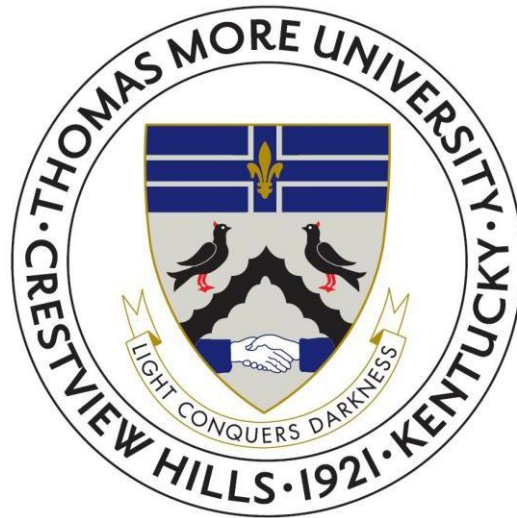


# THOMAS MORE UNIVERSITY

Catalog 2025 – 2026



The Thomas More University Catalog is intended for informational purposes only and does not constitute a contract between the University and the student. While this catalog presents policies and programs as accurately as possible at the time of publication, the University reserves the right to revise any section of the catalog as deemed necessary.

(revised 02/06/2026)

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# About Thomas More University

## MISSION STATEMENT

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

## EXPLICATION

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

## PROFILE

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

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

Thomas More College became Thomas More University in 2018 as part of the 50<sup>th</sup> anniversary celebration of the move to Crestview Hills, Kentucky. In 2022, the University celebrated its 100th anniversary with the launching of a new strategic plan (Lighting the Way) and a capital campaign (Second Century Campaign).

As an institution of higher education with a rich Catholic heritage, Thomas More University seeks to provide a quality liberal arts education in the arts, humanities, social sciences, and natural sciences. Its purpose is to awaken within each student the quest for truth, the ability to reason and wisdom that marked the life of its namesake, Saint Thomas More.

Today, Thomas More University serves almost 2,000 full and part-time students and is an integral part of the Greater Cincinnati and Northern Kentucky region. 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.

## ACCREDITATION

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Thomas More University is:

- Thomas More University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and educational specialist degrees. Thomas More University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Thomas More University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (<http://www.sacscoc.org>).
- accredited by the Accreditation Commission for Education in Nursing, Inc for the Nursing (BSN) and RN to BSN programs.
- approved by the Kentucky State Board of Nursing to offer a Bachelor of Science in Nursing (BSN) degree.
- accredited by the Accreditation Council for Business Schools and Programs (ACBSP) for Business Administration (MBA, BBA, BA), Sports and Entertainment Marketing (BA), and Accountancy (BA).
- licensed as a postsecondary institution by the Kentucky Council on Postsecondary Education. For questions regarding Kentucky licensure, contact the Kentucky Council on Postsecondary Education at 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601, <http://cpe.ky.gov>, or 502-573-1555.
- affiliated with the Clinical Laboratory Programs of Saint Elizabeth Medical Center of Covington, Kentucky for a Medical Laboratory Science Program.
- approved by the Kentucky Education Professional Standards Board (EPSB) to offer teacher-education programs at the elementary, middle school, and secondary levels.
- accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) - for all undergraduate and graduate education programs
- approved with the National Council for State Authorization Reciprocity Agreements, which allows the University to provide our high-quality programs to students in other states via distance education.

## SHARED VISION

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Thomas More University fulfills its mission through its commitment to academic excellence in the liberal arts and in career preparation. To achieve our mission, we maintain a student/faculty ratio that permits small classes, individual attention, and close student/faculty relationships. As a necessary foundation, we continue to develop an endowment sufficient to support high quality academic and extracurricular programs while maintaining modest tuition costs. Our university community models an atmosphere of openness, honesty, trust, and respect that is apparent to members and to visitors alike. Members of Thomas More University are committed to integrity, social justice, and service to others for which our Patron Saint and namesake – Saint Thomas More – is so justly renowned.

## STATEMENT ON VALUES

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

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

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

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

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

## Thomas More Values: Hospitality, Service, and Humility

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### COMMITMENT TO TMU VALUES THROUGH COMMUNITY

Thomas More University aspires to be a community that welcomes, celebrates, and promotes respect for all. Driven by the University's mission, we challenge every member of our community to understand and act in ways that demonstrate their responsibility to others.

Thomas More University's understanding of community and its value is closely tied to the Catholic Intellectual Tradition. One of the foundational principles of Catholic Social Teaching is that every person is worthy of respect by virtue of being a human being. Catholic Social Teaching also includes the principles of human equality, solidarity, participation, common good, and protection of the vulnerable. These principles are reflected in the Saints Community Standards, which ask all to value individual worth and to act with responsibility, self-control, and personal integrity. These foundational values call us to aspire continuously to a higher standard to ensure that, as a community, we respect the inherent dignity of all people.

As a Catholic university committed to the search for truth and to exploring the relationship between faith and reason, we require a safe and encouraging environment where we all can participate by asking deep, probing questions about our place in the world and our unity with others. Promoting the common good and well-being of all members of our community remains essential to the workings of the University. Moreover, we strive to prepare our students and graduates to engage in a world where both differences and commonalities can be understood, appreciated, and celebrated.

Consequently, Thomas More University is committed to providing an environment in which all individuals are safe from discrimination. The University adheres to all federal and state civil rights laws banning discrimination in institutions of higher education. Our commitment values diversity of the individual and harmony, while banning intolerance and hatred in any form.

To these ends, Thomas More University strives to:

- Create a campus community that is diverse and welcoming to all individuals.
- Educate our students through an intellectual exchange that requires the presence and voices of diverse faculty, scholars, and students.
- Develop curricular and co-curricular programs with a wide range of cultural and intellectual activities that prepare our students and graduates to engage in the diversity of the local, regional, national, and international community.
- Provide resources for projects and initiatives to support faculty, administration, staff, students, and alumni that further our institutional commitment to community.
- Encourage intentional interactions among members of our community that are aligned with the Catholic Intellectual Tradition and Catholic Social Teaching.
- Hold all community members responsible for respecting the dignity of others by upholding our Saints Community Standards that value individual worth, responsibility, self-control, and personal integrity.
- Ensure a hospitable environment in which all individuals are safe from discrimination, intolerance, and hatred.

## POLICY FOR ACCOMMODATING STUDENTS WITH DISABILITIES

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Students with disabilities, both visible and invisible, seeking special accommodations must do so through the Office of Student Accessibility (OSA) of Thomas More University. Section 504 of *The Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990* requires Thomas More University to provide reasonable accommodations that afford an equal opportunity for students with disabilities. However, the University is not required to provide accommodations that would place an undue hardship on Thomas More University, lower the standards of the academic program, or fundamentally alter the academic program. For accommodations to be awarded, the student must provide appropriate documentation of the disability. Documentation must include diagnosis of disability, name and credentials of the individual who made the diagnosis, specific recommendations for needed accommodations, and be within the last 3 – 5 years. School special education or 504 documentation may be acceptable and will be determined on a case-by-case basis. Generally, an undergraduate student must produce documentation of the disability at the beginning of his/her/their academic tenure at Thomas More University. However, all students receiving accommodations for disabilities must renew their registration for accommodations at the beginning of each semester the student is enrolled.

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

# COLLEGES AND DEGREE PROGRAMS

## COLLEGES

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Thomas More University has three Colleges:

- **College of Liberal Arts and Social Sciences**  
Includes the School of Education
- **Robert W. Plaster College of Business**  
Includes the Institute for Organizational Management and Ethical Leadership
- **St. Elizabeth College of Natural and Health Sciences**  
Includes the School of Nursing

## GRADUATE FIELDS OF STUDY AND DEGREES AWARDED

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- Master of Arts in Organizational Leadership (MA)
- Master of Arts in Teaching (MAT)
- Master of Education in Educational Leadership (ME-EDL)
- Educational Specialist (EDS)
- Master of Business Administration (MBA)
- Master of Public Health (MPH)
- Master of Science in Nursing (MSN)
- Master of Science in Information and Technology Management (MSITM)

## UNDERGRADUATE DEGREES AWARDED

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- Bachelor of Arts (BA)
- Bachelor of Business Administration (BBA)
- Bachelor of Fine Arts (BFA)
- Bachelor of Science (BS)
- Bachelor of Science in Nursing (BSN)
- Associate in arts (AA)
- Undergraduate Certificate (CERT)

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

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

## MAJOR FIELDS OF STUDY

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### Baccalaureate Majors available:

Accountancy (BA)	Hospitality Business
Art (BA, BFA)	Management (BS)
Biochemistry (BS)	Individualized Studies (BA)
Biology (BA, BS)	International Studies (BA)
Business Administration (BA, BBA)	Law (BA)
Chemistry (BA, BS)	Life Science (BA)
Communication (BA)	Management (BS)
Computer Information Systems (BA)	Management Information Systems (BA)
Criminal Justice (BA)	Marketing (BA)
Economics (BA)	Mathematics (BA)
Education:	Medical Laboratory Science (BS)
Educational Studies (BA)	Nursing (BSN)
Elementary School (BA)	Organizational Leadership (BA)
Middle School (BA)	Philosophy (BA)
Secondary School (BA)	Physical Science (BA)
Special Education (BA)	Physics (BA, BS)
English and Creative Writing (BA)	Political Science (BA)
Exercise and Health Strategies (BS)	Psychology (BA)
Exercise Science (BS)	Sociology (BA)
Finance (BS)	Sports and Entertainment Marketing (BA)
History (BA)	Theatre (BA)
	Theology (BA)
	Tourism and Recreation Management (BA)

Student-initiated majors provide avenues for the creative student to plan his/her own major program of study. For example, a student who wishes to major in a discipline not listed above but in which the University has faculty expertise may work with their advisor to plan the degree and the courses needed to fulfill its requirements. Examples include majors in Spanish or French or Political Philosophy or Marine Biology.

Students who wish to combine fields of study may elect to major in Interdisciplinary Studies. A student majoring in Interdisciplinary Studies may focus on a problem or topic spanning more than one subject area. For example, a student may focus on 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 Director of Interdisciplinary Studies and the student must have one or more sponsoring faculty advisors, and usually a faculty committee with representation from at least two distinct disciplines.

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

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

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

Thomas More University offers minors to complement the baccalaureate majors. Minors are designed to increase

knowledge or skills for a student's interest and to expand career opportunities.

**Minors available:**

Accountancy  
Art History  
Astronomy  
Biology  
Biochemistry  
Bioinformatics and Computational  
Biology  
Business Administration  
Chemistry  
Communication  
Criminal Justice  
Economics  
English  
Entrepreneurship and Innovation  
Environmental Science  
Finance  
French  
Gerontology  
History  
Humanities  
Information Systems  
Interdisciplinary Studies  
International Management  
International Studies  
Law

Liberal Arts in Film  
Life Science  
Management  
Marine Biology  
Marketing  
Mathematics  
Multimedia Design  
Music  
Non-Profit and Public Administration  
Organizational Leadership Philosophy  
Photography  
Physics  
Political Science  
Pre-Occupational T  
Psychology  
Public Health  
Sociology  
Spanish  
Sports Administration  
Studies in Exceptionalities  
Supply Chain Management  
Theatre  
Theology  
Visual Art  
Web Design

**Associate Majors available:**

Management (AA)

**Certificate programs available:**

French  
Organizational Leadership  
Spanish  
Theology



# UNDERGRADUATE ADMISSION

## ADMISSION PROCEDURES

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### First-Year Students

Students who have graduated from high school and have not completed at least 12 transferable semester credits at another post-secondary institution will seek admission to pursue one of the University's traditional academic programs as a first-year student and must adhere to the following procedures. All students seeking admission to undergraduate degree status for any program must be graduates of an accredited high school (or have a G.E.D.) and must have a copy of their high school (or G.E.D.) transcript submitted directly to the University. Standardized test scores such as those from the American College Test (ACT), the Scholastic Aptitude Test (SAT), or the Classic Learning Test (CLT), may also be submitted for consideration. Students who have previously been enrolled in another college must also have official transcripts of their work submitted directly to the University. Credentials accepted for admission become the property of Thomas More University.

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

English 4

Mathematics (Including Algebra II) 3

Science 3

Social Studies 3

Arts Appreciation 1

Non-native Language 2

Computer literacy 1

The University's admission policy is based on the principle that only those who show promise of success are to be admitted. The area manager representing the Office of Enrollment in the President's Cabinet shall oversee the policy for the admittance of such students. A student may be admitted as a first-year undergraduate by fulfilling one of the following criteria:

1. A student who has not submitted a verified test score from a testing agency must earn a high school average of B or 3.0/4.0 based on college preparatory courses; or GED scores in the top 50th percentile.
2. A student who has submitted a verified test score from a testing agency must earn a high school average of B or 3.0/4.0 based on college preparatory courses; or GED scores in the top 50th percentile; and a minimum composite score of 18 on the ACT, 970 combined score on the SAT, or 62 on the CLT.
3. A student who has earned lower than a high school average of B or 3.0/4.0 based on college preparatory courses, regardless of whether or not the student has submitted a verified test score, may be admitted at the discretion of the area manager for the Office of Enrollment in consultation with the Admissions Committee.

### POST-TRADITIONAL STUDENTS

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

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

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

## TRANSFER STUDENTS

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

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

## THOMAS MORE ACCELERATED PROGRAM STUDENTS

Students interested in accelerated or completely online programs and/or students seeking a degree-completion program may apply to one of the accelerated programs.

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

A student may be admitted to an accelerated program by fulfilling the following criteria:

1. Out of high school for five or more years (preferred);
2. A high school grade point average of 2.0 on a 4.0 scale based on college preparatory courses; or successful completion of a GED;
3. A grade point average of 2.0 or above on a 4.0 scale from previous colleges (for students transferring more than 24 hours, the high school GPA requirement is waived);

4. Resume demonstrating increased levels of professional responsibility;
5. Satisfactory interview with an advisor.

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

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

## **INTERNATIONAL STUDENTS**

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

- PTE, minimum overall score of 46 (minimum score of 42 on each section)
- TOEFL, internet-based test – 70 total score, with a minimum of 17 in each section
- TOEFL, paper-based test – 520 total score, with a minimum of 35 in each section
- IELTS – 6 total score, with a minimum of 5.5 in each section

Student who have attended a School/University for a minimum of one year where courses are taught primarily in English may be eligible to submit a certified letter in lieu of the Test of English.

Students attending college for the first time must submit a complete and official record of all secondary schools (or equivalent) previously attended, signed by an authorized official of the school, including dates of attendance, subjects studied, and grades; a certified copy is acceptable. Students who have previously been enrolled in another college (or equivalent) must also submit a certified translated transcript of credits from any institution previously attended and have their credentials evaluated by an accredited member from the National Association of Credential Evaluation Services (NACES) or by a university approved evaluation service. (The applicant is responsible for the fees charged for this service.) The University provides thorough training to all third-party vendors on our admissions processes to ensure they meet the standards of the University when recruiting potential students. This training provides them with the knowledge necessary to align with our processes and expectations to enable consistency within our admissions requirements.

Counseling is available through the Office of Global Education where they are authorized to issue I-20's (Certificates of Eligibility) for F-1 student visas.

### **Global Education at Thomas More University**

Thomas More University Global Education offers innovative, interactive, and experiential programming. As part of the Global Education hybrid sections at Thomas More University, students must participate in an Engage MORE Weekend component to fulfill the face-to-face instruction of the hybrid course. This intensive weekend experience provides a valuable opportunity to immerse yourself in the academic environment, connect with peers and faculty, and gain hands-on learning experiences that are an integral part of the coursework.

Reference the Global Education Handbook for complete policies and procedures.

## **THOMAS MORE'S DUAL-CREDIT PROGRAM (TMDC)**

The Thomas More University Dual-Credit Program offers eligible high school students the opportunity to take college courses at a reduced tuition rate while exposing them to college rigor, Thomas More's culture and so much more. Thomas More University partners with multiple high schools in the region to offer this program. High school students enrolled in the

Dual-Credit program are eligible to take classes at their high school (where offered), online, and/or on Thomas More's campus with the permission of their high school.

To qualify for this program, high school students must:

- Be a high school sophomore, junior, or senior
- Have an unweighted high school GPA of 3.0+
- Meet any course prerequisites

To remain in the program, students must:

- Maintain a Thomas More University GPA of 2.0+

Thomas More University will not award degrees to high school students currently enrolled in the Thomas More Dual-Credit Program or classified as an active dual-credit student. Students are encouraged to utilize their dual credits from Thomas More University and other institutions towards the pursuit of a degree at Thomas More after they have graduated high school. To receive a degree at Thomas More University, students must meet the minimum requirements for traditional admission (i.e. earning their high school diploma or G.E.D.).

To apply or to receive additional information about the program, please email [dualcredit@thomasmore.edu](mailto:dualcredit@thomasmore.edu).

## READMISSION

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

## NON-DEGREE STATUS

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

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

## TRANSFER CREDIT

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

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

- I. **Number of credit hours that may be accepted in transfer**
  - a. Transferring credit from a four-year institution: Thomas More University accepts up to 90 semester-hour credits and equivalency credits in transfer and allows them to be applied to a bachelor's degree; it allows as many as 44 semester hour credits and equivalency credits which are accepted in transfer towards an associate's degree; and as many as 12 semester-hour credits and equivalency credits, which are

- accepted in transfer to be applied to a certificate.
- b. Transferring credit from a two-year institution: Students who do not receive an associate degree may transfer up to 60 semester hours from a two-year institution. Students with an associate degree from a two-year institution may transfer all credits earned toward that degree, up to a maximum of 70 hours.
- c. Students may transfer in hours from multiple institutions but may not exceed the amount of transfer hours outlined above.
- d. 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's degree is 60, to the associate's is 30, and to the certificate is 8.
- e. Students must earn at least 25% of their credit hours through instruction offered by Thomas More University, exclusive of transfer credit and credit earned through the consortium program. To earn a degree in a specific major, a student must complete at least 18 of the hours required in that major for a bachelor's degree and 9 hours for an associate's at Thomas More University. A minimum of a third of the required credit hours for a baccalaureate major must be at the 300+ level.
- f. Thomas More University will modify its transfer credit policy for any incoming credit completed during the spring 2020 semester to accept pass denominations as credits completed for all courses.

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

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

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

- a. Credit is granted for academic work comparable to that offered at Thomas More University. Remedial level courses will not be accepted in transfer but, at the discretion of the department overseeing the course, these may be considered in determining pre-requisite knowledge to enroll in a course at Thomas More University.
- b. Transfer equivalencies are evaluated by those academically qualified to make the necessary judgements, typically the department chair (or their designee) of the equivalent course or discipline. Transfer equivalencies are tracked and applied by the Office of the Registrar. Academic departments (usually the Chair) determine whether a credit that has been accepted in transfer can be applied to a major, minor, or core requirement. Transferred hours that do not count toward the major, minor, or core still count toward the total hours needed to graduate.

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

Once a student enrolls at Thomas More University, the student may register for up to 6 credit hours at another accredited institution in the event that the course(s) is not given at Thomas More University for that specific academic semester with permission of the Dean of the College in which the student is pursuing their academic program and degree. The 6 credit hours

may not be used to satisfy free-elective or an upper-level degree requirement.  
Graduate transfer policies can be found in the Graduate section of this catalog.

# COSTS AND FINANCIAL AID (Undergraduate and Graduate)

## TUITION AND FEES

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### Undergraduate Traditional Programs Tuition and Fees Fall 2025 and Spring 2026

Full-Time per Semester	Incoming, Residents, & Returning Seniors	Continuing Junior and Senior Commuters
12-18 credit hours	\$19,900	\$19,125
Additional per credit hour in excess of 18 hrs.	\$735	\$735
<b>Part-Time per semester</b>		
Per credit hour for 1 through 11 hours	\$880	\$880

### Undergraduate Traditional Programs Tuition and Fees Summer 2026

Will be posted online during the Spring 2025 term.

### Undergraduate Accelerated Programs Tuition and Fees Fall 2025, Spring 2026, and Summer 2026

Bachelor Program per credit hour	\$625
Associate Program per credit hour	\$625

### Graduate Programs Tuition and Fees 2023-2024

<b>Master of Arts in Organizational Leadership</b> Per credit hour	\$700
<b>Master of Arts in Teaching</b> Per credit hour	\$640
<b>Master of Business Administration</b> Per credit hour	\$700
<b>Master of Public Health</b> Per credit hour	\$700

#### Additional Fees

Nursing differential	\$45 per credit hour
Graduation Fee	\$50
Graduation Late Fee	\$25
Transcript Fee (per copy)	\$5 (\$4 NSC Fee) for online request
Consortium Fee (per credit hour)	\$15
Admission Fees as applicable.	

NOTE: Some courses have special lab and supply fees, which range from \$10 to \$200. Consult the schedule of classes in the Office of the Registrar for lab and course fees. (N.B. These rates apply for the 2025–2026 academic year only.)

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

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

## METHOD OF PAYMENT

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

Amounts from a prior semester must be paid in full before registration will be permitted for any subsequent semester. A \$100 late fee will be added if payment or payment arrangements are not made by the approved date. Also, the registration

may be canceled, and the students will have to re-register, incurring a \$100 reinstatement fee. No student with an account balance will receive an official transcript of credits or a diploma. Interest is charged on any unpaid balance. Please consult the Bursar for more information.

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

## WITHDRAWAL AND REFUNDS

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

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

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

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

For courses that meet from 6 to 15 weeks:  
Before or during 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 Office of the Bursar.

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

## FINANCIAL AID

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

### **FEDERAL AND STATE PROGRAMS**

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

## COLLEGE WORK PROGRAMS

College Work Study Program (Federal)

### THOMAS MORE UNIVERSITY SCHOLARSHIP AND GRANT PROGRAMS

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

### SCHOLARSHIPS

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

### OTHER FINANCIAL ASSISTANCE

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

### THOMAS MORE TRUST FINANCIAL AID INITIATIVE

Parochial Promise • Thomas More Access Grant • Diocese of Covington Guarantee

### FINANCIAL AID

#### STANDARDS OF ACADEMIC PROGRESS (SAP)

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

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

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

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

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

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

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

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

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

#### **Repeated Coursework**

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

## **Withdrawal**

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

## **Incomplete Grades**

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

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

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

## **IV. No Passing Grades**

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

## **V. Evaluation**

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

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

## **VI. Appeal Procedures**

All students who have their financial aid eligibility suspended may appeal to the Financial Aid Committee to receive financial aid in a subsequent period of enrollment. Appeals must be completed and turned in to the Office of Financial Aid prior to the end of the semester for which the student is appealing to receive aid. A priority deadline can be established for each semester when notices of SAP failure are sent to students.

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

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

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

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

## **VII. Academic Suspension**

Any student suspended from the University will be ineligible for further financial aid. If the Office of 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.

## **VIII. Scholarship Retention Requirements**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School will return:

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

Student will return:

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

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

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

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

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

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

### **III. MEDICAL WITHDRAWALS:**

See Medical and Compassionate Withdrawal Policy.

## **FINANCIAL AID FOR 4+1 UNDERGRADUATE AND GRADUATE MASTERS PROGRAMS**

Financial aid for 4+1 programs is distinctly segregated into undergraduate and graduate financial aid eligibility. During the first four years of the program, the student is considered to be enrolled in an undergraduate program for financial aid purposes, even if the student is taking some graduate level classes during the fourth year. The fifth year of the program is when the student is considered to be a graduate student for financial aid purposes. All institutional scholarships and grants are renewable while the student is considered enrolled in an undergraduate program (first four years). During the fifth year, when the student is in the graduate year of study, all institutional scholarships and grants will be forfeited. The tuition structure is also different for students enrolled in graduate programs, including those in the fifth year of a 4+1 program. Please refer to the tuition and fee schedule for more specific information on the differences between undergraduate and graduate tuition and fee costs.

## **ADDITIONAL POLICIES AND PROCEDURES**

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



## STUDENT LIFE

Thomas More University is committed to an integrated learning environment both in and outside the classroom. Student Life Offices provide experiences, services, and programs which complement academic pursuits and facilitates student involvement in the life of the University through opportunities for leadership and service. In keeping with our Catholic mission and values, staff strive to create an environment which fosters the development of the whole person. Programs and services encourage and support intellectual, physical, psychological, social, and spiritual growth. Programs complement the academic mission of the University and develop students as productive and responsible citizens within the University and surrounding communities to which we belong.

Thomas More encourages students to explore academic fields and participate in life experiences which augment the learning process. Offices promote the development of values and decision-making skills that are rooted in values, ethics, principles, and moral codes and prepare students to advance the common good. The *Saints Community Standards* identifies five community commitments - individual worth, personal integrity, critical thinking, self-control, and community responsibility. Our students are expected to uphold and model these characteristics in all aspects of their life while enrolled at Thomas More University. The governing policies are designed to empower students to be responsible, respectful citizens within their living and learning environment while recognizing that their actions and behaviors can have a greater impact on everyone within the TMU community. In other words, our success in achieving our TMU mission and vision depends on the quality of the community we create. By grounding our policies in values, Thomas More University ensures that we are a community which develops and educates students for their whole lives.

Students are expected to familiarize themselves with policies and procedures as outlined in the *Saints Community Standards* as well as the Sexual Misconduct Policy and if living in the residence halls, the Residence Life Policies and Procedures. Please visit <https://www.thomasmore.edu/info-for/new-current-students/policies/> for a complete listing of these policies.

## CAMPUS MINISTRY

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The mission of Campus Ministry at Thomas More University is to invite the entire University community to engage in a journey of discovery of a friendship with God by infusing prayer, presence, and programming through sacramental, cultural, and co-curricular initiatives and drawing upon the Catholic Intellectual Tradition to form the whole person: mind, body, and soul. Mass is offered in Mary, Seat of Wisdom Chapel Monday through Friday, and Sunday Evening is the student Mass offered during the academic year. The Sacrament of Reconciliation is offered on Monday afternoons and Sunday evenings in the Chapel. Spiritual Direction is also available.

In addition, Campus Ministry Programs include:

- OCIA (Order of Christian Initiation of Adults)
- Student led bible discussions/faith sharing groups
- Student led, Student Retreats
- Music team
- Social Justice Programs
- Community Service
- Leadership/Team building Development

## STUDENT HEALTH SERVICES

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Student Health Services is in the Saints Center. A registered nurse coordinates health programming and routine health needs at no charge to students. Referrals are made to local physicians and hospitals if needed.

## COUNSELING AND WELLNESS PROGRAMS

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Counseling services are provided by a professional licensed counselor and available to all Thomas More University students during the academic year at no cost and without billing insurance. The counselor can provide treatment for a variety of issues that often impact students' well-being, such as feelings of anxiety or depression, grief and loss, trauma history, self-esteem, stress management, and relationship or interpersonal conflicts. All counseling services are confidential. The counseling department also takes part in prevention activities on campus to promote education and mental health awareness. The Director of Counseling works closely with community providers to connect students to resources outside the University as needed. Counseling is located in the Saints Center.

## STUDENT ACCESSIBILITY

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See Policy for Accommodating Students with Disabilities, page 7.

## INSTITUTE FOR LEARNING DIFFERENCES (ILD)

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The ILD is a fee-based additional academic support program designed for students with documented learning differences who need support beyond traditional accommodations. This program includes individualized learning plans, professional tutoring for each academic subject the student is enrolled during the semester. The program provides individual mentoring/coaching, and executive function skills development focused on improving eight executive functions: working memory, task initiation, planning, organizing, flexibility, self-monitoring, emotional control, and self-control. The ILD provides academic monitoring and early alert as well as monitoring graduation progress and career development. The ILD provides educational assistive technology for students to improve classroom engagement, comprehension, and overall study skills. All these services are coordinated through a strategic learning specialist who meets with students weekly.

Accommodations in compliance with section 504 of the *Rehabilitation Act of 1973* are offered to the student at no charge. Please see the Office of Student Accessibility or contact [disability@thomasmore.edu](mailto:disability@thomasmore.edu) for more information.

## THE STUDENT LEARNING COMMONS (SLC)

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The Student Learning Commons (SLC) brings together academic co-curricular functions, such as Advising/Coaching, Tutoring, coordinating internships/co-ops, and career and graduate school guidance. The Benedictine Library and the Student Success Center, which together constitute the University's Student Learning Commons (SLC), supports the student-centered ethos of the University.

The SLC, located in the Benedictine Library, functions as a vibrant and accessible learning hub for undergraduate and graduate students, an inviting space that encourages students to read, think, and collaborate with each other and their faculty, thus enabling them to develop habits of lifelong learning that will serve them well as they lead and serve their communities.

### ACADEMIC ADVISING AND COACHING

The University augments student advising by Faculty Advisors through a qualified team of Professional Academic Advisors/Coaches. Every student in their first two years of study at Thomas will be advised and guided by a Professional Academic Advisor/Coach who will be available throughout the year to field questions that go beyond the selection of classes. Professional Advisors/Coaches provide personalized attention to their advisees and help students navigate issues by directing them to, or by liaising directly with, other offices such as Financial Aid or Student Life and Activities. Coaching sessions with Professional Advisors/Coaches are scheduled individually throughout each semester and equip students with skills focused on: time management, organized and efficient study habits, adopting effective learning styles, note taking, and stress management. Our team of Professional Academic Advisors/Coaches assist students in their pursuit of success inside and outside the classroom, thus preparing them for their future beyond university.

### TUTORING SERVICES

Thomas More University offers students free tutorial assistance in all academic areas in peer-to-peer or online tutoring. The Tutoring Center provides assistance to all students who wish to improve their academic performance. TMU supports all students and encourages them, irrespective of their academic standing in courses to use tutoring services. Set up as an individualized process, the tutor/student relationship is designed to aid in academic success across the curriculum. This service assists students with classes, though not as a substitute for the instructor. Tutors engage students to develop their skills and to own their work as authors. As a part of TMU's tutorial services, there are writing and math centers dedicated to assisting students in those academic areas and a general Academic Tutoring Center for assisting students in the other academic areas. The Writing Center is in the library. (phone 859-344-3382). The Math Center is in room S215 of the Science Wing - hours are posted on door. The Academic Tutoring Center is located in the Library (phone 859 344-3507).

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

## INSTITUTE FOR CAREER DEVELOPMENT AND GRADUATE SCHOOL PLANNING

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The Institute for Career Development and Graduate School Planning (ICG) 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 current students at no additional cost:

- Individual career counseling and exploration
- Career and graduate school focused guidance for those exploring majors
- Coaching on job search strategies, resumé writing, interviewing techniques, and networking
- Resources on career opportunities, employers, graduate schools and graduate application materials, career planning and job search strategies
- On-campus recruiting
- Career events such as the annual Career and Internship Fair, the annual Mock Interview Competition (undergraduate only), information sessions, tabling events, networking events, and panel discussions, etc.
- Online job board, *Handshake*, with employment opportunities including full and part-time positions, internships, co-ops, and Experiential Learning opportunities
- Administration of the *Focus 2* Career platform to help students, especially in their first two years, to select a major, explore occupations, make informed career decisions, and act on their career development based on aptitude and interests
- Support for the experiential learning program

The following services are available to all alumni in their first five years after graduation. There is no cost for these services.

- Individual career counseling and exploration
- Coaching on job search strategies, resumé writing, interviewing techniques, and networking
- Resources on career opportunities, employers, graduate schools and graduate application materials, career planning, and job search strategies
- Attendance at some career events
- Online job board, *Handshake*, with employment opportunities including full and part-time positions, internships, co-ops, and Experiential Learning opportunities

The Institute for Career Development and Graduate School Planning is located on the second floor of the Administration Building. For information regarding services, please contact the Coordinator of Career Planning at 859-344-3545 or visit <https://www.thomasmore.edu/academics/student-success/thomas-more-success-center/republic-bank-foundation-institute-for-career-development-and-graduate-school-planning/>.

## THE THOMAS MORE BENEDICTINE LIBRARY

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The Benedictine Library is at the center of academic life at Thomas More University. The library aligns its mission with the University by providing information literacy support services, curated resources, and space for academic support to students, faculty, staff, and the community.

The library holds approximately 75,000 volumes of books, periodicals, and AV materials, as well as being an online participant in the United States Federal Depository Library Program (FDLP). A special collections room on the upper level includes numerous works by and about the University's patron and namesake, St. Thomas More, the Kentuckiana Collection, and other rare volumes. There is a Teacher Resource Room on the lower level containing a wide range of curriculum materials and instructional aids.

The library provides access to thousands of full-text journals and periodicals through over 200 online databases that are accessible both on and off campus. Thomas More University is a member of the Kentucky Virtual Library (KYVL), the Federation of Kentucky Academic Libraries (FoKAL) and the Southwest Ohio and Neighboring Libraries (SWON) consortiums. As a result, Thomas More students and faculty have borrowing privileges at colleges and universities across the Commonwealth, as well as at various types of libraries throughout Southwestern Ohio and Northern Kentucky. In addition, students and faculty can request books and articles from institutions all over the country via interlibrary loan.

The Benedictine Library is open over 80 hours a week during the regular academic year, and electronic access to materials is available to students, faculty and staff 24 hours a day/7 days a week. Reference service is available during most hours of operation and can be obtained on-site or virtually. The library staff provides bibliographic instruction to students in the first year experience courses and other courses and will give bibliographic instruction to groups or individuals upon request. There are ample computer and printing facilities on the premises, including a computer area on the entry level. There is space for individual and group study. The University Archives and the Eva G. Farris Art Gallery are located in the Benedictine Library, as are several classrooms.

## **Graduate Student Support**

The Benedictine Library supports the advanced research, teaching, and learning needs of graduate students at Thomas More University—whether on campus or fully online. In alignment with the University’s mission, the library offers scholarly resources, expert research assistance, and instructional services that promote academic excellence and engagement.

Graduate students have 24/7 remote access to over 150 online databases and thousands of full-text academic journals, periodicals, eBooks, and streaming media. With inter-library loan and the library’s own specialized collections we support graduate-level scholarship across disciplines, ensuring students have access to authoritative, peer-reviewed resources for advanced study and research.

Virtual services are designed for the flexibility required by remote and asynchronous learners. These include live one-on-one consultations via video conferencing, email-based research assistance, and asynchronous instructional content such as recorded workshops and research tutorials. Students may schedule individual sessions with a reference librarian for personalized research support.

Librarians also collaborate with graduate faculty to provide course-integrated library instruction tailored to specific assignments, disciplines, and research methodologies. Additionally, the library offers a suite of online how-to guides covering topics such as literature reviews, citation management, research strategies, and using subject-specific databases—designed to strengthen academic success and scholarly writing.

The library houses approximately 75,000 physical volumes and participates in the U.S. Federal Depository Library Program (FDLP). Remote students may request digital copies of articles and chapters via interlibrary loan or request physical material delivery.

As a member of the Kentucky Virtual Library (KYVL), the Federation of Kentucky Academic Libraries (FoKAL), and the Southwest Ohio and Neighboring Libraries (SWON), Thomas More offers graduate students expanded access to library resources and borrowing privileges throughout the region.

On campus, the library offers individual and group study spaces, printing services, classrooms, and specialized collections such as the St. Thomas More Collection, the Kentuckiana Collection, and the University Archives. The Eva G. Farris Art Gallery is also housed in the library.

The Benedictine Library is open more than 80 hours per week during the academic year, with digital resources and virtual research support available around the clock to meet the needs of both local and remote graduate learners.

## **HOUSING AND RESIDENCE LIFE**

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Thomas More University strives to create a community in our on-campus Residence Hall facilities which foster the overall development and growth of each student. The Residence Life Department supports this goal by creating a supportive environment that develops students’ academic success and personal growth by providing learning opportunities and promoting a sense of social responsibility. Housing and Residential Life attends to the holistic development of students through safe living in community, intentional student programming, and by fostering students’ talents and potential to be effective leaders and citizens.

Thomas More University has a two-year live-in residency requirement; exceptions to this policy require completion of the “Housing Exemption Form” on MyTMU (<https://mytmu.thomasmore.edu/ICS/>) and approval by the Dean of Students. Only students who are full-time may live in the residence halls; however part-time students may live in the residence halls under special circumstances with permission from the Assistant Dean of Students. Any student needing disability accommodations for housing should contact the Office of Student Accessibility.

The Housing & Residence Life Department is administered by the Assistant Dean of Students and includes one live-in professional staff member, the Assistant Dean of Students (currently), as well as student staff who serve as Residence Advisors (RAs) and Resident Advisor Coordinators (RACs). The staff is trained to provide residents with the support necessary for a meaningful living-learning experience. Housing and Residence Life works closely with Public Safety to ensure a safe, secure living and learning environment.

For more information contact 859-344-3574 or visit: [http://www.thomasmore.edu/studentlife/residence\\_life.cfm](http://www.thomasmore.edu/studentlife/residence_life.cfm).

## **CAMPUS ORGANIZATIONS AND STUDENT ACTIVITIES**

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Student activities and campus organizations provide opportunities for students to develop a variety of skills including leadership, communication, and time management. Thomas More University has over 30 student organizations hosting a variety of activities that are educational and recreational in nature. The Office of Student Affairs serves as the hub of student life. Assistance is provided in leadership training, programming, and membership development.

Student Government Association (SGA) serves as the official representative organization of the student body and acts as the liaison between students and the faculty, university leaders, and Board of Trustees. In conjunction with the Office of Student Affairs, they provide oversight to allocate the student activity fee budget; and serve as an advocate for Thomas More University.

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

If you are interested in more information on specific organizations, opportunities, or campus events, please visit us online and fill out our Interest Form: <https://www.thomasmore.edu/student-life/>. A staff member will respond to you personally with more information.

## STUDENT ORGANIZATIONS

For a current listing of the clubs and organizations at Thomas More University, please refer to the Office of Student Life website: <https://www.thomasmore.edu/student-life/clubs-activities/>.

## ATHLETICS

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

### NCAA TEAMS

The University holds membership in the National Collegiate Athletic Association (NCAA) Division II and competes with some of the premier athletic programs in the country. The men's program includes baseball, basketball, bowling, cross country, golf, football, lacrosse, soccer, tennis, track and field, volleyball, and wrestling. The women's program includes basketball, bowling, cross country, golf, lacrosse, soccer, softball, tennis, track and field, and volleyball. 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.

### INTERCOLLEGIATE/RECREATION

Intercollegiate sports include archery, band, cheerleading, dance, esports, and rugby. The Five Seasons Country Club, which students use on a fee waived basis, the Connor Convocation/Athletic Center, and softball, soccer and football fields serve the campus. Five Seasons includes 16 tennis courts (8 indoor), 4 racquetball courts, weight and exercise room, swimming pool, running track, sauna and steam rooms, hot tub and two restaurants. These facilities provide numerous opportunities for informal, individualized recreation.

## SPIRIT PROGRAMS

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Thomas More University offers a variety of creative means of expressing one's thoughts, interests, attitudes, emotions, and ideas.

**BAND:** Students may join the Band program and participate in performances. Scholarships are available.

**CHEERLEADING:** Cheerleading and a chance to be a Tommy, our Mascot, allows students to bring a different dynamic and energy level within a top-notch squad dedicated and committed to success. Two-time champions, our cheerleading squad and Mascot (Tommy) perform at home football and basketball games as well as special events throughout the year.

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

Students interested in obtaining further information about Band, Cheerleading, Dance, or the Mascot, should contact 859-344-3533.

**CHOIR, THEATRE, and CREATIVE WRITING:** Other co-curricular activities such as Theatre and Choir are represented under the academic department of Creative Media and provide additional opportunities for students to earn credit while pursuing their passion for performance. *Words*, the literary art magazine featuring original drawings, photographs, poetry, and prose submitted by Thomas More University students.

## **CAMPUS BOOKSTORE**

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The Thomas More University Bookstore, The More Store, is located in the Saints Center. The bookstore can assist with all functions of the book program including inclusive access. The More Store offers apparel, school supplies, and other everyday supplies for students. Students have the option to pick up their books in the store at the beginning of each semester, but they must print out a shipping label and take them to a UPS to return them at the end of each semester. Visit The More Store (<https://bookstore.thomasmore.edu/>) for store hours and additional information.

## **PUBLIC SAFETY**

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The Department of Public Safety is located on the first floor of the Saints Center. The Department of Public Safety's mission is to ensure a safe and secure environment for all students, faculty, staff, and visitors by promoting proactive safety measures, responding effectively to emergencies, and fostering a culture of respect and responsibility. The Department of Public Safety is committed to maintaining a peaceful campus through collaboration, education, and continuous improvement of safety protocols, while supporting the academic and personal well-being of our community. Public safety officers are on duty 24/7 and are always available to assist with student needs. The department maintains active patrols around campus, provides escort services, issues parking permits, enforces parking regulations, provides oversight of the Emergency Communication System and is tasked with maintaining the University's crisis and emergency plans. The Department of Public Safety can be contacted at 859-341-7233.

## **PARKING**

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

# ACADEMIC REGULATIONS AND POLICIES

To assure the quality of its offerings as well as equitable treatment of its students, Thomas More University has developed several 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 Office of Academic Affairs.

## 2025-2026 ACADEMIC CALENDAR

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The Academic Calendar is intended for informational purposes. It can be found online at [Academic Calendars - Thomas More University](#) and [Academics - Main View | Academic | Calendars | Portal](#). The University reserves the right to revise any section or part of the calendar without notice or obligation.

## REGISTRATION

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

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

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

Most standard courses can only be added within the first two weeks of classes. Standard classes dropped during the first week of class are not recorded as part of the student's academic record, but after the first week of class, drops will be recorded with a "W" grade and students are responsible for the cost of the course based on the refund schedule. Students may withdraw through the last day of class before final exams.

## GRADE REPORTS

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Official transcripts and grade reports are available online through MyTMU. Students may request an official, sealed copy of their grade report for employer tuition reimbursement purposes. Students can order a grade report for any externally funded tuition reimbursement free of charge using a form located in the Office of the Registrar.

## TRANSCRIPTS

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

Transcripts can be requested online through the National Student Clearinghouse. The fee for this request is \$5 per transcript plus processing fees.

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

Currently enrolled students may access their unofficial transcripts through MyTMU.

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

## CLASSIFICATION

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

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

## RESIDENCY POLICY

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Thomas More University maintains a residency policy which requires that at least 25 percent of the credit hours required for an undergraduate degree are earned at the University. A minimum of 30 credit hours for the bachelor's degree must be taken at Thomas More University. The final 30 hours for a bachelor's degree must be taken at Thomas More University or through the Consortium. The final 30-hour requirement is waived for certain pre-professional programs such as Engineering and Medical Laboratory Science, but students in these programs must still complete 30 credit hours at Thomas More University. For the associate degree, the final 20 credit hours must be taken at Thomas More University. In addition, to earn a degree in a specific major, a student must complete, at Thomas More University, at least 18 of the hours required in that major for a bachelor's degree and 9 hours for an associate degree. Students working on a graduate degree must earn at least one-third of the credit hours required from Thomas More University. Graduate students can transfer up to 12 semester-hour credits towards their master's degree. Graduate advising is addressed further in the Graduate Programs Section.

## MAINTENANCE/FORFEITURE OF DEGREE STATUS

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

## ACADEMIC ADVISING

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All students are assigned a faculty academic advisor. In their first two years of study students are also assigned a Professional Advisor of Studies. Students are encouraged to maintain close contact with their advisors who can assist them in meeting their changing developmental needs for advising. Although the University aids in making educational, career and personal decisions, the primary responsibility for correctly registering and completing degree requirements remains with the individual student and students are expected to familiarize themselves with published degree requirements and University policies.

Graduate advising is addressed further in the Graduate Programs Section.

## GRADUATION APPLICATIONS

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It is the responsibility of the Office of the Registrar to verify that each candidate for a degree has fulfilled all requirements for the degree. Students are required to file a Graduation Application with the Office of the Registrar. Applications must be received in the Office of the Registrar by April 15 for graduation in December, November 15 for graduation in May, and January 15 for graduation in August. Applications submitted after those dates will be charged a late fee. Please consult the Bursar or Registrar for current graduation fees.

## GRADUATION CEREMONY

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Thomas More University offers three official graduation dates in May, August, and December. There is, however, only one commencement ceremony scheduled in May. Students who 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 may participate in the commencement ceremony the following May. The diploma will be issued only after all requirements have been met, and the date on the diploma will reflect the graduation date at which all requirements have been completed.

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

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

## DESCRIPTIONS OF GRADING SYSTEMS

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### GENERAL PRINCIPLES CONCERNING GRADES

- I. Registration and Withdrawal from courses is governed by the following principles:
  - a. The last day to add a course is the end of the tenth day of each semester or the equivalent for alternate calendar scheduled courses. 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.
  - b. 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.
  - c. A grade of "W" will be automatically recorded by the Registrar for courses dropped after the second week of the semester and by the last day of classes before final exams.
  - d. Students who fail to withdraw by the deadline may receive a "Y" grade for failure to withdraw or their earned grade as determined by the instructor.
  - e. Students are expected to determine whether they have the interest, time and/or ability to successfully complete the course before the appropriate deadlines.
  - f. Exceptions to this policy will only be granted in extenuating circumstances with the approval in writing of the instructor, the Department Chair, College Dean, and/or the Office of Academic Affairs.
- II. All courses listed as requirements for a major must be taken under the Letter System unless the major department permits otherwise. A minimum of 96 semester hours must be earned under the Letter System. All courses taken to satisfy Core Requirements must be taken under the Letter System. When registering for any course, the student shall indicate his/her choice of being graded under either the Letter System or the Pass/Fail System; however, during the first five weeks of classes in the semester or the first two weeks in either summer session, the student has the option to change from one system to the other. This time limit also applies to changes from credit to audit.
- III. Incomplete grades, "I", may be awarded at the end of a course when all but a minor portion of the course work has been completed. Before the end of the course, the student must make arrangements with the instructor to receive an incomplete grade and specify the remaining work to be completed with a time limit. The student must submit the signed Incomplete Grade Request Form to the Office of the Registrar before the deadline to submit grades or the student will automatically be assigned a failing grade. If the incomplete grade is not changed by the following deadlines it will automatically be change to "F": February 1 for fall semester courses, July 1 for spring semester courses, October 1 for summer semester courses.
- IV. A student who receives an "N" may have it changed upon the successful completion of the work. The deadlines for such changes are the end of the spring semester for the fall semester N's, the end of summer semester for spring semester N's and the end of the fall semester for summer semester N's. The instructor of the course must submit appeals for extension of these deadlines to the Registrar in writing.
- V. It is the student's responsibility to report any errors in his/her grade report to the Registrar, no later than February 1 for fall semester courses, July 1 for spring semester courses, October 1 for summer semester courses.
- VI. Students who repeat a course, regardless of the grade or credit earned in the previous course, will have only the latest attempt count in their cumulative grade point average and semester hours. All grades received must appear on the transcript, but only the last grade received is counted. Repeated courses will remain on the transcript with a 'repeated' notation and cannot be used to fulfill graduation requirements. Courses with a W (withdrawal) grade are

not considered. This policy does not apply to courses allowed as repeatable as indicated in the catalog, such as special topics or co-operative education courses. For repeatable courses all attempts are counted in the cumulative grade point average and semester hours.

