rauf, Barbara (1983) Professor, Art  
 B.A., Thomas More College, Crestview Hills, KY (1969)  
 B.F.A., University of Cincinnati, Cincinnati, OH (1974)  
 M.F.A., University of Pennsylvania, Philadelphia, PA (1977)
- Raverty, Patricia (1983) Associate Professor, Communication  
 B.A., Edgecliff College, Cincinnati, OH (1973)  
 M.F.A., University of Georgia, Athens, GA (1976)
- Reinke, Sister Mary Evelyn, S.N.D. (1976) Associate Professor, 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)
- Riehemann, Robert M. (2004) Associate 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)
- Sanders, Beth A. (2001) Associate Professor, Sociology & Criminal Justice  
 B.A., Otterbein College, Westerville, OH (1992)  
 M.S., University of Cincinnati, Cincinnati, OH (1993)  
 Ph.D., University of Cincinnati, Cincinnati, OH (1997)

- Schuttemeyer, James A. (1979) Associate Professor, English  
 B.A., Thomas More College, Crestview Hills, KY (1976)  
 M.A., University of Kentucky, Lexington, KY (1979)
- Sharma, Manish (2000) Associate Professor, Education  
 B.S., University of Ajmer, Rajasthan, India (1989)  
 M.Ed., University of Cincinnati, Cincinnati, OH (1993)  
 Ed.D. (in progress) University of Cincinnati, Cincinnati, OH
- Sherron, Catherine E. (1999) Associate Professor, Philosophy  
 B.Phil., Miami University, Oxford, OH (1992)  
 M.A., University of Tennessee, Knoxville, TN (1994)  
 Ph.D. University of Cincinnati, Cincinnati OH (2003)
- Shuey, Richard L. (2002) Assistant Professor, Business Administration  
 B.B.A., Thomas More College, Crestview Hills, KY (1996)  
 M.A., University of Cincinnati, Cincinnati, OH (1999)
- Spangler-Torok, Lisa (1992) Associate Professor, Nursing  
 B.S.N., College of Mt. St. Joseph, Cincinnati, OH (1988)  
 M.S.N., University of Cincinnati, Cincinnati, OH (1992)  
 Ph. D., University of Cincinnati, Cincinnati, OH (2001)
- Stall, Dorene (1985) Associate Professor, Computer Information Systems  
 B.S., University of Central Oklahoma, Edmond, OK (1977)  
 M.Ed., University of Central Oklahoma, Edmond, OK (1982)
- Stanforth, Sherry Cooke (2000) Associate Professor, English  
 B.A., Miami University, Oxford OH (1989)  
 M.A., University of Cincinnati, Cincinnati, OH (1993)  
 Ph. D., University of Cincinnati, OH (1999)
- Swartz, James C. (1979) Professor, Chemistry  
 B.S., State University of New York at Plattsburg, Plattsburg, NY (1973)  
 Ph.D., University of Pennsylvania, Philadelphia, PA (1977)  
 M.S., Nova Southeastern University, Ft. Lauderdale, FL (2000)
- Tacy, Rebeca (2005) Assistant Professor, Nursing  
 B.S.N., Thomas More College, Crestview Hills, KY (1985)  
 M.S.N., University of Phoenix Online (2005)
- Taylor, Kenneth A. (1966) Associate Professor, Computer Information Systems  
 B.S., Xavier University, Cincinnati, OH (1961)  
 M.Ed., Xavier University, Cincinnati, OH (1964)  
 M.Sc., Ohio State University, Columbus, OH (1966)
- Tenkotte, Paul (1985) Professor, History  
 B.A., Thomas More College, Crestview Hills, KY (1982)  
 M.A., University of Cincinnati, Cincinnati, OH (1983)  
 Ph.D., University of Cincinnati, Cincinnati, OH (1989)

- Twaddell, Reverend Gerald E. (1977) Professor, Philosophy  
 B.A., St. Pius X Seminary, Erlanger, KY (1963)  
 Dipl. E.F.M., University of Strasbourg, Strasbourg, France (1965)  
 S.T.B., Catholic University of Paris, Paris, France (1967)  
 M.A., University of Cincinnati, Cincinnati, OH (1974)  
 Lic. Phil., Catholic University of Paris, Paris, France (1974)  
 M. Phil. & Habilitation, Catholic University of Paris, Paris, France (1974)  
 D. Phil., Catholic University of Paris, Paris, France (1977)
- Wells, Jack (1980) Associate Professor, Physics  
 B.S., State University of New York at Oneonta, Oneonta, NY (1975)  
 M.S., University of Toledo, Toledo, OH (1978)
- Wetzel, William C. Assistant Professor, Chemistry  
 B.S., John Carroll University, University Heights, OH (1999)  
 Ph.D., Indiana University, Bloomington, IN (2006)
- Yesul, Gail (1998) Assistant Professor, Education  
 B.A., The College of New Rochelle, New Rochelle, NY (1964)  
 M.S.E.D., Nazareth College, Rochester, NY (1992)
- Zahler, Barbara L. (1998) Associate Professor, Education  
 B.A., Bluffton College, Bluffton, OH (1972)  
 M.A., Ball State University, Muncie, IN (1979)  
 Ed.D., University of Cincinnati, Cincinnati, OH (2000)

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## ADJUNCT FACULTY

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The following list includes faculty who teach for the College on a frequent basis. Numerous others are invited to teach on a less frequent basis.

- Binney, James W. (2004) Department of History and Political Science  
 B.S., The Pennsylvania State University, University Park, Pennsylvania (1986)  
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# COMMUNICATION WITH THE COLLEGE

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Thomas More College is located at 333 Thomas More Parkway in Crestview Hills, Kentucky, just 10 minutes from downtown Cincinnati. Public transportation is available from the Greater Cincinnati Airport to the College; or, if you notify us of your travel plans, we would be glad to meet you.

The College telephone is (859) 341-5800. College offices are open 8:30 a.m. to 5:00 p.m. Monday through Friday, (8:30 a.m. to 4:30 p.m. May through late August), and at other times by appointment, if necessary.

Thomas More College's **mailing address** is 333 Thomas More Parkway, Crestview Hills, Kentucky, 41017-3495. Any and all correspondence should be directed to this address.

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