### GRADUATE LETTER GRADING SYSTEM

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

### UNDERGRADUATE LETTER GRADING SYSTEM

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

## PASS/FAIL SYSTEM

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

## REMEDIAL GRADING SYSTEM

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

## AUDIT GRADING SYSTEM

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

## ATTENDANCE POLICY

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

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

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

### A. General Requirements Pertaining to Attendance

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

### B. Participation in University Sponsored Events

- Students representing Thomas More University in an approved athletic event, academic activity, or other University sponsored function will be excused from class for the specific event.
- Absences related to school-sanctioned events must be approved in advance by the President, the Office of Academic Affairs, or the Dean of Students. Absences related to school sanctioned athletic events will be approved by the Faculty Athletic Representative.
- Students who are scheduled to participate in a university sponsored function must notify their instructors in advance of the absence and must meet individual faculty requirements regarding completing course work and/or activities for each class missed.

- Students who fail to provide adequate notice may be counted as “absent-unexcused” for the class or classes missed as indicated in the instructor’s syllabus.
- Activities covered under this policy will not allow a student to miss more than 10% of class time for any class in a particular semester. Other exemptions may be granted by an individual faculty member.

## OFFICIAL AND UNOFFICIAL WITHDRAWALS

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### Official and Unofficial Withdrawals

- Students who drop a class within the add/drop period will have no record on their transcript. Students must drop before the end of the first week. This may affect the student’s bill, housing, and financial aid eligibility.
- Student initiated withdrawals occurring after the first week of the term and before the last day of class before final exams will be issued a “W” grade. For students enrolled in 4 – 8-week courses, the final day of classes is the Friday before the last week of the class. This grade does not affect GPA but can affect satisfactory academic progress to degree for financial aid purposes.
- Faculty use the Early Alert System to identify students with attendance or other academic issues.
- After the withdrawal deadline, faculty have the option to assign one of the following grades:
  - Earned letter grade
  - “Y”, student ceased attending and failed to officially withdraw by the deadline
- There is no appeal process.

### Medical and Compassionate Withdrawal

Students who withdraw from one or more of their courses in a semester and receive a “W” on their academic record will be billed and remain financially responsible for any and all payment(s) due to the University.

Requests for medical and compassionate consideration may be submitted up to two weeks after the semester ends to the Dean of Students and should be based on a record of complete withdrawal in the semester or term. Information regarding medical or compassionate considerations require thorough and credible documentation.

## ACADEMIC STATUS POLICY – UNDERGRADUATE STUDENTS

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Students are expected to maintain Good Academic Standing to progress toward degree completion.

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.

Students who do not maintain Good Academic Standing will be placed on, removed from, or continued on Academic Probation, Suspension or Dismissal at the end of any given semester. Any student with “I” (incomplete) grades at the end of the semester will be re-evaluated after the deadline to change such grades has passed (see grading policies). Students can be placed on or removed from probation at that time.

### I. **Good Standing**

Students who maintain a 2.0 cumulative GPA at the conclusion of each semester are in Good Academic Standing.

### II. **Academic Warning**

A student who falls below a 2.0 cumulative GPA at the conclusion of their first semester at Thomas More University will receive a letter of Academic Warning from the Office of Academic Affairs.

### III. **Academic Probation**

Students who do not meet the cumulative GPA of 2.0 required for Good Standing for a second time at the conclusion of a semester will be placed on Academic Probation for the next semester.

At the end of the Academic Probationary semester, students will be removed from probation if their semester and cumulative GPA is 2.0 or above.

If the student's cumulative GPA remains below 2.0, but the semester GPA is 2.0 or above, the student will continue on Academic Probation.

Any student who continues to attain a semester GPA of 2.0 but does not achieve a cumulative GPA of 2.0 at the end of the conclusion of a semester will continue on Academic Probation up to a maximum of four semesters.

Continued Academic Probation is cleared, and the student achieves Good Academic Standing when the cumulative GPA is 2.0 or above.

Students on Academic Probation may be limited to a maximum of 13 credits in the semester.

Students will also be held to the following:

- i. limitation on serving as officers or committee members in any campus organization; restrictions on publicly representing the University (e.g., in athletic or other intercollegiate competition, in dramatic productions, etc.).

#### IV. **Academic Suspension**

At the end of any Academic Probation semester, if the student's cumulative and semester GPAs remain below 2.0, they will be suspended.

Students placed on academic suspension may appeal to the Office of 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 Office of 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 Academic Probation.

#### V. **Dismissal**

Students who do not meet the cumulative minimum GPA of 2.0 required for Good Academic Standing for a fourth time at the conclusion of a semester or term will be dismissed from the University.

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.

#### VI. **"Fresh Start"**

The "Fresh Start" policy is a provision which allows a student returning to Thomas More University that has remained out of any college or university for three or more calendar years to void a portion of the work done prior to readmission. A student who meets the time-eligibility requirement above and who wishes to take advantage of this option may do so by:

- a. applying to the Admissions Committee for readmission to the University;
- b. taking at least 12 more semester hours on the letter grading system;
- c. earning at least a 2.0 GPA in the courses taken since readmission to the University, with passing grades in each course; and
- d. submitting the "Fresh Start" request to the Registrar as soon as possible after taking 12 more hours on the letter grading system, but in no case later than six months before the intended date of graduation.

After the "Fresh Start" is granted, all courses remain on the permanent record. Only those courses that were not voided by the "Fresh Start" will apply toward the minimum 120 credit hours graduation requirement, and only those same courses will be included in the grade point average.

## **ACADEMIC STATUS POLICY – GRADUATE STUDENTS**

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Good Standing: To remain in good academic standing, students must maintain a cumulative GPA of at least 3.0 at the conclusion of each semester (December, May, August). If a student's GPA falls below the required 3.0 after completing a

minimum of 9 credit hours, the student will be placed on academic probation.

Probation: Students placed on probation may be subject to one or more of the following conditions:

- Retaking coursework in which a grade below a "B" was earned.
- Development of a Corrective Action Plan outlining specific areas for improvement.
- Mentorship and progress monitoring by an appointed department representative.
- Fulfillment of program-specific requirements.

To be removed from probation, students must achieve a term GPA of 3.0 or higher by the end of the probationary semester (December, May, August). Failure to achieve the required GPA may result in dismissal from the program.

Students may remain on probation for a maximum of two consecutive semesters.

Dismissal: Students who fail to meet the cumulative 3.0 GPA requirement for good academic standing after a second probationary semester will be dismissed from the program.

Appeal Process: Students who are dismissed from the program may submit a written appeal to the Academic Standing Committee within 10 business days of receiving the dismissal notification. The appeal should include:

- A statement explaining the circumstances that contributed to the academic shortfall.
- Documentation supporting any extenuating circumstances.
- A detailed plan outlining the steps the student will take to improve academic performance if reinstated.

The Academic Standing Committee will review the appeal and provide a written decision within 15-20 business days. The decision of the committee is final.

## ACADEMIC HONESTY

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

### I. **Sanctions**

- a. For the first offense (administered by the instructor or Dean):  
Minimum penalty: Grade of O or F for the examination, quiz or paper affected without opportunity to make it up.  
Maximum penalty: Grade of F for the course affected and academic probation as determined by the Office of Academic Affairs.
- b. For all subsequent offenses (administered by the Office of Academic Affairs):  
Minimum penalty: Grade of F for the course and possible academic probation or suspension.  
Maximum penalty: Academic dismissal from the University 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 University's Policy on Academic Honesty may confront the student with the allegation in a confidential and private interview within 48 hours of having detected the alleged offense. The instructor will, at that time, describe the circumstances of the allegation, remind the student of the University Policy on Academic Honesty, and allow the student to state his/her response to the allegation. If the student admits to having committed the offense, the professor will apprise the student of the sanction to be imposed. 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 Office of Academic Affairs. The instructor shall impose the sanction. A record of the event will become a part of the student's record in the Office of the Office of Academic Affairs. If there is an earlier violation on file in the Office of Academic Affairs, the Office will impose a sanction as stipulated in Section I. No allegation of academic dishonesty may be made after the degree being pursued has been conferred.
- b. If the student does not agree, or if the student refuses to meet with the instructor, or after admitting the allegation refuses to sign the University's Academic Violation Form, the instructor will present the accusation and supporting documentation in writing to the College Dean. The Dean will forward a copy of

- the accusation to the student, examine the evidence, and will confer with the student. After reviewing the evidence, the Dean will apprise the student of his/her judgement, including the sanction. The student will acknowledge in writing that he/she understands (and, if appropriate, accepts) the Dean's judgment. The Dean will inform the instructor, the sanction will be imposed and all documentation in the case will be made a part of the student's record while he/she is at the University.
- c. The student has five days to appeal the judgement of the Dean. Appeals must be submitted in writing to the Office of Academic Affairs. If the student neglects to submit the written request for appeal under the prescribed conditions, the judgment of the Dean will prevail, and the sanction will be imposed. After receiving an appeal, a hearing committee will be formed.
  - d. Composition of the Hearing Committee: i. The Hearing Committee 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 Provost and votes only if one of the two other faculty members is not in attendance. iii. The Provost chairs the meeting, may ask questions, or supply requested information, but does not vote.
  - e. 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 the hearing. The instructor may choose to submit a written statement of his/her allegation along with any appropriate documentation prior to the hearing. The hearing panel or agent may call to the hearing any person(s) directly concerned with the allegation. During the hearing, the student will be given every consideration and opportunity to be heard. A complete and verbatim record of the hearing will be kept. The hearing panel or agent will take a reasonable period to deliberate. All matters pertaining to the hearing will be kept strictly confidential. Written notification of the decision and sanction imposed by the hearing panel or agent will terminate the appeal process. The record of the hearing and all supporting documentation will be made a part of the student's record while he/she attends the University and for three (3) years after the last semester of attendance. If at any point in the process the student has been cleared of the charges, all records pertaining to the incident will be destroyed. At every stage in the process, the student will have a right to submit in writing his/her statements regarding the events.

## ACADEMIC EVALUATION APPEAL PROCESS

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

1. The student tries to clarify the matter by conference with the course instructor.
2. If still dissatisfied after the conference, the student consults with the Chairperson of the Department in which the grade was given.
3. If the issue is still unresolved, the student consults with the Dean of the College, who will confer with the instructor.
4. If the disagreement persists, the Dean of the College convenes the Appeal Board.
  - a. Upon receipt of a formal written request for the student or instructor, the Appeal Board hears the appeal.
    - i. The appeal of a particular grade can be made only once by a student.
    - ii. The deadline for the formal written request is the time limit for making a grade change under University policy (February 1 for the Fall semester, July 1 for the Spring semester and October 1 for the Summer Sessions).
  - b. Composition of the Appeal Board:
    - i. The Appeal Board consists of two (2) faculty members and two (2) students. Each represents a different department from that directly involved in the appeal. The Student Government will select the students upon request and the Faculty Coordinating Committee will provide the faculty upon request.
    - ii. A third faculty member from a related department, such as another department in the same division or a similar discipline, serves as an ad hoc appeal board member at the request of the Dean and votes only if one of the two other faculty members is not in attendance.
    - iii. The Dean chairs the meeting, may ask questions, or supply requested information, but does not vote.

- c. **Grade Appeal Hearing Process**  
After introductory remarks by the Chairperson, the meeting proceeds in the following order (both parties may be present for steps i, ii, and iii):
  - i. Presentation by Student, including statement of facts and documentation.
  - ii. Presentation by Instructor/Professor, including statement of facts and documentation.
  - iii. Questions from Appeal Board for information and clarification.
  - iv. Deliberation of Appeal Board in absence of Student and Instructor/Professor.
  - v. Communication of Appeal Board's decision to Student and Instructor/Professor.
  - vi. Record of the procedure will be kept on file in the Dean of the College.
5. The Dean of the College conveys the decision of the Appeal Board within two working days. The student and instructor will each receive a written copy of the decision with the reasons for the decision.
6. If the Appeal Board decision is unsatisfactory to either the student or the instructor, that person may appeal the decision to the Office of Academic Affairs. The materials of the grade appeal should be supplied to the Office of Academic Affairs by the Dean of the College upon request. The Office of Academic Affairs' decision is final.

## ACADEMIC HONORS

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

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

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

3.50	Cum laude
3.80	Magna Cum laude
3.90	Summa Cum laude

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

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.

**Disciplinary Honors:** Some majors allow students to pursue an Honors track in the major through additional course work in related areas. Students are typically invited by faculty to pursue these Honors tracks within the major. Additional coursework may include competencies such as language acquisition through study beyond the first year.

## STUDENT GRIEVANCE POLICY

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Thomas More University is committed to respecting and supporting all members of our community and providing a quality educational experience for all students. The purpose of this policy is to establish procedures and guidelines to address student grievances.

Students with a Grievable Action may file a formal Student Grievance through <https://hd22.thomasmore.edu/>, choosing the Help Topic of Student Grievance. Only grievances filed in this manner will be considered according to the procedures below. The Grievance must be filed within 30 days after the date the student has been aggrieved.

Any student who elects to file a Grievance shall not be retaliated against in any way by the University, its employees, or agents. Retaliation against a student for participating in the grievance process in good faith will not be tolerated and will subject the individual engaging in the retaliation to disciplinary or corrective action. Any complaints about retaliation may be reported to the Dean of Students.

**DEFINITIONS**

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

*Grievable action* - an action that either:

1. is in violation of written University policies or procedures
2. constitutes misapplication or misinterpretation of University policies, regulations, rules, or procedures.

A flow chart to help determine what is grievable and what is not grievable action is provided below:

Issue	Action
Is your complaint against a faculty or staff member?	Refer to the faculty or staff member's supervisor. Information is available in the <a href="#">Employee Directory</a> .
Is your complaint against another student?	Refer to the <a href="#">Dean of Students</a> .
Is your complaint about a financial aid decision, rule, and/or regulation?	Refer to the Financial Aid appeal procedures as outlined in the <a href="#">University Catalog</a> .
Is your complaint about a disciplinary decision administered by Student Affairs?	Refer to the procedures in the <a href="#">Saints Community Standards</a> .
Is your complaint about facilities?	Submit a <a href="#">Work Order Request</a> with Facilities.
Is your complaint about computer equipment or technology?	File a request at the Helpdesk at <a href="https://hd22.thomasmore.edu/">https://hd22.thomasmore.edu/</a> .
Is your complaint about your course grade?	Refer to the Academic Evaluation Appeal Process as outlined in the <a href="#">University Catalog</a> .
Is your complaint about a policy or procedure?	This process may not be used to challenge policies or procedures. Submit a comment on the policy or discuss with the area responsible.
Is your complaint about a <u>violation</u> of a policy or procedure?	File a Student Grievance.

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

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

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

FERPA becomes effective on the term of the first day of the term for those newly matriculating students who have scheduled at least one course

## DEFINITIONS

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

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

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

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

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

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

**RELEASE OF INFORMATION:** "Directory Information" may be released for any purpose at the discretion of the University when it is believed to be in the best interest of the student. Under the provisions of FERPA, students have the right to withhold the disclosure of all "Directory Information" as follows: student name, address, email address, telephone number, major field of study, dates of attendance, enrollment status, degrees, academic honors and awards received, club and athletic participation records, and photographic, videotaped, and electronic images. The University will disclose any of these items without prior written consent from the student, unless notified in writing by the student to the contrary. The University will disclose only dates of attendance, enrollment status, major field of study and degrees received via telephone. Other "Directory Information" will be disclosed by written response. If the student does not wish to have this information released for any purpose, including the student directory, press releases, etc., the student must inform the University in writing by the end of the second week of classes in any semester. Notification forms are available in the Office of the Registrar. If the student's correspondence is not received in the appropriate office, the University will disclose the above information until the next notification. Please consider very carefully the consequences of any decision to withhold "Directory Information." Should a student decide to inform the University not to release "Directory Information," requests for ALL "Directory Information" from any third party will be refused.

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

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

- A. A student must request, in writing, to the University official responsible for the record, to amend a record. In so doing, the student shall identify the part of the record he/she wants changed and specify why he/she believes it is inaccurate, misleading, or in violation of his/her privacy or other rights.

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

### **REFUSAL TO PROVIDE COPIES**

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

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

### **DISCLOSURE OF EDUCATION RECORDS**

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

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

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

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

intended disclosure.

J. To appropriate parties in a health or safety emergency.

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

### **SOLOMON AMENDMENT**

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

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

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

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

### **RECORD OF REQUESTS FOR DISCLOSURE**

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

### **ANNUAL NOTIFICATION**

- A. Students will be notified of their FERPA rights annually by publication in all student handbooks published by Student Development/Dean of Students and the Digital, Graduate & Professional Programs.
- B. Other notifications may be made available through publication in the University Catalog, the Faculty Policy Manual, and the Part-Time Adjunct Policy Manual. Also, handouts will always be made available in the Office of the Registrar.

## **ACADEMIC OPTIONS**

### **Experiential Learning**

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

Requirements for all Experiential Learning options:

- **Department approval.** The department chair from the student's department of major must approve experiential learning components. The chosen experiential learning component will allow students to enhance their learning by applying academic coursework to life experiences, potentially in their field of study.
- **Student Learning Outcomes.** All Experiential Learning options require documented learning outcomes that connect the student's curriculum to the experiential learning activities. In addition, students must reflect on the meaning of the experience as it relates to their understanding of the University's mission statement and on how they will integrate their experience into future coursework or their career. Thomas More University faculty will oversee all academic components.
- **Course credits.** Up to 12 credit hours may be earned through experiential learning, excluding those credit hours required for specific programs (e.g., Nursing and Education). At least 1 credit hour of Experiential Learning is necessary to meet the experiential learning graduation requirement.

- A. Contracted Experiential Learning:** The objective of contracted experiential learning is to provide opportunities for students to enrich their education through learning experiences beyond the course offerings of the University, to acquaint themselves with means for extending the learning process past their formal training and into the world, and to allow flexibility in their approach. Students will work with faculty to establish individual learning outcomes as indicated above. See the course description for EXP 200 for additional information.
- B. Apprenticeship:** Students have an opportunity to work under and learn skills from an experienced professional in the field who will act as a mentor. Students must complete 45 work hours throughout the semester per credit hour. Students will work with faculty to establish individual learning outcomes as indicated above.
- C. Clinical Education:** Students complete hands-on experience directly tied to their area of study under the supervision of a credentialed practitioner. Credit is granted for academic courses as listed in the catalog under specific academic departments. Students will work with faculty to establish individual learning outcomes as indicated above.
- D. Community Service:** Community service allows students to obtain experiences in non-profit organizations within the community. Students will work under the supervision of a faculty member, who will establish relevant service experiences and a connection with classroom content. Students must complete a minimum of 45 service hours through the semester per one credit hour. Service hours include field work or other direct contact with the community partner. Additional time such as library research, off-site meetings, and assignments will be required by the faculty member. Students will work with faculty to establish individual learning outcomes as indicated above. See the course description for EXP 200 for additional information.
- E. Cooperative Education:** Cooperative education (Co-op) is a learning process which integrates classroom theory with paid practical work experience. Students must maintain at least a 2.5 GPA and have completed 30 credit hours of classwork to be eligible for participation in the Co-op Program. First-Year students who have completed 15 credit hours with a GPA of 3.5 or higher are eligible to do a co-op. academic departments may have additional requirements. One to three credit hours per work semester may be earned. Students must complete a minimum of 45 work hours throughout the semester per credit hour.

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

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

- F. Internships:** An internship mirrors a co-op in that students work for business, industry, government, or non-profit organizations to gain career-related work experience. The differences are that internships may be paid or unpaid, students may work one (or more) semester, and work hours range from 9 to 20 per week (or 40 hours per week during the summer or for some special programs; see department requirements for details). Students must complete 45 work hours throughout the semester per credit hour. Students work through their academic departments to arrange credit for internship experiences.

Students will work with faculty to establish individual learning outcomes as indicated above. Eligibility requirements and course requirements may vary between disciplines; see the respective course description and department for details.

- G. Research:** Students perform research under the supervision of TMU faculty or an off-campus supervisor. The purpose is to provide additional learning experiences by means of a structured project and by expanding the student's exposure to a particular field. Students will work with faculty to establish individual learning outcomes as indicated above.
- H. Service Learning:** Through service learning, students bolster their formal academic learning while serving the community. Relative to traditional academic classes there are three additional components involved in service learning: planning and preparing for a service placement with the associated faculty member, hands-on experience working in a community non-profit organization, and reflection on one's experience through discussion, writing and further research. Students further develop a sense of agency and community involvement, gain practical work experience, learn to directly apply class learning, realize a deeper understanding of social issues, and are emotionally and intellectually challenged. Students will work with faculty to establish individual learning outcomes as indicated above.

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

1. Many service learning courses are housed within academic departments. For these courses, 45 field-work hours are required. At the discretion of the instructor, some courses may include in these hours skill development related to the service.
  2. GEC 206, a 1-3 credit service learning course, is offered under the supervision of a faculty member as another way to fulfill service learning. To earn service learning credit through GEC 206, students must complete a minimum of 45 service hours throughout the semester (additional credit is determined by department). Service hours include field work or other direct contact with the community partner. Additional time such as library research, off-site meetings, and assignments will be required by the faculty member. See the course description for GEC 206 for additional information.
- I. Student Teaching:** Student candidates put into practice the knowledge and skills they have developed in the preparation program. Student teaching involves on-site experience in a partner school and includes candidate reflection on their teaching experience. Students will work with faculty to establish individual learning outcomes as indicated above. Credit is granted for academic courses as listed in the catalog under specific academic departments.
  - J. Study Abroad:** Through study abroad experiences, students are introduced to new cultures and challenged to navigate unfamiliar situations as they are molded into global citizens. In addition, they further develop an appreciation and understanding for cultural differences, foreign languages, foreign policies, and global trends. Students will work with faculty to establish individual learning outcomes as indicated above. Interested students will be directed to the appropriate individual(s) to obtain specific details and requirements depending upon the program chosen. See International Studies in the Courses of Instruction section and the Academic Options section of the course catalog for more information.

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

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

TMU to ensure that credit taken abroad will transfer back to TMU.

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

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

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

Students must be in good academic standing to participate in the GC3. All full-time and half-time degree seeking students are eligible to earn a maximum of half their semester or quarter hours at GC3 schools with a limit of up to two (2) courses or six (6) semester hours in any given term. Summer status is determined by the student's credit hour load the previous semester. Students are responsible for ensuring they have taken the necessary prerequisites for a consortium course and for ensuring that the course taken will fulfill the desired requirement. The course also must be unavailable at Thomas More University. Students may take 16 credit hours through the GC3 over the course of their undergraduate program. See section on residency for additional policies. Further explanation of rules and procedures are available in the Office of the Registrar.

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

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

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

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

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

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

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

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

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

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

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

# UNDERGRADUATE DEGREE REQUIREMENTS

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

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

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

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

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

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Thomas More University offers nearly thirty (30) undergraduate majors for attaining the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees. Courses are offered in sixteen-week semesters that may include some condensed eight-week and six-week terms. Students complete a comprehensive Core Curriculum, all requirements for the major they choose, and elective courses totaling a minimum of one hundred and twenty (120) credits to attain their undergraduate degrees.

Students majoring in Medical Laboratory Science, the RN to BSN program, and accelerated online degrees complete a modified Core Curriculum specific to these programs.

In exceptional circumstances, individual students in the traditional BA or BS degrees may be advised by Faculty Advisors to undertake a, Abridged Core Curriculum consisting of thirty-four (34) credits. This choice must be approved by the Dean of the College.

Students pursuing this course of study must first have been directed to do so by their faculty advisor, gain their advisor's approval, declare their intention to pursue this program of study, and submit their intent with a signed approval by their Faculty Advisor and College Dean to the Office of the Registrar. Students in this program must complete all requirements for a major offered by the University, the Abridged Core Curriculum, and elective courses totaling a minimum of one hundred and twenty (120) credits to attain their degree to receive their Bachelor's degree. The degree may be completed through a combination of traditional or accelerated formats and a combination of courses in online, hybrid, and in-person instruction.

# INDIVIDUALIZED STUDIES

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Thomas More offers a BA in Individualized Studies to students who wish to be broadly prepared in a variety of disciplines and do not wish to specialize in a single discipline. Students work with their Professional Advisor of Studies and/or a Faculty Advisor to design an individualized course of study that integrates their interests and abilities with career goals. The BA in Individualized Studies may be completed through courses in traditional or accelerated formats and through a combination of courses in online, hybrid, or in-person instruction. Students must complete course work totaling a minimum of one hundred and twenty (120) credits to attain the degree.

## ACCELERATED UNDERGRADUATE DEGREES

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Thomas More also offers a few majors in accelerated formats to facilitate degree completion by working adults and returning learners who may have already attained some college credits. Undergraduate degree-completion majors include Business Administration (BBA), Organizational Management and Ethical Leadership (BA), Psychology (BA), and Nursing (RN-BSN).

These degrees are delivered in accelerated formats and are designed for adult or returning students who build upon their professional experiences in pursuing their educational goals. Eligible students who are admitted to these programs must satisfactorily complete a minimum of one hundred and twenty (120) credit hours, including the Abridged Core Curriculum, requirements for the major, and other specified co-curricular requirements (such as clinical placements or co-ops and internships).

### I. Second Century Core Requirements for B.A., B.F.A., B.S., and B.S.N. degrees (entrance 2023 or 2024 school year):

Core Area – Inner Core	Required Credit Hours
<b>First Year Seminar:</b> FYS 150	3
<b>English:</b> ENG 150, Literature and English 200 or higher level, see English department listing	6
<b>Communication:</b> See Communication department listing	3
<b>Fine Arts:</b> See department listings for Art, Dance, English, Music, Theatre	3
<b>Foreign Language:</b> See department listings for French, German, Latin, and Spanish	3
<b>History:</b> See History department listing, (Education majors require specific history course)	3
<b>Mathematics:</b> See Mathematics department listing	3-4
<b>Natural Science:</b> One lecture course from Biology, Chemistry, Exercise Science, or Physics. One laboratory component; see science department listings	4
<b>Philosophy:</b> See Philosophy department listing	4
<b>Social Science:</b> See department listings for Economics, Law, Political Science, Psychology, Sociology	3
<b>Theology:</b> See Theology department listing	6
<b>TOTAL INNER CORE CREDITS</b>	<b>41-42</b>
Core Area – Outer Core	
<b>Option 1: Second Major</b>	

<b>Option 2: Minor</b>
<b>Option 3: Course Sequence</b>

\*See major requirements listing for more information

Students should work with their advisor on the best option for the outer core.

## II. Major and Supporting Courses

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

## III. Experiential Learning

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

## IV. First Year Experience Students

All first time first-year students who have been out of high school less than five years and have transferred no more than eleven credit hours from another accredited institution to Thomas More University are enrolled in the First Year Experience as one of their academic courses during their first semester. First Year Experience provides a very effective method for introducing the student to university level learning. Research and study methods as well as time management and university adjustment are part of every course. Students in the course are offered a full program of diverse lectures and activities on campus to enrich their university experiences during the crucial first semester.

### Modified Core Requirements for B.A., BBA, B.S., and BSN (RN to BSN) Degrees (entrance prior to 2023 school year):

Modified Core Area	Required Credit Hours
<b>English:</b> ENG 150, Literature and English 200 or higher level, see English department listing	<b>6</b>
<b>Communication:</b> See Communication department listing	<b>3</b>
<b>Fine Arts:</b> See department listings for Art, Dance, English, Music, Theatre	<b>3</b>
<b>History:</b> See History department listing	<b>3</b>
<b>Mathematics:</b> Any course numbered 121 or higher; see Mathematics department listing	<b>3</b>
<b>Natural Science:</b> One course from Biology, Chemistry or Physics (lab optional); see science department listings	<b>3</b>
<b>Philosophy:</b> See Philosophy department listing	<b>3</b>
<b>Social Science:</b> See department listings for Economics, Law, Political Science, Psychology, Sociology	<b>3</b>
<b>Theology:</b> See Theology department listing	<b>3</b>
<b>TOTAL CORE CREDITS</b>	<b>30</b>

## II. Majors

Students may earn one or more selected majors by fulfilling departmental and University requirements for the majors they

choose. If no major is declared, students should work with an advisor to develop an individualized program which includes specific courses that are in harmony with their interests, abilities, and career goals. Students are encouraged to declare their intention to pursue an Individualized Studies program within the first thirty hours of being admitted or readmitted to the University.

## ASSOCIATE OF ARTS, MANAGEMENT

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Thomas More University also offers the AA consisting of twenty-four (24) credits in the core and twenty-one (21) credits in the major. Students pursuing this course of study are accepted into the accelerated program. Students in this program of study must complete all requirements for a major offered by the University, the Associate of Arts Core Curriculum, and elective courses totaling a minimum of sixty (60) credits to attain their degree.

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

Core Area: Must take approved Second Century Core Classes	Required Credit Hours
<b>English:</b> ENG 150 Literature, Writing and Research	3
<b>Communication:</b> See Communication department listing	3
<b>History:</b> See History department listing	3
<b>Natural Science:</b> One lecture course from Biology, Chemistry, Exercise Science, or Physics. One laboratory component; see science department listings	4
<b>Philosophy or Theology:</b> See the department listings for Philosophy and Theology	3
<b>Social Science:</b> See department listings for Economics, Law, Political Science, Psychology, Sociology	3
<b>TOTAL CORE CREDITS</b>	<b>19</b>

### II. Major and Supporting Courses

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

# ACCOUNTANCY

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The mission of the baccalaureate program in accountancy is to prepare students for accounting and related careers by providing them with the knowledge and skills necessary for professional success.

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

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

## REQUIREMENTS FOR BACCALAUREATE MAJOR IN ACCOUNTANCY

- Accountancy (36 hours): ACC 101, 102, 201, 202, 301, 302, 311, 312, 420, 422 (ACC 101, 102 should be taken in the First-Year)
- Electives (6 hours): ACC 305, 355, 401; BUA 292; FIN 318, 325, 421, or 422
- Business Administration (18 hours): BUA 291, 301, 302, 311, 321, 341
- Economics (3 hours): ECO 105
- Mathematics (6-7 hours): 2 courses from: BUA249/MAT143, BUA241/MAT205, and/or MAT143/Mat205 (two core math requirements)  
\*Note: The sequence of BUA 241 (calculus) and BUA 249 (statistics) meets the accounting requirement but does not meet the core math requirement. Therefore, we do not want students to have this option.
- Philosophy (3 hours): PHI 217
- Computer Literacy (3 hours): CIS 111 or equivalent
- Experiential Learning: CED 310 or ACC 311 with GEC 206 or ACC 305 with GEC 206
- A sequence or second minor required.

## OPTIONAL

- 4+1 MBA Concentration (12 credit hours): Students must apply in the spring of their Sophomore year. See the requirements in the Graduate Programs section.

## REQUIREMENTS FOR MINOR IN ACCOUNTANCY

- Accountancy (9 hours): ACC 101, 102, 201
- Economics (3 hours): ECO 105
- Electives (9 hours): ACC 202, 301, 302, 305, 311, 312, 355, 401, 420, 422, 455

# ART

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

The bachelor's degree in Art provides a program that leads toward the development of artistic awareness, aesthetic judgment,

critical analysis, technical competence and artistic quality. The broad-based program prepares students for immediate goals in studio art, art education or graphic design, and a long-term goal of continuing personal and creative growth.

The Art Department embraces the following objectives:

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

#### **REQUIREMENTS FOR BACCALAUREATE OF FINE ARTS (BFA) MAJOR IN ART**

- Foundation and Capstone Courses (30 hours): ART 116, 117, 130, 138, 219, 224, 234, , 238, 248, 480, 481, 482
- Art History (12 hours): ART 251, 252, 353, 3 hours Art History elective
- Experiential Learning: ART 248
- Concentration (Required) – 18 hours in one of the following areas:
  - Studio Art: ART 135, 230, 235, 270, 315, 325, 330, , 338, 370, 430, 435, 438, 470
  - Sculpture: ART 135, 235, 324, 335, 424, 435
  - Graphic Design: ART 265, 267, 360, 367, 451, 460, 461

#### **REQUIREMENTS FOR BACCALAUREATE (BA) MAJOR IN ART**

- Foundation and Capstone Courses (23 hours): ART 116, 117, 130, 138,238, 248, 480
- Art History (9 hours): ART 251, 252, 353
- Art Emphasis (Select 12 hours from one of the following Emphasis):
- Graphic Emphasis: ART 265, 267, 360, 367, 451 and 460
- Studio Emphasis: ART 135, 224, 230 235, 270, 319, 324, 330, 334, 335, 338, 370, 419, 424, 430, 434, 435, 438, 470
- Experiential Learning: ART 248

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

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

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

- Art (21 hours): ART 226, 248, 272, 314, 340, 345, 341, , 441

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

- Foundation Courses (12 hours): ART 116, 117, 138; one Art History course
- Emphasis (9-12 hours):
  - Drawing (9 hours): ART 219, 222, three credit hours of 300-level or higher drawing course(s)
  - Painting (9 hours): ART 130, 230, 330
  - Ceramics (9 hours): ART 135, 235, 335
  - Sculpture (9 hours): ART222, 324, 424
  - Illustration (9 hours): ART 270, 370, 470
  - Graphic Design (12 hours): ART 248, 265, 267, 360
  - Printmaking (9 hours): ART 234, 334, 434

## **BIOCHEMISTRY**

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

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

- Chemistry (36 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, 301, 304, 313/313L, 339,340, 342L, 385/385L, 411/412
- Biology (12 hours): BIO 101/101L, 206/206L\*, 341/341L  
\*BIO 206 prerequisites waived by biology department chair for biochemistry majors
- Physics (10 hours): PHY 141/141L and 142/142L
- Mathematics (8 hours): MAT 151 and 152
- Experiential Learning: CHE411 and CHE412
- A student seeking a degree in Biochemistry must earn a grade of C or above in all chemistry courses.

#### REQUIREMENTS FOR MINOR IN BIOCHEMISTRY

- Chemistry (23 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, 339, 340; CHE 342L, or 370
- Mathematics (6 hours): MAT 143, MAT 151, MAT 152, MAT 205
- Science/Mathematics Electives (6 hours): BIO 101/101L, BIO 102/102L, PHY 121/121L, PHY 122/122L, PHY 141/141L, PHY 142/142L, EXS 150, EXS 220, CIS 111, CIS 114/114L, CIS 115/115L, MAT 201, MAT 202
  - A student seeking a minor in Biochemistry must earn a C or above in all Chemistry courses.

## BIOLOGY

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

#### REQUIREMENTS FOR BACHELOR OF SCIENCE IN BIOLOGY

- Biology core (21 hours): BIO 101/101L, 102/102L, 103, 204, 205, 206/206L, 489
- Biology electives (16 hours): four 4-hour electives (level 300 or above) other than BIO 400 with at least one chosen from each of the following three categories:
  - Cellular and Molecular Biology: BIO 317/317L, 319/319L, 326/326L, 330/330L, 333/333L, 341/341L, 355/355L
  - Organismic Biology: BIO 211/211L and 212/212L, 301/301L, BIO304/304L, 305/305L, 315/315L, 329/329L, 340/340L
  - Ecological Biology: BIO 308/308L, 309/309L, 311/311L, 318/318L, 325/325L, 328/328L
- Chemistry (16 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L
- Mathematics (7 hours): MAT 143, 205
- Physics (8 hours): PHY 121/121L, 122/122L
- Computer Literacy (3 hours): CIS 111
- Experiential Learning: EXP 200, BIO 489 or as determined by the department
- No Biology major may graduate with more than one letter grade lower than a "C" in a Biology (BIO) course required for the major

#### Additional Requirements for a Concentration:

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

#### REQUIREMENTS FOR BACHELOR OF ARTS IN BIOLOGY

- Biology core (21 hours): BIO 101/101L, 102/102L, 103, 204, 205, 206/206L, 489
- Biology electives (16 hours): four 4-hour electives (level 300 or above) chosen from each of the following three categories:

- A. Cellular and Molecular Biology: BIO 317/317L, 319/319L, 326/326L, 330/330L, 333/333L, 341/341L, 355/355L
- B. Organismic Biology: BIO 211/211L and 212/212L, 301/301L, 304/304L, 305/305L, 315/315L, 329/329L, 340/340L
- C. Ecological Biology: BIO 308/308L, 309/309L, 311/311L, 318/318L, 325/325L, 328/328L
- Chemistry (8-16 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L (Physics may be substituted for Organic Chemistry)
- Mathematics (3 hours): MAT 205
- Physics (0-8 hours): PHY 121/121L, 122/122L (Organic Chemistry may be substituted for Physics)
- Computer Literacy (3 hours): CIS 111
- Experiential Learning: EXP 200, BIO 489 or as determined by the department
- No Biology major may graduate with more than one letter grade lower than a "C" in a Biology (BIO) course required for the major

#### **Requirements for a Concentration:**

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

#### **REQUIREMENTS FOR MINOR IN BIOLOGY**

- Biology (15 hours): BIO 101/101L, 102/102L, 204, and 206/206L
- Biology electives (8 hours): two 4-hour electives at the 300-level or above
- No Biology major may graduate with more than one letter grade lower than a "C" in a Biology (BIO) course required for the major

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

- Minimum overall GPA requirement of 3.0 to declare the minor
- No more than one grade below a "B-" may be counted toward the minor
- Biology (11 or 12 hours): BIO 101/101L, 206/206L, 333A or 333/333L
- Computer Information Systems (9 hours): CIS 111 or 113, 114, 267
- Mathematics (7 hours): MAT 143 or 151; MAT 205 or 340
- Elective (3 hours): MIS 415, BIO 330/330L, BIO341/341L

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

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

#### **REQUIREMENTS FOR MINOR IN MARINE BIOLOGY**

- Biology (27-28 hours): BIO 101/101L, 102/102L or NSB 267/267L, BIO 236 or NSB 236, BIO 311/311L, 336/336L, 400, 496

#### **INFORMATION ABOUT THE EARLY ASSURANCE PROGRAM FOR MEDICAL SCHOOL**

Thomas More University students planning to attend medical school now have the opportunity to participate in the University of Kentucky College of Medicine – Northern Kentucky Early Assurance Program. Although the primary benefit of successfully completing the Early Assurance Program requirements is "automatic" acceptance\* into the UK College of Medicine-Northern Kentucky Campus, the program offers to students' numerous additional advantages. Early Assurance Program participants will be provided with a variety of enrichment activities designed to support students as they navigate their way through their premed years (e.g., assistance with applications, mock interviews, MCAT review opportunities). In addition, students will participate in a wide variety of activities designed to enhance their knowledge of the healthcare field and to better prepare them for the medical profession.

The criteria for acceptance into the Early Assurance Program is intended to select not only academically gifted students, but also those who exhibit personality traits inherent in an ideal physician – compassion, dedication, and a genuine concern for others. Given the growing demand for healthcare personnel in the Northern Kentucky region, a further criterion for admittance into the program is a sincere interest in establishing a practice in Northern Kentucky to meet the growing medical needs of this population.

### **Eligibility Criteria for the Early Assurance Program**

UK College of Medicine description of the Early Assurance Program and access to the electronic application can be found here: <https://meded.med.uky.edu/medical-education-early-assurance-program-nky-campus>.

Thomas More University students must meet the following criteria in order to be eligible for application to the program:

- An ACT composite score of 26 or higher, or SAT equivalent.
- Course/curriculum requirements:
  - Completion of 4 full-time semesters by the end of the Spring semester in which they apply.
    - Anticipated college graduation within 3-4 additional full-time semesters
  - Successful completion or be in progress of completing 5 full-time semester science courses (includes but is not limited to: Biology, Chemistry, Physics and/or Math).
  - Successful completion of any 2 full-time semesters of Humanities coursework that emphasizes written or spoken communication.
- A cumulative grade point average of a 3.6 or better in both science coursework and overall.
- Evidence of the dedication, compassion, personal and professional bearing necessary to be a competent and caring physician.
- Indicated clear interest in establishing medical practice in the Northern/North Central region of Kentucky.
- Commitment to participating in all elements of the Early Assurance Program.

### **Selection Process for the Early Assurance Program**

- Eligible students must submit application materials to the Office of the Dean for the College of Arts and Sciences in collaboration with the Thomas More University (TMU) Premedical Committee by the stated deadline.
- Interviews for admission to the NKY EAP will be conducted by members of the UKCOM-NKY Admissions Advisory Committee and will occur at the UK College of Medicine-Northern Kentucky Campus.
- Students will be provisionally selected for the program contingent upon successful completion of all coursework in progress (Spring semester course work). An unofficial transcript must be submitted with Spring grades before students will be notified of the final selection decision by the UKCOM Admissions Committee.
- Final decisions will be communicated no later than May 31st.

### **Early Assurance Program Activities**

Special enrichment experiences for admitted Early Assurance Program students from Thomas More University will begin during the summer following acceptance and culminate the following summer, prior to their application to the UK College of Medicine-Northern Kentucky Campus. Activities based at Thomas More University, Northern Kentucky University, and St. Elizabeth Healthcare facilities as well as other facilities in the Northern Kentucky area may include:

- Exposure to hospital and office practice.
- Shadowing and mentoring experiences with physicians. academic advising at TMU.
- Targeted research/seminar/course experiences.
- MCAT preparation.
- One-week boot camp experience in Northern Kentucky during the second summer to assist students in preparation for their application to the UK College of Medicine-Northern Kentucky Campus medical school.

### **\*Program Requirements for Thomas More University Students Receiving Assured Admission to the UK College of Medicine-Northern Kentucky Campus**

- Fulfill the prerequisite course requirements to the UK College of Medicine.
  - Minimal requirements for admission to the UK College of Medicine are satisfied with the equivalent of: Two semesters of studies in physics
    - Two semesters in the biological sciences
    - Four semesters in chemistry, including organic chemistry and biochemistry

- A minimum of two semesters of college English with emphasis on communication skills such as reading, writing, and speaking.
- Maintain a collegiate grade point average of a 3.5 or better in both science coursework and in cumulative grade point average at TMU.
- Record a MCAT total score of 504 or higher, with no subscale score below 124.
- Participate in all Early Assurance Program components.
- Submit an AMCAS application to the UK College of Medicine by August 1, applying Early Decision to the University of Kentucky College of Medicine-Northern Kentucky Campus medical program.
- Obtain a minimum of 2 letters of recommendations.
- Complete a satisfactory interview for admission to the University of Kentucky College of Medicine-Northern Kentucky Campus.
- Pass a criminal background check.

For further information or questions, please contact the Department Chair for Biology.

## BUSINESS ADMINISTRATION

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The mission of the Department of Business Administration and Economics is to provide a quality, business learning experience to both undergraduate and graduate students that fosters the development of multidisciplinary business analysis and problem-solving skills thus allowing them to be successful in professional careers in business, government, and the non-profit sector. The department is further committed to offering quality, broad-based business-related education and expertise to business and industry.

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

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

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

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

### **REQUIREMENTS FOR BACHELOR OF ARTS IN BUSINESS ADMINISTRATION** *Applicable to students with either traditional or non-traditional admission.*

- Accountancy (6 hours): ACC 101, 102
- Business Administration (36 hours): BUA 105, 241, 249, 291, 302, 305, 311, 321, 331, 341, 405, 498
- Computer Information Systems (3 hours): CIS 111
- Economics (6 hours): ECO 101, 102
- Mathematics (3 hours): MAT 205
- Experiential Learning: BUA 270 or BUA 392 or EXP200 an internship
- Area of Concentration (9 hours): Students may select from within the Department of Business Administration: Management/Human Resources, Marketing, Finance, Business Law, Operations Management and Quantitative Analysis. Areas of emphasis from other departments may also be chosen. These include Accountancy, Computer Information Systems, International Studies, Economics, and/or another approved area. Selection is made prior to the junior year and is subject to approval by the student's advisor and the chairperson of the Department of Business Administration.
  1. Management: BUA 307, 313; one of the following: BUA 270, 303, 306, 314, 403, 406 or 407
  2. Human Resource Management: BUA 303, 403; one of the following: BUA 306, 307, 313, 314, 406 or 407
  3. Marketing: MKT 416, 417; one of the following: MKT 315, 316, 317, 318, 319, 415, SEM 410
  4. Finance: three of the following: FIN 318, 325, 350, 421, 422, 423

5. Business Law: BUA 292; two of the following: BUA 306, 406, 407, POS 425, ACC 312
  6. Operations Management: BUA 435; BUA 306 or appropriate courses from Computer Information Systems and/or Mathematics as approved by the Chairperson
  7. Sports and Entertainment Marketing: three of the following: SEM 310, 380, 410, 420
  8. Healthcare Management: HCM 370, 410, 420
  9. Quantitative Analysis: Students interested in the option should choose it no later than the second semester of the first year. A custom package of existing mathematics, business, and computer information systems courses will be designed to accommodate the student. Approval of chairperson is required.
  10. Student Designed: Some students may have career goals or other situations for which the above areas are not entirely suitable. Such students may design an area of concentration suited to their needs in conjunction with their advisor and with the approval of the Chairperson. Existing courses from Thomas More University and the Greater Cincinnati Consortium of Colleges and Universities must be used. A brief proposal must be submitted stating the objectives that the area of concentration is designed to help the student achieve, each course and its description, the contribution of each course to achieving the stated objectives, the projected enrollment date for each course, and other information that may be useful in evaluating the proposal. The student's advisor should be consulted for assistance in both designing the area of concentration and preparing the proposal.
  11. 4+1 MBA Concentration (15 credit hours): Students must apply in the spring of their sophomore year. See the requirements in the Graduate Programs section.
- Course Sequence: ACC 101, 102, BUA 105, CIS 111, ECO 105, and MAT 143 should be taken in the first year. BUA 241, 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.

### **MBA 4+1 REQUIREMENTS**

See the Graduate Programs section in the catalog.

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

1. Accelerated degree completion option (*Applicable only to students with Adult admission*)  
The accelerated degree completion option is offered to students through Thomas More University Accelerated & Graduate Programs (DGP). The program delivery system is unique with courses offered as a highly integrated package to students progressing through the program in cohorts. Current Thomas More University students should consult with a DGP advisor as early as possible if planning to transfer to DGP. This will ensure a smooth transition and compliance with transfer regulations.
  - Prerequisites: 30 hours or completion of DGP AA program; prerequisite course work of ECO 101 and MAT 106 or the equivalent; and significant employment experience.
  - Course credit will not be granted for:
    - BUA 104 after receiving credit for BUA 201
    - BUA 106 Fundamentals of Business Writing after receiving credit for BUA 305 Effective Business Writing
    - BUA 107 Mathematics for Business Decision Making after receiving credit for BUA 241 Mathematical Analysis for Management
    - BUA 108 Financial Analysis for Managers after receiving credit for BUA 321 Business Finance
    - BUA 264 Marketing and Consumer Value after receiving credit for BUA 311 Marketing
  - Accountancy (6 hours): ACC 205, 208
  - Business Administration (45 hours): BUA 201, 241, 249, 291, 302, 305, 311, 321, 331, 341, 405, 498
  - Computer Information Systems (3 hours): CIS 111
  - Economics (6 hours): ECO 101, 102
  - Philosophy (3 hours): PHI 217
2. Standard option (*Applicable only to non-traditionally admitted students*)
  - Accountancy (6 hours): ACC 101, 102
  - Business Administration (36 hours): BUA 105, 241, 291, 301, 302, 305, 311, 321, 331, 341, 405, 498
  - Computer Information Systems (3 hours): CIS 111
  - Economics (6 hours): ECO 105 and an ECO elective
  - Area of Emphasis (9 hours) See "Area of Concentration" above in the Bachelor of Arts section

## CONCENTRATIONS FOR BBA

Financial Track (18 hours): BUA 341, FIN 318, FIN 325, FIN 421, FIN 422, Elective Portfolio Mgt/ST Financial Mgt

Management Track (18 hours): BUA 205, BUA 267, BUA 301, BUA 303, BUA 307, BUA 331

Data Analytics Track: (12 hours): CIS 111, MIS 415, MIS 450, MIS 470

### REQUIREMENTS FOR MINOR IN BUSINESS ADMINISTRATION

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

### REQUIREMENTS FOR MINOR IN ENTREPRENEURSHIP AND INNOVATION

- Business Administration (9 hours): BUA 266, 267, 314
- Elective (6 hours): ACC 101; ART 248; BUA 207, 263, 270, 307, 311, 405; ELS 325; MIS 350, 390, 405
- Internship/Experiential Learning Course (3 hours)

### REQUIREMENTS FOR MINOR IN SUPPLY CHAIN MANAGEMENT

- Supply Chain Management (6 hours): SCM 205, 245
- Business Administration (6 hours): BUA 105, 301
- Two Tracks (choose one):
  - Quantitative (9 hours of the following): MAT 205 or BUA 249; MIS 350 or 390; BUA 341; ECO 338;
  - Leadership (9 hours of the following): BUA 302, 307, 313; ELS 115, 302, 325

### REQUIREMENTS FOR ASSOCIATE OF ARTS IN MANAGEMENT

*The AA is only available to students with DGP admission.*

- Business Administration (24 hours): BUA 104, 106, 107, 108, 110, 205, 263, 264
- Supporting Courses (6 hours): COM 204, ECO 101
- Management majors may not use ECO 101 to fulfill the core requirement in Social Science.

## CHEMISTRY

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

Students learn Chemistry not only in the small, personalized atmosphere of lecture courses, but also through hands-on experimentation provided by the laboratory and research components of the curriculum. Research projects are chosen by the student in consultation with a faculty mentor. Projects are possible in a number of concentrations, including organic/inorganic synthesis and environmental analysis, among others. Laboratory proficiency is developed as a part of both lab and research courses.

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

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

### REQUIREMENTS FOR BACHELOR OF SCIENCE IN CHEMISTRY

- Chemistry (43 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, 301, 304, 313/313L, 314/314L, 358/358L, 385/385L, 411-412 (3 hours), 415/415L, and 2 hours of advanced topics
- Supporting Courses (22 hours): PHY 141/141L, 142/142L; MAT 151, 152, 201

- MAT 202 is strongly recommended
- Experiential Learning: CHE 411 and CHE 412
  - A student seeking a degree in Chemistry must earn a grade of “C” or above in all Chemistry courses

#### REQUIREMENTS FOR BACHELOR OF ARTS IN CHEMISTRY

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

#### REQUIREMENTS FOR MINOR IN CHEMISTRY

Chemistry Courses (23 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L, and at least seven hours of CHE courses at the 300 level or higher

- Mathematics (6 hours): MAT 143, MAT 151, MAT 152, MAT 205
- Science/Mathematics Electives (6 hours): BIO 101/101L, BIO 102/102L, PHY 121/121L, PHY 122/122L, PHY 141/141L, PHY 142/142L, EXS 150, EXS 220, CIS 111, CIS 114/114L, CIS 115/115L, MAT 201, MAT 202
  - A student seeking a minor in Chemistry must earn a grade of “C” or above in all Chemistry courses

#### REQUIREMENTS FOR FORENSIC SCIENCE CONCENTRATION

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

#### PRE-PROFESSIONAL PROGRAMS

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

## COMMUNICATION

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

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

#### REQUIREMENTS FOR BACCALAUREATE MAJOR IN COMMUNICATION

- Communication (36 hours): COM 105, 151, 214, 215, 217, 225, 240, 395, 460, 490, 491
- Communication electives (15 hours): With approval of the departmental chairperson the student may substitute two courses from another department as electives. Optional areas of concentration to fulfill 9 credit hours are as follows:
  - Journalism and Broadcasting: COM 212, 230, Choose three of the following courses (one must be at the 300-400 level): COM 213, 216, 285, 313, 322, 327, 422
  - Digital Media: COM 125, ART 248, Choose three of the following courses: (one must be at the 300-400 level): COM 210, 226, 285, 314, 320, 345, 410
  - Communication Disorders: Leveling Program in cooperation with the Department of Communication Science & Disorders at the University of Cincinnati. Department permission required.
- Experiential Learning: COM 250 or COM 255 or COM 395 or any study abroad experience

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

- Communication (30 hours): COM 105, 201, 215, 225, 320, 450, 460; Communication electives 9 hours
- Sports and Entertainment Marketing (21hours): SEM 105, 292, 310, 380, 392, 410, 420, 498
- Supporting Courses (28 hours): BUA 105, 241, 291, 311; ACC 101, 102; ECO 105, ECO elective; MAT 143
- Computer Literacy (3 hours): CIS 111
- Experiential Learning: SEM392

### **REQUIREMENTS FOR MINOR IN COMMUNICATION**

Communication (21 hours): COM students must complete: COM 151, COM 215 OR COM 225, COM 240, COM 460, and 9 hours of Communication electives (6 hours must be at the 300- 400 level)

### **REQUIREMENTS FOR A MINOR IN PHOTOGRAPHY**

- ART/COM305, ART/COM320, ART/COM345, ART/COM405, ART/COM420

## **COMPUTER INFORMATION SYSTEMS**

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

### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN COMPUTER INFORMATION SYSTEMS**

- Core Courses (39 hours): CIS 114/L, 115/L, 211, 226/L, 231, 314, 341, 342; MIS 113, 320, 450; Senior Seminar: 1- 2 hours of CIS 410 and 411 are both required for a minimum total of 3 hours
- Computer Information Systems Electives (12 hours): Students must complete 12 hours of electives. These electives may include 6 hours of Co-op in an approved computer-related field and/or up to 6 hours of approved substitutes from Mathematics.
- Math Requirement (7 hours): MAT 143 and 205 or a minor in Mathematics
- Experiential Learning: CIS 410 or CIS 411
- A student seeking a degree in Computer Information Systems must earn a grade of “C- “or above in all Computer Information Systems, Management Information Systems, and Math courses required for the major.

### **REQUIREMENTS FOR MINOR IN INFORMATION SYSTEMS**

- Information Systems (18 hours): MIS 113 (waived if completed CIS 111); CIS 114/L or MIS 150; MIS 320; MIS 350; MIS 405; MIS 460
- Electives (6 hours): six hours in CIS or MIS electives

### **REQUIREMENTS FOR MINOR IN WEB DESIGN**

- Computer Information Systems courses (12 hours): CIS 240, 323, 341, MIS 320
- Art (12 hours): ART 117, 248, 265, 280

## **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.

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

- Criminal Justice (33 credit hours): CRJ 101, 225, 311, 401, 409; 18 hours of departmental electives
- Sociology (6 credit hours): SOC 105; 216 or 217
- Supporting Courses (3 hours): PSY 201 or MAT205
- Experiential Learning: CRJ 401

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

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

## **ECONOMICS**

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

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

- Economics (30 hours): ECO 105, 106, 215, 216, 333, 481; 12 hours departmental electives
- Business Administration (3 hours): BUA 341 or Stats
- Mathematics (4 hours): MAT 143
- Supporting Studies (21 hours): selected from Business Administration, Computer Information Systems, Mathematics, or other approved areas. Selection is subject to the approval of the academic advisor and the departmental chairperson.
- Experiential Learning: EXP 200 or as determined by the Department.

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

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

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

- Economics (24 hours): ECO 105, 106, 215, 216, 333, 481; 12 hours department electives chosen from ECO 305, 306, 310, 338, 353, 355, 360, or 455
- Business Administration (3 hours): BUA 341 or Stats
- Mathematics (4 hours): MAT 143
- History (3 hours): Any 200 or 300 level History Course
- Political Science (9 hours): POS 105; six hours departmental electives from POS 215, 230, 335, 370
- Philosophy (3 hours): PHI 235 or 330 (fulfills part of the core requirement in Philosophy)
- Supporting Studies (6 hours): from Computer Information Systems, History, Political Science, or International Studies
- Experiential Learning: EXP 200 or as determined by the Department.

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

#### **Concentration in Finance**

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

- Economics (24 hours): ECO 105, 106, 215, 216, 307, 333, 481, 3 hours of department electives
- Business Administration (9 hours): BUA 341, 321, FIN 325
- Accountancy (6 hours): ACC 101, 102
- Mathematics (4 hours): MAT 143
- Supporting Studies (12 hours): Selected from Business, Mathematics, Computer Information Systems, or other approved areas. Selection is subject to approval from the academic advisor and departmental chairperson.

- Experiential Learning: EXP 200 or as determined by the Department.

### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN ECONOMICS Concentration in Data Science**

This major maintains the liberal arts core of the Economics major while also providing students with coursework that focuses on building data analytics skills.

- Economics (27 hours): ECO 105, 106, 215, 216, 481, 12 hours of department electives
- Mathematics (4 hours): MAT 143
- Data Science (15 hours): ECO 333, MIS 320, 415, 450, MAT 205 or PSY 201 or BUA 241
- Supporting Studies (12 hours): Selected from Computer Information Systems, M Information Systems, Mathematics, Political Science, or other approved areas. Selection is subject to approval from the academic advisor and departmental chairperson.
- Experiential Learning: EXP 200 or as determined by the Department.

### **REQUIREMENTS FOR MINOR IN ECONOMICS**

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

## **EDUCATION**

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

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

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

Certification in Kentucky, as well as other states, requires a bachelor's degree from an approved teacher education institution; successful performance of professional tasks and development of a professional portfolio demonstrating fulfillment of Kentucky's and Thomas More University's Teacher Standards; and passing scores on the Praxis II (content area) and Principals of Learning and Teaching (PLT) tests. Information about registration and testing sites can be found at [www.ets.org/praxis](http://www.ets.org/praxis).

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

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

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

All education majors are required to complete an initial background check in EDU 101 utilizing the Kentucky Administrative Office

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

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

### FEES

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

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

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

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

- Minimum GPA: 2.75
- Completion of EDU 101/201/202 with a “B” or better
- Core Academic Skills for Educators (CASE) Tests (Candidates must pass all CASE tests to be admitted to the Teacher Education Program. Minimum scores: Reading-156; Writing-162; Mathematics-150) or ACT Composite of 22 or individual benchmark scores (English 18, Math 19, Reading 20)
- Speech Proficiency: A grade of “B” or better in one of the following: COM 105, 205, 207, 305
- VIRTUS: candidate must be VIRTUS compliant, i.e., candidate must have completed the VIRTUS background check and training; submitted the acceptance letter and volunteer form to the Education Office and remain up to date with VIRTUS e-mail bulletins.

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

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

*Forms are available in the Education Office or on the School of Education Program Information Canvas Course.*

### Interview Process

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

### Continuous Evaluation

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

**Note:** Candidates earning a “D, F or I” in a 200-level Education course may not advance to 300-level Education Courses; Candidates earning a “D, F or I” in a 300-level Education course may not advance to 400-level Education Courses; Candidates

earning a “D, F or I” in Student Teaching will not be recommended for certification.

### **ADMISSION REQUIREMENTS FOR STUDENT TEACHING**

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

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

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

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

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

#### **Secondary Education Majors:**

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

#### **Interview Process**

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

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

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

#### **Dispositions:**

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

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

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

#### TEACHER EDUCATION PROGRAMS

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

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

#### REQUIREMENTS FOR BACCALAUREATE MAJOR IN EDUCATIONAL STUDIES

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

- Education: EDU 100, EDU 101, 201, 202D, EDU 265 (or CIS 111), EDU 330, EDU 346  
\*Additional optional courses are available with Advisor approval EDU 275, EDU 340 EDU 301D, EDU 302D, EDU 324/325/326
- Supporting Courses
  - Experiential Learning: EDU 426
  - Values Series (6 hours): CEH 110, 210, 310, 410
  - The Education Department requires that BAES candidates select an academic focus in a relevant content area.

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

- Education: EDU 101, 201, 202A, 265, 275, 301A, 302A, 319, 324A, 325A, 326A, 332, 344, 346, 422, 425; HUM 215
- Supporting Courses
  - Experiential Learning (12 hours) EDU 407A
  - Values Series (6 hours): CEH 110, 210, 310, 410
  - Mathematics (6 hours): MAT121, 122
  - Health, PE (3 hours): PHE 105
  - Social Science/History (18 hours): HIS 115, GEO 201, POS 105, PSY 105
  - Natural Science (4 hours) choose 1: NSP233, NSB267/267L, or NSB214/214L

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

- Education: EDU 101, 201, 202B, 265, 275, 301B, 302B, 336, 340, 346, 422, 425
- Supporting Courses
  - Experiential Learning (12 hours): EDU 407B
  - Values Series (6 hours): CEH 110, 210, 310, 410
  - Social Science (3 hours) PSY 105
- Teaching Fields- Choose two from the following:
  - Language Arts: One elective 200+, one literature course, one creative writing Course, EDU 212, 295, EDU 325B (Fall and Spring)
  - Social Studies: HIS 102, 114, 115; ECO 105; GEO 201; EDU 326B (Fall and Spring)
  - Mathematics: MAT 121, 122, 123 or 124, 125, 143, 205; EDU 324B (Fall and Spring)
  - Science: NSB 267/267L; NSC 206/206L; NSP 236/236L; NSP/PHY 225; EDU 324B (Fall and Spring)

#### REQUIREMENTS FOR BACCALAUREATE MAJOR IN SECONDARY EDUCATION

- Education: EDU 101, 201, 202(C or D), 265, 275, 301(C or D), 302(C or D), 336, 340, 346, 422, 425
- Supporting Courses:

- Experiential Learning (12 hours): Either EDU 417 or EDU 418
- Values Series (6 hours): CEH 110, 210, 310, 410
- Social Science (3 hours): PSY 105
- Teaching Fields: Choose one from the following:
  - **ART** (Grades P-12):
    - EDU 329C (Fall and Spring)
    - Art (30 hours): ART 116, 117,130, 138, 221, 248, 251, 252, 353, 480
    - Electives (9 hours) Choose 3
  - **BIOLOGY** (Grades 8-12):
    - EDU 324C (Fall and Spring)
    - Biology (34 hours): BIO 101/101L, 102/102L, 204, 205, 206/206L, 305/305L, 318/318L, 319/319L, 328/328L, 329/329L
  - **BUSINESS** (Grades 5-12)
    - EDU 329C (Fall and Spring)
    - Accounting (6 hours): ACC 101, 102
    - Business Administration (30 hours): BUA 105, 241, 291, 301, 302, 311, 321, 405
  - **CHEMISTRY** (Grades 8-12):
    - EDU 324C (Fall and Spring)
    - Chemistry (30 hours): CHE 111/111L, 113/113L, 220/220L, 301, 304 or 370, 313/313L, 358/358L, and 385/385L, 425
    - Supporting Courses (18 hours): MAT 151, 152, PHY 121/121L, PHY 122/122L
  - **ENGLISH** (Grades 8-12):
    - EDU 325C (Fall and Spring), EDU 212
    - Departmental Core (6 hours): ENG 295, 495
    - Literature (12 Hours) Choose 3: ENG 311, 312, 313, 314, 315, 316
    - Creative Writing (6 hours) Choose 2: ENG 301CW, 302CW, 303CW, 304CW, 305CW
    - Dramatic Literature (6 hours): ENG 314 Shakespeare Focus, ENG 314
    - Electives (3 hours) Choose 1:
      - Upper-Level ENG 200+
      - COM 301, 310, 327
      - THR 301, 302
  - **PHYSICS** (Grades 8 -12)
    - EDU 324C (Fall and Spring)
    - Physics (33 hours): PHY 141/141L, 142/142L, 241/241L, 242, 312, 321, 322, 6hrs PHY 200+ electives
    - Mathematics (16 hours): MAT 151, 152, 201, 202
  - **SOCIAL STUDIES** (Grades 8-12):
    - EDU 326C (Fall and Spring)
    - Social Science (12 hours): ECO 105, GEO 201, POS 105
    - History (15 hours): HIS 101, 102, 114, 115, and 3 hours of History electives
    - Economics: ECO 105,338
    - Political Science: POS 106, 230
    - SOC/LAW Choose 1: SOC 201, 216, 217, 218, 255; LAW 275/HIS274
  - **MATHEMATICS** (Grades 8-12):
    - EDU 324C (Fall and Spring)
    - Mathematics (36 hours): MAT 151, 152, 201, 206, 210, 231, 306, 320, 340, 411; elective from MAT 123, 124, 202, 205, 207, 240, 303
  - **THEATRE & ENGLISH** (Grades P - 12 Theatre; Grades 8 -12 English)
    - EDU 325C, EDU 212
    - Departmental Core (6 hours): ENG 295, 495

- Literature (12 Hours): ENG 311, 312, 313, 314, 315, 316
- Creative Writing (6 hours): ENG 305CW Writing Scripts and One of the following: ENG 301CW, 302CW, 303CW, 304CW
- Dramatic Literature (6 hours): EDU 314 Shakespeare Focus, 314
- Theatre (27 hours): THR 125, 205 or 206, 207, 225, 230, 301 or 302, 330, 401, 425

### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN SPECIAL EDUCATION**

- Education: EDU 101, 201, 202D, 265, 275, 301D, 302D, 319, 324A, 325A, 326A, 332, 340, 341, 342, 343, 344, 345, 346, 422, 425
- Supporting Courses:
  - Experiential Learning (Practicum and Field Experience-16 hours): Pick one
    - Elementary with Special Education: EDU 359, 361, 430
    - Middle Grades with Special Education : EDU 362, 363, 431
    - Secondary with Special Education: EDU 364, 365, 432
  - Values Series (6 hours): CEH 110, 210, 310, 410
  - Math (6 hours): MAT 121, 122
  - Social Science (3 hours): PSY 105

### **REQUIREMENTS FOR MINOR STUDIES IN EXCEPTIONALITIES**

- Education (15 hours): CEH 110,210,310,410; EDU 340, 341; EDU 201 or PSY 214
- Elective (3 hours): EDU 342, 334, 344, 345: PSY 215, 219
- Students are required to incorporate a component of Exceptionalities in their practicum field experience

## **ENGLISH AND CREATIVE WRITING**

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

### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN ENGLISH AND CREATIVE WRITING**

- Department core requirements (9 hours): ENG 295, 395, 495
- Supporting Courses (18 hours): Chose 6 courses from among ENG 301CW, 302CW, 303CW, 304CW, 305CW, 311, 312, 314, 315, or 316 from among ENG 355/455 Special topics with an American Focus, 449
- Electives (9 hours): English electives from among the ENG 240, 250, level 300 or above; electives may be one of the following COM 301, 310, or 327; electives may be one of the following THR 301, or 302; electives may include EDU 212
- Experiential Learning (3 hours): ENG 395

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

- English (18 hours): 15-18 credit hours in English courses above ENG 150; 6 hours must be at the 300- or 400-level,
- Electives (3 hours) COM 301, 310, 327; THR 301 or THR 302

# EXERCISE AND HEALTH STRATEGIES

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

- Exercise Science (41 hours): EXS 105, 150, 220, 224, 250, 260, 310, 350, 380, 400, 460, 490, 491
- Chemistry (8 hours): CHE 103/103L, 104/104L
- Support Courses (12 hours): NSB 209; PHI 214; PSY 105; MAT 205
- Experiential Learning: EXS 490 and EXS 491
- Choose an area of concentration (9 credit hours in one area; one course must be 300-level or above):
  - Business: BUA 105, 207, 291, 301
  - Personal Health: PSY 205, 209, 214, 311
  - Community Health: SOC 215, 216, 217, 304; POS 206, 215, 370; PBH 220; NSB255– Introduction to Public Health
  - Information Systems: CIS 111 or 113, 240; MIS 320, 405, 450
  - Sports Administration: EXS 205, 301, 305
  - Orthopedic Technology: EXS 210, 215, 315

# EXERCISE SCIENCE

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

- Exercise Science (47 hours): EXS 105, 150, 220, 224, 250, 320, 330, 350, 360, 400, 430, 460, 480, 490, 491
- Chemistry (8 hours): CHE 111/111L, 113/113L
- Biology (8 hours): BIO 211/211L, 212/212L
- Physics (4 hours): PHY 121/121L
- Mathematics (3 hours): MAT 205
- Philosophy (3 hours): PHI 214 OR PHI 216
- Psychology (3 hours): PSY 105
- Experiential Learning: EXS 490 and EXS 491

# FINANCE

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## REQUIREMENTS FOR BACHELOR OF SCIENCE IN FINANCE

- Accountancy (6 hours): ACC 101, 102
- Business Administration (30 hours): BUA 105, 241, 291, 302, 305, 311, 321, 341, 405, 498
- Computer Science (3 hours): CIS 111
- Economics (6 hours): ECO 101, 102
- Mathematics (3 hours): MAT 205
- Philosophy (3 hours): PHI 217
- Finance Tracks (choose one track of 12 hours):
  - Investments Track (12 hours): BUA 325, FIN 318, 350, 421
  - Corporate Finance Track (12 hours): BUA 325, FIN 421, 422, 423
- Finance Electives (6 hours): ACC 302, 311; ECO 215, 305, 307; MIS 450; FIN 422, 423
- Experiential Learning: BUA 270 or BUA 392 or EXP200 or an Internship

## REQUIREMENTS FOR MINOR IN FINANCE

- Finance (12 hours): FIN 318, 325, 350, 421
- Electives (6 hours): ACC 302, 311; ECO 215, 305, 307; FIN 422, 423

# FRENCH

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## REQUIREMENTS FOR MINOR IN FRENCH

- French (6 hours): FRE 201, 202
- French Electives (12 hours): FRE 252, 301, 302, 305, 352, 355, INT 255

## REQUIREMENTS FOR CERTIFICATE IN FRENCH

- Students will complete 15 credits by taking FRE101, FRE102, FRE201, FRE202 and one upper course in their area of specialty: FRE252 Advanced Conversation and Composition; FRE305 French Film; FRE301 Survey of French Civilization; FRE352 French Business and Technology or INT255 Paris trip.

# GERONTOLOGY

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

## REQUIREMENTS FOR MINOR IN GERONTOLOGY

- Biology (9-13 hours): Choose from: Track I (typically Biology majors): BIO 207, 211/211L, 212/212L, 227; Track II (typically Nursing majors): BIO 211/211L, 212/212L, BIO 207, NUR 206; or Track III (all other majors): NSB 208, NSB 209/209L, BIO 207
- Psychology (9 hours): PSY 105, 218, 219
- Sociology: (6 hours): SOC 105; 216, 217, or 218
- Theology/Philosophy (6 hours): PHI 305; THE 308 or PSY 316
- Gerontology Practicum (3 hours): BIO 401. Nursing students may substitute NUR 404 or 405.

# HISTORY

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

## REQUIREMENTS FOR BACCALAUREATE MAJOR IN HISTORY

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

## REQUIREMENTS FOR MINOR IN HISTORY

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

# HOSPITALITY BUSINESS MANAGEMENT

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This major will offer courses that prepare students for real problems in the hospitality industry, as well as current issues and best practices for a variety of managerial positions. Thomas More University emphasizes the importance of serving others and the Hospitality Program will allow students ample opportunities to make a career out of this core value.

## REQUIREMENTS FOR BACCALAUREATE MAJOR IN HOSPITALITY BUSINESS MANAGEMENT

- HBM Courses (21 Hours): HBM 105, 205, 310, 320, 330, 420
- Hospitality Elective Courses (9 hours): Need 9 hours of the following: HBM 430; BUA 319; SEM410, 420; TRM305, 410
- Business Core Courses (48 hours): ACC 101, 102; BUA 105, 302, 303, 305, 311, 321, 405, 498
- Experiential Learning (3 hours): BUA 392
- Computer Information Course (3 hours): CIS 111
- Economics Courses (6 hours): ECO 101, 102
- Philosophy Course (3 hours): PHI 217
- Math Course (3 hours): MAT 205
- Psychology Course (3 hours): PSY 105

## INDIVIDUALIZED STUDIES

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Thomas More offers a BA in Individualized Studies to students who wish to be broadly prepared in a variety of disciplines and do not wish to specialize in a single discipline. Students work with their Professional Advisor of Studies and/or a Faculty Advisor to design an individualized course of study that integrates their interests and abilities with career goals. The BA in Individualized Studies may be completed through courses in traditional or accelerated formats and through a combination of courses in online, hybrid, or in-person instruction. Students must complete course work totaling a minimum of one hundred and twenty (120) credits to attain the degree.

## INTERNATIONAL STUDIES

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

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

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN INTERNATIONAL STUDIES

#### European Concentration

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

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN INTERNATIONAL STUDIES

#### Developing World Concentration

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

## **REQUIREMENTS FOR BACCALAUREATE MAJOR IN INTERNATIONAL STUDIES Latin American and Caribbean Studies Concentration**

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

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

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

## **LAW**

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

## **REQUIREMENTS FOR BACCALAUREATE MAJOR IN LAW**

- Law (21 hours): LAW 105, 310, 312 or 315 (or CRJ 301), 320, 420, 497, 498
- Support courses (18 hours): BUA 291; BUA 292 or POS 215; BUA 305 or ENG 355; CRJ 101 or POS 105; ELS 115 or PHI 219; PHI 175
- Complete 15 Elective Credit Hours or a University approved minor:
  - Elective courses (15 hours with 9 of those hours at the 300-level): five courses from the following BUA 303, 403, BUA 355 OR CRJ 355, CRJ 301\*, HCM 480, LAW 255, LAW 312\*, LAW 315\*, LAW 355, PHI 255, PHI 421, POS 215, POS 425, SEM 380 (\*courses cannot double count)
  - Optional Minor instead of the Elective Courses: students can complete minor in a field of study that best meets the student's interest instead of the elective courses
- Experiential Learning: LAW 498

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

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

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

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

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

#### **REQUIREMENTS FOR MINOR IN LAW**

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

## **LIFE SCIENCE**

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#### **REQUIREMENTS FOR BACHELOR OF ARTS IN LIFE SCIENCE**

- Biology (11 hours): BIO 101 & 101L or NSB 267 & 267L, BIO 103, 104, 105
- Biology Electives (7-8 hours): Two of the following with at least one lab BIO 102/102L, BIO 211/211L, BIO 212/212L, NSB 209/209L, NSB 214/214L, NSB 236, NSB 256
- Chemistry (8 hours): CHE 103, 103L, 104, 104L
- Physics or Computer Information Systems (3-4 hours): CIS above 111 or any NSP or any PHY
- Life Science (6 hours): LIS 302, 489
- Life Science Electives (8 hours): Two of the following with labs LIS 301/301L, 308/308L, 311/311L, 315/315L, 326/326L, 340/340L, 341/341L
- Mathematics (3 hours): MAT 205
- Experiential Learning: LIS 489

#### **REQUIREMENTS FOR A MINOR IN LIFE SCIENCE**

- Biology (4 hours): Bio101/101L or NSB 267/267L
- Chemistry (4 hours): CHE103/103L or Che111/111L
- Evolution/Heredit (3 hours): LIS304(Cross listed w/BIO204) or LIS302 (Cross listed w/NSB269)
- LIS 300+(Cross listed w/BIO 300+) (4 hours): Varies + Lab
- LIS Electives (4 hours): BIO102/102L, BIO211/211L, BIO 212/212L, NSB209/209L, NSB214/214L, or NSB236/236L
- Mathematics (3 hours)

## **MANAGEMENT**

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

- Accountancy (6 hours): ACC 101, 102
- Business Administration (30 hours): BUA 105 or 201; BUA 110 or 313; BUA 241, 291, 302, 305, 311, 321, 341, 405, 498
- Computer Science (3 hours): CIS 111
- Economics (6 hours): ECO 101, 102
- Mathematics (3 hours): MAT 205
- Philosophy (3 hours): PHI217
- Management Electives (6 hours): ACC 302; BUA 267, 270, 314, 319, 331, 403, or 415
- Experiential Learning: EXP 200, BUA 270 or BUA 392 or an internship

#### **REQUIREMENTS FOR MINOR IN MANAGEMENT**

- Business Administration (9 hours): BUA 104 or 105; BUA 301, 302
- Management Minor Electives (9 hours): BUA 205, 263, 303, 305, 307, 405; BUA 110 or 313

# MANAGEMENT INFORMATION SYSTEMS

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

## REQUIREMENTS FOR BACCALAUREATE MAJOR IN MANAGEMENT INFORMATION SYSTEMS

- Core (39 hours): MIS 113, 150, 320, 350, 390, 405, 415, 450, 490; CIS 114/L, 211, 240, 341
- MIS electives (9 hours): Students must complete 9 hours of electives. These electives may include 3 hours of co-op in an approved computer related field.
- Accounting/Business (9 hours): ACC 101, 102; BUA 341
- Support courses (10 hours): ECO105; MAT 143, 205
- Experiential Learning: MIS 490
- A student seeking a degree in Management Information Systems must earn a grade of “C-” or above in all Management Information Systems, Computer Information Systems, and Math courses required for the major.

## OPTIONAL

- 4+1 MBA Concentration (12 credit hours): Students must apply in the spring of their Sophomore year. Students may substitute BUA 321 and two MBA courses for the MIS electives. See the requirements in the Graduate Programs section.

## REQUIREMENTS FOR MINOR IN INFORMATION SYSTEMS

- Information Systems (18 hours): MIS 113 (waived if completed CIS 111); CIS 114/L or MIS 150; MIS 320; MIS 350; MIS 405; MIS 460
- Electives (6 hours): six hours in CIS or MIS electives

# MARKETING

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## REQUIREMENTS FOR BACHELOR OF ARTS IN MARKETING

- Accountancy (6 hours): ACC 101, 102
- Business Administration (30 hours): BUA 105, 241, 291, 302, 305, 311, 321, 341, 405, 498
- Computer Science (3 hours): CIS 111
- Economics (6 hours): ECO 101, 102
- Mathematics (3 hours): MAT 205 or BUA 249
- Philosophy (3 hours): PHI217
- Marketing (9 hours): MKT 316, 416, 417
- Marketing Electives (9 hours): MIS 390, 405, 470 MKT 315, 317, 318, 320, 412
- Experiential Learning: EXP 200, BUA 270 or BUA 392 or an Internship

## REQUIREMENTS FOR MINOR IN MARKETING

- Business Administration (6 hours): BUA 105 and 311
- Electives (12 hours): BUA 314; MKT 316, 318, 320, 412, 416, 417; MIS 390, 405, 470

# 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 a B.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 MAT 106 or 115 may do so by either taking the prerequisite courses or by passing the appropriate placement exams. These placement exams are given each term by appointment with a member of the Math faculty.

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN MATHEMATICS**

- Mathematics (43 hours): MAT 151, 152, 201, 202, 231, 306, 320, 340, 405, 411, 498, 499; 6 additional hours from MAT123, 124, any course numbered 205 or higher
- Computer Information Systems (6 hours): CIS 114 and 268 or satisfactory completion of BS in physics
- Science (6 hours): CHE 111 and 113 (CHE 111L and 113L recommended) or PHY 141 and 142 (PHY 141L and 142L recommended)
- Experiential Learning: MAT 489 and 499
- All mathematics majors must have a "C" or better in any course or prerequisite within the major. If a student receives a "C- "or worse in a course, that course must be retaken, which may delay subsequent coursework.
- Some of these requirements change for students who decide to double-major in Math and Physics, due to significant overlap in course requirements. If you are interested, please contact a Physics faculty member for a proposed schedule and for advice on how to complete the requirements on a timely schedule.

#### **REQUIREMENTS FOR MINOR IN MATHEMATICS**

- Math (21 hours): MAT 151; MAT 152; MAT 201, MAT 320; 6 additional hours from MAT123, 124, 205, or higher

## **MEDICAL LABORATORY SCIENCE**

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

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

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

- Biology (37 hours) : BIO 101/101L, 102/102L, 103, 211/211L and 212/212L, 205, 206/206L, 207, 216/216L, 326/326L, BIO489
- Chemistry (16 hours): CHE 111/111L, 113/113L, 220/220L, 240/240L
- Mathematics (7 hours): MAT 143, 205
- Physics (4 hours minimum): PHY 121/121L (122, 122L recommended)
- Minimum of 90 hours before beginning the hospital program
- Hospital program of professional study 32 to 40 credit hours. Students will register for MLS 489 fulltime in both the fall and spring semesters. 34 hours will transfer back to Thomas More University after completion of the program and will replace MLS 489 on the transcript
- Experiential Learning: BIO 489
- No Medical Laboratory Science major may graduate with more than one letter grade lower than a "C" in required courses for the MLS program. Any grades below a "C" must be replaced by a higher grade which may be earned only by

repeating the course.

## MUSIC

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The Music minor is for students who are interested in pursuing musical studies further at a higher academic level, while not intending to pursue primary professional careers as performing musicians. Required courses include Music History I and II, Music Theory I and II, private vocal or instrumental lessons, ensembles and chamber ensembles, and upper-level music seminar courses as applicable. Our program is specifically designed to be tailored to the desires and needs of our students, while complementing the liberal arts mission of Thomas More University.

### REQUIREMENTS FOR MINOR IN MUSIC

- Music (15 hours): MUS155, 245, 246, 301, 302
  - Instrumental or Vocal Track (6 hours):
    - Instrumental Track (6 hours): MUS 255, 271
    - Vocal Track (6 hours): MUS 100, 103, 203, 270, 271
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## NON-PROFIT AND PUBLIC ADMINISTRATION

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

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

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

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

## NURSING

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

Nursing program admission policy for incoming first-year students:

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

Requirements for admission into the Nursing Program:

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

A student who does not meet the above criteria may be asked to submit one or more of the following for continued

consideration: an interview with nursing faculty, an essay, and/or consideration of TOEFL scores for international students.

Nursing program admissions policy for transfer students:

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

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

Nursing admissions policy for RN to BSN program:

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

1. earned an associate degree in Nursing from an accredited institution with a minimum GPA of 2.50 on a 4.0 scale
2. hold an active unencumbered RN license from the State of Kentucky or hold an active unencumbered RN compact license from a Nursing Licensure Compact State.
3. earned a grade of "C" or higher in all prerequisite courses
4. complete the Health and Academic file requirements as outlined in the RN to BSN handbook
5. submit a completed RN to BSN Application Form to the Nursing Department by the appropriate deadline. Application forms may be obtained from the Nursing Department.

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

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

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

- Nursing (52 hours): PNU 103, 104; NUR 203, 204, 204L, 205, 206, 207, 208, 210, 211 306, 307, 308, 309, 311, 403, 404, 405, 406, 407, 408
- Supporting Courses (52 hours): BIO 211/211L, 212/212L, 216/216L, 255; CEH 110, 210, 310, 410; CHE 103/103L, 104/104L, HCM420; PSY 105, 214; SOC 105; MAT 205  
Students must earn a grade of "C" or above in all nursing and nursing support courses.
- Experiential Learning: NUR 407

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

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

## **ORGANIZATIONAL LEADERSHIP**

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The Organizational Leadership program prepares students to become ethical leaders in a specific career field based on their choice of concentration. Through classroom and experiential learning opportunities, students will gain the knowledge and

dispositions required to be effective leaders and ethical decision makers in a specific industry, with awareness of the ethical, managerial, financial, social, and technical challenges inherent in all organizations.

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

- Organizational Management and Ethical Leadership (16 hours): ORG 115, 302, 315, 325, 390, AND 420
- Accountancy and Business Administration (9 hours): ACC 101 or ACC 208 (DGP only); BUA 104 or 105 or 201; and BUA 301
- Philosophy (9 hours): One of the following: PHI 214, 215, 216, 217, 218, or 219; and 417, and 421
- Support courses (9 hours): COM 105 or 204; LAW 105 or BUA 291; one course from the following ECO 101, ECO 105, POS 105, PSY 105, SOC 105
- Experiential Learning: ELS 390

#### **REQUIREMENTS FOR MINOR IN ORGANIZATIONAL LEADERSHIP**

- Organizational Leadership (9 hours): ORG 115, 315, 420
- Philosophy (9 hours): One of the following: PHI 214, 215, 216, 217, 218, or 219; and 417, and 421

#### **REQUIREMENTS FOR CERTIFICATE IN ORGANIZATIONAL LEADERSHIP**

- Organizational Management and Ethical Leadership (10 hours): ORG 115, 315, 420; and one of the following: PHI 214, 215, 216, 217, 218, or 219

## **PHILOSOPHY**

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

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

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

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

#### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN PHILOSOPHY**

- Philosophy (33 hours): PHI 125, 130, 175, 214 or 215 or 216 or 217 or 218 or 219, 230, 305, 307, 400, 401, 417, 3 hours of electives
- Mathematics (3 hours): MAT 205 or PSY 201
- Experiential Learning: any study abroad or co-op experience
- Students must earn a "C" or better in all Philosophy courses

### REQUIREMENTS FOR MINOR IN PHILOSOPHY

- Philosophy (18 hours): PHI 125, 130, 175, 307, 375
- Applied Ethics Option (3 hours): PHI 214, 215, 216, 217, 218, or 219
- Electives (2-3 hours): PHI 105, 155, 220, 255, 230, 250, 305, 325, 326, 330, 335, 337, 355, 375, 401, 417, 421, 455
- Students must earn a “C” or better in all Philosophy courses

## PHYSICAL SCIENCE

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### REQUIREMENTS FOR BACHELOR OF ARTS IN PHYSICAL SCIENCE

- Physics (16-20 hours): PHY 121/121L, 122/122L, 242, 321, 351/351L, 391/392
- Chemistry (23-27 hours): CHE 111/111L, 113/113L, 220/220L, 370, 385/385L, 415/415L, 425
- Mathematics (7 hours): MAT 143, 205
- Computer Information Systems (6 hours): CIS 114, 255

## PHYSICS

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

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

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

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

### REQUIREMENTS FOR BACHELOR OF SCIENCE IN PHYSICS

- Physics (44 hours): PHY 141/141L, 142/142L, 241/241L, 242, 251, 312, 321, 322, 416, 432, 490, 491, 498; 6 elective hours from PHY courses numbered 300 or higher
- Mathematics (25 hours): MAT 151, 152, 201, 202, 310, 320 and three elective hours in Mathematics at or above MAT 231
- Supporting Courses Recommended: CHE 111, 113 (both possibly with labs); PHY 311 (Please note students must complete at least one 3 hour lecture course in a science discipline outside of physics to satisfy the core requirements of the University.)
- Experiential Learning: PHY 490 and PHY 491
- Students must earn a “C” or better in all major and support courses required for the major to graduate. If a student receives a “C-” or worse in a course, that course must be retaken, which may delay subsequent coursework.
- The requirements for a BS in physics are sufficient to attain a minor in Mathematics. If one wishes to instead receive a BA in Mathematics, the additional requirements include 18 hours: MAT 231, 306, 340, 405, 411, and either MAT 406 or 421, plus 3 hours (in addition to MAT 310 which is required for the BS in physics) from MAT courses numbered 206 or

higher excluding MAT 205 and 208. Three hours from this list will have been satisfied by the physics requirement of “3 hours of MAT numbered 231 or higher.” Please contact a Physics faculty member for a proposed schedule and for advice on how to complete the requirements on a timely schedule.

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

- Physics (33 hours): PHY 141/141L, 142/142L, 241/241L, 242, 312, 321, 322, 490, 491, 498 and 6 hours from Physics courses numbered 200 or higher excluding those cross-listed as NSP/PHY.
- Mathematics (19 hours): MAT 151, 152, 201, 202, 320
- Learning Plan (15 hours minimum): A sequence developed by the student and advisor
- Experiential Learning: PHY 490 and PHY 491
- Students must earn a “C” or better in all major and support courses required for the major to graduate. If a student receives a “C-” or worse in a course, that course must be retaken, which may delay subsequent coursework.

#### **REQUIREMENTS FOR MINOR IN ASTRONOMY**

- Physics (16-17 hours): PHY 121/121L and PHY 122/122L OR PHY 141/141L and PHY 142/142L; and PHY 241/241L
- NSP Courses (4 hours): NSP 225 or 238, and NSP 225L
- Electives (6 hours): PHY 307 or 317, PHY 391, 392, 490, 491, Any upper 300+ PHY or NSP courses

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

- Physics (16-17 hours): PHY 121/121L or 141/141L; PHY 142/142L; PHY 241/241L
- Mathematics (12 hours): MAT 151, 152, 201
- One of the following options:
  - 9 hours – PHY 242, PHY 311, PHY 317
  - 9 hours – PHY 242, PHY 321, PHY 322, PHY351/351L
  - 10 hours – MAT 202, PHY 311, PHY 315
- Students must earn a “C” or better in all major and support courses required for the major to graduate. If a student receives a “C-” or worse in a course, that course must be retaken, which may delay subsequent coursework.

## **POLITICAL SCIENCE**

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

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

- Political Science Core (18 hours): POS 105, 106, 230, 290, 311, 499
- Political Science Electives (24 hours): 6 hours from each of the four following categories:
  - a. American Government and Politics: POS 206, 306, 324, 425, COM 340
  - b. World Politics: POS 335, 435, 438, 442, 452, 465, SOC 381, 382, GEO 201
  - c. Public Administration and Political Theory: POS 215, 370, 440, 493, BUA270, PHI 235, SOC 325
  - d. Political Economy: ECO 105 and three hours from ECO 106, 216, 239, 305, 306, 310, POS 440
- Experiential Learning: POS 370 or POS 493 or POS 494 or POS 495 or POS 496

#### **REQUIREMENTS FOR MINOR IN POLITICAL SCIENCE**

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

## **PRE-PROFESSIONAL PROGRAMS:**

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### **PRE-DENTAL PREPARATION:**

Successful performance in the DAT examination is a requirement for entry into Dental school. Besides the above curriculum, students interested in applying to dental schools are encouraged to take Microbiology in lieu of a second Physics course. Students also need 40 hours of direct dental shadowing/apprenticeship experience. Consult the Biology Department.

### **PRE-ENGINEERING PREPARATION:**

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

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

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

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

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

### **REQUIREMENTS FOR BACHELOR OF SCIENCE IN PHYSICS AND MINOR IN MATHEMATICS**

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

- Physics (30 hours): PHY 141/141L, 142/142L, 241/241L, 242, 251, 311, 312, 321, 322
- Mathematics (25 hours): MAT 151, 152, 201, 202, 310, 320; MAT 340 or 303
- Supporting Courses (6 hours): CHE 111, 113; CHE 111L and 113L labs recommended
- Engineering (15 hours): Students must transfer the following coursework back to Thomas More University:
  - 15 hours of engineering courses from an ABET-accredited engineering school
  - and enough college credit to satisfy the requirement of a minimum of 120 credit hours
- Experiential Learning: Engineering courses
- Students must earn a "C" or better in all major and support courses required for the major to graduate. If a student receives a "C- "or worse in a course, that course must be retaken, which may delay subsequent coursework.

### **PRE-MEDICAL PREPARATION:**

Students who aspire to become physicians must undertake a course of study that will prepare them to meet the requirements for medical school as well as take the MCAT entrance examinations; the right array of courses can position students to submit successful applications for medical school. A team of advisors is available to guide you in your goal to enter the medical professions.

Eighty percent (80) of those entering medical school do so with a major in Biology; 20% enter with majors that range from Chemistry to English, History, Philosophy, and Theology. In fact, a strong degree in any major can prepare you well to perform successfully in the medical school application process, as long as you undertake a robust curriculum in the Sciences alongside your major.

Students who plan to graduate in four years must be prepared to take the MCAT examinations during the summer between their junior and senior year. Therefore, irrespective of their chosen major, students must undertake the following array of courses in during their first three years in order to perform well on these examinations:

Biology I and II  
General Chemistry I and II  
Organic Chemistry I and II  
Physics I and II (Algebra-based at TMU)  
Biochemistry  
An English course that strengthens reading, writing, and communication skills  
Social Science courses (both Psychology and Sociology)  
Other upper-level biology courses are recommended, but not required

Total: 36 – 45 credits

Students interested in non-Science majors might consider a minor in Biology which requires a few additional courses in Biology to the above curriculum.

Sample Pathway:

Pre-Med Courses:	36-45 credits
Major in a Humanities field (E.g., English):	36 credits
Core (Abridged):	34 credits or
Electives:	5-14 credits
Total:	120 credits

Students undertaking the Comprehensive Core should expect to complete the major, the Pre-Med curriculum, and the Comprehensive Core for a total of 150 credits.

**PRE-PHARMACY PREPARATION:** Consult the Biology Department

**PRE-OCCUPATIONAL OR PHYSICAL THERAPY PREPARATION:** Consult the Biology Department

**PRE-VETERINARY PREPARATION:** Consult the Biology Department

## PSYCHOLOGY

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

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN PSYCHOLOGY

- Core Courses (15 hours): PSY 105, 201, 202, 308, 408; Psychology majors must have successfully completed Statistics (PSY 201 or MAT 205) before registering for 300 or 400 level courses. A minimum grade of “C” or better is required in each of these courses for students majoring in Psychology; a student achieving a lower grade in any of them must repeat the course(s).
- Experimental Area (12 hours): four courses from the following: PSY 303, 307, 310, 311, 315, 316, 325
- Clinical & Social Psychology Area (12 hours): four courses from the following: PSY 205, 206, 214, 305, 306, 312, 405, EDU 201
- Psychology Electives (3 hours): one course from Psychology
- Experiential Learning: PSY 300 or PSY 301 or PSY 406 or department approved

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

- Core Courses (15 hours): PSY 105, 201, 202, 308, 408; Psychology majors must have successfully completed Statistics (PSY 201 or MAT 208) before registering for 300 or 400 level courses. A minimum grade of "C" or better is required in each of these courses for students majoring in Psychology; a student achieving a lower grade in any of them must repeat the course(s).
- Experimental Area (9 hours): three courses from the following: PSY 303, 307, 310, 311, 315, 316, 325; plus one related elective in the student's second major
- Clinical & Social Psychology Area (9 hours): three courses from the following: PSY 205, 206, 214, 305, 306, 312, 405; plus one related elective from the student's second major
- Psychology Electives (3 hours): one course in Psychology
- Experiential Learning: PSY 300 or PSY 301 or PSY 406
- The courses in the student's second major that are used to fulfill requirements in the two categories above must be approved in advance by the Psychology Department. The student who is a double major is under no obligation to utilize this arrangement for the double major and may elect to fulfill the requirements as specified for the single major.

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

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

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

### **REQUIREMENTS FOR MINOR IN PSYCHOLOGY**

- Psychology (12 hours): PSY 105; nine (9) credit hours of Psychology electives
- Experimental Area (3 hours): one course from the following: PSY 303, 307, 310, 311, 315, 316, 325
- Clinical & Social Psychology Area (3 hours): one course from the following: PSY 205, 206, 214, 305, 306, 312, 405  
Six credit hours (2 courses) must be at the 300- or 400-level

## **PUBLIC HEALTH**

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### **REQUIREMENTS FOR MINOR IN PUBLIC HEALTH**

- Biology (3 hours): BIO 246
- Health Sciences (6 hours): PBH 305, EXS 400
- Mathematics/Psychology (3 hours): MAT 205 or MAT 208 or PSY 201
- Electives (6 hours): BUA 370/HCM 370; HCM 420, 480; NSB 214; PHI 216; PSY 303; SOC 215, 216, 304

## **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.

### **REQUIREMENTS FOR BACCALAUREATE MAJOR IN SOCIOLOGY**

- Sociology (39 total hours): SOC 105, 206, 216 or 217, 301, 311, 405, 409; departmental electives (18 hours)
- Supporting Courses (3 total hours): PSY201 or MAT 205
- Experiential Learning: SOC 206 or SOC381

### **REQUIREMENTS FOR MINOR IN SOCIOLOGY**

- Sociology (18 hours total): SOC 105, 216 or 217, 301 or 405; 9 hours of departmental electives, 3 of which must be at

the 300 or 400 level

## SPANISH

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Thomas More University offers a minor in Spanish; a major in Spanish may be completed as an individualized program of study. Studying Spanish prepares students to be analytical thinkers as they develop as language learners and global citizens. Classes are small, allowing for individualized exploration of various topics. Students are also encouraged to expand their knowledge through courses in the consortium and study abroad.

The minor in Spanish explores several aspects of Hispanic cultures. The course of study allows students to perfect the five language skills—listening, reading, speaking, writing, and cultures—and provides the opportunity for introductory study in literature, business, current events, and other areas. A minor in Spanish is the perfect companion to fields like business, art, and the health professions, among others.

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

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN SPANISH

- Spanish (36 hours): completed through a combination of course work, independent studies, and study abroad/immersion programs.
- Recommended electives: ART 255; COM 370, 215; ENG 255; HIS 435; MAT 208; PHI 230, 235; SOC 381; THE 408, 255.
- Study Abroad: Students are required to study abroad in a Spanish-speaking country. Both summer and semester-long programs are available. The requirement may be fulfilled by attending our sister schools, Universidad del Sagrado Corazón in Puerto Rico, Universidad Católica de Avila in Spain, or by completing a program approved by the Directory of Study Abroad.
- Experiential Learning: SPA435
- Students must earn a C+ or better in all SPA courses.
- Students must complete one of the following assessments their senior year: Spanish: World Languages Praxis II exam, Spanish language STAMP test, or ACTFL testing.

### REQUIREMENTS FOR MINOR IN SPANISH

- Spanish (6 hours): SPA 201, 202
- Spanish Electives (12 hours): SPA 230, 260, 303, 304, 306, 321, 331, 401, 411, 413, 431, 435, Study Abroad
- Students must finish the program with at least an average grade of C in all Spanish courses.

### REQUIREMENTS FOR CERTIFICATE IN SPANISH

- Students will complete 15 credits by taking SPA111, SPA112, SPA201, SPA202 and one upper course in their area of specialty (SPA331 Business Spanish; SPA230 Spanish for Healthcare Professionals; SPA321 Spanish and Latin-American Cinema or SPA260 Spanish Conversation)

## SPORTS ADMINISTRATION

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The Sports Administration minor will encompass courses from the programs of Business Administration, Health Sciences (Exercise and Health Strategies), and Sports and Entertainment Marketing. The minor will help prepare students for career opportunities in the fields of Athletic Administration, Coaching, Sports Marketing Sales, and other related career opportunities.

### REQUIREMENTS FOR MINOR IN SPORTS ADMINISTRATION

- Business Administration (6 hours): BUA 105, BUA 291
- Health Sciences (9 hours): EXS 205, EXS 301, EXS 305

- Sports and Entertainment Marketing (6 hours): SEM 310, SEM 380

## SPORTS AND ENTERTAINMENT MARKETING

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

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN SPORTS AND ENTERTAINMENT MARKETING MINOR IN BUSINESS ADMINISTRATION

- Sports and Entertainment Marketing (24 hours): SEM 105, 292, 310, 380, 392, 410, 420, 498
- Business Administration (18 hours): BUA 105, 291, 292, 302, 311, 321
- Supporting Courses (18 hours): ACC 101, ACC 102, COM elective, ECO 101 and 102, MAT 205
- Computer Literacy (3 hours): CIS 111
- Experiential Learning: SEM 292 and 392

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

- Sports and Entertainment Marketing (24 hours): SEM 105, 292, 310, 380, 392, 410, 420, 498
- Communication (21 hours): COM 201, COM 450 or 460; Communication electives 15 hours, 6 must be at the 300 or 400 level
- Supporting Courses (25 hours): BUA 291, 241, 311; ACC 101, 102; ECO 101, 102; MAT 205
- Computer Literacy (3 hours): CIS 111
- Experiential Learning: SEM 392

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

- Sports and Entertainment Marketing (24 hours): SEM 105, 292, 310, 380, 392, 410, 420, 498
- Communication (30 hours): COM 105, 201, 215, 225, 230, 450, 460; Communication electives 9 hours
- Supporting Courses (25 hours): BUA 291, 241, 311; ACC 101, 102; ECO 101, 102; MAT 205
- Computer Literacy (3 hours): CIS 111
- Experiential Learning: SEM 392

## STUDIES IN EXCEPTIONALITIES

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This minor prepares students to work with individuals from all backgrounds. A combination of coursework and field experiences covers topics including mild to moderate disabilities and the impact of those disabilities across a variety of settings, behavior management, and human growth and development.

### REQUIREMENTS FOR MINOR IN STUDIES IN EXCEPTIONALITIES

- Education (17 hours): CEH 110, CEH 210, CEH 310, CEH 410, EDU 340, EDU 341; EDU 201 or PSY 214
- Electives (3 hours, select one): EDU 342, EDU 343, EDU 344, EDU 345, PSY 355

## SUSTAINABILITY

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The concentration in sustainability teaches basic principles of sustainability as they refer to care of the environment and social justice issues. These would include political dimensions, scientific dimensions and corporate factors.

### REQUIREMENTS FOR CONCENTRATION IN SUSTAINABILITY

- Biology (4 hours): NSB 214/214L
- Political Science (3 hours): POS 105 or 370

- Business (4 hours): BUA 263, SUS 498

## THEATRE

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

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN THEATRE

- Theatre (30 hours): THR 125, 205, 207, 301, 302, 425, 498; nine hours of Theatre electives
- Dramatic Literature (9 hours): ENG 314 – Modern, ENG 314 – Shakespeare, ENG 305CW Writing Scripts
- Experiential Learning: THR498
- Recommended: 3 hours of Movement or Dance
- Senior year: Comprehensive Examination and/or senior experience

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

- The Double major is a major in Theatre with a second area of concentration: Theatre English, etc.
- Theatre (27 hours): THR 125, 205, 207, 301, 302, 398, 425, 498; one 3-hour elective
- Dramatic Literature (9 hours): ENG 314, 314, ENG 305CW
- Experiential Learning: THR 498
- Senior year: Comprehensive examination and/or senior experience

### REQUIREMENTS FOR MINOR IN THEATRE

- Theatre (21 hours): THR 125, 205, 207, 301, 302; Dramatic Literature course; 3 hours of Theatre electives

## THEOLOGY

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

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

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

### REQUIREMENTS FOR BACCALAUREATE MAJOR IN THEOLOGY

- Theology (21 hours): THE 151, 157, 305, 309, 406, 409, 410, 425
- Theology Electives (6 hours): Select 2 courses from the following: THE 155, 205, 208, 219, 255, 257, 300, 318, 355, 455
- Experiential Learning: *Fulfill through 2nd major or offer to student as EXP 200 if needed to meet university graduation requirement*

**Concentrations for Theology Majors only. Some course options may require additional prerequisites to complete.**

### REQUIREMENTS FOR CONCENTRATION IN MINISTRY OF LEADERSHIP

- Select 9 hours from the following: BUA 270, 313; CIS111, 240; COM 201, 225, 270; EDU 101, 201, 275; ELS 115, HIS 435; LAT1001,102, 201, 202; POS 105, 215, 370; PSY 105; SPA 111, 112, 201, 202

### REQUIREMENTS FOR CONCENTRATION IN THEOLOGY ACROSS THE DISCIPLINES

The student will study the integrative nature of knowledge by studying theological themes from the perspective of other disciplines to gain a deeper understanding of the topics and an appreciate of the integrative nature of knowledge, theological and otherwise, the “unity of truth.”

- Select 9 hours from the following: ART 251, 252; BIO 236/236L; ENG 315, 316; HIS 201, 202, 203, 204, 326; MUS 245, 246; NSB 214/214L,

#### **REQUIREMENTS FOR CONCENTRATION IN THEOLOGY**

The student will develop a deeper understanding of theological topics.

Courses: Any Theology class unless explicitly restricted in the course description

Current options include: THE 205, 219, 257, 255.

#### **REQUIREMENTS FOR MINOR IN THEOLOGY**

- Theology (18 hours): THE 151, 157, 205, 309, 425; 3 hours electives

#### **REQUIREMENTS FOR BASIC CERTIFICATE IN THEOLOGY**

- Theology (18 hours): THE 151, 157, 205, 309, 317, 406

#### **REQUIREMENTS FOR ADVANCED CERTIFICATE IN THEOLOGY**

- Theology (30 hours): THE 151, 157, 205, 219, 305, 309, 317, 406, 409, 425
- Philosophy (6 hours): PHI 305 and 215

## **TOURISM AND RECREATION MANAGEMENT**

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#### **REQUIREMENTS FOR BACHELOR OF ARTS IN TOURISM AND RECREATION MANAGEMENT**

- Tourism and Recreation (22 hours): TRM 105, 220, 305, 380, 392, 410, 440, 498
- Business (3 hours): BUA 405
- Computer Science (3 hours): CIS 111
- Economics (6 hours): ECO 101, 102
- Mathematics (3 hours): MAT 205
- Philosophy (3 hours): PHI 217
- Supporting Course (3 hours): ART 265 or ELS 230
- Experiential Learning (3 hours): TRM 392
- Students must complete the Business Administration Minor (18 hours): ACC 101, BUA 105, 302, 311, 321; BUA 303, 291, or 292

## **GRADUATE PROGRAMS**

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#### **College of Liberal Arts and Social Sciences**

Includes the School of Education

- Master of Arts in Teaching (MAT)
- Masters of Education Leadership (MEdL)
- Education Specialist in Education Leadership (EdS)

#### **Robert W. Plaster College of Business**

- Master of Arts in Organizational Leadership (MA)
- Master of Business Administration (MBA)
- Master of Science in Information and Technology Management (MSITM)

#### **St. Elizabeth College of Natural and Health Sciences**

Includes the School of Nursing

- Master of Public Health (MPH)
- Master of Science in Nursing (MSN)

## **UNIVERSITY ACADEMIC REGULATIONS AND POLICIES**

Academic regulations and policies that relate to graduate programing can be found in earlier sections of this catalog labeled University Academic Regulations and Policies. These policies include, but are not limited to: attendance, grading, academic standing, academic honesty, academic evaluation appeal process and the Family Educational Rights and Privacy Act (FERPA.)

## **TRANSFER WORK**

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

### **NON-DEGREE STATUS**

Individuals wishing to take courses for academic credit (or audit) but not currently pursuing a graduate degree program may complete six hours of graduate course work as non-degree seeking students. Students must complete the respective admissions and prerequisite requirements as described below and receive approval from the respective Program and/or Department Chair. Enrollment as a non-degree student does not imply admission to the degree granting program; however, non-degree students are held to the same academic standards as degree students. A non-degree student may apply for admission into a degree program.

### **ADVISING**

Graduate students at Thomas More University receive personalized advising tailored to their academic program. Each program is advised by a faculty member or the program coordinator, who provides guidance on course selection and degree progress. Advisors are listed in multiple locations such as MyTMU and their course schedule. Students are encouraged to meet with their advisor regularly to discuss academic goals, track progress toward graduation, and address any concerns related to their program.

Advising is a collaborative process that ensures students are equipped with the resources and support needed to succeed academically and professionally. Students are expected to take an active role in their advising process and seek assistance when needed. Regular meetings with an advisor are strongly encouraged to maintain progress and address any academic or personal challenges that may arise.

### **STUDENT SUPPORT**

Thomas More University is committed to supporting the success of all students. A variety of resources are available to help graduate students succeed academically and professionally throughout their studies.

#### **Academic Support**

Graduate students have access to Brainfuse Online Tutoring, available 24/7 through Canvas. Brainfuse provides live help, writing assistance, and other academic tools designed to support students at the graduate level.

#### **Library Services**

The Benedictine Library at Thomas More University provides extensive resources for graduate students, including access to academic databases, journals, and eBooks. Librarians are available to assist with research strategies, citation support, and

locating discipline-specific materials. Many resources are accessible online, providing flexibility for remote and on-campus students.

#### **Additional Support**

Graduate students are also encouraged to utilize campus-wide resources including:

- Career services (ICG)
- Free counseling support

These services are in place to promote a holistic academic experience and to help students balance the demands of graduate study with their personal and professional lives.

## **GRADUATE DEGREE REQUIREMENTS**

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

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

- A. A cumulative GPA of at least 3.0 is required for all students.
- B. To assist the University's efforts in maintaining the quality of its academic program, students are required to participate in all requirements for program completion.
- C. In addition to the academic and non-curricular requirements for all degrees, students must satisfy all financial obligations to the University before receiving their transcript and diploma.

### **II. CURRICULAR REQUIREMENTS FOR DEGREES:**

## **MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP**

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### **ADMISSION REQUIREMENTS FOR MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP**

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

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

### **REQUIREMENTS FOR MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP**

36 hours: ELS 600, 610, 620, 630, 640, 645, 660, 665, 670, 680, 690, 700

## **MASTER OF ARTS IN TEACHING**

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The Master of Arts in Teaching Program at Thomas More University is a master's level program designed to assist in the acquisition of initial teacher certification for the Commonwealth of Kentucky. The program meets requirements of Option 6, Alternative Route to Certification (KRS 161.048), through the Kentucky Education Professional Standards Board. The program offers the opportunity for initial teacher certification for candidates in the Traditional MAT Program as well.

This 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. Courses are hybrid.

If a candidate has not met the content requirements for a certification area, the candidate must take the necessary undergraduate coursework 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 initial Kentucky teacher certification in one of the 15 following areas:

Grades P-12	Elementary P-5	Middle Grades 5-9	Grades 5-12	Secondary Grades 8-12
Art	Proficiency Only	Language Arts	Business	Biology
Spanish		Social Studies		Chemistry
Theatre		Mathematics		English
Physical Education		Science		Mathematics
				Physics
				Social Studies

### Program Options

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

#### Option 6 / Alternative Certification MAT

This track is for persons who are eligible to hold a Temporary Provisional Certificate, hold 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 30-hour track. Track I candidates will be supported by a school assigned mentor during each semester of enrollment and will be enrolled in EDM 536 or 537. A mentor plan is required that outlines the responsibilities of both the school based and university mentors. Candidates are expected to complete the program over a two-year period which includes one or two intervening summer sessions.

#### 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 30-hour track. Track II candidates participate in Student Teaching for 15 weeks during their final semester. This is preceded by a 60- hour clinical experience as part of the 200 hours required by 16 KAR: 5.040. Candidates in the MAT Program are expected to complete the program over a two-year period which includes one or two intervening summer sessions.

#### \*MAT to Option 6 (Combined)

This track is for candidates who begin the program as Track II, Traditional MAT, but gain employment in their intended certification area during program enrollment. Once employment is verified, the candidate becomes eligible for Track 1, Option 6.

#### Proficiency (Alternate Certification)

This track is for candidates who already have a certification in one content area and are seeking another certification. Candidates can also be considered for this track if they have extensive teaching experience in a subject area. Coursework in this path is determined by a transcript review and related experience. An evaluation of all transcripts and application materials must be submitted to be considered for this path.

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 online (synchronous and asynchronous), and in person during the fall, spring, and summer semesters. Candidates may enter the program during the fall or spring semester.

### Admission

Enrollment in the Master of Arts in Teaching / Option 6 / Proficiency Program requires that the following criteria be met and the appropriate documents be submitted to Graduate Enrollment:

### **Initial Transcript Review**

When an application is submitted for MAT admission, a transcript of all coursework completed must be submitted as well. If a candidate has a degree from an accredited university in the content area he/she wishes to become certified in, and the GPA meets admission requirements, the transcript review may be waived at the discretion of the Director of Graduate Education. If a candidate has a degree that does not match certification content, a review of all transcripts will be required to determine the appropriate path to certification. Once this review is complete, requirements for additional undergraduate content coursework or other requirements will be determined. If no more than two additional courses (six credit hours) are required, the MAT candidate may proceed with the application process.

### **Admissions Requirements**

- Complete the Thomas More University Graduate Application.
- Completion of a bachelor's degree in one of the following certification areas, or coursework that meets the content requirements in 16 KAR 5:02 and 16 KAR 9:080.
- Professional Resume
- Graduate Writing Sample
- Official transcripts of all undergraduate and graduate work completed. These must be sent directly to Thomas More from the college or university. Requests for transfer of credits from other institutions will be reviewed on an individual basis. Ordinarily 12 credit hours is the maximum number of hours accepted to transfer.
- Undergraduate/Graduate cumulative GPA of 2.75 or higher or a minimum grade point average of three (3.0) on a four (4) point scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution.
- Candidates must submit passing scores for Subject Area Praxis by December 1 or June 1 in the first semester of enrollment. All scores must be provided and/or shared with Thomas More University, as well as the Kentucky Education Professional Standards Board (EPSB), to be fully admitted. <https://www.ets.org/praxis/ky/requirements/>. Failure to submit passing scores by the December 1 or June 1 deadline may result in either probation or suspension from the program.
- Candidates enrolled in Option 6 must complete the CA-TP Form and Mentor Plan in cooperation with their school district human relations officer and the Director of Graduate Education. The state-approved forms must be on file with the District Office and Thomas More University. This serves to verify that the MAT candidate is enrolled in a program for alternative certification.
- Three letters of recommendation: 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 in both disposition and content knowledge (Dispositions Assessment).
- Kentucky Criminal Records Check submitted to the MAT Office.
- Signed copy of the Kentucky School Personnel Code of Ethics included in the application packet.
- Signed copy of the Character Fitness Form.
- Completed Professional and Personal Self-Assessment Dispositions Form
- Approval by Alternative Certification Admissions Committee with Full Admit Status (meets all admissions requirements) or Conditional Status. The Alternative Certification Admissions Committee reviews all applications. Any issues that cannot be addressed by this committee will be referred to the Graduate Admissions Committee.
- Create an account at <https://wd.kyepsb.net/Epsb.WebApps/Login/Login.aspx>

### **Degree Candidacy**

Completed degree candidacy application form.  
Minimum of 3.00 GPA and no incomplete grades.  
Satisfactory Dispositions Assessment.

## Exit Requirements

- Successful completion of all coursework as listed on Curriculum Contract.
- Minimum GPA of 3.00 with no grade less than C.
- Satisfactory performance on Student Teaching Assessment Rubric (STAR).
- Satisfactory performance on Teacher Dispositions Assessment.
- Passing score on the appropriate PRAXIS Content.
- Passing score on PLT Principles of Learning and Teaching Test.
- MAT Traditional students must complete a student teaching placement.
- Application for graduation or program completion approved by the Education Faculty and the Registrar.
- Completion of Exit Interview that includes completion of forms required for initial certification.

## DEGREE REQUIREMENTS

- Option 6 Program (30 hours): EDM 505, 512, 515, 517, 518, 520, 528, 530, 536, 537
- Traditional Program (30 hours): EDM 505, 512, 515, 517, 518, 520, 528, 530, 535
- Proficiency (varied hours): personalized by candidate

## MASTERS OF EDUCATION LEADERSHIP

The Master of Arts in Education Leadership at Thomas More University is a master's level program designed to assist in the acquisition of initial principal certification for the Commonwealth of Kentucky. The Leadership in Education MA (EDL) is designed for experienced teachers with a bachelor's degree in education and/or a master's degree in education to pursue school principal licensure at the master's or education specialist levels. An Option 6 alternative certification path will also be paired with the MA to allow candidates in the program to begin working as a school principal during their program coursework.

The Leadership in Education MA (EDL) is designed for experienced teachers with a bachelor's degree in education and/or a master's degree in education to pursue school principal licensure at the master's or education specialist levels. The MA EDL Handbook is intended for informational purposes only and does not constitute a contract between the University, College and/or the School of Education and the MA EDL candidate. The handbook presents policies as accurately as possible at the time of publication. It is the responsibility of the MA EDL candidate to be aware of any program or policy changes by visiting the Education Program site and meeting with his or her advisor. The MA EDL Program and School of Education reserve the right to revise any section or part of the handbook without notice or obligation.

### Program Options

Candidates in the MEDL Program will be admitted in one of three categories:

#### Option 6 / Alternative Certification MEDL

This track is for candidates who are eligible to hold a Temporary Provisional Certificate:

Hold a bachelor's degree from a regionally accredited college or university

Have three years teaching experience

Hold a valid teaching certificate

And are currently employed in a school leadership role in their intended certification area.

This is a 30 hour track. Candidates will be supported by a school assigned mentor during each semester of enrollment. A mentor plan is required that outlines the responsibilities of both the school based and university mentors. Candidates are expected to complete the program over a two-year period which includes one or two intervening summer sessions.

#### Traditional MEDL

This track is for candidates who:  
Hold a bachelor's degree from a regionally accredited college or university  
Have three years teaching experience  
Hold a valid teaching certificate

Candidates in this 30 hour track are expected to complete the program over a two-year period which includes the one or two intervening summer sessions.  
\*MEDL to Option 6 (Combined)

This track is for candidates who begin the program as Traditional MEDL, but gain employment in their intended certification area during program enrollment. Once employment is verified, the candidate becomes eligible for Option 6.

## **Admission**

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Enrollment in the Master of Education in Education Leadership Program requires that the following criteria be met and the appropriate documents be submitted to Graduate Enrollment:

### **Initial Transcript Review**

When an application is submitted for admission, a transcript of all coursework completed must be submitted as well. If a candidate has a degree from an accredited university in the content area he/she wishes to become certified in, and the GPA meets admission requirements, the transcript review may be waived at the discretion of the Director of Graduate Education.

### **Admissions Requirements**

Complete the Thomas More University Graduate Application.  
A Bachelor's degree or higher from a regionally accredited college or university  
A copy of a valid K-12 Teaching Certificate  
A minimum of three years teaching experience (verified)  
Official transcripts of all undergraduate and graduate work completed. These must be sent directly to Thomas More from the college or university. Requests for transfer of credits from other institutions will be reviewed on an individual basis. Ordinarily 12 credit hours is the maximum number of hours accepted to transfer.  
Candidates enrolled in Option 6 must complete the CA-TP Form and Mentor Plan in cooperation with their school district human relations officer and the Director of Graduate Education. The state-approved forms must be on file with the District Office and Thomas More University. This serves to verify that the EDL candidate is enrolled in a program for alternative certification.  
A minimum overall undergraduate GPA of 3.0 from undergraduate and/or graduate coursework from a nationally or regionally accredited postsecondary institution.  
Curriculum vitae/ resume  
Two professional letters of recommendation one of which should be a principal, superintendent or other district level administrator who attests to the applicant's educational leadership and professionalism  
A writing sample  
Signature of current superintendent (or designee)  
Background Check and Up to date Virtus Training (if applicable)  
Completed Professional and Personal Self-Assessment Dispositions Form  
Create an account at <https://wd.kyepsb.net/Epsb.WebApps/Login/Login.aspx> (if required)

### **Mid Program Check**

Satisfactory performance on the portions of the Kentucky Professional Standards for Educational Leaders (PSEL) Tool that have been completed in relevant coursework.  
Transcript Review of Credit Hours Completed and current GPA  
Dispositions Review

## **Graduation Requirements** - 30 credit hours Level 1 Principal Certification

The degree audit confirms that the student has completed the following:

Admission to Degree Candidacy

Completed all coursework (earning a "C" or higher/no incomplete grades) in their program within the time limit;

Minimum of 3.00 GPA and no incomplete grades

Completed a comprehensive capstone (degrees only)

Satisfactory performance on Kentucky Professional Standards for Educational Leaders (PSEL) Tool

Satisfactory performance on the Dispositions Assessment

Application for graduation or program completion approved by the Education Faculty and the Registrar

Passing score on the School Leaders Licensure Assessment (6990)

Completion of Exit Interview that includes completion of forms required for certification.

## **Kentucky Praxis Requirements**

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The following assessment is required for all candidates seeking principal certification in the state of Kentucky.

Assessment	Passing Score
<a href="#">School Leaders Licensure Assessment (6990)</a>	146

Click to find out how to register for Praxis® tests and read the Praxis test retake policy.

Tests are given by appointment. Visit Test Centers and Dates to find testing centers near you. Not all tests are offered continuously. Please plan ahead by checking Test Centers and Dates. Ready to register? Register online with credit/debit card, eCheck or PayPal®.

Unless it is specifically stated that a calculator is permitted or required for a particular test, calculators may not be used on any Praxis tests (see Calculator Use.)

If you test in Kentucky at a testing center or using the Praxis at home solution, and your Praxis profile address is in Kentucky, your score report will be sent automatically to the Kentucky Education Professional Standards Board.

If you test outside Kentucky or your Praxis profile address is not in Kentucky, your scores are NOT automatically sent to the Kentucky Education Professional Standards Board. To have your scores sent to the Kentucky Education Professional Standards Board, you must select the Kentucky Education Professional Standards Board (state code 7283) as a score recipient when you register.

For all methods of testing, to request additional score reports you must select the Kentucky Education Professional Standards Board (state code 7283) with each additional score report request.

### **Qualifications for a Statement of Eligibility (SoE) for School Principal**

To qualify for the Statement of Eligibility for School Principal, educators must meet all of the following requirements:

Hold or qualify for a valid Kentucky teaching certificate.

Have at least three (3) years of full-time teaching experience.

Have completed an approved program for Instructional Leadership – School Principal.

Receive a recommendation from an EPSB approved institution.

Successfully pass the School Leadership Licensure Assessment (SLLA) (6990).

Applying for Statement of Eligibility for School Principal

STEP 1: Log into the KECS Portal

STEP 2: Follow the prompts in the application wizard to apply for Principal Statement of Eligibility (CA-1).

STEP 3: Provide official transcripts of all undergraduate and graduate coursework.

STEP 4: Pass the School Leadership Licensure Assessment (SLLA) (6990)

STEP 5: Verify completion of educator preparation program from the preparing college, university, or institution.

STEP 6: Complete the Character and Fitness review.

STEP 7: Submit the application.

This page is a supplement to The Praxis® Tests Information Bulletin (PDF).

Note: A passing score on a test established at the time of administration shall be valid for the purpose of applying for certification for five (5) years from the test administration date.  
16 KAR6:010 (PDF).

**Effective May 2019: All completed applications must be submitted via the Online Document Submission Portal located in your EPSB account.**

Please use these instructions ([CLICK HERE](#)) to assist with submitting online.

There is an \$85 certification fee for the issuance of the 5 year Professional certificate. The fee must be paid online through Epay.

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### **Schedule of Course Offerings**

Students are able to complete the program in two years. Each course in the program is eight weeks in length and includes coursework and field work.

Courses will be offered based on student demand and to ensure timely completion.

The Master of Educational Leadership requires 30 semester credit hours.

Required Courses for the Master of Education Leadership (9 hours):

Leadership Theory Core Level 1: 9 Hours

EDL 675 Foundations and Principles of Leadership (3 credit hours)

EDL 676 Ethics for Leaders (3 credit hours)

EDL 677 Cultural Competency for School Leaders (3 credit hours)

Educational Leadership Core Level 1:21 Hours

EDL 678 Instructional Supervision and Resource Management (3 credit hours)

EDL 679 School and Community Engagement and Field Experience  
(3 credit hours)

EDL 680 School Law and Policy 1 (3 credit hours)

EDL 681 Curriculum, Instruction and Assessment and Field Experience (3 credit hours)

EDL 682 Developing a Culture of School Improvement and Field Experience (3 credit hours)

EDL 683 Finance for School Leaders(3 credit hours)

EDL 684 Educational Leadership Capstone (3 credit hours)

## **EDUCATION SPECIALIST IN EDUCATION LEADERSHIP**

### **Program Description**

The Education Specialist (EdS) in Education Leadership at Thomas More University is a post master's level program designed to assist in the acquisition of initial principal certification and supervisor of instruction for the Commonwealth of Kentucky. The Leadership in Education EdS is designed for experienced teachers and school leaders with a master's degree in education or adjacent field to pursue school principal and instructional supervision licensure at the education specialist levels. An Option 6 alternative certification path will also be paired with the EdS to allow candidates in the program to begin working as a school principal or supervisor during their program coursework.

The Leadership in Education EdS is designed for experienced teachers with a masters's degree in education or adjacent field to pursue school principal licensure at the education specialist levels. The EdS Handbook is intended for informational purposes only and does not constitute a contract between the University, College and/or the School of Education and the candidate. The handbook presents policies as accurately as possible at the time of publication. It is the responsibility of the candidate to be aware of any program or policy changes by visiting the Education Program site and meeting with his or her advisor. The EdS Program and School of Education reserve the right to revise any section or part of the handbook without notice or obligation.

Candidates in the EdS Program will be admitted in one of three categories:

### **Option 6 / Alternative Certification EdSEL**

This track is for candidates who are eligible to hold a Temporary Provisional Certificate:

Hold a master's degree from a regionally accredited college or university

Have three years teaching experience

Hold a valid teaching certificate

And are currently employed in a school leadership role in their intended certification area.

This is a 39 hour track. Candidates will be supported by a school assigned mentor during each semester of enrollment. A mentor plan is required that outlines the responsibilities of both the school based and university mentors. Candidates are expected to complete the program over a two-year period which includes one or two intervening summer sessions.

### **Traditional EdSEL**

This track is for candidates who:

Hold a master's degree from a regionally accredited college or university

Have three years teaching experience

Hold a valid teaching certificate

Candidates in this 39 hour track are expected to complete the program over a two-year period which includes the one or two intervening summer sessions.

### **\*EdSEL to Option 6 (Combined)**

This track is for candidates who begin the program as Traditional MEDL, but gain employment in their intended certification area during program enrollment. Once employment is verified, the candidate becomes eligible for Option 6.

### **Admission**

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**Enrollment in the Education Specialist in Education Leadership Program requires that the following criteria be met and the appropriate documents be submitted to Graduate Enrollment:**

#### **Initial Transcript Review**

When an application is submitted for admission, a transcript of all coursework completed must be submitted as well. If a candidate has a degree from an accredited university in the content area he/she wishes to become certified in, and the GPA meets admission requirements, the transcript review may be waived at the discretion of the Director of Graduate Education.

#### **Admissions Requirements**

Complete the Thomas More University Graduate Application.

A Master's degree or higher from a regionally accredited college or university

A copy of a valid K-12 Teaching Certificate

A minimum of three years teaching experience (verified)

Official transcripts of all undergraduate and graduate work completed. These must be sent directly to Thomas More from the college or university. Requests for transfer of credits from other institutions will be reviewed on an individual basis. Ordinarily 12 credit hours is the maximum number of hours accepted to transfer.

Candidates enrolled in Option 6 must complete the CA-TP Form and Mentor Plan in cooperation with their school district human relations officer and the Director of Graduate Education. The state-approved forms must be on file with the District Office and Thomas More University. This serves to verify that the EDL candidate is enrolled in a program for alternative certification.

A minimum overall undergraduate GPA of 3.0 from undergraduate and/or graduate coursework from a nationally or regionally accredited postsecondary institution.

Curriculum vitae/ resume

Two professional letters of recommendation one of which should be a principal, superintendent or other district level administrator who attests to the applicant's educational leadership and professionalism

A writing sample

Signature of current superintendent (or designee)

Background Check and Up to date Virtus Training (if applicable)

Completed Professional and Personal Self-Assessment Dispositions Form

Create an account at <https://wd.kyepsb.net/Epsb.WebApps/Login/Login.aspx> (if required)

Mid Program Check

Satisfactory performance on the portions of the Kentucky Professional Standards for Educational Leaders (PSEL) Tool that have been completed in relevant coursework.

Transcript Review of Credit Hours Completed and current GPA

Dispositions Review

Graduation Requirements - 39 credit hours Level 2 Principal Certification

The degree audit confirms that the student has completed the following:

Admission to Degree Candidacy

Completed all coursework (earning a "C" or higher/no incomplete grades) in their program within the time limit;

Minimum of 3.00 GPA and no incomplete grades

Complete and defend a comprehensive capstone with acceptable performance (degrees only)

Satisfactory performance on Kentucky Professional Standards for Educational Leaders (PSEL) Tool

Satisfactory performance on the Dispositions Assessment

Application for graduation or program completion approved by the Education Faculty and the Registrar

Passing score on the School Leaders Licensure Assessment (6990)

Completion of Exit Interview that includes completion of forms required for certification.

Kentucky Praxis Requirements

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The following assessment is required for all candidates seeking principal certification in the state of Kentucky.

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For all methods of testing, to request additional score reports you must select the Kentucky Education Professional Standards Board (state code 7283) with each additional score report request.

### **Qualifications for a Statement of Eligibility (SoE) for School Principal and Instructional Supervisor**

To qualify for the Statement of Eligibility for School Principal, educators must meet all of the following requirements:

Hold or qualify for a valid Kentucky teaching certificate.

Have at least three (3) years of full-time teaching experience.

Have completed an approved program for Instructional Leadership – School Principal.

Receive a recommendation from an EPSB approved institution.

Successfully pass the School Leadership Licensure Assessment (SLLA) (6990).

### **Applying for Statement of Eligibility for School Principal**

STEP 1: Log into the KECS Portal

STEP 2: Follow the prompts in the application wizard to apply for Principal Statement of Eligibility (CA-1).

STEP 3: Provide official transcripts of all undergraduate and graduate coursework.

STEP 4: Pass the School Leadership Licensure Assessment (SLLA) (6990)

STEP 5: Verify completion of educator preparation program from the preparing college, university, or institution.

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Please use these instructions (CLICK HERE) to assist with submitting online.

There is an \$85 certification fee for the issuance of the 5 year Professional certificate. The fee must be paid online through Epay.

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### **Schedule of Course Offerings**

Students are able to complete the program in two years. Each course in the program is eight weeks in length and includes coursework and field work.

Courses will be offered based on student demand and to ensure timely completion.

The Master of Educational Leadership requires 39 semester credit hours.

<b>Foundational Courses</b>
EDS 775: Foundations and Principles of Leadership (3 hours)
EDS 776: Ethics for Leaders (3 hours)

<b>Core Courses</b>
EDS 777: Cultural Competency for School Leaders (3 hours)
EDS 778: Instructional Supervision & Resource Management (3 hours)
EDS 779: School and Community Engagement (3 hours)
EDS 780: School Law and Policy I (3 hours)
EDS 781: Curriculum, Instruction, and Assessment & Field Experience (3 hours)
<b>Experiential Courses</b>
EDS 782: Developing a Culture of School Improvement & Field Experience (3 hours)
EDS 783: Finance for School Leaders & Field Experience (3 hours)
EDS 784: Educational Leader Research (3 hours)
EDS 785: Special Education for Supervisors (3 hours)
EDS 786: School Law and Policy for School Leaders 2 (3 hours)
EDS 787: Educational Leadership Internship and Reflective Practice Seminar (3 hours)

## MASTER OF BUSINESS ADMINISTRATION

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

The professional MBA program's curriculum is designed to further develop and enhance the graduate student's business judgment. Executives and those preparing to be executives into the next century will need a visionary global outlook, comfort with technology, and a strong ethics/values framework within which to make decisions. Their verbal, interpersonal, team, cross-functional, computer, and quantitative skills must also be highly developed in order to function effectively in an increasingly complex, dynamic, transnational environment.

### ADMISSION REQUIREMENTS

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

- A baccalaureate degree from a regionally accredited college or university

- Prerequisite courses (or equivalents) listed for the program

- Significant professional work experience, preferably at least two years in a position of leadership

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

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

Applicants should discuss the options for completing prerequisites with an academic advisor from the Department of Business

Administration MBA program. Depending on the prerequisite requirement, options may include on-ground or online courses or workshops. Prerequisites must be completed as follows:

Prior to beginning any work in the MBA program, economics and accounting prerequisites must be completed with a passing score.

Prior to beginning finance, calculus, and statistics courses, the associated/corresponding prerequisite must be completed with a passing score (e.g., the finance prerequisite must be completed and passed prior to taking Finance 630).

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

Unconditional Admit

Two or more years of professional work experience; and

Undergraduate grade point average (GPA) of at least 2.75 on a four-point scale

Conditional Admit – Level 1

Between one and two years of professional work experience; and

Undergraduate GPA of at least 2.75 on a four-point scale

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

with a cumulative GPA of 3.0 or better

Refer to Graduate Admissions Committee (GAC) for review:

Applicants with a GPA of less than 2.75 or

Applicants with less than two years of professional work experience and a GPA below 2.75 – or –

Applicants with less than one year of professional work experience regardless of GPA

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

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

A two- to three-page letter addressed to the GAC that explains the following:

reasons the applicant should be considered for admission despite not meeting the outlined admission requirement(s) AND reasons the applicant believes he or she will be successful in an accelerated graduate program The GAC will be looking for evidence that will justify waiving one or more admission requirements.

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

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

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

Conditional Acceptance

Denial of Acceptance

Decision withheld pending further information.

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

Complete up to the first five classes with a cumulative GPA of 3.0 or better.

Complete any or all of the program prerequisites with a "B" or passing score, depending on the testing method, or better prior to beginning graduate level coursework. The format for the prerequisite coursework may vary.

Meet with the Graduate Admissions Committee for a personal interview.

An applicant who is admitted conditionally and who fails to meet the conditions of admission will have his or her file reviewed by the GAC to determine if the applicant is permitted to continue in the program. An applicant who meets the conditions of

admission will have the conditions lifted and be permitted to proceed in the program subject to the guidelines faced by all program participants.

### **GENERAL REQUIREMENTS**

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

### **DEGREE REQUIREMENTS MBA**

Students must complete 30 credit hours in required courses to graduate with an MBA from Thomas More University. Requirements include ACC 604, ECO 615, FIN 630, LAW 620, MGT 612, 613, 621, and 630, MKT 650, and QUA 640. Course descriptions for required courses are listed in the Department of Business Administration and are subject to change.

### **OPTIONAL CONCENTRATIONS:**

Data Analytics: MIS 660, 670, 680

Finance: FIN 660, 670, 680

Healthcare: HCM 660, 670, 680

Management: MGT 670, 680, OPS 660

## **MASTER OF BUSINESS ADMINISTRATION 4+1**

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### **ADMISSION REQUIREMENTS**

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

Traditional students with a major in Accounting, Business Administration or Management Information Systems

A cumulative G.P.A. of 3.25 (students must maintain a cumulative G.P.A. of 3.25 during the baccalaureate program)

Evidence of being on track to meet the degree requirements for a Bachelor of Arts in Business or Accounting or Management Information Systems

A completed application

Two letters of recommendation

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

### **DEGREE REQUIREMENTS MBA**

Students must successfully complete 12 credit hours (4 MBA courses) of the MBA program before their fifth year.

Requirements include MGT 620, MGT 621, MGT 630, ACT 604. In the fifth year the remaining requirements include (21 credit hours) FIN 630, LAW 620, QUA 640, MKT 650, ECO 615, MGT 612, MGT 613.

Students must complete a minimum of 120 credit hours to earn their undergraduate degree. Students must have a total of 150 undergraduate and graduate credit hours to receive the Master of Business Administration degree.

## **MASTER OF SCIENCE IN INFORMATION TECHNOLOGY MANAGEMENT**

### **DEGREE REQUIREMENTS MASTER OF SCIENCE IN INFORMATION TECHNOLOGY MANAGEMENT (MSITM)**

Program Overview:

The Master of Science in Information Technology Management (MSITM) at Thomas More University prepares students to lead technological innovation and manage IT-driven organizational transformation. The program emphasizes strategic thinking, ethical leadership, and the effective application of technology in a business context.

Program Format:

The MSITM is a 30-credit hour program designed to be completed in as few as 18–24 months. It is available in both online and hybrid formats, with courses scheduled to accommodate working professionals. International students must meet residency requirements as outlined in the Global Education policy.

Program Objectives: Graduates will be able to:

- Lead IT projects and teams using ethical and effective management practices.

- Align IT solutions with business strategy.
  - Apply cybersecurity, data analytics, and legal frameworks to real-world problems.
- Degree Requirements: To earn the MSITM degree, students must complete 30 credit hours from the following courses: MIS600, MIS 605, MIS 620, MIS 630, MIS 640, MIS 650, MIS 670, MIS 690, LAW 620, FIN 630

#### Admission Requirements

Admission to the MS in Information Technology Management (MSITM) program is open to applicants who meet the following criteria:

- A bachelor's degree from a regionally accredited college or university
- Relevant professional or technical experience in information technology or a related field is preferred but not required
- Foundational knowledge in areas such as information systems, databases, and programming are helpful; applicants without this background may be asked to complete appropriate preparatory coursework

Applicants must submit the following:

- A completed graduate application
- Official transcripts from all post-secondary institutions attended
- A current résumé
- A brief statement of purpose describing professional goals and interest in the program

Applications are reviewed holistically. Students with diverse academic and professional backgrounds are encouraged to apply.

## MASTER OF SCIENCE IN NURSING

#### Admission Criteria

To be admitted to the Nurse Executive or Healthcare Informatics tracks in the Master of Science in Nursing program applicants must meet the following criteria and complete the application process:

Graduate application

A Bachelor of Science in Nursing (BSN) from a regionally accredited college or university with a degree from a nursing program accredited by CCNE or ACEN.

Unencumbered, active RN license

Official transcripts from all colleges/universities attended

A minimum overall undergraduate GPA of 3.0/4.0 scale or 3.0/4.0 scale from the final 45 hours of undergraduate coursework

A grade of "C" or higher in an undergraduate statistics course

One year of clinical nursing experience

Resume

One-page essay in the form of a goal statement

Official satisfactory scores, as determined by the Admissions Committee, from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), taken within five years of application. Scores are evaluated in the context of the overall application package submitted by the applicant. For Thomas More alumni, the GRE or MAT requirement is waived for applicants with an undergraduate GPA of 3.0 or greater. For non-Thomas More alumni applicants, the GRE or MAT requirement is waived for those with an undergraduate GPA of 3.2 or greater on a 4.0 scale.

### MASTERS OF SCIENCE IN NURSING Nurse Executive Track

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 Master Program is to respond to the learning needs of students, to prepare nurses for the advancement of health care, and to respond to the health care needs of

the community.

### Sample Curriculum

<b>First Semester</b>	<b>CR</b>	<b>Second Semester</b>	<b>CR</b>
NUR601 Philosophical /Theoretical Foundations	3	NUR603/ELS600	3
NUR602 Research for Evidence Based Practice	3	NUR604 Ethics, Policy & Organization of Healthcare	3
<b>Subtotal</b>	<b>6</b>	<b>Subtotal</b>	<b>6</b>
<b>Third Semester</b>	<b>CR</b>	<b>Fourth Semester</b>	<b>CR</b>
NUR605 Epidemiology	3	NUR611 Financial Management & Resource Allocation	3
NUR610 Communication & Relationship Building for NE	2	NUR612 Informatics and Data Management	3
<b>Subtotal</b>	<b>5</b>	<b>Subtotal</b>	<b>6</b>
<b>Fifth Semester</b>	<b>CR</b>	<b>Sixth Semester</b>	<b>CR</b>
NUR613 Improving Patient Outcomes	2	NUR615 Strategic Planning for Nurse Executives	3
NUR614 Human Resources	3	NUR616 Nurse Executive Practicum	3
<b>Subtotal</b>	<b>5</b>	<b>Subtotal</b>	<b>6</b>

**Total Credits      34**

\* Must receive a C or better in all courses to continue in the program.

**MASTERS OF SCIENCE IN NURSING  
Healthcare Informatics Track**

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 Master Program is to respond to the learning needs of students, to prepare nurses for the advancement of health care, and to respond to the health care needs of the community.

**Sample Curriculum**

<b>First Semester</b>	<b>CR</b>	<b>Second Semester</b>	<b>CR</b>
NUR601 Philosophical /Theoretical Foundations	3	NUR603/ELS600	3
NUR602 Research for Evidence Based Practice	3	NUR604 Ethics, Policy & Organization of Healthcare	3
<b>Subtotal</b>	<b>6</b>	<b>Subtotal</b>	<b>6</b>
<b>Third Semester</b>	<b>CR</b>	<b>Fourth Semester</b>	<b>CR</b>
NUR605 Epidemiology	3	NUR621 Systems Analysis & Design for HC Informatics	3
NUR620 Healthcare Information Management	3	NUR622 Database design & Knowledge Management	3
<b>Subtotal</b>	<b>6</b>	<b>Subtotal</b>	<b>6</b>
<b>Fifth Semester</b>	<b>CR</b>	<b>Sixth Semester</b>	<b>CR</b>
NUR623 Health Data Security	3	NUR625 Telehealth & Emerging Technology	2
NUR624 Electronic Medical Record Systems	2	NUR626 Healthcare Informatics Practicum	3
<b>Subtotal</b>	<b>5</b>	<b>Subtotal</b>	<b>5</b>
<b>Total Credits</b>		<b>34</b>	

\* Must receive a C or better in all courses to continue in the program.

## MASTER OF PUBLIC HEALTH

## **ADMISSION REQUIREMENTS**

Graduation application for admission

A Bachelor's degree or higher from a regionally accredited college or university

Official transcripts from all colleges/universities attended

A minimum overall undergraduate GPA of 2.70

Curriculum vitae/ resume

Two professional letters of recommendation from a health-related or advanced education field professional

A statement of purpose outlining the applicant's interest in pursuing a career in public health or a related field.

## **DEGREE REQUIREMENTS**

Public Health (31 hours): PBH 510, 520, 525, 530, 540, 550, 560, 610, 640, 650, 660

Public Health Elective Courses (12 hours): PBH 615, 620, 625, 630

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## **COURSES OF INSTRUCTION**

**COURSES OF INSTRUCTION: ACCOUNTANCY**

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**ACC 101 - PRINCIPLES OF FINANCIAL ACCOUNTING (3)**

Introduces students to generally accepted accounting principles and financial statements. Topics examined include basic concepts of business transaction analysis; the accounting cycle; measurement of assets, liabilities, revenues, and expenses; and financial statement presentation and interpretation.

**ACC 102 – PRINCIPLES OF MANAGERIAL ACCOUNTING (3)**

Prerequisite: ACC 101

Introduces students to financial analysis and fundamental management accounting practices. Topics include ratio analysis; cost classification; and behavior; product costing; budgeting; and decision-making models.

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

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

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

Prerequisite: ACC 101

A comprehensive treatment of financial accounting concepts, principles, and procedures used in the preparation and analysis of financial statements. The primary objective of the intermediate accounting sequence is to continue developing and understanding of generally accepted accounting principles (GAAP) to properly account for, analyze, and present financial information to external users. The course will provide students with the tools to understand what GAAP is and how it is applied in practice.

**ACC 202 - INTERMEDIATE ACCOUNTING II (3)**

Prerequisite: ACC 201

A further development of financial accounting concepts, principles, and procedures used in the preparation and analysis of financial statements. The primary objective of the intermediate accounting sequence is to continue developing an understanding of generally accepted accounting principles (GAAP) to properly account for, analyze, and present financial information to external users. The course will provide students with the tools to understand what GAAP is and how it is applied in practice. Topics include accounting for corporate items and various liabilities.

**ACC 205 - ACCOUNTING FOR MANAGEMENT (3)**

Prerequisite: ACC 208

Course Requirement: Enrollment in Thomas More Accelerated Program

A course examining the use of costs in business planning, control, and management decision making. An emphasis is placed on the identification and analysis of relevant costs in specific decision-making situations.

**ACC 208 - A SURVEY OF FINANCIAL ACCOUNTING (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

An overview of financial accounting topics for corporations, with an emphasis on the use of financial information and analysis of financial statements.

**ACC 230 - INTRODUCTION TO QUICKBOOKS (1)**

Prerequisite: ACC 101

This course introduces the student to the basics on Intuit's QuickBooks Software. Students will create a set of financial statements using the various accounting cycles in the software.

**ACC 255 - SPECIAL TOPICS (3)**

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

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

Prerequisite: ACC 101 and 102

A study in the control and cost of materials, direct labor, and overhead with special emphasis on job-order and process costing, cost allocation and activities-based costing systems and management.

**ACC 302 - INTERMEDIATE MANAGERIAL ACCOUNTING (3)**

Prerequisite: ACC 101 and 102

An in-depth study of cost management and decision-making techniques, budgeting and financial planning, standard cost systems and performance management.

### **ACC 305 - ACCOUNTING FOR GOVERNMENTAL AND NOT-FOR-PROFIT ENTITIES (3)**

Prerequisite: ACC 101

A study of the principles and procedures of fund accounting as used by governmental, educational, and other nonprofit or public funded entities.

### **ACC 311 - TAXATION I (3)**

Prerequisite: ACC 101 or Junior Standing

An examination of tax laws and regulations in relation to their underlying principles. A further study is included of the federal income tax for individuals and the preparation of the individual's income tax return. Problems in determining income tax for individuals are discussed.

### **ACC 312 - TAXATION II (3)**

Prerequisite: ACC 311

A continuation of ACC 311. This is an advanced course designed for study and practice in regard to federal income tax for property transactions, partnerships, corporations, estates and trusts, federal estate and gift taxes, social security and other important taxes. Students will earn IRS certification as Advanced Tax Preparer for the VITA program.

### **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 - ADVANCED FINANCIAL ACCOUNTING (3)**

Prerequisite: ACC 201

A course examining accounting for business combinations and mergers, consolidations, the equity method of reporting investments in common stock, foreign currency transactions and derivatives used for hedging, and translation of foreign currency financial statements.

### **ACC 420 - ACCOUNTING INFORMATION SYSTEMS (3)**

Prerequisite: ACC 201 and CIS 111 or MIS 113

A course examining how an organization processes its economic transactions, transforming accounting data into information useful in decision making. Topics explored include: The use of flowcharts to document accounting systems; a study of database management systems and the construction of accounting databases using Microsoft Access; an overview of enterprise resource planning (ERP) systems; and a detailed examination of several accounting application subsystems. Special attention is placed on the internal controls employed to ensure the integrity of data processing.

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

Prerequisite: ACC 420

A course exploring the fundamental principles of auditing and the procedures used in the analysis and verification of accounts. The course spans the entire audit process, from the initial planning stages to the issuance of the final audit report. Emphasis

throughout the course is placed on risk evaluation and the accumulation of evidence to support the audit opinion. In addition to investigating the technical aspects of an audit, the course also examines the ethical responsibilities of the professional auditor to society.

### **ACC 455 - SPECIAL TOPICS (3)**

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

### **ACC 495 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

## **COURSES OF INSTRUCTION: ART**

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### **ART 103 - SPECIAL TOPICS FOR NON-MAJORS (3)**

Courses designed for the non-art majors or specifically designed courses for outside disciplines.

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

Core Area: Fine Art

A studio course dealing with the study of and experimentation with basic elements and principles of visual design in a sequence of three-dimensional problems. A variety of materials will be used.

### **ART 117 - COLOR/LIGHT/DESIGN (3)**

Core Area: Fine Art

This course investigates two-dimensional principles (line, value, texture, shape, form, and composition), color theory (structure, terminology, and optical and psychological dynamics) and light (how it affects our perception of form and color). Using art and nature as sources, students employ a variety of media to explore sensory and emotional, as well as intellectual, aesthetic concepts. Course work includes lecture, demonstration, studio work and critique for both art majors and non-art majors.

### **ART 125 - MODERN ART (3)**

This art history class is an overview of modern artistic movements and styles beginning with French impressionism through the work of the Pop artists of the 1960s. Pedagogies include slide lectures, class discussions, student presentations and field trips to see local museums and collections. This course has been specifically designed for the core curriculum and non-majors and may not substitute for any course in either the BA or BFA program.

### **ART 126 - VIEWING THE ARTS (3)**

Second Century Inner Core: Fine Art

Core Area: Fine Art

Offers a general study of the elements of fine arts. Attendance is required at public performances.

### **ART 130 - PAINTING I (3)**

Prerequisite: ART 138

Core Area: Fine Art

A fundamental course in painting designed to introduce the student to the basic techniques and processes of oil painting.

### **ART 135 - CERAMICS I (3)**

Second Century Inner Core: Fine Art

Core Area: Fine Art

Experimentation with various hand building and wheel throwing techniques. Students will deal with the exploration of functional and sculptural statements in clay. Experience in glaze application and kiln loading.

### **ART 138 - DRAWING I (3)**

Core Area: Fine Art

An entry-level studio course in which students learn drawing fundamentals such as line, shape, value, form, and compositional arrangement by observing still life arrangements and an introduction to fundamental drawing tools and materials. Open to

non-majors.

### **ART 152 - HISTORY OF PHOTOGRAPHY (3)**

Core Area: Fine Art

This survey class about the history of photography explores the development of various photo processes, ideas about ways we view the world through constructed images, and about photography as a fine art. This course may be used for the core curriculum and as an art history elective for art and art history students.

### **ART 155 - SPECIAL TOPICS (variable credit)**

Art courses not offered on a regular basis will be listed under this number.

### **ART 219 - FIGURE DRAWING I (3)**

A studio drawing course concentrating on the human figure. Studio assignments focus on learning fundamental human anatomy, structure, proportion, and scale. Students will work from a live model using a variety of media, techniques, and compositional challenges.

### **ART 221 - TEACHING ART IN ELEMENTARY SCHOOL (3)**

A course designed primarily for the classroom teacher who may be teaching in a school without an art specialist. This course provides a variety of experiences such as involvement in all kinds of media, aesthetic exercises, art history through museum visits and experience with art criticism at various levels. Students will have a vital role in designing and implementing their own sequence of art lessons for an after-school art program. Cross-listed with EDU 221.

### **ART 224 - SCULPTURE I (3)**

Prerequisite: ART 116

In the sculpture courses, students will experiment with traditional and contemporary approaches to sculpture, including carving, modeling, casting, and construction techniques.

### **ART 226 - DIGITAL PHOTOGRAPHY I (3)**

An introductory level course into the process of digital photography. This course provides students with an understanding of basic camera controls, the ability to enhance photographs through editing software (Adobe Lightroom), and the capability to apply their knowledge of photographic composition. Lessons on the history of photography and current contemporary trends are integrated into the course. Students are required to supply a DSLR or mirrorless camera as well as an external hard drive.

### **ART 230 - PAINTING II (3)**

Prerequisite: ART 130

A studio course based on the fundamentals of painting (ART 130) stressing the exploration of the painting medium as means of personal creative expression with an increased emphasis on composition and structure.

### **ART 234 - PRINTMAKING I (3)**

An introductory studio course in the processes of printmaking. The techniques of monotype, intaglio, and relief printing will be covered. Students will demonstrate the ability to correctly mix inks and modifiers to use in conjunction with various matrices such as copper, linoleum, plexiglass, and wood. Students will develop an understanding of the best papers to use for each printing style.

### **ART 235 - CERAMICS II (3)**

Prerequisite: ART 135

A continuation of techniques and problems explored in Ceramics I.

### **ART 238 - DRAWING II (3)**

Prerequisite: ART 138

This course builds upon knowledge learned in ART 138. Students will begin to incorporate studio still life experience and build personal concept development to develop their personal vision and voice. Introduction to advanced materials and techniques is ongoing

### **ART 243 - HISTORY OF ANIMATION (3)**

Core Area: Fine Art

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A course exploring how animation has developed into its own unique art form. The course will begin with an investigation of pre-animation innovations and advance to coverage of how animation developed during significant historical events such as WWI, the Great Depression, WWII, and the fall of the Soviet Union. Students will develop an understanding of the methods pioneered by influential animation houses such as Disney, Warner Brothers, and the Fleischer Studio. As the course progresses, student will practice critiquing the animations discussed through the lens of historical context and artistic style.

### **ART 248 - DESIGN TOOLS (3)**

Second Century Inner Core: Fine Art

Core Area: Fine Art

This is an introductory course on the digital tools of graphic design: Photoshop, Adobe Illustrator, and Adobe InDesign. Cross-listed as CIS 248.

### **ART 251 - HISTORY OF ART I (3)**

Second Century Inner Core: Fine Art

Core Area: Fine Art

This introductory art history course is a survey of visual art and architecture in the western perspective beginning with art created by prehistoric man and continuing through Egyptian, Ancient Near East, Aegean, Greek, Roman, Islamic, Early Christian, Byzantine, Medieval and Gothic periods. Pedagogies include lecture, class discussion and visits to the Cincinnati Art Museum.

### **ART 252 - HISTORY OF ART II (3)**

Core Area: Fine Art

A survey course examining architecture, sculpture, and painting beginning with Early Renaissance art and continuing to the mid-19th century. Open to non-majors.

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

Core Area: Fine Art

Art courses not offered on a regular basis will be listed under this number.

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

This course examines the African-American artist and the art they have produced over the last 200 years, with particular attention to the cultural and historical context. May be taken for the core curriculum or may serve as an elective in art history for art and art history.

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

This course is an examination of the ways in which paintings, prints, and photographs of the American West can be used to understand broader cultural ideas about the land and its peoples. It has been designed to introduce students to the history of Western American art from the early nineteenth century to the present day, with special emphasis on theoretical approaches that suggest the ways in which visual imagery can be used as a primary source document to illuminate issues of broader historical concern. No prerequisites but prior college work in American history or general art history is very helpful.

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

A studio and lecture course for students preparing to teach in secondary school. The student will study the literature of art education and the methods of teaching art in the high school. Students will execute projects used in teaching art at this level. This course should be taken prior to supervised student teaching.

### **ART 265 - GRAPHIC DESIGN FOUNDATIONS (3)**

This course is an integration and expansion of how to deal with the visual elements in a clear and concise visual communication. Students will be asked to design with, make aesthetic judgments about, and communicate via visual form. The final third of the course will delve into symbol and mark development on a purely elemental foundation.

### **ART 267 - TYPOGRAPHY I (3)**

This course serves as an introduction that provides an essential foundation in the history, theory, and practice of typographic communication. Students will engage in studio projects to develop a formal **understanding, aesthetic, and functional** sensibilities, and technical skills.

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

Prerequisites: ART 125, 251, 252, or permission of instructor.

This course is a study of the history of design (with an emphasis on graphic design) and design theory from the nineteenth century to the present.

### **ART 270 - ILLUSTRATION I (3)**

Prerequisite: ART 138

Core Area: Fine Art

This course introduces majors and non-majors to the worlds of illustration through a series of studio assignments, lectures, and class discussions. Students will study the historical role and function of illustration and generate a variety of illustrative projects which may include illustrating short stories, fables and folklore, editorial cartooning, game board design, and more.

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

Core Area: Fine Arts

This course serves as an introduction that provides an essential foundation in the history, theory, and practice of typographic communication. Students will engage in studio projects to develop a formal understanding, aesthetic, and functional sensibilities, and technical skills.

### **ART 273 - AMERICAN ART: THE GILDED AGE TO THE 21ST CENTURY (3)**

This is a continuation of ART 272, although it is not a prerequisite. This course will pick up the American survey study of art, sculpture, architecture, and decorative arts produced during the Civil War and then move the study to art of the Gilded Age, and the twentieth century. Methodologies of American Studies will be part of this class. No prerequisites but prior work in either art history or American history is highly desirable.

### **ART 280 - UX DESIGN PRINCIPLES (3)**

Prerequisite: ART 248

User experience design is the process of enhancing customer satisfaction and loyalty by improving the usability and pleasure provided in the interaction between the customer and the product. This course provides students with an understanding of User Experience Design ["UX"] elements and how they work together, research methodologies, navigation design, wire-frame creation, and strategy as an element of user experience. Students will also learn how to translate this knowledge to environments for Graphic Design and Space Design (retail, entertainment, corporate office, hospitality, planning, etc.).

### **ART 306 - DOCUMENTARY PHOTOGRAPHY (3)**

This course explores the ability to witness emotive narratives and preserve our individual and collective histories through documentary photography. Students will practice their ability to capture truth through a series of exercises and projects. Integrated into the class will be lessons on the history of documentary photography to gain a deeper understanding of the genre.

### **ART 314 - FUNDAMENTALS OF FILMMAKING (3)**

This course is designed to provide students with the necessary skillset to produce short films. Utilizing their knowledge of basic camera controls and Adobe Premiere Pro, students will film, edit, and enhance video footage. Topics include composition, lighting, sound recording, video editing, and visual storytelling. Cinematic vision will be developed and analyzed to gain an in-depth perspective of filmmaking as a unique form of communication.

### **ART 315 - DRAWING AS INSTALLATION (3)**

Prerequisite: ART 238

This course introduces students to installation art media and styles. Students will create large-scale artwork with an emphasis on developing vision and voice through their personal imagery.

### **ART 319 - FIGURE DRAWING II (3)**

Prerequisite: ART 219

A studio drawing course focusing on the human figure. The second in a series of three. Studio assignments focus on advanced figure drawing assignments and a further exploration into media.

### **ART 320 – DIGITAL PHOTOGRAPHY II**

In this course students will build upon the technical foundation formed in Digital Photography I, while learning the editing nuances offered in Adobe Photoshop. Emphasis will be placed on techniques in digital manipulation, development of a personal portfolio, and the process of fine art printing.

### **ART 324 - SCULPTURE II (3)**

Prerequisite: ART 224

A continuation and elaboration of Sculpture I.

### **ART 325 - PORTRAIT DRAWING (3)**

Prerequisite: ART 138

An advanced drawing class focusing on drawing the human face. Involved are study of the underlying skeletal and muscular structures of the face as well as proportions. A large part of the class involves "putting it all together" in portrait drawings from life, and studies of models from different ages. A variety of media will be used.

### **ART 330 - PAINTING III (3)**

Prerequisite: ART 230

This course builds upon knowledge learned in ART 130 and 230. Students will develop a body of work to develop their personal painting vision, voice and skillset. Introduction to advanced materials and techniques is ongoing. Ongoing exploration of the painting medium as means of personal creative expression with an increased emphasis on composition and structure.

### **ART 334 - PRINTMAKING II (3)**

Prerequisite: ART 234

An intermediate studio course building on the techniques learned in Printmaking I with an emphasis on ways to incorporate color. The processes of multi-plate color etching, chine-colle, and linocut will be covered. Techniques for creating shaped linocut blocks will be introduced.

### **ART 335 - CERAMICS III (3)**

Prerequisite: ART 235

A continuation of techniques and problems explored in Ceramics I and II.

### **ART 338 - DRAWING III (3)**

Prerequisite: ART 238

This course builds upon knowledge learned in ART 138 and 238. Students will develop a body of work to develop their personal drawing vision, voice and skillset. Introduction to advanced materials and techniques is ongoing.

### **ART 340 - UI/UX Design**

Pre-requisites: ART 248.

This course focuses on introducing students to User Experience (UX) and User Interface (UI). Students will apply fundamentals of design (layout, composition, typography, etc.) and design principles (scale, contrast, balance, etc.) to functioning prototypes for app designs and website designs. Students will learn about research methodologies, sit/app/game navigation, wire-frame creation, and prototype generation.

### **ART 341 - MOTION GRAPHICS (3)**

Prerequisites: ART 117, 248

This course will introduce the student to effectively communicate with motion graphics, using Adobe After Effects. These skills will be applied in projects that stress conceptual, technical, development, and the basic theories of kinetic composition and aesthetics. Skills covered include key-framing, track mattes, 3-D space, particles, typography techniques, and more. Students will study the history of the field, including the work of pioneers (Norman McLaren, Saul Bass, and Len Lye).

### **ART 342 - ANIMATION (3)**

Prerequisites: ART 117, 248

This course will give students the fundamentals needed to create animation using Adobe Animate. Throughout the course,

Disney's twelve basic principles of animation will be addressed. Student will visually communicate basic narratives through storyboarding, blocking movements, and animating objects/figures, while considering how timing influences the perceived believability of actions. Focus will be on frame-by-frame animation, tweening, rigging bones, and adding sound. Students will learn how to export files and upload to streaming services for sharing online. The course will culminate with a study of character development that addresses how to tell a simple story.

### **ART 345 – STUDIO AND ON-LOCATION PHOTOGRAPHY (3)**

#### **ART 350 - THE CINCINNATI WING AT THE CINCINNATI ART MUSEUM (3)**

Prerequisite: ART 251, 252, 272, or 273

This course is a study of the social and cultural history of Cincinnati as studied through the collection of works in the Cincinnati Wing at the Cincinnati Art Museum. At least 50% of the classes will be held on location at the Cincinnati Art Museum. Designed for upper-classmen and DGP students.

#### **ART 351 - HISTORY OF AMERICAN ARCHITECTURE (3)**

Core Area: Fine Art

This course is an examination of the architecture and the built environment in America from Pre-Colonial years to the present day. This study will feature the design and construction of residences, commercial structures and public institutions. This course is at once a study of periods and styles and a cultural examination of the social issues and conditions under which these structures rose. We will ultimately evaluate if the architecture created in America expresses a particularly American view.

#### **ART 353 - TWENTIETH CENTURY ART (3)**

Prerequisite: ART 251, 252

This course is the third part of the survey of art in the western world and specifically addresses art movements and art theories associated with modernism and post-modernism of the twentieth century. This course assumes the seminar format with student presentation and class discussion on the primary pedagogical method of study. Required course for BA and BFA students.

#### **ART 355 - SPECIAL TOPICS (variable credit)**

Core Area: Fine Art

Art courses not offered on a regular basis will be listed under this number.

#### **ART 357 - A CRITICAL LOOK AT WINSLOW HOMER AND THOMAS EAKINS (3)**

Prerequisite: ART 248, 265

This course introduces students to a practice-based, hands-on approach to visual communication design. Students will learn how to design with specific audiences and purpose in mind. Topics also include typography, symbols, brand identity, logos, and information design. Connections to current and historical context of the graphic arts are woven throughout the course. Students will also share their work and take part in design critiques and discussions.

#### **ART 360 - VISUAL COMMUNICATIONS (3)**

Prerequisite: ART 248, 265

This course introduces students to a practice-based, hands-on approach to visual communication design. Students will learn how to design with specific audiences and purpose in mind. Topics also include typography, symbols, brand identity, logos, and information design. Connections to current and historical context of the graphic arts are woven throughout the course. Students will also share their work and take part in design critiques and discussions.

#### **ART 361 - DESIGN SYSTEMS (3)**

Prerequisite: ART 265 or 267

A course building on skills from ART 117 and ART 267. The use of grid systems will be introduced as a means of organizing and composing type and images. Knowledge of Aldus PageMaker® software is suggested for this class but is not necessary.

#### **ART 367 - TYPOGRAPHY II (3)**

Prerequisite: ART 248, 265, 267

Typography II is the second course in the typography sequence focusing on the design of multiple pages, an introduction to

publication design, basic typographic systems, and typographic hierarchy. Course content includes an emphasis on concept and research-based practices.

### **ART 370 - ILLUSTRATION II (3)**

Prerequisite: ART 270

This course is a continuation of Illustration I.

### **ART 400 - INDEPENDENT STUDY (variable credit)**

Special art projects subject to departmental approval and under the direction of a departmental faculty member.

### **ART 405 – INTERNSHIP IN PHOTOGRAPHY (3)**

### **ART 415 - SPECIAL TOPICS DRAWING & ILLUSTRATION (3)**

Students will work closely with the instructor to develop a concept focusing on a large-scale body of work (actual size), which demonstrates advanced level painting or illustration.

### **ART 419 - FIGURE DRAWING III (3)**

Prerequisite: ART 219, 319

A studio drawing course focusing on the human figure. The third in a series of three. Studio assignments are student driven and focus on advanced figure drawing assignments and a further exploration into media and concept development.

### **ART 420 – ADVANCED PHOTOGRAPHY WORKSHOP (3)**

### **ART 424 - SCULPTURE III (3)**

Prerequisite: ART 224, 334

Advanced level work in sculpture. Projects involve wood modification and creative engineering, site specific installation, and #D environments.

### **ART 430 - PAINTING IV (3)**

Prerequisite: ART 130, 230, 330

A studio course stressing the exploration of the painting medium as means of personal creative expression with an increased emphasis on composition and structure and the development of a personal body of work.

### **ART 434 - PRINTMAKING III (3)**

Prerequisite: ART 234, 334

An advanced studio course building on the techniques learned in Printmaking I and II. In the first half of the semester, advanced intaglio and monotype techniques will be introduced. In the second half of the semester, students will have the opportunity to develop a body of work in a self-selected printmaking style.

### **ART 435 - ADVANCED CERAMICS (3)**

Prerequisite: ART 135, 235, 335

Students in this advanced class will work on more advanced projects either sculptural or utilitarian in nature.

### **ART 438 - DRAWING IV (3)**

Prerequisite: ART 138, 238, 338

This course builds upon knowledge learned in ART 138, 238, 338. Students will develop a body of work to develop their personal drawing vision, voice, and skillset. Introduction to advanced materials and techniques is ongoing.

### **ART 441 – Motion Graphics II – Title Sequencing**

This course is a continuation of motion graphics I. You will effectively communicate with motion graphics, using Adobe After Effects. These skills will be applied in projects that stress conceptual, technical development, and the basic theories of kinetic composition and aesthetics. Skills covered include key-framing, track mattes, typography techniques, and more. Furthermore the course will focus on movie and tv title sequencing...telling the story of the concept of the movie or tv series.

### **ART 451 – Death Masks**

Pre-requisite: ART 248, 265, 267, 360.

Package design investigates the methodologies associated with designing products for mass consumer sales. Students will focus on researching competitor markets; developing creativity and brainstorming ideas; defining priority of communication within a shelf context; and creating package designs that stand out on shelf.

### **ART 455 - SELECTED TOPICS (variable credit)**

Courses in Art other than those listed will be available under this number. For Art majors only; others can be admitted by permission of the department. Offerings under this course number can include Prismacolor Drawing, Color Media Drawing, Figure Painting and Portrait Drawing, as well as art history electives.

### **ART 456 – DEATH MASKS TO DAMIEN HIRST: EXAMINING ART AND OBJECTS OF DEATH**

This course examines the ways civilizations have expressed their beliefs and practices surrounding death and death rituals in art history. This course will cast the net broadly and will include western art as well as Asian, Oceanic, African, Caribbean and Latin America.

### **ART 460 - DESIGN SYSTEMS (3)**

Prerequisite: ART 248, 265, 267, 360

This course focuses on expanding students' understanding of visual language and developing a more complex command of it for visual communication. A particular emphasis will be systems design for visual identity (branding). Additionally, exploring design process, professional preparation, and furthering the development of technical skills are important aspects of the course.

### **ART 461 - SPECIAL DESIGN PROJECTS (3)**

Course Requirement: Graphic Design students only

A course focusing on complex applications of marks, logotypes, symbols, and their application in a corporate identity system. Students will be expected to draw together all information gained in design courses thus far and apply it to more complex and demanding projects.

### **ART 466 - ART HISTORY SEMINAR (3)**

Course Requirement: Art History majors

A seminar offering an intensive study of a particular topic. Students will work on researching and writing a substantial research paper.

### **ART 470 - ILLUSTRATION III (3)**

Prerequisite: ART 270 & 370

This course is a continuation of ART 370 Illustration II. Students are assigned more advanced illustrative projects focused on student-driven body of work with emphasis on their chosen area of research in the field of illustration. Students will be expected to create a series of original illustrations based on their research culminating in a final portfolio.

### **ART 480 - SENIOR SEMINAR I (3)**

By taking this class, we intend for our students to have conversations about their next steps after graduation, to develop a sense of confidence, professionalism, and reflection about their next steps after graduation. Ultimately through this class experience, our students will have been presented many opportunities to develop their personal style, resume/CV, artistic/business portfolio, and professional presentation and organizational skills in order for them to move more easily into the next phase of their professional careers.

### **ART 481 - SENIOR SEMINAR II (2)**

Prerequisite: ART 480

The focus of this course is on the development of exhibition content, as well as, production methods used to create compelling contemporary exhibitions. During this course we will explore the many and diverse elements of exhibition design including: display methodologies (from physical to the digital, how to choose the right form); planning; and problem solving. Class format will incorporate lectures, discussions, workshops, and field trip(s). Grading is based upon class/workshop participation, and development of BFA and BA senior capstone requirements.

### **ART 482 - SENIOR EXHIBITION (1)**

Senior Exhibition is the culmination of ART 481 and 482 for BFA students. This course focuses on the finishing, installation, and presentation of their BFA Capstone project.

### **ART 495 - INTERNSHIP IN ART (1-3)**

Interns work within organizations or other settings gaining experience in a specific area of art.

## **COURSES OF INSTRUCTION: BIOLOGY**

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### **BIO 100 - INTRODUCTION TO BIOLOGY (3)**

Core Area: Natural Science - Biology

An examination of the characteristics of living organisms primarily at the molecular and cellular level. The nature of molecules, macromolecules, cellular structure and processes, and aspects of molecular genetics will be addressed. This is a one-semester, biology lecture course designed for students who have not enrolled in (or completed) BIO 101/101L, but are majoring (Biology or Medical Laboratory Science) or minoring in a program in the Department of Biological Sciences. This course is not equivalent to BIO 101/101L.

### **BIO 101 - GENERAL BIOLOGY I (4)**

#### **BIO 101L - GENERAL BIOLOGY LAB I**

(3-hour lecture, 3-hour lab)

Prerequisite: Minimum ACT Cumulative Score of 22 or permission of the instructor, BIO 101 is a prerequisite for BIO 102

Co-requisite: CHE 111 is a co-requisite for BIO 101

General Biology I is the study of living organisms at the molecular and cellular level. The nature of molecules and macromolecules, cellular structure, metabolic processes of the cell, reproduction, and various aspects of molecular genetics will be discussed. Three hours of lecture and lab meet each week. This is the introductory biology course required of all majors and minors in the Department of Biological Sciences.

### **BIO 102 - GENERAL BIOLOGY II (4)**

#### **BIO 102L - GENERAL BIOLOGY LAB II**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 101/101L with a minimum grade of "C" or permission of instructor

General Biology II is a course that complements the General Biology I (BIO101/101L) course and progresses through the various levels of biological organization beginning at the molecular level to the individual and up to the biosphere, earth. This spring course will emphasize: (1) the organismic level: the biodiversity of life, (2) the system level: the anatomy and physiology of animals, and (3) the ecological level: the relationship of living organisms to one another and to the environment. Three hours of lecture and three hours of lab meet each week. Along with BIO 101/101L, this course is required of all majors and minors in the Department of Biological Sciences.

### **BIO 103 - Biology Career Exploration (1)**

This seminar course provides students an opportunity to discuss the variety of careers available after earning degrees in Biology (BA or BS), Medical Laboratory Science, or Life Science. Students meet once a week to engage with faculty, guest speakers in various careers, and explore career paths through a combination of discussions, reflections, and projects. This course is required for Biology (BA and BS) majors, Medical Laboratory Science majors, and Life Science majors. Any students interested in those majors or related career paths may also enroll.

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

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

### **BIO 204 - EVOLUTION SEMINAR (3)**

Prerequisite: BIO101 and BIO102

A course focusing on the mechanism of evolutionary change, ranging from micro-evolutionary processes within populations to macro-evolutionary patterns over geologic time. Emphasis is placed on the historical context of the discipline and the latest trends in research. Course structure consists of lectures, discussions, and student presentations.

**BIO 205 - BIOLOGICAL LITERATURE (3)**

Prerequisite: BIO 102

Covers the standard references and forms of literature in the biological sciences through specific library assignments and reports. Also included are the reading, evaluation, and discussion of classic works in the field and the preparation and writing of a biological review and/or experimental paper.

**BIO 206 - GENETICS (4)****BIO 206L - GENETICS LAB**

(3-hour lecture, 2-hour lab)

Prerequisite: BIO 101 and Sophomore standing or permission of instructor

An analysis of heredity and variation from Mendel to the present, involving the physical structure and metabolic direction of the gene, its expression and transmission. Students will conduct laboratory investigations of *Drosophila* and other genetic materials in terms of inheritance ratios, gene frequency, and probability.

**BIO 207 - MEDICAL TERMINOLOGY (2)**

Prerequisite: BIO 102 or BIO 212

A course examining the derivation, application, and pronunciation of selected scientific terms in general and medical terms in particular.

**BIO 211/212 - ANATOMY AND PHYSIOLOGY I, II (4, 4)****BIO 211L/212L - ANATOMY AND PHYSIOLOGY LAB**

(3-hour lecture, 3 hour lab)

Co-requisite: CHE 103 or CHE 111

Core Area: Natural Science - Biology, Natural Science - Lab

A sequence of courses is designed to provide students of Medical Laboratory Science, Nursing, and other medically related fields with an understanding of the human body as realized through the various levels of organization, i.e. cell, tissue, organ, system, and integrated organism. Students cannot earn duplicate credit in BIO 212.

**BIO 214 - EXERCISE PHYSIOLOGY (3)**

Prerequisite: BIO 211 and 212

A course examining the application of basic physiological concepts to exercise in the context of environmental conditions with special reference to conditioning, performance, and rehabilitation. Does not count towards the Biology major or for Natural Science core credit.

**BIO 216 - INTRODUCTION TO MEDICAL MICROBIOLOGY (4)****BIO 216L - MEDICAL MICROBIOLOGY LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: Earned "C" grade or above in BIO 102 or BIO 212

An introduction to microorganisms and their role in human health and disease. Topics covered in this course will include the structure, physiology, biochemistry and genetics of bacteria, fungi, protists, helminths, and viruses. Epidemiology, immunology, and the disease process will also be covered. (Credit cannot be obtained for both BIO 216 and BIO 305.)

**BIO 217 - NUTRITION FOR LIFE (3)**

Prerequisite: BIO 101 or BIO211 with a "C" or better

The goal of this course is to provide the student with an understanding of nutrition and the knowledge necessary to make diet changes specific to certain disease states. This course will focus primarily on the relationship of the science of nutrition and the well individual and will include an in-depth study of the various nutrients and how the body utilizes these nutrients; a review of the nutritional requirements throughout the life cycle; techniques for nutritional assessment and guidelines for selecting food that provide the nutrients needed to achieve optimal health; and explore current issues in nutrition information.

**BIO 227 - BIOLOGY OF AGING (3)**

Prerequisite: BIO 102 or BIO 212

A study of the biological aspects of the aging process generally, with an emphasis on the human aging processes as they are

currently understood at the molecular, cellular, systemic, and organismic levels of organizations.

**BIO 236 - MARINE SCIENCE FOR SUSTAINABLE SEAS (4)**

**BIO 236L - MARINE SCIENCE FOR SUSTAINABLE SEAS LABORATORY (0)**

Second Century Inner Core: Natural Science Lecture

Core Area: Natural Science - Biology

This course takes an interactive and interdisciplinary approach to understanding current topics in marine biology, including the closely related fields of chemical and physical oceanography, with a focus on sustainability. Students will be expected to read scientific, peer reviewed articles, as well as their media counterparts. In addition to learning content, students will practice assessing validity of arguments and articulating their own arguments in both an oral and written format. Throughout the course, students will be exposed to various career paths within the field of marine biology. This course is cross listed as NSB 236.

**BIO 246 - INTRODUCTION TO PUBLIC HEALTH (3)**

This course provides an introduction into the key components of public health, including epidemiology, biostatistics, healthcare management, health behavior/psychology, and environmental health by providing foundational learning concepts along with discussions on current topics relevant to the public health field.

**BIO 255 - PHARMACOLOGY (3)**

Prerequisite: Earned "C" grade or above in BIO 212 and CHE 104

A study of the pharmacological properties of drugs relative to their origin, classification, and dosage with emphasis on pharmacodynamics and pharmacotherapeutics.

**BIO 256 - GEOGRAPHIC INFORMATION SYSTEMS (3)**

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

**BIO 257 - GEOGRAPHIC INFORMATION SYSTEMS (3)**

Prerequisite: Permission of instructor

A Geographic Information System (GIS) is a structure for gathering, analyzing, and managing data in a spatial context. Utilized by many disciplines, GIS allows for the analysis of spatial location and organizes data into digital information layers and allows for a variety of mapping outputs. In this introductory course, students will learn fundamental concepts and components of a GIS, while operating a functional GIS and using ArcGIS software. Some of the projects and data sets applied in the course could include those from natural sciences (e.g., suburban forest habitat), social sciences, arts and humanities.

**BIO 301 - COMPARATIVE ANATOMY (Organismic) (4)**

**BIO 301L - COMPARATIVE ANATOMY LAB**

(2-hour lecture, two 3-hour labs)

Prerequisite: BIO 205

Students will study the relationships of vertebrates by noting structural similarities and differences in each organ system. Representative vertebrates, Squalus, Necturus, and Felis are used for laboratory studies.

**BIO 304 - PHYSIOLOGY (4)**

**BIO 304L - PHYSIOLOGY LAB**

Prerequisite: BIO101, BIO102, BIO204, BIO205

Co-requisite: BIO304L

This course covers the fundamentals of physiology, emphasizing function from the molecular/cellular to the organ system level. Laboratory exercises cover physiochemical aspects related to whole body regulation, animal and human responses, biochemical analysis, and/or computer/electronic instrumentation measurements of physiological principles. Students cannot earn duplicate credit in BIO304 and BIO211/212.

**BIO 305 - MICROBIOLOGY (Organismic) (4)**

**BIO 305L - MICROBIOLOGY LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 102, BIO 212, BIO 206

The structures and functions of microorganisms will be examined including viruses, bacteria, fungi, protista, and helminths

and their roles in the environment and their impact on human health. An introduction to biotechnology and practical applications of microbiology will also be incorporated. (Credit cannot be obtained for both BIO 216 and BIO 305.)

**BIO 308 - AQUATIC BIOLOGY (Ecological) (4)**

**BIO 308L - AQUATIC BIOLOGY LAB**

Prerequisite: BIO 102

An analysis of freshwater communities, emphasizing ecological relationships of aquatic organisms, including food chains, energetics, and community relationships. Students will conduct field practices, stressing collecting techniques and lab practices, stressing water chemistry analysis. Students will then isolate and identify organisms.

**BIO 309 - FIELD BIOLOGY (Ecological) (4)**

**BIO 309L - FIELD BIOLOGY LAB**

Prerequisite: BIO 102

A survey of the flora and fauna in the Kentucky Ohio Indiana area with emphasis on the identification of organisms, habitat types, and ecological relationships. (Summer Session Only.)

**BIO 311 - MARINE BIOLOGY (4)**

**BIO 311L - MARINE BIOLOGY LAB**

(3-hour lecture, 3-hours lab)

Prerequisite: BIO 102

Examines organisms living within the ocean. The first part introduces the discipline of marine biology and basic material in geology, chemistry, and physics. The second focuses upon the nature of life in the sea from microbes to marine vertebrates. The third section covers the fundamental principles of ecology and the major ecosystems of the marine environment. Finally, the fourth examines the role of human on the world oceans.

**BIO 315 - INVERTEBRATE ZOOLOGY (Organismic) (4)**

**BIO 315L - INVERTEBRATE ZOOLOGY LAB**

(3-hour lecture, 3-hour lab, research project)

Prerequisite: BIO 205 and BIO 206

A survey course investigating the protozoa through the major invertebrate groups, stressing anatomical and functional aspects with relevant evolutionary implications.

**BIO 317 - DEVELOPMENTAL BIOLOGY (Cellular & Molecular) (4)**

**BIO 317L - DEVELOPMENTAL BIOLOGY LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 206

An examination of the ontogeny of plants and animals at the molecular, cellular, and gross structural levels with emphasis on experimental investigation of processes such as aggregation, differentiation, induction, and regulation.

**BIO 318 - ECOLOGY (Ecological) (4)**

**BIO 318L - ECOLOGY LAB**

(3-hour lecture, 3-hour lab, research project)

Prerequisite: BIO 205 and BIO 204

A study of the ecosystem, population, community structure and regulation, with some emphasis on the application of ecological principles and the conservation of natural resources.

**BIO 319 - CELL BIOLOGY (Cellular & Molecular) (4)**

**BIO 319L - CELL BIOLOGY LAB**

(3-hour lecture, 3-hour lab, research project)

Prerequisite: BIO 205 and BIO 206

Students will study the activities of living organisms at the cellular level, with special attention directed to cellular fractionation, energetics, metabolism, biochemistry, and homeostatic mechanisms.

**BIO 325 - ANIMAL BEHAVIOR (Ecological) (4)**

**BIO 325L - ANIMAL BEHAVIOR LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 102

Course Requirement: Biology majors only.

Second Century Inner Core: Natural Science Lecture and Lab

Students will study behaviors specific to animals other than man. Topics include instinct, environmental stimuli, learning, communication, aggression, sociobiology, and the evolution of behavior. Laboratories stress field observations and group projects. Cross-listed as PSY 325.

**BIO 326 - IMMUNOLOGY (Cellular & Molecular) (4)**

**BIO 326L - IMMUNOLOGY LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 102 and BIO 206

A basic course on cell mediated and humoral aspects of immunity with reference to laboratory procedures for determining immunological status.

**BIO 328 - VERTEBRATE BIOLOGY (Ecological) (4)**

**BIO 328L - VERTEBRATE BIOLOGY LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 205

A lecture and laboratory course examining the five major groups of vertebrates: fish, amphibians, reptiles, birds and mammals. The course will emphasize taxonomy and natural history.

**BIO 329 - BOTANY (Organismic) (4)**

**BIO 329L - BOTANY LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 205 and BIO 206

Botany is a study of morphology, physiology, classification, distribution, and evolution of protista, fungi, nonvascular, and vascular plants.

**BIO 330 - BIOCHEMISTRY (Cellular & Molecular) (4)**

**BIO 330L - BIOCHEMISTRY LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 102 and BIO 206

Co-requisite: CHE 240

An exploration of the molecular and chemical basis of life. The relationship between molecular structure and function is stressed as it applies to the metabolism and reproduction of a living organism. The laboratory focuses on learning the techniques currently used in the field of biochemistry.

**BIO 333 - BIOINFORMATICS (4)**

**BIO 333L - BIOINFORMATICS LAB**

**BIO 333A – BIOINFORMATICS (lecture only) (3)**

Prerequisite: BIO 206/206L and CIS 114

An introduction to data analysis in the study of biology. Topics covered will include concepts and trends in bioinformatics as well as methods for the analysis and representation of biological data (e.g., time series data, DNA, and protein sequence data).

**BIO 336 - OCEANOGRAPHY (3)**

This course explores the main theories and applications within the field of oceanography, including chemical, biological and physical oceanography. Students will learn how chemical, physical and biological processes in the ocean shape ecosystems, calibrate our climate, and control the productivity of our oceans.

**BIO 336L – OCEANOGRAPHY LAB (1)**

This lab will provide hands on experience in reading marine charts and oceanographic maps and in performing demonstrations and experiments that illustrate physical, geological and biological processes in the world oceans. This lab reinforces the main theories and applications within the field of oceanography taught in the lecture portion of the course.

**BIO 340 - VERTEBRATE HISTOLOGY (Organismic) (4)**

**BIO 340L - VERTEBRATE HISTOLOGY LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 102 and BIO 206

Students will study the major tissue types found in vertebrate organisms with an emphasis on the microscopic anatomy and the corresponding functions of the living tissue.

**BIO 341 - MOLECULAR GENETICS (Cellular & Molecular) (4)**

**BIO 341L - MOLECULAR GENETICS LAB**

(3-hour lecture, 3-hour lab)

Prerequisite: BIO 206

A course examining the tools of molecular genetics and the current knowledge of the nature and function of genes. It is an advanced genetics course that builds on the knowledge gained in BIO 206. The lecture portion focuses on the genetic basis of disease. The laboratory portion utilizes DNA technology and bacterial genetics allowing the student to think and experiment at the molecular level. The course consists of lectures, laboratory work, discussions, computer database utilization, and student presentations.

**BIO 355 - TOPICS IN BIOLOGY (variable credit)**

Courses will be offered under this number if the content will cover subjects not covered in other courses. Special topics courses are dependent on the expertise of instructor, needs of student or presentation of an unusual learning opportunity.

**BIO 400 - INDEPENDENT STUDY AND RESEARCH (1- 4)**

Students can earn one to four credit hours in an independent study supervised by a departmental faculty member. These courses are recommended for juniors and seniors.

**BIO 401 - GERONTOLOGY PRACTICUM (1-3)**

A practicum is an educationally directed learning experience in a gerontological setting. Emphasis is placed on biological, psychological, and sociological aspects.

**BIO 455 - SPECIAL TOPICS (3)**

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

**BIO 489 - BIOLOGY SEMINAR (3)**

Prerequisite: Senior Standing

A seminar course including a series of discourses presented and discussed by students on topics which may be productive of a conceptual perspective in biology and demonstrated relevance of biology to other disciplines.

**BIO 495 - BIOLOGY INTERNSHIP (1-3)**

Prerequisite: BIO 101 and 102

The internship is designed to provide hands-on experience in the field of biology and related majors. Students will dedicate a minimum of 45 hours/semester/credit working alongside professionals and staff in an institution involved with some aspect of applied biology and/or outreach programs. Students will learn and master basic skills appropriate to the internship and will conduct and report on work assigned to them by their supervisors.

**BIO 496 - METHODS IN MARINE BIOLOGY AND CONSERVATION (3)**

Prerequisite: BIO 311/311L

This course takes a project-based approach to learning, and focuses on a relevant, current research topic or problem in marine biology – particularly within the realms of conservations biology and husbandry. To successfully pass this course, students are expected to complete a capstone project revolving around solutions for this current topic. These projects can take the form of any of the following: educational lesson plan, husbandry standard operating procedure, presentation of original research results, or a grant proposal. Topics covered in this course include background research into the current issue, survey of the research methodology employed in the study of this topic, and tolls to complete their capstone project.

## COURSES FOR NON-BIOLOGY MAJORS

### **NSB 208 - BIOLOGY OF AGING (3)**

An examination of the biological aspects of the aging process generally, with an emphasis on the human aging processes as they are currently understood at the molecular, cellular, systemic, and organismic levels of organizations.

### **NSB 209 - BIOLOGY OF THE HUMAN (3; 4 with laboratory)**

#### **NSB 209L - BIOLOGY OF THE HUMAN LABORATORY**

Core Area: Natural Science - Biology, Natural Science-Lab

A study of the anatomy and physiology of the human body. Anatomy is the study of form, or structure, of body parts and of how these parts relate to one another. Physiology concerns the functioning of the body's structural machinery. The levels of structural organization, i.e. cellular, tissue, organ, etc., are identified and discussed as they relate to the functioning of the whole organism. Emphasis is on the integration of the body systems to maintain homeostasis.

### **NSB 211 - INTRODUCTION TO MARINE BIOLOGY (3)**

Examines oceans and the life within them. The first part introduces the discipline of marine biology and basic material in marine geology, chemistry, and physics. The second part focuses upon the nature of life in the sea from microbes to marine vertebrates. The third section covers the fundamental principles of ecology and the major ecosystems of the marine environment. Finally, the last part examines the role of humans on the world oceans.

### **NSB 214 - ENVIRONMENTAL SCIENCE (4)**

#### **NSB 214L - ENVIRONMENTAL SCIENCE LABORATORY**

(3-hour lecture, 3-hour lab)

Core Area: Natural Science - Biology, Natural Science - Lab

A course based on an interdisciplinary approach to the study of human impacts on the local and global environment. Both the lecture and laboratory work stress possible solutions to environmental problems.

### **NSB 215 - AN INTRODUCTION TO SCUBA DIVING (1)**

An introduction to SCUBA Diving is a course that covers the basic skills and knowledge necessary to become SCUBA-certified in Open Water and Nitrox, including the history, theory and practical applications of scuba-diving. In addition, the course covers introductory topics in the fields of oceanography and marine biology. There is an additional fee for this course.

### **NSB 217 - NUTRITION FOR LIFE (3)**

The goal of this course is to provide the student with an understanding of nutrition and the knowledge necessary to make diet choices for maintaining a healthy diet. This course will focus primarily on the relationship of the science of nutrition and the well individual and will include a study of the various nutrients and how the body utilizes these nutrients and how the body utilizes these nutrients; a review of the nutritional requirements throughout the life cycle; techniques for nutritional assessment and guidelines for selecting food that provide the nutrients needed to achieve optimal health; and explore current issues in nutrition information.

### **NSB 236 - MARINE SCIENCE FOR SUSTAINABLE SEAS (4)**

#### **NSB 236L - MARINE SCIENCE FOR SUSTAINABLE SEAS LABORATORY (0)**

Second Century Inner Core: Natural Science Lecture

Core Area: Natural Science - Biology

This course takes an interactive and interdisciplinary approach to understanding current topics in marine biology, including the closely related fields of chemical and physical oceanography, with a focus on sustainability. Students will be expected to read scientific, peer reviewed articles, as well as their media counterparts. In addition to learning content, students will practice assessing validity of arguments and articulating their own arguments in both an oral and written format. Throughout the course, students will be exposed to various career paths within the field of marine biology. This course is cross listed as BIO 236.

### **NSB 236L - MARINE SCIENCE FOR SUSTAINABLE SEAS LABORATORY (0)**

Second Century Inner Core: Natural Science Lab

Core Area: Natural Science - Lab

An introduction to SCUBA Diving is an optional lab component to Special Topics in Marine Biology that covers the basic skills and knowledge necessary to become SCUBA-certified in Open Water, including the history, theory, and practical applications

of scuba-diving. In addition, the course covers ways in which scuba diving is used in the study of marine biology. There is an additional fee for this course.

**NSB 250 - SCIENCE FOR SOCIETY (4) includes a lab component.**

This course is intended for non-science majors and has three main concepts: 1) what science is, 2) how it works, and 3) how it connects with your life. This course includes a lab component.

**NSB 249 - BIOLOGY AND CONTEMPORARY ETHICAL ISSUES (3)**

A course centering on a discussion of the impact of biological science and technology on society from an ethical perspective. Both biomedical and environmental issues are considered.

**NSB 255B - NATURAL SCIENCE-BIOLOGY: SPECIAL TOPICS (variable credit)**

Core Area: Natural Science

Special topics which are only offered periodically.

**NSB 256 - MICROBES, HEALTH & DISEASE (3)**

Core Area: Natural Science - Biology

Students will study how viruses and bacteria impact the human condition. The biological basis of good health is discussed.

**NSB 265 - CONCEPTS OF BIOLOGY AND CONSERVATION (3)**

The conservation of natural resources is studied from a biological perspective. The importance of soil, air, and water to the survival of life on earth is stressed.

**NSB 267 - NATURAL SCIENCE: BIOLOGICAL (3; 4 with laboratory)**

**NSB 267A - NATURAL SCIENCE: BIOLOGICAL (3 accelerated lecture)**

**NSB 267L - NATURAL SCIENCE: BIOLOGICAL LAB**

Core Area: Natural Science—Biology, Natural Science - Lab

An examination of the fundamental concepts of biology integrated with other disciplines and applied to human affairs. Laboratory study will emphasize the use of the scientific method in learning the characteristics of living organisms.

**NSB 269 - NATURAL SCIENCE: HEREDITY AND EVOLUTION (3)**

The principles of classical Mendelian and molecular genetics, along with modern evolutionary biology are studied with an emphasis on the human.

## **COURSES OF INSTRUCTION: BUSINESS ADMINISTRATION**

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**BUA 104 - INTRODUCTION TO BUSINESS MANAGEMENT (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

Provides an introduction to the accelerated college-level business program, providing a contemporary overview of the business environment, reviewing and coaching students in the core skills for success in this program. The business overview comprises study in the current business environments, stressing global entrepreneurial opportunities, management techniques and the management functions of leadership, controlling, planning, and organization. The review and coaching of core skills includes reading for comprehension, time management, techniques for knowledge retention, written communication, teamwork, and test taking skills.

**BUA 105 - INTRODUCTION TO BUSINESS (3)**

An introduction to the structure, functioning, and role of the business and economic systems.

**BUA 106 - FUNDAMENTALS OF BUSINESS AND ACADEMIC WRITING (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

Students will develop academic and business writing skills. The course will emphasize effective writing and communication skills needed in academic and professional settings. Students will learn to create concise, professional documents for internal and external stakeholders. Legal and ethical standards for business and academic writing, including plagiarism, writing with integrity, and using bias-free language will be covered. Cross-listed as ENG 106.

**BUA 107 - MATHEMATICS FOR BUSINESS DECISION MAKING (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

This course explores fundamental mathematical techniques necessary for business decision making. Examples will be emphasized, and will point to decision making techniques in economics, finance, marketing, and other business disciplines. This course will satisfy the Algebra prerequisite for DGP students in the BBA program only. It will not fulfill the Algebra prerequisite for any other student.

**BUA 108 - FINANCIAL ANALYSIS FOR MANAGERS (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

An introduction to finance and accounting. The foundations will be set for understanding financial statements, the accounting process, the time value of money, and basic financial decision-making. Some basic business problem solving will be incorporated into the course material.

**BUA 110 - INTRODUCTION TO TEAMWORK (3)**

This course is an introduction to teamwork in the workplace and academic settings. This course will focus on the characteristics of and skills required for high performance work teams. Upon completion of the course, students will understand the benefits and challenges of working in teams, the stages of teams (forming, storming, norming, and performing); the types of teams, efficient practices for teams, team member roles, and the interpersonal skills needed to succeed in multi-cultural, cross-functional teams. The importance of trust and consistent, open communication as necessary components of successful collaboration will be the foundation for understanding effective teams.

**BUA 115 FINANCIAL LITERACY**

This course was created to develop an understanding of the basics of managing money. Students will be taught: borrowing money, investing, budgeting, and managing cash and checking accounts. They will be introduced to the stock market, insurance concepts, and retirement planning. It is a college-level course that will provide instruction on fundamental products.

**BUA 155 - SPECIAL TOPICS (3)**

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

**BUA 200 - INDEPENDENT STUDY (1-3)**

Independent study courses are offered when students wish to explore a specific issue of interest that falls outside the parameters of the established curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

**BUA 201 - SKILLS FOR BUSINESS PROFESSIONALS (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

This course provides an introduction to the accelerated pace of the DGP BBA program. Students will receive an overview of business concepts and group dynamics, as well as skills necessary to succeed in the program and in the business environment. These skills include writing, research, and presentation skills.

**BUA 205 - SUPERVISION AND MANAGEMENT (3)**

The objective of this course is to facilitate the acquisition of essential supervisory skills by increasing the student's levels of thinking from knowledge to comprehension to application. The course will include a review of what makes up a supervisor's job, unique challenges of the 21<sup>st</sup> century, planning and control, organizing, staffing, and employee growth, stimulating individual and group performance, and coping with the dynamic workplace.

**BUA 207 - SMALL BUSINESS MANAGEMENT (3)**

A course addressing the goals and problems of small business management, with emphasis on site selection, choice of business type, financing, understanding small business failure, management functions, entrepreneurship qualification, and development of the business plan.

**BUA 241 - MATHEMATICAL ANALYSIS FOR MANAGEMENT (3)**

Prerequisite: MAT 106 or MAT 115 or BUA 107 or ACT  $\geq$  20

A course that covers concepts of calculus essential to management in modeling and solving optimization problems, using spreadsheets and other software.

**BUA 249 - BUSINESS STATISTICS (3)**

Prerequisite: MAT 143 or BUA 241

An application of statistical concepts to business and economics. Topics covered include descriptive statistics, probability and probability distributions, statistical inference, and regression modeling.

**BUA 252 - GLOBAL BUSINESS (3)**

An interdisciplinary course involving several areas of study, including societal responsibilities of business, organizational behavior issues, international commerce, economics, accounting, tax, and regulatory issues. The platform for this course is a service-learning project in Northwestern Jamaica, West Indies.

**BUA 255 - SPECIAL TOPICS (3)**

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

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

Course Requirement: Enrollment in Thomas More Accelerated Program

A survey of the development of the American free enterprise system from its beginning to the present. The development of American business values will also be addressed.

**BUA 263 - SOCIAL RESPONSIBILITY FOR MANAGERS (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

The course seeks to provide a framework for managers to use in making judgments related to the social responsibility of business. Topics considered include ethics and ethical reasoning, the distinction between ethical and legal behavior, diversity, managerial values, stages of moral development, ethical criteria, and stages of corporate citizenship. Tools for achieving socially responsible behavior within the firm such as codes of ethics, audits, Sarbanes-Oxley, etc. are also considered.

**BUA 264 - MARKETING AND CONSUMER VALUE (3)**

Course Requirement: Enrollment in Thomas More Accelerated Program

This course will introduce students to the customer-value concept. Students will learn how a firm creates customer value through its value-delivery system, which includes logistics, product and service transformations, marketing and after-sales service, and customer retention. Students will also study how to leverage core competencies within the customer-value system to create and sustain competitive advantage.

**BUA 266 - ENTREPRENEURIAL MINDSET (3)**

An introductory course that provides students with an overview of developing an entrepreneurial mindset, the entrepreneurship process, and innovation; and how they can be used in personal and professional development, problem-solving, developing leadership skills, and how to be comfortable with uncertainty. Topics of discussion include entrepreneurial intelligence, idea generation, and entrepreneurship and innovation related concepts. Students will study entrepreneurs and the enterprises they create(d) with special attention directed toward the collaborative characteristics and behaviors required for successful entrepreneurial activity and innovation. Students will learn the concepts of entrepreneurship as a process of economic or social value creation, rather than the single event of starting a business.

**BUA 267 - CREATIVITY AND INNOVATIVE THINKING (3)**

The course will examine both the concepts of creativity and innovation: what they are, how they impact businesses, how to bring them into the business enterprise. The role of creativity in strategic decisions will be covered, as will be creative techniques – in other words practical methods for coming up with creative solutions to business problems. The section on innovation will center on problem \*finding\* and the role of innovation in the modern business world.

**BUA 270 - NONPROFIT ORGANIZATIONS – MISSION AND MANAGEMENT (3-4)**

Prerequisite: Sophomore standing

This course examines the nature of nonprofit entities from organizational, business, and financial perspectives. Topics include processes, financial accountability, management, and ethical issues specific to these entities, and differences between them and typical for-profit businesses.

**BUA 291 - BUSINESS LAW I (3)**

Prerequisite: BUA 105 or BUA 201

Students will develop an understanding of the principles of law that apply to business transactions: the overall judicial process, the uniform commercial code, commercial regulations, contracts, agency, bailments, etc.

### **BUA 292 - BUSINESS LAW II (3)**

Prerequisite: BUA 105

A continuation of BUA 291. It will include a further discussion of real estate, wills and estates, corporations, and consumer protection.

### **BUA 301 - ORGANIZATION AND MANAGEMENT (3)**

Prerequisite: BUA 105

An introduction to schools of thought in management, the internal workings of the organization from a managerial point of view, and in-depth study of the decision-making process and managerial functions.

### **BUA 302 - ORGANIZATIONAL BEHAVIOR (3)**

Students will study the concepts of human behavior drawn from psychology and sociology applied to the business organization. Group behavior, similarities and differences, team building, and structure are considered. Development of the participant's leadership style is addressed.

### **BUA 303 - HUMAN RESOURCE MANAGEMENT (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

A basic course in organizational manpower planning and development. Included are testing, interviewing, placement of employees, training, job evaluation, promotions, handling complaints and grievances, wage and salary administration, benefits, policy making and problems of layoffs, transfers, and turnover.

### **BUA 304 - WORKPLACE PSYCHOLOGY (3)**

Prerequisite: BUA 301

Principles of scientific methodology and psychology applied to the business situation. Topics covered include research methods, employee performance and evaluation, structure of organizations, motivation, conditions of work, engineering psychology, and consumer psychology. Cross-listed as PSY 209.

### **BUA 305 - EFFECTIVE BUSINESS WRITING (3)**

A course to improve writing skills in business situations, emphasizing the application of business principles in a diverse workplace.

### **BUA 306 - SAFETY, HEALTH AND ENVIRONMENTAL ISSUES IN MANAGEMENT (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

Study of safety, health and environmental issues and the associated legal and ethical issues.

### **BUA 307 - LEADERSHIP (3)**

Students learn what makes a successful leader and the moral/ethical standards they must embrace.

### **BUA 310 - SPORTS AND ENTERTAINMENT BUSINESS ENVIRONMENT (3)**

Prerequisite: SEM 105.

Course Requirement: Junior status, minimum GPA of 2.5

As a survey of both the sports and entertainment industries, this course will provide an overview of the origins and structure of each industry. The current issues facing each industry will be explored. The sports industry will be segmented by looking at professional, college, high school, and youth sports. The entertainment industry will be divided into movies, theatre, TV/radio, media/publishing, travel and tourism, and music. Cross-listed as SEM 310.

### **BUA 311 - MARKETING (3)**

Prerequisite: BUA 105 or BUA 201

Recommended prerequisite: PSY105

A survey of the marketing function in a capitalistic economy, with emphasis on the planning, pricing, promoting, and distribution of goods and services to satisfy customer wants, the relationship between marketing and other organization functions, the importance of the consumer, and the effect of government regulations.

**BUA 313 - TEAMS IN ORGANIZATIONS (3)**

A focus on teams within organizations. Students will learn what makes a team effective, motivation techniques for diverse team members, successful conflict resolution, and time and meeting management. The course will be a seminar with emphasis on case studies.

**BUA 314 - ENTREPRENEURSHIP (3)**

This course is focused on the study and management of innovation and risk in organizations. Particular emphasis will be placed on rapid market development, penetration, and wealth organization through creative organizational processes. Successful entrepreneurship ventures and activities will be analyzed.

**BUA 319 - RETAIL MANAGEMENT (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

The principles, practices, and problem-solving methods specific to the retail industry are examined. The management and marketing aspects of retailing are emphasized.

**BUA 321 - BUSINESS FINANCE (3)**

Prerequisite: ACC 101 or ACC 208 (TAP only)

An examination of the principles, theory, and techniques of modern corporate financial management. Ratio analysis, working capital management, capital project evaluation, valuation, risk, and financial environment are covered.

**BUA 331 - OPERATIONS MANAGEMENT (3)**

Co-requisite: BUA 301.

Students will study the methods for planning, scheduling, operating, and controlling the production process. Both service and manufacturing environments are considered.

**BUA 341 - QUANTITATIVE METHODS FOR BUSINESS (3)**

Prerequisite: MAT 143 or BUA 241; BUA 249 or MAT 205

A course covering the modeling and analysis of problems in business and economics. Among the topics included are linear programming, inventory models, queuing, PER/CPM, and forecasting.

**BUA 355 - SPECIAL TOPICS (3)**

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

**BUA 370 - PRINCIPLES OF HEALTHCARE SERVICES (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

Exploration of the infrastructure of the healthcare services delivery system in the United States and the effects of legislation and policymaking on communities and stakeholders. Cross-listed as HCM 370.

**BUA 380 - LEGAL ISSUES IN SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 291

Course Requirement: Junior status, minimum GPA of 2.5.

An investigation into the plethora of legal issues facing the sports and entertainment industries. The course will analyze legislation that has affected the development and operation of these industries. Landmark and seminal cases will be reviewed to ascertain the rights and restrictions of those operating within the industries. Also included, as a point of study, will be controversial issues where legal precedents have not yet been set. Cross-listed as SEM and PLS 380.

**BUA 390 - BUSINESS PRACTICUM (3)**

Prerequisite: BUA 301, BUA 302, BUA 311, BUA 321

Upper-level undergraduate students have the opportunity to be part of a student-faculty team providing consulting services to a small business in the area. With permission of the instructor, this course may be repeated.

**BUA 391 - SECONDARY EDUCATION BUSINESS ADMINISTRATION - OFFICE INTERNSHIP (3)**

Prerequisite: Permission of the Business and Education Department Chairpersons

An internship designed specifically to allow the Secondary Education - Business Administration major to experience the

functioning of the office environment.

### **BUA 392 - INTERNSHIP IN BUSINESS (3)**

Prerequisite: BUA 301, BUA 302, BUA 311, BUA 321

Course Requirement: Junior status, Minimum GPA of 2.5.

Student will obtain hands-on experience by working with professionals in the field of business. Students must work with their advisor or department designee to secure and set parameters of the field experience. Students will be required to prepare an appropriate paper incorporating academic theory that is applied to the experience gained while completing the internship assignment. Cross-listed as 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

A course addressing the challenges of working in international human resource management. Employment relations will be reviewed and compared to the United States in the U.K., Canada, France, Germany, Italy, Spain, Norway, Sweden, Austria, and Japan.

### **BUA 405 - INTERNATIONAL MANAGEMENT (3)**

Prerequisite: BUA 311, Junior Standing

The basic content of the course includes (1) and overview of the means of conducting international business, with an emphasis on what makes international different from domestic; (2) the effects of culture, economy, politics, and laws within countries on the conduct of international business; (3) the major theories explaining international trade; (4) the financial exchange system; (5) modes of entry; (6) corporate strategy alternatives for global operations; and (7) production and marketing strategies for international activities.

### **BUA 406 - LABOR PROBLEMS (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

An interdisciplinary study of industrial relations focusing on the historical development and economic consequences of organized labor in the private and public sectors, public policy toward labor, and collective bargaining.

### **BUA 407 - COLLECTIVE BARGAINING (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

A study and evaluation of the art of negotiating and its importance to the labor-management bargaining process with emphasis on the unionized setting.

### **BUA 410 - SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 311

Course Requirement: Junior status, minimum GPA of 2.5

A course building upon the general marketing principles studied in the Principles of Marketing course providing an analysis of the many issues facing marketing experts within the sports and entertainment industries. This course also examines the issues faced by those outside these industries that market their goods and services by partnering with companies and organizations within these industries. Students will be introduced to the unique qualities of the sports and entertainment product by analyzing pricing and distribution issues as related to these industries. Cross-listed as SEM 410.

### **BUA 415 - SALES MANAGEMENT (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

An advanced course covering organization of the sales division, including selection, training, compensation, direction, and control of the sales force, designing sales territories, and discussion of problems from representative companies.

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

Prerequisite: BUA 311

Course Requirement: Junior status, minimum GPA of 2.5.

Students will gain a thorough understanding of the concepts and theories that form the foundation of sponsorship and event planning. Students will then be required to apply these concepts and theories in developing strategies to support a significant project requiring original research and a professional presentation. Cross-listed as SEM 420.

### **BUA 435 - CURRENT TOPICS IN OPERATIONS AND LOGISTICS (3)**

Prerequisite: BUA 331

A course designed for specialized treatment of the various operations management fields. A non-exhaustive list would include logistics, service management, technology management, new product development, purchasing, quality assurance, and shop floor control.

### **BUA 455 - SPECIAL TOPICS (3)**

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

### **BUA 495 - STUDENT PROJECT (variable credit)**

A student project is an individual or group project of special interest to students. Field research and student creativity are encouraged. Faculty supervision is provided with the approval of the chairperson.

### **BUA 498 - STRATEGIC MANAGEMENT (3)**

Prerequisite: Senior Status (90+ earned hours)

A capstone seminar taken in the senior year. Strategic management and business policy concepts are used to integrate the business core courses. Case analysis and a major presentation are required.

## **COURSES OF INSTRUCTION: MASTER OF BUSINESS ADMINISTRATION**

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### **ACC 604 - MANAGERIAL ACCOUNTING (3)**

The study of accounting policies and practices as they relate both to external financial statements and management reporting systems. Emphasis is on the impact of decisions concerning application of generally accepted accounting principles. Consideration is given to obtaining and using accounting information in planning and decision-making.

### **ECO 615 - MANAGERIAL ECONOMICS (3)**

Covers microeconomic concepts relevant to managerial decision making. Topics include demand and supply analysis, consumer demand theory, price discrimination, risk aversion and uncertainty, moral hazard and incentives, game theory and contracts.

### **FIN 630 - MANAGERIAL FINANCE (3)**

An analysis of corporate financial decisions and strategies that enhance shareholder value in both domestic and international settings. Major topics include sources and uses of funds, the valuation of debt and equity securities, ethics, financial analysis and forecasting, working with capital management, capital budgeting, capital structure, dividend policy, mergers and acquisitions.

### **LAW 620 - POLITICAL, LEGAL AND REGULATORY ENVIRONMENT (3)**

Law, regulation, political factors, and their impact upon the decision-making process are examined. Historical and current forces, as well as compliance are considered.

### **MGT 612 - TRANSNATIONAL MANAGEMENT (3)**

An examination of global differences in laws, politics, culture, and economies that affect the management of foreign operations. It establishes an operational framework for managers through exposure to management concepts in international settings, strategic and operational planning, organization design, and legal topics impacting business transactions.

### **MGT 613 - STRATEGY FORMULATION, IMPLEMENTATION AND EVALUATION (3)**

A survey of the theory and practice of formulating strategy at the general management/executive level. Environmental analysis, competitive analysis, and strategic planning as compared to strategic thinking are among the topics covered. As the MBA capstone, the course will serve to integrate previous work through various cases.

**MGT 620 – PROFESSIONAL SURVIVAL SKILLS (3)**

Manage the challenges of office politics: blending into the pre-dominant culture while maintaining your own; effective interaction with colleagues, managers, subordinates, outside stakeholders; gender issues in the workplace; keys to effective meetings; crisis management; and intra-organizational communication.

**MGT 621 - LEADERSHIP PRACTICES AND NEGOTIATION (3)**

This course provides an analytical and intellectual examination of core principles of leadership. This examination and reflection will be accomplished through open discussion, honest self-assessment, experiential exercises, and observation of real-life leadership practice. Value for students is derived from engaging in open dialogue with peers to develop relationships, analyzing risk-taking scenarios, practicing negotiation skills, and using conflict resolution tools to become more effective leaders.

**MGT 630 – SUSTAINABILITY IN BUSINESS (3)**

This course includes an overview of the role sustainability plays in 21st century business. It explores the connection between innovation and sustainable practices. Each of the three Ps' will be covered: people, planet, profit. Each of the three Ps' will be analyzed based on their contribution to the bottom-line of the company and various companies' efforts in sustainability.

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

A managerial approach to the study and applications of marketing. Emphasis is placed on the nature and scope of market management responsibilities and marketing decision making.

**MKT 655 – SPECIAL TOPICS (1-3)**

This course could enable students to get experience in business through a COOP type position. It could enable an instructor to provide a new course or content to a program.

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

A survey of selected deterministic and probabilistic models, their areas of application and their solution methodologies. Emphasis will be on problem formulation, solution techniques, output interpretation and analysis. Computer software will be used extensively for problem solutions.

**COURSES OF INSTRUCTION: MASTER OF BUSINESS ADMINISTRATION TRACKS**

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**DATA ANALYTICS TRACK****MIS 615 - DATA MINING AND WAREHOUSING (3)**

This course will cover a blend of three critical areas in Information Systems: Data Mining, Data Warehousing, and Big Data. It will introduce the fundamentals of each area in a reasonable depth. Data warehousing and data mining are two major areas of exploration for knowledge discovery in databases. Data mining is for relatively unstructured data for which more sophisticated techniques are needed. Big data is about collecting and extracting structured data from unstructured data. These three areas are vital for better decision making in Business and industry.

**MIS 650 - DATA ANALYTICS (3)**

This course presents an introduction to the concepts of data analysis and the tools and techniques that are used in data analytics. You will gain an understanding of the data analytic environment and the fundamentals of data analytics, such as sources, data visualization, advanced analytic trends, and interactive dashboards. You will then learn the soft skills that are required to effectively communicate your data to stakeholders, and how mastering these skills can give you the option to become a data driven decision maker.

**MIS 660 - DATA VISUALIZATION (3)**

This course introduces business intelligence (BI), which is an information technology approach to data collection and data analysis. Business Intelligence is used to transform business data into useful information to support business decision-making in a wide variety of business areas. Students learn analytical components and technologies used to create tools such as dashboards and scorecards.

## **FINANCE TRACK**

### **FIN 660 - ADVANCED FINANCE TOPICS (3)**

The Advanced Finance Topics course will complete the study of corporate finance. The core Managerial Finance course covers the basics of decision-making. This course takes the next step. We will look at additional topics from short-term finance to developing derivative strategies for managing risk in the decision-making process.

### **FIN 670 - EQUITY AND VALUATION ANALYSIS (3)**

The development of investment analysis is critical to understanding the decision-making within the corporation. Managers need to be aware of how the markets work and how the prices of the firm are impacted by the decisions they make. Additionally, developing a structured process of analysis is helpful in planning for the needs of individuals for their investment needs. This course incorporates the tools and techniques for this analysis.

### **FIN 680 - MULTI-NATIONAL FINANCE (3)**

In today's global environment an understanding of economics, cultural difference, and currency exchange issues are an important aspect of business. This course will provide a detailed economic analysis to incorporate risk and return factors into the development of corporate decision-making.

## **HEALTHCARE TRACK**

### **HCM 660 - HEALTHCARE FOUNDATIONS (3)**

The goal of this course is to further acquaint you with the foundational elements of healthcare services delivery in the United States. Selected elements include the access, quality, cost (the "conundrum") and continuity dimensions of health services. Balancing the healthcare "conundrum" and prioritizing access with finite resources requires economic, ethical, efficiency, consumer-expectations, and quality considerations. Informed and intentional transformational leadership for strategic direction is needed to guide this daunting effort. The history and development of the United States healthcare system is explored in this course with a "high-level" comparison to global health systems. Quality, safety, legal considerations, the impact of technology, human capital needs, and policy are among other aspects addressed. Strategy development and management/leadership principles associated with healthcare operations will also be examined as the part of the framework you will learn and be exposed to throughout the course.

### **HCM 670 - HEALTHCARE POLICY (3)**

Healthcare Policy is a course intended to prepare the student learner to describe the evolution of healthcare policy making in the United States. In addition, students will gain an ability to discern policymaking needs and formulation for a forward-looking healthcare delivery system and need. Opportunities for interactive discussions that consider the perspective of key constituent policy stakeholders will be a vital component of the learning process. One of the challenges associated with policy development is balancing the "iron triangle" of healthcare (access, cost, and quality) and the competition that healthcare faces in light of other government priorities including climate change, military spending, school safety, social security, immigrant healthcare, care for the uninsured/underinsured, and broadened entitlement increases in healthcare, preschool education, and social program spending.

### **HCM 680 - HEALTHCARE INFOMATICS (3)**

Healthcare Informatics is a course intended to acquaint the student learner with the foundational elements of healthcare technology and its relevance to hardware and software data requirements for supporting healthcare delivery. Course outcomes help to heighten an awareness of the value of technology in further improving healthcare quality, improving patient safety, and optimizing the costs associated with healthcare delivery. An ability to analyze digital options and associated project return on investment (ROI) is pivotal to leveraging this critical supportive healthcare tool. Students will assess project requirements and apply evidence-based decision-making to make recommendations that frame skills' development that include an ability to define, measure, analyze, improve, and control resource use. Benchmarking and best practices for data use, hardware/software application, cybersecurity, and adherence to federal and state policy guidelines concerning data use will be shared.

### **HCM 690 – HEALTHCARE QUALITY/PROCESS IMPROVEMENT (3)**

The course is designed to acquaint students with the purpose, content, and work tools/processes for quality improvement relative to administration and clinical health care services delivery. Students will learn to explain and apply concepts for collecting/managing data for administration, leadership, operational research, public health, and epidemiology dimensions

aimed at dealing with healthcare impediments and health equity. Evidence-based methods will be emphasized for implementing all aspects of quality/process improvement when planning, executing, and evaluating interventions for healthcare delivery and population health improvement. The course ends with students earning a nationally recognized certification in Lean Six Sigma methodology with a focus on healthcare, approved by the Baldrige Foundation, and equipping them for quality improvement in organizations and communities.

## **MANAGEMENT TRACK**

### **MGT 670 - CREATIVITY AND INNOVATION (3)**

This course will examine both the concepts of creativity and innovation: what they are, how they impact businesses, and how to bring them into the business enterprise. The role of creativity in strategic decisions will be covered, as well as creativity techniques – in other words practical methods for coming up with creative solutions to business problems. The section on innovation will center on problem \*finding\* and the role of innovation in the modern business world.

### **MGT 680 - CHANGE/CRISIS MANAGEMENT (3)**

This course provides students with a basic understanding of the crisis and change management: the course will focus on change management and the various types of change that can occur in the business world (for example, adaptive vs. transformational change; enterprise change management vs. process change management, etc.). It will also explore change management techniques in relation to these types of changes and will also look at how crisis management/leadership differs from planned change management/leadership.

### **OPS 660 - OPERATIONS, LOGISTICS, AND PRODUCTION (3)**

An examination of techniques for the strategic use of operations, technology, and innovation as they contribute to an organization's primary function as a provider of goods and services to domestic and international markets. These activities include the design of efficient and effective processes as well as the management and control of the key resources of the firm, its people, and technologies. Issues such as quality, productivity, resources scheduling, and inventory control are addressed from a management viewpoint.

## **COURSES OF INSTRUCTION: CHEMISTRY**

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

Prerequisite: Proficiency in algebra or MAT 106

Core Area: Natural Science - Chemistry

A one-semester chemistry course designed for students with either a weak background or no previous experience in chemistry, and who need chemistry courses in support of their major area of study or desire to take a course in general chemistry.

### **CHE 103 - BASIC CHEMISTRY I (3)**

Prerequisite: high school chemistry or CHE 101 and proficiency in algebra or MAT 106

Concurrent Requisite: CHE 103L

Second Century Inner Core: Natural Science Lecture

Core Area: Natural Science – Chemistry

The first in a two-course sequence designed to provide a solid background in chemistry as required for understanding the functioning of biological systems at the molecular level. This course will include the general background in the dynamic and structural features of chemistry.

### **CHE 104 - BASIC CHEMISTRY II (3)**

Prerequisite: CHE 103

Concurrent Requisite: CHE 104L

Students will complete the study of organic chemistry and elementary biochemistry as required for an understanding of the functioning of biological systems at the molecular level.

### **CHE 103L/104L - BASIC CHEMISTRY I, II LABORATORY (1, 1)**

Second Century Inner Core: Natural Science Lab (CHE103L)

Concurrent Requisite: CHE 103 for CHE 103L/CHE 104 for CHE 104L

A two-course sequence that will elaborate on the basic concepts of chemistry through experimentation in the laboratory. The experiments will illustrate principles of general, organic and biochemistry.

### **CHE 111 - GENERAL CHEMISTRY I (3)**

Prerequisite: CHE 101, high school chemistry or the equivalent; successful completion or testing out of MAT 106

Concurrent Requisite: CHE 111L

Second Century Inner Core: Natural Science Lecture

Core Area: Natural Science - Chemistry

A course offering a concise overview of the basic principles of chemistry, including atomic theory, gas laws, the mole concept, stoichiometry, periodicity, and the study of chemical equilibrium and oxidation reduction principles.

### **CHE 111L/113L - GENERAL CHEMISTRY I, II LABORATORY (1, 1)**

Prerequisite: CHE 111L for CHE 113L

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

Second Century Inner Core: Natural Science Lab (CHE111L)

Core Area: Natural Science - Lab

A two-course sequence studying modern chemical analysis and emphasizing basic laboratory techniques as well as chemical instrumentation and applications in the identification, separation, and quantitative determination of chemical species.

### **CHE 113 - GENERAL CHEMISTRY II (3)**

Prerequisite: CHE 111

Concurrent Requisite: CHE 113L

A course following CHE 111 by studying the principles of thermodynamics and kinetics as applied to chemical systems. Redox equilibria, electrochemistry, and the rates and mechanisms of chemical reactions will also be examined.

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

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

### **CHE 220 - ORGANIC CHEMISTRY I (3)**

Prerequisite: CHE 111/111L, CHE 113/113L

Concurrent Requisite: CHE 220L

An introductory course in the chemistry of carbon compounds for chemistry majors, biology majors, and pre professional students. This course will cover the nomenclature and structural features of the common classes of organic compounds, the elements of stereochemistry, substitution reactions, and elimination reactions.

### **CHE 220L/240L - ORGANIC CHEMISTRY I, II LABORATORY (1, 1)**

Concurrent Requisite: CHE 220 for CHE 220L/CHE 240 for CHE 240L.

A two-course sequence covering the common techniques for isolating and purifying organic compounds, the use of spectroscopic, and chemical techniques for characterizing these substances, and examples of syntheses involving a variety of functional groups. Particular attention will be given to chromatographic and spectroscopic analysis.

### **CHE 240 - ORGANIC CHEMISTRY II (3)**

Prerequisite: CHE 220

Concurrent Requisite: CHE 240L

Follows CHE 220 in discussing the reactions of aliphatic and aromatic compounds. The reactions of the common functional groups will be included, along with multi step syntheses.

### **CHE 255 - SPECIAL TOPICS (3)**

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

### **CHE 301 - THE CHEMICAL LITERATURE (1)**

Prerequisite: Permission of the instructor

A course focusing on the nature and use of chemical literature. The student will gain experience in searching the literature, preparing bibliographies, and writing a documented research paper.

### **CHE 304 - INTRODUCTION TO CHEMICAL RESEARCH (1)**

Prerequisite: CHE 301

An introduction to basic research areas and methods in chemistry. Students will be required to select a senior research project, perform an extensive search of the chemical literature to collect background information, and present an acceptable research proposal.

### **CHE 308 - SELECTED TOPICS IN CHEMISTRY (variable credit)**

A special topics course is offered for material not covered in any of the regularly scheduled courses for non-chemistry majors.

### **CHE 313 - PHYSICAL CHEMISTRY I (3)**

Prerequisite: CHE 113, MAT 152, PHY 141

Recommended Prerequisite: MAT 201

Concurrent Requisite: CHE 313L.

Assuming the mathematical techniques learned in calculus and the foundations laid in CHE 113, this course both expands and deepens the student's knowledge and ability to use the laws and principles of thermodynamics and kinetics as applied to chemical systems. Mathematical derivations, graphical analysis, and problem-solving methods are stressed.

### **CHE 313L/314L - PHYSICAL CHEMISTRY I, II LABORATORY (1, 1)**

Concurrent Requisite: CHE 313 for CHE 313L/CHE 314 for CHE 314L

A two-course lab sequence that allows students to investigate and interpret dynamic chemical systems. Students will perform experiments involving reaction kinetics, activation energies, and equilibrium constants. Additionally, students will use molecular modeling to calculate molecular energies/vibration as well as use spectroscopy to analyze vibration-rotation spectra.

### **CHE 314 - PHYSICAL CHEMISTRY II (3)**

Prerequisite: CHE 313

Recommended Prerequisite: MAT 202

Concurrent Requisite: CHE 314L

A rigorous, though limited, quantum mechanical approach to chemical structure and bonding. Mathematical derivations and solutions of problems of chemical interest are stressed.

### **CHE 339 – BIOCHEMISTRY I (3)**

Prerequisite: CHE 240

This course focuses on examining the structure and function of biomolecules, including proteins, carbohydrates, lipids, and nucleic acids. The metabolism and energy transformation of biomolecules is also covered.

### **CHE 340 - BIOCHEMISTRY II (3)**

Prerequisite: CHE 339

This course will focus on understanding the basics of anabolic pathways which include the synthesis of carbohydrates, lipids, proteins, and nucleic acids. In addition, hormonal regulation, gene regulation, membrane transportation, and biosignaling will also be discussed.

### **CHE 342L – INTRODUCTION TO BIOCHEMISTRY LABORATORY METHODS (1)**

Prerequisite: CHE 240

Corequisite: CHE 339

This course is an overview of biochemical laboratory methods that include isolation, purification, and characterization of proteins and nucleic acids. It is designed to familiarize students with common techniques that are currently used in biochemistry research. This course will enhance their understanding of biochemical principles by hands-on application of biochemical techniques.

### **CHE 355 - SPECIAL TOPICS (3)**

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

**CHE 358 - ADVANCED INORGANIC CHEMISTRY (4)****CHE 358L - ADVANCED INORGANIC CHEMISTRY LABORATORY**

Prerequisite: Completion of sophomore level chemistry

An in-depth lecture and laboratory course covering all areas of Inorganic Chemistry. Topics to be covered include the atomic structure of atoms, bonding theory, symmetry and group theory, acid-base and donor/acceptor chemistry, the crystalline solid state, main group chemistry, coordination chemistry, and facets of organometallic chemistry. The integrated laboratory component of the course will center on the synthesis and characterization of inorganic compounds using various techniques and instrumentation.

**CHE 370 - SELECTED PROJECTS IN CHEMICAL RESEARCH (1-3)**

Prerequisite: CHE 111/111L, CHE 113/113L, departmental permission

A course offering students the opportunity to perform research under the direction of one of the faculty members in the department. It is expected that the focus of the research will vary according to the research interests of the faculty advisor as well as the student.

**CHE 385 - QUANTITATIVE ANALYSIS (3)**

Prerequisite: Completion of sophomore level chemistry

A lecture/laboratory course designed to teach the student wet chemical techniques, instrumental techniques, and problem solving as it applies to chemistry. This course will cover volumetric, gravimetric, and spectroscopic methods of quantitative analysis.

**CHE 385L - QUANTITATIVE ANALYSIS LABORATORY (1)**

Prerequisite: Completion of sophomore level chemistry

Concurrent requisite: CHE 385

This laboratory course is designed to reinforce ideas in Quantitative Analysis (CHE 385). Students will carefully and accurately prepare solutions, perform a wide variety of titrations and other 'wet chemical' measurements, and calculate uncertainty associated with all measurements. Students must demonstrate that they can generate both precise and accurate analytical results.

**CHE 401/402 - METHODS & MATERIALS FOR CHEMICAL EDUCATION I, II (variable credit)**

Prerequisite: Permission of the instructor

Students will investigate programs for high school chemistry in-depth. Research is performed on the preparation of laboratory experiments and demonstrations, the use and nature of chemical models, laboratory safety, and projects suitable for teaching high school chemistry. This is carried out in the directed study format. Written and oral reports are required.

**CHE 411/412 - SENIOR RESEARCH EXPERIENCE I, II (3 hours total)**

Prerequisite: CHE 304 and departmental permission

The senior research project represents the integrative culmination of the student's work in the study of chemistry. The research initiated in CHE 304 is extended through the final year of study in this course. Oral and written reports are required at least once each semester. The research topic and the number of credit hours earned are contracted with the advisor prior to registration.

**CHE 415 - INSTRUMENTAL ANALYSIS (4)****CHE 415L - INSTRUMENTAL ANALYSIS LABORATORY**

Prerequisite: Completion of sophomore level chemistry.

A lecture and laboratory course that relates experimental results, theory of instrumental analysis and instrument operation. Topics covered include IR, NMR, UV VIS, ICP, cyclic voltammetry, HPLC, GC/MS, and other selected instruments.

**CHE 425 - ENVIRONMENTAL CHEMISTRY (3)**

Prerequisite: CHE 113, 113L

A lecture course designed to explore the chemistry behind a wide range of environmental processes. Specific attention will be given to various factors affecting air, water, and soil quality. Traditional and non-traditional energy sources, and the environmental impact of those sources, will also be discussed.

### **CHE 435 - MEDICINAL CHEMISTRY (3)**

Prerequisite: CHE 240

Students will learn about the basics of medicinal chemistry, including biomolecules, drug actions, drug discovery, structure-activity relationships (SARs), quantitative structure-activity relationships (QSARs), computer aided drug design, and combinatorial chemistry. Pharmacokinetics, drug metabolism, and syntheses of lead and analogue compounds will also be discussed.

### **CHE 455 - ADVANCED TOPICS IN CHEMISTRY (2-4)**

Prerequisite: Permission of the instructor

Special topics courses consist of advanced content in the areas of organic, polymer, inorganic, analytical, physical, or environmental chemistry as determined by the instructor.

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

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

Second Century Inner Core: Natural Science Lecture

Core Area: Natural Science - Chemistry

A course designed to provide the non-science major an insight into some of the basic principles and applications of chemistry. The specific topics of the course will vary, but often will consider the interrelations of population growth, energy resources/consumption, environmental quality and the impact of chemical technologies upon society.

### **NSC 206L - CHEMISTRY IN EVERYDAY LIFE LABORATORY (1)**

Concurrent Requisite: NSC 206

Second Century Inner Core: Natural Science Lab

Core Area: Natural Science - Lab

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

### **NSC 206A - CHEMISTRY IN EVERYDAY LIFE (Integrated Lecture & Lab) - (4)**

Second Century Inner Core: Natural Science

Core Area: Natural Science - Chemistry

A course designed to provide the non-science major an insight into some of the basic principles and applications of chemistry. The specific topics of the course will vary, but often will consider the interrelations of population growth, energy resources/consumption, environmental quality and the impact of chemical technologies upon society. Laboratory exercises associated with topics covered in the lecture will also be required.

### **NSC 255C - NATURAL SCIENCE-CHEMISTRY: SPECIAL TOPICS (variable credit)**

Special topics which are only offered periodically.

## **COURSES OF INSTRUCTION: EDUCATION AND HEALTH SCIENCES VALUES**

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### **CEH 110 - EXPLORING HUMILITY: CEHS VALUE SERIES I (1)**

This course explores how individual identity influences personal and professional experiences. Students will reflect on their own values, attitudes, and perspectives, practicing humility as a means of fostering honest self-examination. The course also considers how broader societal structures relate to identity, encouraging students to recognize how these factors shape their roles within communities and their interactions with those they serve.

### **CEH 210 - EXPLORING HOSPITALITY: CEHS VALUE SERIES II (1)**

This course examines the various factors that contribute to differences within society and their relevance for service-centered professions. Students will explore how individual and societal perspectives influence professional practice while developing an understanding of the relationships between institutions, the individuals they serve, and the broader community. Emphasis is placed on practicing hospitality—approaching these topics with openness and respect—as a foundation for examining and engaging with differing viewpoints and experiences.

### **CEH 310 - EXPLORING INTEGRITY IN CONTEXT: CEHS DIVERSITY SERIES III (1)**

This course builds upon the earlier courses in the Values series to examine how a commitment to service can guide

professional decision-making. Students will explore the historical context of service within their profession and consider practical approaches for effectively meeting the needs of those they serve.

### **CEH 410 – EXPLORING CAPSTONE: CEHS VALUES SERIES IV (1)**

As the capstone course in the Values series, this course focuses on developing reflective practitioners who are committed to serving the needs of the populations they support. Students will examine how their professional skills can be applied to address challenges within their fields and explore practical ways to serve communities effectively. Emphasis is placed on practicing service as a guiding principle for making a positive impact.

## **COURSES OF INSTRUCTION: COMMUNICATION**

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### **COM 105 - FUNDAMENTALS OF PUBLIC SPEAKING (3)**

Second Century Inner Core: Communication

Core Area: Communication

An introductory course in the fundamentals of public speaking. Study includes a theoretical approach to the analysis, organization and delivery of various speeches. Other topics will include effective presentation and public and mass media levels. This course fulfills the core requirement in Communication.

### **COM 106 - BUSINESS AND PROFESSIONAL COMMUNICATION (3)**

Core Area: Communication

The principles and practices of communications as applied to the business world are examined. Topics included are group communication, interviewing, and presentation making. Course offered as support course in Associate of Arts in Management program to DGP students. This course fulfills the core requirement in Communication.

### **COM 151 - INTRODUCTION TO COMMUNICATION (3)**

An introduction to the contexts in which human communication occurs. Communication processes and theory will be discussed as it occurs on the interpersonal, group, organizational, public, and mass media levels. COM 201 should be taken in the first 9 hours of study in the field.

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

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

### **COM 201 - INTRODUCTION TO COMMUNICATION (3)**

An introduction to the contexts in which human communication occurs. Communication processes and theory will be discussed as it occurs on the interpersonal, group, organizational, public, and mass media levels. COM 201 should be taken in the first 9 hours of study in the field.

### **COM 204 - BUSINESS AND PROFESSIONAL COMMUNICATION (3)**

Core Area: Communication

The principles and practices of communications as applied to the business world are examined. Topics included are group communication, interviewing, and presentation making. Course offered as support course in Associate of Arts in Management program to DGP students. This course fulfills the core requirement in Communication.

### **COM 207 - PERSUASIVE PRESENTATIONS (3)**

Core Area: Communication

A course designed to instill basic public speaking fundamentals with an emphasis on persuasion. The process of speechmaking will be covered with presentations including argumentative and motivational speaking, sales, and proposal presentations. This course fulfills the core requirement in Communication.

### **COM 208 - ORAL INTERPRETATION OF LITERATURE (3)**

An introductory course concentrating on techniques for performing literature. Students work with a variety of selections in prose, poetry, and dramatic literature while developing foundations of creative analysis and imaginative interpretation as synthesized through class performances.

**COM 210 - INTRODUCTION TO FILM (3)**

Content covers history, theory, and criticism as students explore how movies influence society, culture, and the economy.

**COM 212 - WRITING FOR PRODUCTION AND MEDIA (3)**

Prerequisite: ENG 150

Students will examine the types of writing and strategic and tactical knowledge needed to write for print, broadcast, and online media. Such writing could include news and feature articles, promotions, and advertising copy.

**COM 213 - JOURNALISM I (3)**

Prerequisite: ENG 150.

Journalism will study the methods of gathering and evaluating news and re-writing and editing journalistic copy. The course emphasizes journalistic writing, interviewing, reporting, and its influence on contemporary society.

**COM 214 - (1)**

This workshop-style course is designed to facilitate an exploration of career possibilities within the field, internship preparation, and professionalism in the workplace. Students will complete a resume review, interview exercises, an e-portfolio, and an assessment of their progress in the program based on the standards of the National Communication Association

**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 216 ANNOUNCING- (3)**

This course will place the students in situations where their voice will be their primary tool in communicating to an audience whether it is in an audio only format like radio or podcasting, or a video context on social media, vlogs, or television. Students will practice news announcing, commercial delivery, live remote feeds for television or radio, or sports play-by-play.

**COM 217 -INTERCULTURAL 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 225 - GROUP COMMUNICATION (3)**

A course investigating the small group as an effective vehicle to accomplish group goals and maintain member satisfaction. Students examine group interaction, communication skills, and problem-solving methods through group projects. Topics may include group composition, leadership, and conflict management.

**COM 226 - DIGITAL PHOTOGRAPHY I (3)**

An introductory level course into the process of digital photography. This course provides students with an understanding of basic camera controls, the ability to enhance photographs through editing software (Adobe Lightroom), and the capability to apply their knowledge of photographic composition. Lessons on the history of photography and current contemporary trends are integrated into the course. Students are required to supply a DSLR or mirrorless camera as well as an external hard drive.

**COM 230 - MASS MEDIA IN THE MODERN WORLD (3)**

The objective of this course is to survey the history, functions, operations, responsibilities and influences of print and broadcast media in modern society.

**COM 255 - SPECIAL TOPICS IN COMMUNICATION (3)**

Content will include special areas of study in the field of communication dependent on student needs, instructor expertise, or presentation of an unusual learning opportunity.

**COM 285 – PODCASTING AND SOUND PRODUCTION(3)**

This is an introductory level course into the processes of sound production and podcasting. As a class, we will engage in the topics of audio equipment, recording levels, sound design, audio editing, and podcast conception and production. This course will provide the foundation needed to employ sound as a tool for effective communication.

### **COM 305 - ARGUMENTATION AND DEBATE (3)**

Core Area: Communication

A course developed to give students experience in argument development, tactics and testing. Training in the skill of cross examination and refutation will also be stressed. Past and current social issues will serve as research material. This course fulfills the core requirement in Communication.

### **COM 306 - DOCUMENTARY PHOTOGRAPHY (3)**

This course explores the ability to witness emotive narratives and preserve our individual and collective histories through documentary photography. Students will practice their ability to capture truth through a series of exercises and projects. Integrated into the class will be lessons on the history of documentary photography to gain a deeper understanding of the genre.

### **COM 313 – JOURNALISM II (3)**

A traditional path for journalists moves from reporters to editors and on to publishers. Like reporters who cover a specific “beat”, each section of a newspaper, magazine, or electronic media have editors who specialize in assigning reporters, editing, critiquing, and planning the layout of the stories. In addition, Journalism II students will develop stories for “beat” reporters, develop social media posts for release, and plan layouts for the student run online newspaper. Journalism II students will also write editorial columns and long-format in-depth stories from the community, and publish multiple editions of a print and on-line publication.

### **COM 314 - FUNDAMENTALS OF FILMMAKING (3)**

This course is designed to provide students with the necessary skillset to produce short films. Utilizing their knowledge of basic camera controls and Adobe Premiere Pro, students will film, edit, and enhance video footage. Topics include composition, lighting, sound recording, video editing, and visual storytelling. Cinematic vision will be developed and analyzed to gain an in-depth perspective of filmmaking as a unique form of communication.

### **COM 317 - PRINCIPLES OF PUBLIC RELATIONS (3)**

Students will develop a basic understanding of public relations functions and how to practice them.

### **COM 318 - PRINCIPLES OF ADVERTISING (3)**

This course is designed to familiarize students with the history of advertising, rationale for creation of advertising messages, and basic understanding and skill in persuasive communication.

### **COM 320 – DIGITAL PHOTOGRAPHY II (3)**

In this course students will build upon the technical foundation formed in Digital Photography I, while learning the editing nuances offered in Adobe Photoshop. Emphasis will be placed on techniques in digital manipulation, development of a personal portfolio, and the process of fine art printing.

### **COM 325 - NEW MEDIA AND POP CULTURE (3)**

Explores the impact of new media as a form of communication and the technological, cultural, psychological, and artistic effects felt in every aspect of our lives. Through a critical look at convergence with old media, students will investigate and evaluate the changing ways of accessing and manipulating data in this form of communication that has altered the media landscape.

### **COM 327 - SPORTS JOURNALISM (3)**

Prerequisite: COM 105, ENG 150

A practical introduction to the history, responsibilities, and influence of sports journalism including numerous opportunities to view and write about sporting events.

### **COM 330 - ORGANIZATIONAL COMMUNICATION (3)**

Employing various theoretical frameworks, students study and apply successful communication strategies and outcomes in the corporate or organizational setting.

### **COM 340 - POLITICAL CAMPAIGN COMMUNICATION (3)**

A course that will explore the context of human communication within the setting of a political campaign. Students will consider interpersonal skills, public speaking skills and strategies, advertisements and promotions of the candidate, and

special rhetorical strategies such as apologia. Current and past campaigns will be used as case studies.

### **COM345 – STUDIO AND ON-LOCATION PHOTOGRAPHY (3)**

#### **COM 350 - INTRODUCTION TO COMMUNICATION LITERATURE AND RESEARCH (3)**

Co-requisite: COM 201

Systematic overview of the research process and methods, including finding, reading, and conducting research. Students will explore quantitative and qualitative research and perform the tasks of a communication researcher.

#### **COM 355 - COMMUNICATION THEORY AND PRACTICE (3)**

Special topics courses such as Radio Broadcasting and Media Practices will be offered under this listing.

#### **COM 356 - TEACHING COMMUNICATION AND THEATRE IN THE SECONDARY SCHOOLS (3)**

A course designed to develop Communication and Theatre teachers for the secondary schools. Extracurricular areas of coaching forensics and mounting theatrical productions will also be explored. Cross-listed as THR 356.

#### **COM 361 - EVENT PLANNING (3)**

Focus is on the four-step public relations process of research, action, communication, and evaluation as it is applied to the event planning activity of public relations. Events in social or corporate contexts are studied. One event is planned.

#### **COM 395 - INTERNSHIP IN COMMUNICATION (1-6)**

Students work within organization, agencies, or communication media industries gaining experience with communication in practice. Students observe, assist, assume regular duties, or engage in projects under the supervision of skilled professionals.

#### **COM 400 - INDEPENDENT STUDY IN COMMUNICATION (1-3)**

Independent study credit is offered when students wish to explore a specific issue that falls outside the parameters of the established departmental curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

#### **COM 403 - CORPORATE COMMUNICATION (3)**

The human and organizational communication functions necessary for operating effectively in the corporate communication context are examined including media relations, employee relations, investor relations, government relations, and communication during an organizational crisis.

#### **COM 405 – INTERNSHIP IN PHOTOGRAPHY (3)**

#### **COM 410 – DOCUMENTARY FILM STUDIES (3)**

Documentary Film Studies is a survey course that introduces the world of documentary filmmaking to students by showing a variety of genres within the discipline, while also exploring best practices in the making of a documentary with an emphasis on pre-production. Each student will engage in the process of pre-production for their own potential short documentary.

#### **COM 420 – ADVANCED PHOTOGRAPHY WORKSHOP (3)**

In this course students will practice advanced concepts of photography while diversifying and developing their personal portfolio. Students will engage in original research to understand how their personal work relates to the canon within the field of photography.

#### **COM 422 – BROADCASTING II, TELEVISION (3)**

This course examines the role of terrestrial television broadcasting from its development in the mid-20th century through the development of digital broadcasting and social media video applications. Students will apply industry practices in television station operations, announcing, production, and programming contexts. Students will also visit local media outlets to analyze how modern broadcasting incorporates social media and digital video alongside their terrestrial operations

#### **COM 435 - PERSUASION AND RHETORIC (3)**

This course is designed to instill public speaking and presentation skills with an emphasis on persuasion and rhetoric, focusing on the use of language and creative media in making effective arguments and inspiring action.

This course is designed to instill public speaking and presentation skills with an emphasis on persuasion and rhetoric, focusing on the use of language and creative media in making effective arguments and inspiring action.

**COM 450 - THEORIES OF RHETORIC (3)**

A seminar that deals with the major theoretical approaches to the study of rhetoric with a particular focus upon philosophical and humanistic influences in communication.

**COM 455 - SPECIAL TOPICS IN COMMUNICATION (3)**

Content will include special areas of study in the field of communication dependent on student needs, instructor expertise, or presentation of an unusual learning opportunity.

**COM 460 - THEORIES OF COMMUNICATION (3)**

Prerequisite: COM 201 and Communication Majors and Minors only

A seminar dealing with the major theoretical approaches to study communication from social and scientific perspective.

**COM 490 SENIOR CAPSTONE DEVELOPMENT (3)**

Prerequisite: Should be taken during final 30 hours

An overview and integration of communication's contextual perspectives as the students consider the role of responsible communication in contemporary society. Students will develop a culminating project that will be assessed for evidence of proficiency in Communication program learning outcomes.

**COM 491 – SENIOR CAPSTONE PRODUCTION (2)**

In this second part of the capstone series, students will focus on the production of a culminating senior capstone project. The project will be assessed for evidence of proficiency in the Communication Program learning outcomes.

**COURSES OF INSTRUCTION: COMPUTER INFORMATION SYSTEMS**

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**CIS 111 - INTRODUCTION TO COMPUTER INFORMATION SYSTEMS (3)**

Key productivity tools, including word processing, database management systems, spreadsheets, and PowerPoint will be examined in some depth. Collaboration and personal information management application such as Outlook will be explored in the course. Hands-on projects of each application will be required. This course may not be taken if credit has been received for CIS 113.

**CIS 114 - INTRODUCTION TO PROGRAMMING I (3)****CIS 114L - INTRODUCTION TO PROGRAMMING I LAB (1)**

Introduction to basic programming techniques and fundamental structures and methodologies of modern programming languages. Topics include basic program structure, variables, scope, decision structures, and loops. The course involves multiple programming projects.

**CIS 115 - INTRODUCTION TO PROGRAMMING II (3)****CIS 115L - INTRODUCTION TO PROGRAMMING II LAB (1)**

Prerequisite: CIS 114

Expand the basic programming concepts introduced in CIS114 Introduction to Programming. Introduce advanced concepts - inheritance, polymorphism, abstract classes, exception handling, and the use of graphical user interfaces. Gain more practical experience by designing and writing applications.

**CIS 155 - SPECIAL TOPICS (3)**

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

**CIS 211 - OBJECT ORIENTED PROGRAMMING I (3)**

Prerequisite: CIS 115 or MIS 150

Introduction to elementary object-oriented programming concepts and methodologies. Topics include types, decisions, loops, methods, arrays, and classes. An emphasis is placed on object-oriented design and problem-solving. The course involves multiple programming projects.

**CIS 212 - OBJECT ORIENTED PROGRAMMING II (3)**

Prerequisite: CIS 211

Further experience with intermediate object-oriented programming concepts and methodologies. Topics include inheritance, recursion, implementation of advanced data structures, and use of basic container types. An emphasis is placed on object-oriented design and problem-solving. The course involves multiple programming projects.

**CIS 226 - DATA STRUCTURES (3)****CIS 226L - DATA STRUCTURES LAB (1)**

Prerequisite: CIS 211

Introduction to formal data structures used in modern computing. Topics include access methods, stacks, queues, linked lists, hashing, search trees, physical storage techniques, and indexing techniques. The course involves multiple programming projects.

**CIS 227 - NUMBER THEORY (3)**

Prerequisite: MAT 151

A course covering prime and composite numbers, divisibility, Diophantine equations, congruencies, and number theoretic functions. Cross-listed as MAT 207.

**CIS 231 - FOUNDATIONS OF NETWORKING I (3)**

Co-requisite: CIS 113 An introduction to digital communications, local area networks, wide area networks, inter networks, error handling, and

network security. This course will have a strong "hands-on" component.

**CIS 241 - PROGRAMMING AND DATABASE (3)**

Prerequisite: CIS 111 or CIS 113

An introductory course in programming concepts and languages used to create web pages. Basic programming concepts will be taught including use of variables, variable types, math operators, and program control. The second part of the course will cover basic concepts of databases such as creating table, primary keys, relations, and common SQL statements.

**CIS 247 - DEVELOPING AND USING MULTIMEDIA (3)**

Co-requisite: ART 101 or ART 215

An introduction to the use of multimedia on web pages. The course will examine the appropriate use of animations on web pages. The student will create the multimedia using Flash™, which require the student to have some basic art skills. At the end of the course each student will produce an animation that can be used on a web page.

**CIS 248 - DESIGN TOOLS (3)**

Introduction to the digital tools of any design work. It includes learning to use software for Photoshop, Adobe Illustrator, and InDesign. Cross-listed as ART 248.

**CIS 255 - SPECIAL TOPICS (3)**

Courses offered under this title reflect the specialties of the computer information systems faculty and the needs of the students.

**CIS 268 - PYTHON PROGRAMMING (3)**

Prerequisite: CIS 114

This is an introductory course in Python programming intended for students with some prior programming experience. The course will focus on project-based learning covering topics such as graphical user interfaces, simulations, data analysis and presentation, reading data from different sources (such as files, websites, and other applications), and using libraries. The course will culminate with a final project relevant to the student's major.

**CIS 286 - ADVANCED SPREADSHEET APPLICATIONS (3)**

Prerequisite: CIS 111 or CIS 113

A course building upon the spreadsheet concepts developed in CIS 111 to allow the student to create complex business-oriented spreadsheets. The student will develop a commercial quality spreadsheet application that is capable of presenting data in various formats.

**CIS 303 - NUMERICAL ANALYSIS (3)**

Prerequisite: MAT 201 and completion of the two course CIS sequence required of mathematics majors (CIS 111 and CIS 211 or CIS 114 and CIS 212)

Numerical analysis covers finite differences, solution of nonlinear (algebraic and transcendental) equations, zeros of polynomials, matrix methods, systems of linear equations, interpolation, estimation of parameters by least squares, numerical integration, and solutions of ordinary differential equations. Cross-listed as MAT 303.

**CIS 314 - ADVANCED PROGRAMMING (3)**

Prerequisite: CIS 226

Experience with advanced programming techniques and methodologies. Topics include sockets, client/server programming, concurrent programming, distributed programming, and standard template libraries. The course involves extensive practice with sophisticated programming projects.

**CIS 315 - OPERATING SYSTEMS (3)**

Prerequisite: CIS 314

Introduction to underlying techniques used by modern operating systems. Topics include internal structures for file systems, algorithms for file systems, I/O, memory management, and process scheduling. Examples drawn from contemporary operating systems such as UNIX, Microsoft Windows, and Mac OS. The course involves multiple programming projects that illustrate the topics discussed in class.

**CIS 321 - ALTERNATIVE PROGRAMMING LANGUAGES (3)**

Prerequisite: CIS 314

Introduction to various programming languages and methodologies that differ from previous programming experiences. Variety of languages and approaches are utilized. Topics include history of high-level languages, assembly, embedded programming, Cocoa development, development for mobile devices, and artificial intelligence languages. The course involves extensive practice with sophisticated programming projects.

**CIS 322 - FOUNDATIONS OF NETWORKING II (3)**

Prerequisite: CIS 113, CIS 231, CIS 226

Knowledge of skills required for Network Administrators and Information Technology professionals to be aware of security vulnerabilities, to implement security measures, to analyze an existing network environment in consideration of known security threats or risks, to defend against attacks or viruses, and to ensure data privacy and integrity. Terminology and procedures for implementation and configuration of security, including access control, authorization, encryption, packet filters, firewalls, and Virtual Private Networks (VPNs).

**CIS 323 - WEB PAGE DESIGN I (3)**

Prerequisite: CIS 111

An overview of the tools available to design and develop an effective personal or corporate presence on the World Wide Web. This will be accomplished through the use of hands-on projects and exercises. Topics covered will include basic and advanced HTML, java scripts, ASP, and database connectivity.

**CIS 336 - DATABASE II (3)**

Prerequisite: CIS 267

This course is a continuation of CIS267. This course covers advanced topics in databases. Topics include advanced SQL, indexes, views, stored procedures, database management, reporting services, and notification services. The course will look at non-relational databases and compare them to previously covered topics. This course involves extensive practice with sophisticated database projects that utilize a modern enterprise-level database package.

**CIS 340 - WEB DESIGN II (3)**

Prerequisite: CIS 240

Students will build upon the design foundations from Introduction to Web Page Design to examine how to build and populate web page templates. This will include and introduction to client and server-side programming.

**CIS 341 - WEB PROGRAMMING I (3)**

Prerequisite: CIS 267

An introductory course in web programming and application development. This course will cover design and development

of interactive web applications including client-side and server-side programming, database interaction. Basic website security vulnerabilities will also be highlighted.

### **CIS 342 - WEB PROGRAMMING II (3)**

Prerequisite: CIS 341

A continuation of Web Programming I. This course will build upon concepts from Web Programming I by adding Authentication and Authorization, Web Services, and Mobile Web Development. Students will be required to complete one hands-on, large scale web development. Cross-listed as MIS342.

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

Prerequisite: CIS 248, CIS 342

The capstone course for the associate degree. Students will work in teams to develop a sophisticated web. Members of the CIS Department and the Art Department will review the project.

### **CIS 355 - SPECIAL TOPICS (3)**

Courses offered under this title reflect the specialties of the computer information systems faculty and the needs of the students. May include such topics as Computer Graphics, Expert Systems, Artificial Intelligence, and Computers in Small Business Applications.

### **CIS 400 - INDEPENDENT STUDY (3)**

Independent study credit is offered when students wish to explore a specific issue of computer information systems that falls outside the parameters of the established departmental curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

### **CIS 410 - SENIOR SEMINAR I (1-3)**

Prerequisite: Senior standing and permission of the instructor

Students will work in project teams and actually design, code, document, and implement a commercial system. If possible, these systems will be actual production systems which will be used within the University or at local businesses.

### **CIS 411 - SENIOR SEMINAR II (1-3)**

Prerequisite: Senior standing and permission of the instructor

Students will work in project teams and actually design, code, document, and implement a commercial system. If possible, these systems will be actual production systems which will be used within the University or at local businesses.

### **CIS 455 - SPECIAL TOPICS (3)**

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

### **CIS 495 - INTERNSHIP (1-3)**

This course provides the student with the field of Information Technology. Students will be employed by a business or non-profit in an IT role including but not limited to developer, analyst, infrastructure support, or administrator. Students are required to work 45 hours per credit hour received. This course includes multiple reflection papers and an evaluation from your employer.

## **COURSES OF INSTRUCTION: COOPERATIVE EDUCATION**

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See cooperative education section under academic options for more information.

**CED 304 CO-OP EDUCATION IN ART**

**CED 305 CO-OP EDUCATION IN BUSINESS**

**CED 306 CO-OP EDUCATION IN CHEMISTRY**

**CED 307 CO-OP EDUCATION IN CRIMINAL JUSTICE**

**CED 308 CO-OP EDUCATION IN ENGLISH**

**CED 309 CO-OP EDUCATION IN HISTORY**

**CED 310 CO-OP EDUCATION IN ACCOUNTANCY**

**CED 312 CO-OP EDUCATION IN THEATRE**

**CED 313 CO-OP EDUCATION IN COMPUTER INFORMATION SYSTEMS**

**CED 314 CO-OP EDUCATION IN BIOLOGY**

**CED 315 CO-OP EDUCATION IN PSYCHOLOGY**  
**CED 316 CO-OP EDUCATION IN MATHEMATICS**  
**CED 317 CO-OP EDUCATION IN PHYSICS**  
**CED 320 CO-OP EDUCATION IN SOCIOLOGY**  
**CED 321 CO-OP EDUCATION IN PRE-LEGAL STUDIES**  
**CED 322 CO-OP EDUCATION IN COMMUNICATION**  
**CED 323 CO-OP EDUCATION IN INTERNATIONAL STUDIES**  
**CED 324 CO-OP EDUCATION IN ECONOMICS**  
**CED 325 CO-OP EDUCATION IN EDUCATION**  
**CED 326 CO-OP EDUCATION IN FORENSIC SCIENCE**

## **COURSES OF INSTRUCTION: CRIMINAL JUSTICE**

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

An introduction to the philosophical and historical background and development of the criminal justice system. Review of criminal justice functions, processes and procedures, and an examination of current trends and concepts are also explored. A grade of C or higher in this course is required for all higher-level Criminal Justice courses.

### **CRJ 155C - SPECIAL TOPICS (3)**

Second Century Inner Core: Social Science (CRJ155C)

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

### **CRJ 210 - THEORY AND PHILOSOPHY OF POLICING (3)**

Prerequisite: CRJ 101

A study of the role of the law enforcement officer in society, including the responsibility of the police in the community, and citizen's responsibilities to the law enforcement agencies and the police.

### **CRJ 225 - CRIMINOLOGY (3)**

Prerequisite: CRJ 101

Criminology examines crime and the criminal in society. The nature of crime and criminal law, theories of crime and crime causation, and methods of treatment and prevention are also addressed.

### **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.

### **CRJ 255 - SPECIAL TOPICS (3)**

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

### **CRJ 301 - CRIMINAL LAW AND COURTS (3)**

Prerequisite: CRJ 101

An examination of the definitions and interpretations of the penal code and the structure and functions of the American court system.

### **CRJ 304 - SUBSTANCE ABUSE (3)**

Prerequisite: CRJ 101

A study of the pharmacological, social, legal, and clinical aspects of drug use in contemporary society. Cross-listed as SOC 304.

### **CRJ 307 - INSTITUTIONAL CORRECTIONS (3)**

Prerequisite: CRJ 101

An examination of the history and development of penal systems for the treatment of juvenile and adult offenders, focusing on current programming, treatment services, and structure of corrections services.

### **CRJ 311 - SOCIAL RESEARCH METHODOLOGY (3)**

Prerequisite: CRJ 101; CRJ 225 with a C or higher; MAT 205 or PSY 201; Criminal Justice Major

Social research methodology involves exposure to, and application of various methods used in conducting social science research. Topics include survey design, interview techniques, field research methods, participant/non-participant observational techniques, sampling design, data analysis, and publication of findings. Cross-listed as SOC 311.

### **CRJ 313 - PROBATION AND PAROLE (3)**

Prerequisite: CRJ 101

A study of the structure and function of adult and juvenile probation and parole agencies, policies, and service. Examination of various roles of the probation and parole officer and legal issues encountered in the practice of probation and parole is included.

### **CRJ 320 - ADVANCED POLICING (3)**

Prerequisite: CRJ 101

Course focuses on the varieties of police behavior, providing an in-depth examination of how police practices vary according to individual officer, situational encounters, police organizations, and surrounding communities, including the roles of police discretion, officer behavior, rural policing, community policing, corruption, and use of force.

### **CRJ 321 - CRIMINAL JUSTICE IN FILM (3)**

The media play important roles in shaping public perceptions of criminals and criminal justice professional as well as public attitudes towards crime, violence, and "appropriate" methods of social control. Movies constitute one medium of communication which is typically unrealistic in depicting various aspects of criminal justice. This course is designed to enhance your awareness and understanding of accurate and inaccurate filmic depictions of criminal justice.

### **CRJ 355 - CONTEMPORARY TOPICS (3)**

Prerequisite: CRJ 101

Courses are offered periodically as criminal justice electives when courses are developed that deviate from the offerings of the established curriculum, but remain consistent with departmental goals, such as serial murder, data analysis and grant writing, or psychology and the law.

### **CRJ 400 - INDEPENDENT STUDY (3)**

Independent study credit is offered when students wish to explore a specific issue of criminological interest that falls outside the parameters of the established departmental curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

### **CRJ 401 - PRACTICUM (3)**

Prerequisite: CRJ101

Course Requirement: Junior or Senior Standing and Criminal Justice Major

Under the auspices of a criminal justice agency, a practicum is designed to provide the student with a realistic learning experience in a professional setting. Arrangements must be made with the instructor during the prior semester.

### **CRJ 405 - CAREER DEVELOPMENT (3)**

Prerequisite: CRJ 101

The career development course focuses on exploration and development of students' future roles in the criminal justice system and/or civil/criminal law. Emphasis is placed upon resume preparation, GRE and LSAT preparation, human resource marketing, interview techniques and graduate and law school application processes.

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

Prerequisite: CRJ 101 or POS 215

A focus on the study of the administrative aspects of the criminal justice system, including the structure and function of criminal justice organizations, research, planning and development of services, and personnel issues.

### **CRJ 409 - SENIOR SEMINAR (3)**

Prerequisite: CRJ311 with a C or better

Course Requirement: Junior or Senior standing and Criminal Justice Major

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

of previous courses. Cross Listed with SOC 409.

### **CRJ 455 - SPECIAL TOPICS (3)**

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

## **COURSES OF INSTRUCTION: DANCE**

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

Core Area: Fine Art

An introduction to ballet and jazz techniques as well as various styles of dance including historical dance and musical theatre dance.

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

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

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

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

### **DAN 201 - BASIC TAP DANCE (2)**

Prerequisite: DAN 100

A class focused on teaching basic tap steps and construction of tap dances and programming.

### **DAN 255 - SPECIAL TOPICS (1-3)**

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

## **COURSES OF INSTRUCTION: ECONOMICS**

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### **ECO 101 - INTRODUCTION TO MICROECONOMICS (3)**

Introduces concepts of scarcity, cost and choice, supply and demand, theories of the firm and market structure, and welfare analysis.

### **ECO 102 - INTRODUCTION TO MACROECONOMICS (3)**

Prerequisite: ECO 101 or 105

Introduces basic aggregative models to study the determination of output, unemployment, interest rates, and inflation. Monetary and fiscal policies are discussed.

### **ECO 105 - PRINCIPLES OF ECONOMICS (3)**

Second Century Inner Core: Social Science

Core Area: Social Science

Students will understand how economics can provide a framework for solving social problems through market forces and a role for government. The microeconomics portion of this course deals with consumers and businesses as they interact with markets, and the interrelationships between various markets. The macroeconomics portion of this course focuses on the factors that influence the fluctuations in economic activity and what can be done about them, given our responsibility to others. This course fulfills a core requirement in social science for all majors except Business Administration and Sports and Entertainment Marketing.

### **ECO 106 - CONTEMPORARY ECONOMICS PROBLEMS (3)**

Prerequisite: ECO 105

Students will analyze current economic problems such as inflation, unemployment, overpopulation, resource depletion, and environmental issues, using the economic growth issue as the framework for discussion.

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

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

**ECO 215 - MICROECONOMIC THEORY (3)**

Prerequisite: ECO 105

An advanced course offering an analysis of price determination and market structures including consideration of supply, demand, costs, production functions, and general equilibrium.

**ECO 216 - MACROECONOMIC THEORY (3)**

Prerequisite: ECO 105

An advanced course examining national income determination, including a consideration of the classical, neo classical, Keynesian, and neo Keynesian theories and their application to the problems of unemployment, growth, and the business cycle.

**ECO 217 - INTRODUCTORY MICROECONOMICS FOR HEALTHCARE PROFESSIONALS (3)**

An introduction to microeconomic concepts like opportunity cost, supply and demand, marginal analysis, perfect and imperfect competition, and market failure.

**ECO 239 - ECONOMIC GROWTH AND DEVELOPMENT (3)**

Prerequisite: ECO 105

An inquiry into the history and analysis of the concepts of economic growth and development as applied to various types of economic systems.

**ECO 255 - SPECIAL TOPICS IN ECONOMICS (3)**

A special topics course that will cover a specific area of economics.

**ECO 305 - GAME THEORY AND BUSINESS STRATEGY (3)**

An introduction to non-cooperative game theory with applications to Economics, Political Science, Business Administration, etc. Advanced topics include the theories of bargaining, voting and auctions. Game theory is a powerful tool for understanding strategic interactions between firms, interest groups, political parties, nations, and species.

**ECO 306 - COMPARATIVE ECONOMIC SYSTEMS (3)**

Prerequisite: ECO 105

A comparative study of the different types of economic systems. Attention is given to economic theory and recent trends in the transformation and change occurring in these economic systems.

**ECO 307 - MONEY AND BANKING (3)**

Prerequisite: ECO 105

A survey of the money and banking system and its workings, the theory and history of money, credit, and commercial banking, international financial relationships, and the Federal Reserve.

**ECO 310 - LAW AND ECONOMICS (3)**

Prerequisite: ECO 105

Introduction to the economic analysis of the law. Economic analysis will be used to shed light on property, tort, and contract law. Cross-listed as LAW 315.

**ECO 315 - ADVANCED MICROECONOMIC THEORY (3)**

Prerequisite: ECO 215; MAT 143

This course will revisit material from Microeconomic Theory and cover other advanced topics like asymmetric information and contract theory using calculus as the key analytical tool.

**ECO 333 – APPLIED ECONOMETRICS (3)**

Prerequisite: ECO 105, MAT 205, 208, PSY 208 or BUA249

This course covers statistical methods used by economists. This includes linear regression models, methods for dealing with endogeneity, and other cutting-edge techniques. This class will also teach students how to use the statistical programming language R to carry out econometric analysis.

**ECO 338 - INTERNATIONAL ECONOMICS AND FINANCE (3)**

Prerequisite: ECO 105

A course examining the economics of foreign trade, including real and monetary aspects, balance of payments, gold flows, exchange rates, free trade, and protectionism.

**ECO 349 - WORLD ECONOMIC HISTORY (3)**

A global survey of the evolution of economic systems from World War I to the present. Cross-listed as HIS 349.

**ECO 353 - HISTORY OF ECONOMIC THOUGHT (3)**

Prerequisite: ECO 105

Students will learn about the development of economic thought throughout human history. While economic theories go back at least as far as Greek Philosophers, the discipline we now know as economics only really started to form in the late 1700's with the advent of the Industrial Revolution. The course will focus not just on the minds that developed these ideas but also the economic, political, and social contexts with economic ideas were born in.

**ECO 355 - SPECIAL TOPICS (variable credit)**

Special topics courses are offered periodically and investigate topics in Economics that are not included in the established curriculum.

**ECO 360 - ENVIRONMENTAL ECONOMICS (3)**

Prerequisite: ECO 105

An application of economic theory to help study environmental issues. The broad topics discussed include externalities, public goods, and social cost/benefit analysis. Microeconomic tools will be used to evaluate environmental policy as well as the management of natural resources and issues of sustainable development.

**ECO 405 - STUDENT PROJECT (variable credit)**

Course requirement: Sophomore, Junior or Senior standing in any department and some preparation in Economics.

A student project is a supervised, independent endeavor in any area of economics chosen by the student with departmental approval. May be taken more than once.

**ECO 455 - SPECIAL TOPICS (variable credit)**

Special topics courses are offered periodically and investigate topics in Economics that are not included in the established curriculum.

**ECO 481 - SENIOR RESEARCH (3)**

Course requirement: Senior standing.

Students will research and prepare their senior thesis.

**ECO 495 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

**COURSES OF INSTRUCTION: EDUCATION**

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**EDU 101 - INTRODUCTION TO EDUCATION (3)**

Students will study the teacher's role in the education program, experience local public and non-public schools and analyze the function of schools today. Field experience in diverse settings.

**EDU 155 - SPECIAL TOPICS (3)**

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

**EDU 201 - HUMAN GROWTH AND DEVELOPMENT (3)**

Prerequisite: EDU 101; PSY 105

An examination of the physical, mental, emotional, and social development patterns and the implications of this knowledge for teaching and learning. Field experience in diverse settings. Cross-listed with PSY214.

**EDU 202 - EDUCATIONAL PSYCHOLOGY A: P-5, B: 5-9, C: 8-12 (3)**

Prerequisite: EDU 201

This course examines theories and principles of educational psychology, and includes foundational knowledge of development, memory, and instruction that impact the learning and motivation of students. Emphasis is placed on how the principles of this field of psychology impact the teaching, learning and development of students with exceptionalities, and individuals of all ages with learning and behavioral challenges.

**HUM 215- CHILDREN'S LITERATURE AND HUMANITIES IN THE ELEMENTARY CLASSROOM (3)**

Prerequisite: EDU 101

An investigation of the essential elements and types of literature. Students will acquire a knowledge base of authors and books and learn about the use of children's literature in teaching.

**EDU 212 - ADOLESCENT LITERATURE FOR TEACHERS (3)**

Prerequisite: EDU 201

A reading- and writing-intensive course focusing on developing strategies for reading and analyzing adolescent literature, and for teaching such material in middle school contexts with a strong focus on pedagogical strategies and curricular development. Cross-listed as ENG 212.

**EDU 215 - EARLY CHILDHOOD EDUCATION (2)**

Concurrent Requisite: EDU 216

An examination of the early childhood curriculum, media and materials, organization of the program, parent education and home visitation, understanding of families, community resources, planning learning experiences and evaluation of pupil programs and progress. Direct observation and clinical experiences are required.

**EDU 216 - EARLY CHILDHOOD PRACTICUM (1)**

Concurrent Requisite: EDU 215

Students will have a guided experience as observer and aide to young children in kindergarten and/or primary grades. It complements the study of early elementary children.

**EDU 221 - TEACHING ART IN ELEMENTARY SCHOOL (3)**

A course designed primarily for the classroom teacher who may be teaching in a school without an art specialist. This course provides for a variety of experiences such as involvement in all kinds of media, aesthetic exercises, art history through museum visits and experience with art criticism at various levels. Students will have a vital role in designing and implementing their own sequence of art lessons for an after-school art program. Cross-listed with ART 221.

**EDU 225/226/227 - FIELD EXPERIENCE (0)**

These courses will allow students in the Teacher Education Program to associate the field experience hours they accumulate for the purpose of the EPSB 200 hours requirement under 16 KAR 5:040 Section 3. EDU 225 is completed in the fall; EDU 226 in the spring; EDU 227 in the summer. To fulfill the requirements the candidates can participate in the following: engagement with diverse populations of students, observation in schools and related agencies, student tutoring, interaction with families of students, attendance at school board and school-based council meetings, participation in a school-based professional learning community, and opportunities to assist teachers or other school professionals.

**EDU 255 - SPECIAL TOPICS (3)**

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

**EDU 265 - EDUCATIONAL TECHNOLOGY (3)**

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

**EDU 275 - CLASSROOM ENVIRONMENTS (3)**

Prerequisite: EDU 201

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 through an understanding of social emotional learning, trauma-based education, and classroom management strategies based in relationship building.

*NOTE: STUDENTS MUST BE ADMITTED TO TEACHER EDUCATION BEFORE REGISTERING FOR 300- AND 400 -LEVEL COURSES.*

**EDU 301 - CLINICAL SEMINAR AND PRACTICUM FIELD 1 (A: P-5, B: 5-9, C: 8-12, D: Birth - 12) (3)**

Pre-Requisite: Admission to the Teacher Education Program

Part One of a two course seminar integrating theory into practice. Sections A, B, and C develop professional skills in instructional and classroom management. Section D develops professional skills in instructional context/site management. Students in sections A&B will gain experience at specific grade levels. Students in section D will gain experience in relevant educational settings. EDU 301 and 302 are structured as a two-semester sequence.

**EDU 302 - CLINICAL SEMINAR AND PRACTICUM FIELD 2 (A: P-5, B: 5-9, C: 8-12, D: Birth - 12) (3)**

Pre-Requisite: EDU301

Part Two of a two course seminar integrating theory into practice. Sections A, B, and C develop professional skills in instructional and classroom management. Section D develops professional skills in instructional context/site management. Students in sections A & B will gain experience at specific grade levels. Students in section D will gain experience in relevant educational settings. EDU 301 and 302 are structures as a two-semester sequence.

**EDU 304 - SENIOR FIELD PLACEMENT EXPERIENCE (1)**

Students will gain experience in relevant educational settings.

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

Concurrent Requisite: EDU 313, EDU 314

A seminar integrating theory into practice and develops the professional skills in instructional and classroom management. EDU 311 and 312 are structured as a two-semester sequence.

**EDU 313, 314 - SECONDARY CLINICAL FIELD EXPERIENCE I, II (1, 1)**

Concurrent Requisite: EDU 311, EDU 312

Students will gain experience participating in secondary schools.

**EDU 319 - PHONICS AND THE STRUCTURE OF LANGUAGE (3)**

Course Requirement: A minimum of 15 hours of filed work

Students will earn the history of the English language, linguistics, and the use of phonetics as it relates to the reading process and designing literacy curriculum. They will examine the role of early childhood curriculum as the foundation to the P-3 reading instruction. They will understand phonics and phonemic awareness as major strategies in comprehension for emergent readers. They will investigate the benefits of collaborating with family, community resources, and planning intentional learning experiences to increase mastery and application of phonics skills.

**EDU 325 - TEACHING LANGUAGE ARTS (A: P-5, B: 5-9) (1)**

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) (1)**

The historical and research base for social studies classroom practices, procedures, and materials are studied.

**EDU 327 - TEACHING SCIENCE (A: P-5, B: 5-9, C: P-5, D: 5-9) (1)**

A seminar examining differentiated instructional strategies, media and materials for pupil experimentation, investigation, and discovery.

**EDU 328 - TEACHING MATHEMATICS (A: P-5, B: 5-9, C: P-5, D: 5-9) (1)**

Students will study how children learn mathematics and the techniques, activities, and materials required for teaching mathematics.

**EDU 329 - SECONDARY METHODS (2)**

Concurrent Requisite: EDU 312, EDU 314

Basic principles, methods, curriculum trends and materials for teaching secondary education to children in grades 8-12, EDU 329 is an examination of contemporary trends and issues in secondary education. The focus includes historical, pedagogical, and research-based information as well as content appropriate for children ages 14-18. Topics are inclusive of, but not limited

to, professional growth activities including content; secondary education processes, concepts; inquiry; curriculum; interdisciplinary issues. The course is designed to build fundamental knowledge of secondary teaching and learning including standards-based curriculum design and research-based teaching strategies.

### **EDU 332 - FOUNDATIONS OF READING INSTRUCTION (3)**

Course Requirement: A minimum of 15 hours of field work

An investigation of the theories and psychology of reading and the teaching of reading from theory to practice. Students will learn a developmental approach to teaching reading through appropriate methods based on current research and best instructional practices.

### **EDU 336 - TEACHING READING AND WRITING IN THE CONTENT AREAS: 5 – 12 (3)**

Prospective middle and secondary teachers will learn methods, theories, and pedagogy for improving student content acquisition using literary strategies. The course focuses on student-centered lesson development with specific instructional strategies for improving understanding through reading and writing.

### **EDU 340 - TEACHING STUDENTS WITH SPECIAL NEEDS IN THE GENERAL EDUCATION CLASSROOM (3)**

This course focuses on establishing a classroom that attempts to address the learning needs of all P-12 students in the general education classroom, including students with special needs. Emphases are placed on research-based instructional strategies, co-teaching practices, and effective collaboration with educators, parents, and other stakeholders in the educational field.

### **EDU 341 - BEHAVIOR MANAGEMENT OF EXCEPTIONAL CHILDREN (3)**

This course focuses on effective behavioral management techniques to help the diverse group of children with disabilities succeed inside and outside of the classroom. It emphasizes the study of management techniques based on applied behavioral analysis principles of modifying inappropriate behaviors and maintaining appropriate behaviors of students with exceptionalities. Teacher candidates will identify observable behaviors, perform task analysis, conduct a functional behavioral assessment (FBA), develop a behavior intervention plan (BIP) per the FBA, select and implement positive behavioral interventions and support (PBIS) strategies as part of an applied behavior analysis (ABA), and utilize methods for monitoring behavior changes.

This course presents vital knowledge to assist candidates in passing the required test for Kentucky certification as a teacher of students with learning and behavior disorders (LBD), the PRAXIS Subject Assessment: Special Education: Core Knowledge and Mild to Moderate Applications.

### **EDU 342 - CURRICULUM AND INSTRUCTION FOR STUDENTS WITH LEARNING AND BEHAVIOR DIFFERENCES (3)**

This course focuses on effective instruction, assessment, and collaboration in academic areas of reading, writing, language and math via Kentucky Academic Standards for children and youth experiencing learning and behavior disabilities. Course content activities include designing lesson plans and academic objectives for IEP's; using RtI models to identify disabilities; analyzing and acting upon assessment data; utilizing effective and research-supported instructional strategies; designing transition strategies for students preparing for alternative settings; and planning effective management of classroom time, space and instruction.

This course presents vital knowledge to assist candidates in passing the required test for Kentucky certification as a teacher of students with learning and behavior disorders (LBD), the PRAXIS Subject Assessment: Special Education: Core Knowledge and Mild to Moderate Applications.

### **EDU 343 - SPECIAL EDUCATION LAW: INCLUSION, COLLABORATION, & COMMUNITY (3)**

This course provides an introduction to the role and responsibilities of the special education teacher in their legal obligation to the exceptional student, parents, and school. Coursework will focus on the terminology, identification, and issues commonly encountered when addressing the needs of diverse students with disabilities. Emphasis will be placed on diversity issues, federal and state legislative mandates pertinent to least restrictive environment, parental involvement and individualized educational plans; and professional practice and foundations in special education. Course addresses the collaborative roles of a multidisciplinary approach to supporting children and youth with disabilities in a diverse society.

### **EDU 344 - DIAGNOSIS/REMEDICATION OF READING AND ACADEMIC DIFFERENCES (3)**

This course provides an overview of the history and its impact on student learning as it relates to reading and other academic differences. Students will survey the design and implementation of reading and academic assessment. They will

practice using data literacy to analyze and diagnose reading and other academic differences. Students will create intervention programs to address identified differences and address specific areas of need. They will understand the intervention process for core through special education and the use of data and intervention for decision making at each stage. Students will analyze how growth areas and individual and family background factors must be synthesized into a view of the whole child to choose non-biased assessment, use data to develop an individualized education plan, and design effective intervention.

### **EDU 345 - SECONDARY EDUCATION LEARNING AND DEVELOPMENT THROUGH THE LIFESPAN P-12 (3)**

This course focuses on student development from early childhood through adulthood and the transition supports needed during the P-12 experience. Developmental themes are discussed in terms of their application to typical and atypical human development in children, adolescents, and young adults. Concepts related to the significant role that transitions play in development throughout the lifespan will be integrated throughout the course. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation are discussed. Topics also include the impact of culture and diversity on learning.

### **EDU 350 - ELEMENTARY WITH SPECIAL EDUCATION PRACTICUM SEMINAR I (2)**

Concurrent Requisite: EDU 351

A seminar integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 350/351 and EDU 359/361 are structured as a two-semester sequence.

### **EDU 351 - ELEMENTARY WITH SPECIAL EDUCATION PRACTICUM FIELD EXPERIENCE I (1)**

Concurrent Requisite: EDU 350

This course provides field experience integrating theory into practice that develops the professional skills in instructional and classroom management. EDU350/351 **and** either EDU362/363 (middle grades) **or** EDU364/365 (secondary) are structured as a two-semester sequence. Teacher candidates will observe, participate, and gain beginning general education and special education experience under the cooperating teacher and the faculty observer.

### **EDU 352 - MIDDLE GRADES WITH SPECIAL EDUCATION PRACTICUM SEMINAR I (2)**

Concurrent Requisite: EDU 353

A seminar integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 352/353 **and** EDU 359/361 **or** EDU 364/365 are structured as a two-semester sequence.

### **EDU 353 - MIDDLE GRADES WITH SPECIAL EDUCATION PRACTICUM FIELD EXPERIENCE I (1)**

Concurrent Requisite: EDU352

Field experience integrating theory into practice that develops the professional skills in instructional and classroom management. The middle grades / special education teacher candidate has a placement of at least 60 hours in each of two consecutive semester placements: EDU353 this semester, and EDU351 (P-5) or EDU355 (8-12) in the spring. Teacher candidates will observe, participate, and gain beginning general education and special education experience under the cooperating teacher and the faculty observer.

### **EDU 354 - SECONDARY WITH SPECIAL EDUCATION PRACTICUM SEMINAR I (2)**

Concurrent Requisite: EDU 355

A seminar integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 354/355 **and** EDU 350/351 **or** EDU352/353 are structured as a two-semester sequence.

### **EDU 355 - SECONDARY WITH SPECIAL EDUCATION PRACTICUM FIELD EXPERIENCE I (1)**

Concurrent Requisite: EDU352

Field experience integrating theory into practice that develops the professional skills in instructional and classroom management. The middle grades / special education teacher candidate has a placement of at least 60 hours in each of two consecutive semester placements: EDU353 this semester, and EDU351 (P-5) or EDU355 (8-12) in the spring. Teacher candidates will observe, participate, and gain beginning general education and special education experience under the cooperating teacher and the faculty observer.

### **EDU 359 - SPECIAL EDUCATION SEMINAR (3)**

This course provides opportunities for students to analyze research in practice. Focusing on designing and applying

knowledge and skills through an in-depth study of selected topics of current interest in special education, particularly in the areas of assessment, planning, instruction, management, collaboration, diversity, assistive technology, and evaluation.

**EDU 361 - ELEMENTARY SPECIAL EDUCATION PRACTICUM FIELD EXPERIENCE (1)**

Concurrent Requisite: EDU359

Field experience integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 359/361 and either EDU 352/353 (middle grades) or EDU 354/355 (secondary) are structured as a two-semester sequence. Teacher candidates will observe, participate, and gain beginning general education and special education experience under the cooperating teacher and the faculty observer.

**EDU 362 - MIDDLE GRADES WITH SPECIAL EDUCATION PRACTICUM SEMINAR II (2)**

Concurrent Requisite: EDU 363

A seminar integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 362/363 (middle grades) and EDU 350/351 (elementary) or EDU 354/355 (secondary) are structured as a two-semester sequence.

**EDU 363 - MIDDLE GRADES SPECIAL EDUCATION PRACTICUM FIELD EXPERIENCE (1)**

Concurrent Requisite: EDU 362

Field experience integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 362/363 and either EDU 350/351 (elementary) or EDU 354/355 (secondary) are structured as a two-semester sequence. Teacher candidates will observe, participate, and gain beginning general education and special education experience under the cooperating teacher and the faculty observer.

**EDU 364 - SECONDARY WITH SPECIAL EDUCATION PRACTICUM SEMINAR II (2)**

Concurrent Requisite: EDU 365

A seminar integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 364/365 (secondary) and EDU 350/351 (elementary) or EDU 352/353 (middle grades) are structured as a two-semester sequence.

**EDU 365 - SECONDARY SPECIAL EDUCATION PRACTICUM FIELD EXPERIENCE (1)**

Concurrent Requisite: EDU 364

Field experience integrating theory into practice that develops the professional skills in instructional and classroom management. EDU 364/365 and either EDU 350/351 (elementary) or EDU 352/353 (middle) are structured as a two-semester sequence. Teacher candidates will observe, participate, and gain beginning general education and special education experience under the cooperating teacher and the faculty observer.

**EDU 407 - STUDENT TEACHING AND SEMINAR (A: P 5, B: 5 9) (12)**

Students will observe, participate, and gain teaching experience under the direction of the cooperating teacher and the supervisor of student teaching. For A: P-5, students will complete two consecutive assignments, each for a half semester, in non-adjacent levels. For B: 5-9, students will complete a full semester assignment.

**EDU 408 - BAES INTERNSHIP & SEMINAR (3-9)**

Concurrent Requisite: EDU 407-A and EDU 407-B

Students will observe, participate, and gain actual educative experience under the direction of the cooperating partner and education faculty.

**EDU 417 - SECONDARY STUDENT TEACHING AND SEMINAR (12)**

Students will observe, participate, and gain actual teaching experience under the direction of the cooperating teacher and the supervisor of student teaching. Students will complete a full semester assignment.

**EDU 418 - STUDENT TEACHING AND SEMINAR: P – 12 (12)**

For students in P – 12 programs, students will observe, participate, and gain actual teaching experience under the direction of cooperating teachers and the supervisor of student teaching. Placements include two of three levels: elementary, middle school, high school. The first of two consecutive assignments last eight weeks; the second, seven weeks.

**EDU 422 - PRINCIPAL CONCEPTS OF ASSESSMENT PRACTICES (3)**

Education majors will learn the skills necessary to design and interpret assessment instruments used in schools to inform

instruction. The course will focus on gathering and preparing pre-assessment data, formative assessment data, summative assessment data, and the feedback process for student learning.

**EDU 425 - INTEGRATIVE SEMINAR (3)**

An examination of educational philosophies, school law and management, and school related social issues. Students will clarify their own attitudes and values.

**EDU 426 - INTEGRATIVE CAPSTONE (3)**

Based in a targeted introduction to research and assessment, the Integrative Capstone involves an inquiry investigation conducted by a BAES student as a capstone to his or her program, a product that reaches beyond the existing curriculum to make an original, relevant, timely contribution to the field being engaged by the student.

**EDU 430 - ELEMENTARY SPECIAL EDUCATION CLINICAL FIELD EXPERIENCE (6-12)**

Teacher candidates will observe, participate, and gain teaching experience under the cooperating teacher and the supervisor of clinical practice. Clinical placements require 75 days in two consecutive placements: 8 weeks in a P-5 placement and 7 weeks in a special education placement.

**EDU 431 - MIDDLE GRADES SPECIAL EDUCATION CLINICAL FIELD EXPERIENCE (6-12)**

Teacher candidates will observe, participate, and gain teaching experience under the cooperating teacher and the supervisor of clinical practice. Clinical placements require 75 days in two consecutive placements: 8 weeks in a middle grades (5-9) placement and 7 weeks in a special education placement.

**EDU 432 - SECONDARY SPECIAL EDUCATION CLINICAL FIELD EXPERIENCE (6-12)**

Teacher candidates will observe, participate, and gain teaching experience under the cooperating teacher and the supervisor of clinical practice. Clinical placements require 75 days in two consecutive placements: 8 weeks in a secondary (8-12) placement and 7 weeks in a special education placement.

**EDU 455 - SPECIAL TOPICS (3)**

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

**PHE 105 - HEALTH AND PHYSICAL EDUCATION (3)**

Prerequisite: EDU 201; admission to the Teacher Education Program

Course will include elements of hygiene, nutrition, application of health knowledge, methods of teaching health, supervision of and participation in physical activities.

**COURSES OF INSTRUCTION: MASTER OF ARTS IN TEACHING**

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**EDM 512 - METHODS OF EFFECTIVE CLASSROOM INSTRUCTION (3)**

In this course students learn about effective classroom methods, instructional strategies with a concentration on applying research-based instruction. Using research-based strategies, students will learn how to design lessons, plan units, align assessments with outcomes, and implement best practices. Students will learn how to address instructional needs of all students and examine data driven decision making in local school districts.

**EDM 515 - CLASSROOM MANAGEMENT AND DISCIPLINE (3)**

This course explores recent research and theory related to planning, organizing, and managing student learning and behavior in the classroom. Candidates will demonstrate effective classroom management and disciplinary teachings and will develop a comprehensive classroom management plan. Requires 15 hours of clinical experience.

**EDM 517 - EXCEPTIONALITIES AND SCHOOLING (3)**

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 - CLASSROOM DYNAMICS (3)**

This course addresses the student's experience and explores patterns of behavior in schools. Candidates are encouraged to self-assess values, attitudes, and dispositions as it relates to the classroom dynamics. Candidates will examine curricular changes necessary to address the needs of all students in today's schools.

### **EDM 520 - TEACHING WRITING AND READING ACROSS THE DISCIPLINES (3)**

This course introduces prospective middle and high school teachers to the theories, practices, and approaches for improving content acquisition (primarily through non-fiction) using literacy strategies. The course focuses on reading and writing best practice, assignment and lesson developments, and strategies for improving understanding through reading and writing.

### **EDM 528 - CURRICULUM DESIGN AND ASSESSMENT (3)**

This course applies principles and strategies for effective middle/secondary teaching. Candidates will study methods of research and assessment including Kentucky's Common Core State Standards and state assessment process. Course content will address varied assessment procedures including testing, measurement, and statistics.

### **EDM 530 - ACTION RESEARCH (3)**

This course emphasizes action research in the classroom. Candidates will be introduced to action research and will apply action research methods in a classroom setting using data collected during the current semester. They will develop a final project to share their research findings.

### **EDM 535 - SUPERVISED TEACHING EXPERIENCE (6)**

This class is designed for MAT candidates in the Traditional Program who are engaged in the student teaching experience. It utilizes a seminar format where candidates share their actual teaching experience and finalize their professional portfolio. Candidates observe, participate, and gain actual teaching experience under the direction of the cooperating teacher and the supervisor of student teaching. Candidates will complete a full semester assignment, which is comprised of 15 weeks, which is a non-paid teaching experience.

### **EDM 536 - MENTORED FIELD EXPERIENCE (3)**

Option 6 candidates who have a teaching position participate in this class which utilizes a seminar format. Candidates will be mentored by an experienced teacher who will model and demonstrate effective skills in working with students, serve as a mentor/coach, and assist TMU faculty in monitoring the progress of the candidate's teaching skills.

### **EDM 537 - PROFESSIONAL SEMESTER AND CAPSTONE (3)**

Candidates will be mentored by an experienced teacher who will model and demonstrate effective skills in working with students, serve as a mentor/coach, and assist TMU faculty in monitoring the progress of the candidate's teaching skills using the STOT instrument. This section of Mentored Teaching occurs during the last semester of the program for Option 6 candidates and provides additional time with an experienced MAT faculty member to reflect upon their teaching experience and to practice effective teaching strategies. After candidate completion of a course in action research (EDM 530), candidates will apply their action research plans to their respective placements and track progress throughout the semester.

## COURSES OF INSTRUCTION: MASTER OF EDUCATION IN EDUCATION LEADERSHIP

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### **EDL 675 Foundations and Principles of Leadership (PSEL 1)**

This course is designed to introduce the concepts of leadership theory and research in school leadership focused on ethical, equity-driven decision making and practice. The course will explore processes and tools for assessing leadership strengths and growth areas. This is an introductory course that establishes the exploration of scholarly works and systematic inquiry that will be utilized in the Educational Leader Program.

### **EDL 676 Ethics for Leaders (PSEL 2)**

This course is designed to ensure effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Students will examine professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. (Additionally, professional ethics will be integrated, discussed and applied in each course relevant to the course content of each course.)

### **EDL 677 Restorative Leadership for School Leaders (PSEL 3)**

This course is designed to explore equity of educational opportunity, stakeholder engagement and restorative practices to promote each student's academic success and well-being. Students will examine policy. Aspiring school leaders will examine matters of relationships, empathy, and responsibility in all aspects of leadership.

### **EDL 678 Instructional Supervision and Resource Management (PSEL 5, 6, 7, 9)**

This course is designed to explore the fundamentals of school leadership that support the professional capacity and practice of school personnel and the cultivation of an inclusive, caring, and supportive school community. The instructional aspects of school administration and the roles and responsibilities of managing resources; organization, problems, principles, and techniques of improving in-service training for teachers will be examined through field experience assignments.

### **EDL 679 School and Community Engagement and Field Experience (PSEL 8)**

This course is designed to explore how to engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. The field experience will include the application of identifying processes to create and foster a strong and healthy relationship between the school and both internal and external community stakeholders.

### **EDL 680 School Law and Policy (PSEL 2, 9)**

This course is designed to examine local, state, and federal laws, rights, and regulations that govern school and district policy that promote student success.

### **EDL 681 Curriculum, Instruction, and Assessment and Field Experience (PSEL 4)**

This course is designed to examine the development, support and implementation of intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. The field experience will provide aspiring school leaders with course embedded assignments that allow them to analyze available tools to monitor and improve the alignment and implementation of these systems to promote academic success for all students.

### **EDL 682 Developing a Culture of School Improvement and Field Experience (PSEL 1, 10)**

This course is designed to support effective educational leaders as they develop, advocate, and enact a shared mission, vision, and core values of high-quality education as part of a school's continuous improvement planning process. Aspiring school leaders will explore leading school improvement by using data and collaborating with others to identify problems of practice, set direction, develop people, and redesign organizational structures to ensure success for all students.

### **EDL 683 Finance for School Leaders and Field Experience (PSEL 9)**

This course is designed to support the understanding, application and analysis of the funding and management of fiscal resources in schools. Students will learn how schools and districts acquire and manage fiscal resources to support and manage operations, curriculum, instruction, and assessment; student learning, staffing and professional educator learning. The field experience will provide aspiring school leaders with course embedded assignments that allow them to analyze available tools used to create, sustain and manage school and district budget processes.

### **EDL 684 Educational Leadership Capstone**

This course is designed to be the culminating learning experience of the Educational Leader Program. Students will utilize research skills to explore and examine theory and evidence-based practice in schools and districts. Students are required to present their findings to a panel of university faculty and school leaders.

## **COURSES OF INSTRUCTION: EDUCATION SPECIALIST IN EDUCATION LEADERSHIP**

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### **EDS 775 Foundations and Principles of Leadership (PSEL 1)**

This course is designed to introduce the concepts of leadership theory and research in school leadership focused on ethical, equity-driven decision making and practice. The course will explore processes and tools for assessing leadership strengths and growth areas. This is an introductory course that establishes the exploration of scholarly works and systematic inquiry that will be utilized in the Educational Leader Program.

### **EDS 776 Ethics for Leaders (PSEL 2)**

This course is designed to ensure effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Students will examine professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. (Additionally, professional ethics will be integrated, discussed and applied in each course relevant to the course content of each course.)

### **EDS 777 Restorative Leadership for School Leaders (PSEL 3)**

This course is designed to explore equity of educational opportunity, stakeholder engagement and restorative practices to promote each student's academic success and well-being. Students will examine policy. Aspiring school leaders will examine matters of relationships, empathy, and responsibility in all aspects of leadership.

### **EDS 778 Instructional Supervision and Resource Management (PSEL 5, 6, 7, 9)**

This course is designed to explore the fundamentals of school leadership that support the professional capacity and practice of school personnel and the cultivation of an inclusive, caring, and supportive school community. The instructional aspects of school administration and the roles and responsibilities of managing resources; organization, problems, principles, and techniques of improving in-service training for teachers will be examined through field experience assignments.

### **EDS 779 School and Community Engagement and Field Experience (PSEL 8)**

This course is designed to explore how to engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. The field experience will include the application of identifying processes to create and foster a strong and healthy relationship between the school and both internal and external community stakeholders.

### **EDS 780 School Law and Policy (PSEL 2, 9)**

This course is designed to examine local, state, and federal laws, rights, and regulations that govern school and district policy that promote student success.

### **EDS 781 Curriculum, Instruction, and Assessment and Field Experience (PSEL 4)**

This course is designed to examine the development, support and implementation of intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. The field experience will provide aspiring school leaders with course embedded assignments that allow them to analyze available tools to monitor and improve the alignment and implementation of these systems to promote academic success for all students.

### **EDS 782 Developing a Culture of School Improvement and Field Experience (PSEL 1, 10)**

This course is designed to support effective educational leaders as they develop, advocate, and enact a shared mission, vision, and core values of high-quality education as part of a school's continuous improvement planning process. Aspiring school leaders will explore leading school improvement by using data and collaborating with others to identify problems of practice, set direction, develop people, and redesign organizational structures to ensure success for all students.

### **EDS 783 Finance for School Leaders and Field Experience (PSEL 9)**

This course is designed to support the understanding, application and analysis of the funding and management of fiscal resources in schools. Students will learn how schools and districts acquire and manage fiscal resources to support and manage operations, curriculum, instruction, and assessment; student learning, staffing and professional educator learning. The field experience will provide aspiring school leaders with course embedded assignments that allow them to analyze available tools used to create, sustain and manage school and district budget processes.

### **EDS 784 Educational Leadership Capstone**

This course is designed to be the culminating learning experience of the Educational Leader Program. Students will utilize research skills to explore and examine theory and evidence-based practice in schools and districts. Students are required to present their findings to a panel of university faculty and school leaders.

### **EDS 785 Special Education for Supervisors (PSEL 3)**

This course is designed to examine legal policies and ethical standards that govern school and district practice for students with exceptionalities. Areas of concentration include, individual education programs, admissions and release committees, assessment, and progress monitoring for school leaders.

### **EDS 786 School Law and Policy for School Leaders 2 (PSEL 3, 9)**

This course is designed to examine local, state, and federal laws, rights, and regulations that govern school and district policy focused on the education and success of special student populations.

### **EDS 787 Educational Leadership Internship and Reflective Practice Seminar PSEL 1-10)**

This this course students will participate in an internship and reflective practice seminar exploring and discussing the application of all PSEL Standards and build upon their research from all coursework to complete the following: white paper or a scholarly article for submission to a peer reviewed journal; an executive summary; an oral defense of the research to a panel of university and school / district administrators.

## **COURSES OF INSTRUCTION: ENGLISH**

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

Second Century Inner Core: English 150

A reading and writing intensive course topical in nature, with multiple topics offered each semester. The course invites students to explore literature as a meaningful and complex expression of human experience. Students will learn to identify literary strategies and to articulate critical issues raised by texts. An integral component of the course will be a research essay incorporating MLA format.

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

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

### **ENG 212 - ADOLESCENT LITERATURE FOR TEACHERS (3)**

Core Area: Upper-Level English

A reading- and writing-intensive course focusing on developing strategies for reading and analyzing adolescent literature, and for teaching such material in middle school contexts with a strong focus on pedagogical strategies and curricular development. \*This course is required for Education Middle School majors with an English-Communication teaching specialty. Due to the emphasis on pedagogy, this course is not recommended for students fulfilling English core requirements. Cross-listed as EDU 212.

### **ENG 240 - LITERATURE AND FILM (3)**

Second Century Inner Core: Upper-Level English

Students will study how to read a film, with particular emphasis on the art of translation of novels into films. Students explore the relationship between two highly developed art forms (especially in terms of artistic elements, authorial/cinematic approaches to content, and cultural and societal impact), through critical reading/viewing.

### **ENG 250 - EXPLORING TRENDING TITLES**

Second Century Inner Core: Upper-Level English

This course provides a more singular experience for students who have just completed ENG 150 by 1) providing a study of "Great Books" of our times to explore literature as a meaningful and complex expressions of the human experience and 2) build upon critical thinking, research and writing skills.

### **ENG 255 - SPECIAL TOPICS (3)**

Writing-intensive topical literature courses will be offered under this number as English electives.

### **ENG 255CW - SPECIAL TOPICS: CREATIVE WRITING (3)**

#### **Core Area: Upper-Level English or Fine Art**

Creative writing courses will be offered under this number as English electives.

### **ENG 295 - THE LITERARY STUDIO (3)**

Core Area: Upper-Level English

Course Requirement: English or English-Secondary Education students.

A course taken during the first-year. Students will develop multiple strategies for reading and interpreting a variety of texts; analyze styles, genres, themes, trends, and rhetorical devices that writers utilize; 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. A portion of the course will incorporate career-research and feature targeted interactions with English alums.

### **ENG 298 - ENGLISH INTERNSHIP (variable credit)**

An on- or off campus experience, often in a business, usually in a position requiring the use of written communications or research skills.

### **ENG 300 - INDEPENDENT STUDY (3)**

Independent study courses are student initiated and based on interest and ability with direct supervision of an English Department faculty member. Topics may include writing, creative writing, linguistics, or literature.

### **ENG 301CW - POETRY (3)**

Second Century Inner Core: Fine Art

Core Area: Upper-Level English or Fine Art

This workshop style course offers students the opportunity to refine and develop writing, primarily with regard to the genre of poetry. Because becoming a better writer requires mastering technique, students will work to develop a critical awareness of traditional and/or experimental poetic techniques by studying the works of a broad range of published authors. As the semester progresses, students will continue to build and apply poetic technique as they submit works-in-progress and participate actively in poetry critique/workshop sessions. Ultimately, the course offers students an opportunity to understand themselves as young artists in critical dialogue with each other and the communities for whom they write.

### **ENG 302CW - FICTION (3)**

Second Century Inner Core: Fine Art

Core Area: Upper-Level English or Fine Art

This workshop-style course offers students the opportunity to refine and develop writing, primarily with regard to the genre of fiction. Because becoming a better writer requires mastering technique, students will work to develop a critical awareness of traditional and/or experimental fictional techniques by studying the works of a broad range of published authors. As the semester progresses, students will continue to build and apply fictional technique and they submit works-in-progress and participate actively in fiction-based critique/workshop sessions. Ultimately, the course offers students an opportunity to understand themselves as young artists in critical dialogue with each other and the communities for whom they write.

### **ENG 303CW - NON-FICTION (3)**

Second Century Inner Core: Fine Art

Core Area: Upper-Level English or Fine Art

This workshop style course offers students the opportunity to refine and develop writing, primarily with regard to the genre of creative non-fiction and the subgenres classified as such: memoir writing, travel writing, sports writing, essay writing, etc. Because becoming a better writer requires mastering technique, student will work to develop a critical awareness of traditional and/or experimental creative non-fiction techniques by studying the works of a broad range of published authors. As the semester progresses, students will continue to build and apply fictional technique as they submit works-in-progress and participate actively in non-fiction-based critique/workshop sessions. Ultimately, the course offers students an opportunity to understand themselves as young artists in critical dialogue with each other and the communities for whom they write.

### **ENG 304CW - DIGITAL WRITING AND PERSONAL “BRAND BUILDING” (3)**

Second Century Inner Core: Fine Art

Core Area: Upper-Level English or Fine Art

This course offers students the opportunity to explore key concepts in digital literacy. Workshop-focused sessions will provide students with an opportunity to practice skills needed to compose creative documents for professional pathways. Active participation in critique/workshop sessional will allow students an opportunity to strengthen and polish documents to promote career readiness. Ultimately, the course offers students an opportunity to understand themselves as young artists in critical dialogue with each other and the communities for whom they write.

### **ENG 305CW - WRITING SCRIPTS (3)**

Second Century Inner Core: Fine Art

Core Area: Upper-Level English or Fine Art

This workshop style course offers students the opportunity to refine and develop writing, primarily with regard to the development of script as it is featured in playwriting, screenwriting, or game, an emerging genre referred to as “ludic” writing. Because becoming a better writer requires mastering technique, students will work to develop a critical awareness script techniques by studying the works of a broad range of writer. As the semester progresses, students will continue to build and apply technique as they submit works-in-progress and participate actively in critique/workshop sessions. Ultimately, the course offers students an opportunity to understand themselves as young artists in critical dialogue with each other and the communities for whom they write.

### **ENG 311 - GENRES AND PERIODS (3)**

Second Century Inner Core: Upper-Level English

A reading and writing intensive course, ENG 311 builds upon the critical thinking, research and writing initiated in ENG 105. Emphasis in this course will be, as indicated by the title, on texts from a particular time period or genre (e.g. a study of science fiction or gothic literature or even a student of a particular period of the literary canon such as the Elizabethan period or the Romantic period.) Student will read textual selections closely to appreciate the use of various literary elements and to engage in meaning-making. In addition, students should expect to contemplate the attributes that make literature important and aesthetically impactful in the 21<sup>st</sup> century. Writing assignments will include a range of essays, formal and informal, and include one of more research projects in which students apply and demonstrate mastery of an academic documentation format.

### **ENG 312 - ALTERNATIVE AND DIVERSE VOICES (3)**

Second Century Inner Core: Upper-Level English

A reading and writing intensive course, ENG 312 builds upon the critical thinking, research and writing skills initiated in ENG 150. Emphasis in this course will be, as indicated by the title, on literature characterized as not-traditionally considered canonical (i.e. ranging from any configurations of literature produced by a geocultural “other” such as “Southern” literature, “Appalachian” literature, “Caribbean” literature or even “Latinx” literature to literature characterized by social or political protest such as “Postcolonial” literature, or various adumbrations of “emerging Voices” literature.) Students will read textual selections closely to appreciate the use of various literary elements and to engage in meaning-making. In addition, students should expect to contemplate the attributes that make literature important and aesthetically impactful in the 21<sup>st</sup> century. Writing assignments will include a range of essays, formal and informal, and include one or more research projects in which students apply and demonstrate mastery of an academic documentation format.

### **ENG 313 - IDENTITY AND RELATIONSHIPS (3)**

Second Century Inner Core: Upper-Level English

A reading and writing intensive course, ENG 313 builds upon the critical thinking, research and writing skills initiated in ENG 150. Emphasis in this course will be, as indicated by the title, on literature that explores identity-formation as well as the individual’s relationship(s) with other, particularly across the interstices of race, class, gender and sexuality. Students will read textual selections closely to appreciate the use of various literary elements and to engage in meaning-making. In addition, students should expect to contemplate the attributes that make literature important and aesthetically impactful in the 21<sup>st</sup> century. Writing assignments will include a range of essays, formal and informal, and include one or more research projects in which students apply and demonstrate mastery of an academic documentation format.

### **ENG 314 - DRAMATIC LITERATURE (3)**

Second Century Inner Core: Upper-Level English

A reading and writing intensive course, ENG 314 builds upon the critical thinking, research and writing skills initiated in ENG 150. Emphasis in this course will be, as indicated by the title, on dramatic literature. More particularly, students will explore plays categorized by one or more sub-genres, authors or periods. The collection of plays covered in this course will help students to appreciate dramatic literature as a living artifact – one that may serve to commemorate a particular movement/achievement, to unite diverse audiences, to question social norms, to galvanize citizenry to realize political change or to merely delight and entertain. Possible focus areas for the course include the student of a particular classification of dramatic writing (i.e., “Comedy,” “Tragedy,” or “History” plays) or more specialized courses on the range of plays by a particular author (i.e., Henrik Ibsen or Tennessee Williams) or period-based classifications of drama (i.e. Shakespeare/Elizabethan or Twentieth Century Realism and Expressionism).

Students will read textual selections closely appreciate the use of various literary elements and to engage in meaning-

making. In addition, students should expect to contemplate the attributes that make literature important and aesthetically impactful in the 21<sup>st</sup> century. Writing assignments will include a range of essays, formal and informal, and include one or more research projects in which students apply and demonstrate mastery of an academic documentation format.

### **ENG 315 - LITERARY MYTH (3)**

Second Century Inner Core: Upper-Level English

A reading and writing intensive course, ENG 315 builds upon the critical thinking, research and writing skills initiated in ENG 150. Emphasis in this course will be, as indicated by the title, on the study of literary myths, material that is believed to wield an influence on belief and behavior across the ages. The focus of this course may be on classical myth, with some attention to the origins and cultural significance of the myth; alternately, the course might feature a blend of the study of classical myths in modern writing. Still yet, the course might focus on the role of myth in “fairy” tales or even the role of myth in popular contemporary texts. Ultimately, this course will provide students with a foundation for appreciating the kinds and functions of myth and major mythic archetypes and themes.

Consonant with the other courses in the 300+ literary-based courses, students will read textual selections closely to appreciate the use of various literary elements and to engage in meaning-making. In addition, students should expect to contemplate the attributes that make mythic literature important and aesthetically impactful. Writing assignments will include a range of essays, formal and informal, and include one or more research projects in which students apply and demonstrate mastery of an academic documentation format.

### **ENG 316 - THE EXAMINED LIFE: ETHICAL AND MORAL QUESTIONS IN LITERATURE (3)**

Second Century Inner Core: Upper-Level English

A reading and writing intensive course, ENG 316 builds upon the critical thinking, research and writing skills initiated in ENG 150. As Socrates is believed to have stated, “The unexamined life is not worth living.” ENG 316 is a course designed to provide students with the literacy exploration that Socrates himself might have endorsed as a pathway for the pursuit of truth and wisdom: in this course, students study poems, short stories, drama and/or novels with the intention of probing both the literary merit of these texts and the ethical and moral questions embedded within them.

Consonant with the other courses in the 300+ literary-based courses, students will read textual selections closely to appreciate the use of various literary elements and to engage in meaning-making. In addition, students should expect to contemplate the attributes that make mythic literature important and aesthetically impactful. Writing assignments will include a range of essays, formal and informal, and include one or more research projects in which students apply and demonstrate mastery of an academic documentation format.

### **ENG 355 - SPECIAL TOPICS (3)**

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

### **ENG 395 - EXPERIENTIAL LEARNING PRACTICUM (3)**

Recommended prerequisite: ENG 150 or equivalent

Co-Requisite (must be completed prior to at the same time): ENG 200+

This course offers students traditional *academic work, professional training and supervised experience* to fulfill the **Experiential Learning (EL)** requirement. In addition to project-based work, students will generate reflective writing as an integral component of the learning process. Primary focus areas for the practicum include the following: 1) the development of marketing materials for programs and events\*, 2) hands-on experience related to the editing/publishing of literary journals such as the department’s literary magazine *Words*, and 3) an exploration of the current principles and strategies for working with diverse writers and assignments in a variety of contexts to support Writing Center work. Student project development may vary according to student interest and will be assessed as a portfolio of project(s) as well as metawriting about the project(s) from start to completion.

\*“Programs and Events” may include internal promotional materials (hard copy and digital) related to campus resources, speakers, campaigns, etc.

### **ENG 400 - INDEPENDENT STUDY (3)**

Independent study credit is offered when students wish to explore a specific issue of English literature or writing that falls outside the parameters of the established departmental curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

### **ENG 401CW – ADVANCED CREATIVE WRITING (3)**

Prerequisite: ENG 301CW or ENG 302CW

An opportunity to continue development of creative writing begun in ENG301CW. This advanced, multi-genre course will enable students who are majors/minors to sharpen and strengthen creative applications.

### **ENG 495 - SENIOR SEMINAR (3)**

Recommended prerequisite: ENG 295

Co-Requisite (must be completed prior to at the same time): ENG 395

Consistent with the goals of the English Department and the University's core curriculum, the purpose of Senior Seminar is to provide a capstone experience for the major so that students have the opportunity to synthesize the range of skills developed across literary studies and creative writing courses. The final artifact produced in this class is the portfolio project; through the successful completion of the portfolio, students create a bridge into professional lives as writers, artists, scholars, editors and content creators. This revised course (formerly ENG 405) also offers students practical exercises for career-readiness including the crafting of a LinkedIn profile, a cover letter and/or statement of intent for graduate school, and personal "brand-building" for a range of media.

\*The portfolio element is a graduation requirement, and will be assessed by all English faculty. It must be considered "passing" prior to a student's graduation.

### **ENG 455 - ADVANCED SPECIAL TOPICS (3)**

Core Area: Upper-Level **English**

An intense, focused study of a topic of special interest to the faculty, usually requiring extensive reading and research.

### **ENG 455CW - ADVANCED SPECIAL TOPICS: CREATIVE WRITING (3)**

Core Area: Upper-Level English or Fine Art

An intense, focused study of a topic of special interest to the faculty.

## **COURSES OF INSTRUCTION: ENVIRONMENTAL SCIENCE**

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### **ENV 214 - ENVIRONMENTAL SCIENCE (4)**

#### **ENV 214L - ENVIRONMENTAL SCIENCE LABORATORY**

Core Area: Natural Science - Biology, Natural Science - Lab

Course requirement: Environmental Science majors

The core course for environmental science majors, which provides an interdisciplinary approach to the study of human impacts on local, regional, national, and global environments. Both the lecture and laboratory work stress solutions to environmental problems. Laboratory techniques and survey of literature basic to further study in environmental science are emphasized.

### **ENV 215 - CURRENT TOPICS AND METHODS IN ENVIRONMENTAL SCIENCE (3)**

Prerequisite: BIO 101, BIO 102

Designed to review the broad range of topics that fall under the field of environmental science. Further, the course covers basic experimental design and sampling methods in the field of environmental science. It complements ENV 214 and combines ideas from the natural sciences (biology, chemistry, and geology) and the social sciences (economics, politics, and ethics) to obtain a general notion of how natural systems function and what our role in these systems should be ENV 255 - SPECIAL TOPICS (3)

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

### **ENV 316 - ENVIRONMENTAL GEOSCIENCES (3)**

Prerequisite: BIO 101, BIO 102; ENV 214

A study of the natural processes that have shaped the Earth, including those that occur in the Earth, on its surface, and within the atmosphere and oceans. The study of how humans interact with these processes; i.e. the impact of human activities on the environment and the environment's impact on human activities. The study of how human activities modify the natural environment, including pollution, global warming, water resources, soils, and mineral resources. The study of geologic time as it relates to human time scales vs. the rates of geologic processes and how these different time frames affect our perception of human influence on the earth.

### **ENV 400 - INDEPENDENT STUDY AND RESEARCH (1-4)**

Students can earn credit in an independent study supervised by a departmental faculty member. This course is recommended for juniors and seniors.

## **COURSES OF INSTRUCTION: ORGANIZATIONAL LEADERSHIP**

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### **ORG 115 - INTRODUCTION TO LEADERSHIP PRACTICES (3)**

This course introduces the core elements that comprise leadership, the internal workings of the organization from a leadership perspective, and in-depth review of the major concepts, elements, and terminology of leadership. Students will engage in discussions and review of current literature pertaining to leadership and ethical behaviors.

### **ORG 150 PEER LEADERSHIP (1)**

The Peer Leadership course is a collaborative effort within the Institute for Organizational Management and Ethical Leadership and Interdisciplinary Studies in conjunction with the First Year Experience course. This course is designed as a practical experience for students who serve as a peer leader for the First Year Experience course. Cross-listed with FYE 250.

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

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

### **ORG 210 - PRACTICUM (1)**

Course Requirement: Sophomore standing

This one-credit practicum will prepare students to engage ethical leadership with a more in-depth perspective and understanding.

### **ORG 230 - LODGING OPERATIONS AND RESORT OPERATIONS (3)**

Prerequisite: ACC 101

Examines the day to day operation of a lodging facility including the systems necessary in today's fast paced business environment. Topics covered include reservations, front office reservations, managing the guest experience, hotel accounting, security, safety and housekeeping, as well as issues related to coordination with other hotel departments.

### **ORG 250 - LOGISTICS (3)**

Operational issues, management techniques and technology applied to distribution operations. Focus is on the integration of logistics operations of all firms within the supply chain. This course will cover the management of commercial air, truck, rail and water transportation, including the history of transportation, regulation, Department of Transportation (DOT) guidelines, tariffs, hazardous materials handling, routing and warehousing.

### **ORG 255 - SPECIAL TOPICS (3)**

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

### **ORG 270 - MEETING AND CONVENTION PLANNING (3)**

Overview of the meeting and conventions industry from both supplier and buyer sides will be explored. The course will investigate venues and terminology as well as the management necessary to orchestrate successful group functions. This course will discuss the roles of convention and visitors bureaus, destination management companies, service contractors and accommodations.

### **ORG 302 - ETHICAL LEADERSHIP BIOGRAPHY (3)**

Biographies provide an opportunity to examine ethical leadership, or the lack thereof, in real-world scenarios. This course examines public figures and the decisions they make within an ethical framework. Additionally, the leadership styles of the figures studied will be analyzed.

### **ORG 315 - LEADING CHANGE (3)**

Prerequisite: ELS 115

Every organization needs individuals who are able to lead change. The purpose of this course is to educate students in the skills and knowledge needed to lead organizational change. Students will be required to complete an organizational change initiative.

**ORG 325 - LEADERSHIP AND IDENTITY (3)**

Identity information is a building block for leadership style and growth. This course will examine cultural constructs and intersectionality connected to identity formation. Students will have the opportunity to reflect on their own identity formation with particular emphasis on personal values and leadership style.

**ORG 330 - REVENUE MANAGEMENT (3)**

Prerequisite: ELS 230; CIS 111

Overview of revenue management for the hotel industry including both the analytical skills and the practical techniques used in the industry today. Hotel revenue management is a systematic process for the purpose of increasing revenue by monitoring demand and apply appropriate selling strategies to a perishable product.

**ORG 350 - SUPPLY CHAIN MANAGEMENT (3)**

Prerequisite: ELS 250

Focuses on all facets of supply chain management including customer service, business to business e-commerce, location analysis, and just-in-time inventory systems.

**ORG 355 - SPECIAL TOPICS (3)**

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

**ORG 370 - EVENT AND MEETING OPERATIONS (3)**

Prerequisite: ELS 270

This course deals with the issues and topics necessary for the management of meetings and conventions. Topics of discussion will include meeting site selection, planning functions, program planning, budgeting, housing, food and beverage arrangements, transportation, and actual management of the event as it unfolds. Evaluation of the event and venue will also be discussed.

**ORG 390 - INTERNSHIP (1-3)**

Course Requirement: Junior Standing, 2.5 or higher cumulative G.P.A.

This course provides the student the opportunity for practical application of skills and concepts discussed in class in a real-world setting. Student will assist in developing unique learning objectives that relate to their career goals. The project for this internship will concentrate on problem solving and critical thinking. The internship must be arranged during the semester prior to enrollments and must be approved by the supervising faculty and program director. Repeatable.

**ORG 420 - STRATEGIC LEADERSHIP (3)**

Prerequisite: ELS 115, ELS 315

The formulation, implementation, and evaluation of strategy in an important process that is critical to organizational success. Strategic leadership and specific course topics are addressed in a capstone format that promotes synthesis of previous courses.

**ORG 430 - LODGING SIMULATION (3)**

Prerequisite: ELS 330

Provides students with a managerial view of the lodging industry. The student will be exposed to the unique characteristics of managing a service-based lodging product that is delivered by a diverse employee profile as well as an equally diverse consumer profile. Fundamentally the course will develop an understanding of the human as well as financial and operational operations of a lodging firm and the decisions necessary to promote value creation. Some of the operational analysis will be achieved through simulation.

**ORG 450 - QUALITY PRINCIPLES IN LOGISTICS (3)**

Prerequisite: ELS 350

Review and study of Quality principles ranging from a history up to modern quality practices such as six sigma. Key issues will be explored including international standards such as ISO Quality Management Systems. Specific quality tools will be discussed. It will bridge fundamental subject areas such as strategy, organization, human factors and the need for data to make quality decisions.

**ORG 455 - SPECIAL TOPICS (3)**

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

**ORG 470 - TRADE SHOW OPERATIONS (3)**

Prerequisite: ELS 370

Covers the management of tradeshow and exhibitions, including design construction and execution. Logistics and management of the show itself will also be discussed along with risk management and current issues facing the industry. The topic will be examined from both a facility, planner and trade show manager's perspective as well as the benefits and value of the use of trade shows in marketing today.

**ORG 600 - FOUNDATION AND PRINCIPLES OF LEADERSHIP (3)**

Understanding the foundation and basic principles of leadership as an academic discipline is necessary for the application of ethical leadership. This course is the groundwork for further study in leadership.

**ORG 610 - GLOBAL LEADERSHIP (3)**

Prerequisite: ELS 600

This course examines leadership from a global perspective with a focus on the role culture plays in leadership formulation.

**ORG 620 - LEADERSHIP IN CULTURE AND ORGANIZATIONAL CHANGE (3)**

Prerequisite: ELS 600

Consulting and leading change are critical aspects of leadership. This course teaches students the skills needed to effectively design an efficient organization.

**ORG 630 - ETHICS FOR LEADERS (3)**

Prerequisite: ELS 600

This course will clarify major terms in ethical debate as well as a broad range of ethical theories, examining especially their strengths and weaknesses. Particular emphasis will be given to understanding how leaders influence the ethical thought and behavior of their followers. Cases will be explored to build the students' ethical imagination and ethical voice in confronting the challenges leaders face in a variety of groups and organizations.

**ORG 640 - STRATEGIC LEADERSHIP IN THE 21<sup>ST</sup> CENTURY (3)**

Prerequisite: ELS 600

Strategic Planning focuses on the formulation, implementation, and evaluation of an organization's planning process. Special attention is paid to the leader's role in the process.

**ORG 645 - LEADING HIGH PERFORMING TEAMS (3)**

Prerequisite: ELS 600

Teamwork is an essential component of organizational life. This class focuses on the skills, behavior, and personal development needed to effectively lead high performance teams.

**ORG 660 - NON-PROFIT LEADERSHIP (3)**

Prerequisite: ELS 600

This course examines the skills required to effectively lead non-profit organizations. Special attention will be paid to strategy, fundraising, volunteer services, and mission and vision statements. An overview of financial tools to support operations will be explored.

**ORG 665 - RESEARCH METHODS (3)**

Prerequisite: ELS 600

Research methods will focus on a variety of skills needed to effectively conduct quantitative and qualitative research. The course will culminate with a significant research project designed in consultation with the student's faculty/employer input.

**ORG 670 - ORGANIZATIONAL TECHNOLOGY (3)**

Prerequisite: ELS 600

Technological advances impact almost every aspect of daily life. Leaders (students) must understand technology and how it can be used to benefit organizations. This course examines the role technology plays in organizational growth and message dissemination while improving organizational efficiency.

### **ORG 680 - LEADERSHIP TRAINING AND DEVELOPMENT (3)**

Prerequisite: ELS 600

Organizations need competent and committed employees. Training and professional development are necessary aspects of continuous improvement within organizations. This course examines training and development techniques within a leadership framework.

### **ORG 690 - LEADING A DIVERSE WORKFORCE (3)**

Prerequisite: ELS 600

A diverse workforce is needed for an organization to maximize its potential. This course examines the impact a leader can have on diversity within an organization. A review of the diversity climates and their impact on the workplace environment will be examined and critiqued.

### **ORG 700 - LEADERS ROLE IN THE DESIGN OF QUALITY PRACTICES AND PROJECTS (3)**

Prerequisite: ELS 600

The capstone course provides an opportunity for students to conduct an employer-based research project and presentation or a faculty approved program initiative involving elements and functions of a dynamic leadership program. This should be taken in the student's last term.

## **COURSES OF INSTRUCTION: EXERCISE SCIENCE**

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### **EXS 105 - FOUNDATIONS OF EXERCISE SCIENCE (3)**

This course introduces the student to various workplace settings as well as the various certification and licenses available in the health and fitness industry. In addition, this course will provide an introduction to exercise program design through review of general principles for designing exercise programs.

### **EXS 150 - SCIENCE FOR SOCIETY - HEALTH AND WELLNESS (4)**

Second Century Inner Core: Natural Science Lecture and Lab

Core Area: Natural Science - Exercise Science

This course is designed to assist students when making intelligent, evidence-based, decisions that support an optimal level of wellness. Emphasis will be placed on the wellness in society looking at concept of physical activity, nutrition, self-esteem, and stress management. These concepts will be discussed from a pseudoscience, historical, and scientific, peer-reviewed, method locally, regionally, nationally, and globally perspective. A lab component is included.

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

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

### **EXS 205 - FOUNDATIONS OF SPORTS MANAGEMENT (3)**

This class emphasized the key concepts and issues in various disciplines of the athletic/sports industry, and the relationship between areas of the athletic/sports industry. The course will investigate financial, ethical, marketing and legal management principles and apply those topics to amateur, professional, and lifestyle sports settings.

### **EXS 210 – ORTHOPEDIC SKELETAL ANATOMY AND RADIOLOGY FOR ORTHOPEDIC TECHNOLOGY (3)**

This course will examine the musculoskeletal system in relationship to positioning for casting, and x-ray imaging. Students will learn the muscular system, skeletal system, body movements, fracture types and x-ray technology.

### **EXS 215 - ORTHOPEDIC CASTING TECHNIQUES FOR THE ORTHOPEDIC TECHNOLOGIST (3)**

Prerequisite: EXS 210

Orthopedic casting techniques allows students to demonstrate the basic casting skills necessary to function independently in the cast room. The course focuses on proper technique and safe use of casting application materials and removal instrumentation.

### **EXS 220 - FOUNDATIONS OF SPORTS NUTRITION (2)**

This course introduces the functions of major nutrients and food sources of each. The course content includes principles of caloric, energy balance, and food choice.

### **EXS 224 - SPORT NUTRITION (3)**

Prerequisite: EXS 220

This course covers the main aspects of nutrition as related to exercise and physical performance. These include the energy systems in exercise, nutritional aspects of substrate utilization (digestion, absorption, metabolism, etc.), assessment of nutritional needs and diet modification. Dietary development for weight loss, body composition changes and performance will be covered from a nutritional view.

### **EXS 250 - KINESIOLOGY (3)**

This course provides the student with an understanding of the human musculoskeletal system's anatomy and kinetic function. Laws of mechanics are discussed as well as the application of physics to the movement of the human body.

### **EXS 255 - SPECIAL TOPICS (3)**

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

### **EXS 260 - MOTOR LEARNING AND BEHAVIOR (3)**

Prerequisite: EXS 250

This course combines the elements of motor learning and behavior. Students will learn how motor skills are acquired, controlled, and developed.

### **EXS 301 - SPORTS PUBLIC RELATIONS (3)**

The foundation of this course is to provide students with a first-hand experience of the dynamics of the working environment in the world of sports, and to provide them with an insight into the critical nature of sports public relations at the high school, amateur, professional and collegiate level. There are many varied facets that comprise sports public relations, and the goal is to give the students a broad overview of what's required of today's sports public relations professional and to teach them practical skills that they can utilize in the workplace.

### **EXS 305 - SPORT VENUE MANAGEMENT (3)**

This course is designed to allow students to understand planning and managing different types of sports facilities. Topics include understanding the complexity of conceptualizing, constructing, promoting, managing and maintaining modern sports stadiums, arenas, domes, and multi-purpose facilities. This will include all areas of current issues of sports venue management.

### **EXS 310 - PRINCIPLES OF BIOMECHANICS (4)**

Prerequisite: EXS 250 or BIO 211, MAT 124 or higher

This course introduces students to concepts of mechanics as they apply to human movement, particularly those pertaining to exercise, sport, and physical activity. The student should gain an understanding of the mechanical and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective.

### **EXS 315 - ADVANCED TREATMENT OF FRACTURES (3)**

Prerequisite: EXS 215

Orthopedic casting techniques allows students to demonstrate advanced casting skills needed in the case of emergency care situations. Examples include, but are not limited to, club foot, traction, post-surgical, and body casts.

### **EXS 320 - BIOMECHANICS (4)**

Prerequisite: PHY 121 and PHY 121L

Students in this course will use qualitative and quantitative analysis to understand the biomechanics of human movement. This course will focus on biomechanics in sports and how biomechanical evaluation can improve performance and prevent injuries. Through the use of videos, laboratory equipment and personal observations, students will learn to apply mathematical equations to various sports skills to develop an understanding of how the laws of physics affect performance. Linear and angular kinematics and kinetics will be applied to sport skills.

### **EXS 330 - SPORTS PHARMACOLOGY (3)**

Prerequisite: CHE 104 or CHE 113; BIO 212 or NSB 209

This course is designed to educate the allied health and exercise professional on the effects of prescription, non-prescription, 168 | COURSES OF INSTRUCTION

performance-enhancing, and street drugs on the performance of physically active persons. In addition, banned drug lists from various national governing bodies will be discussed.

### **EXS 350 - TECHNIQUES IN STRENGTH AND CONDITIONING (3)**

Prerequisite: EXS 250

This course will provide students with the knowledge and skills necessary to design strength training and conditioning programs for individuals of all ages and health status. Proper exercise techniques and safety will be discussed for stretching, warm-up, resistance training, plyometrics, speed, agility, and endurance programs. The course will also address facility design, scheduling, policies and procedures, maintenance, and risk management concerns.

### **EXS 355 - SPECIAL TOPICS (3)**

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

### **EXS 360 – ACUTE CARE OF INJURIES (3)**

Prepares learners to provide emergency treatment for acute sports-related injuries and illnesses in children, adolescents, and adults, on and off the field.

### **EXS 380 - EXERCISE ADAPTATIONS FOR FITNESS PROFESSIONALS (4)**

Prerequisite: CHE 104 or 113; MAT 124 or higher

Co-requisite: NSC209 or BIO212.

This course provides an overview of the physiological responses acute and chronic exercise training. Topics will include oxygen delivery and utilization, energy systems, training adaptations in different environments. We will also focus on the demands of exercise and how routine exercise (i.e., exercise training) affects health and performance. The lab portion of this class will focus on the standard measurements in exercise physiology. This course does not fulfill the exercise physiology requirement for exercise science majors.

### **EXS 400 - SPECIAL TOPICS (3)**

Prerequisite: EXS 350

Co-requisite: EXS 380 or EXS 430

This course is designed to introduce students to the American College of Sports Medicine (ACSM) guidelines for exercise prescription in special populations. Topics will include exercise prescription for cardiac patients, pulmonary patients, children, elderly, and pregnant women. The influence of medicines and medical conditions such as obesity and diabetes will also be addressed.

### **EXS 430 - EXERCISE PHYSIOLOGY WITH LAB (4)**

Prerequisite: BIO 212 and EXS 350

An in-depth survey of the neuromuscular, metabolic cardiorespiratory and hormonal responses to acute exercise and the physiological adaptations to chronic exercise. This course builds upon the foundational sciences of chemistry, anatomy, physiology, and physics. Topics will include oxygen delivery and utilization, energy systems, and training adaptations in different environments. We will also focus on how the metabolic neuromuscular, cardiovascular, and respiratory systems respond to the demands of exercise and how routine exercise (i.e., exercise training) modifies these systems, and the significance of these effects for health and performance. The lab portion of this class will focus on the standard measurements in exercise physiology.

### **EXS 455 - SPECIAL TOPICS (3)**

Current topics in sport performance, sports medicine, and fitness will be discussed through the lens of peer-reviewed literature.

### **EXS 460 - EXERCISE PRESCRIPTION (3)**

Prerequisite: EXS 350, 380 or 430

This course allows students to apply physiological concepts of exercise and develop various programs that will enhance metabolic, musculoskeletal, and cardiopulmonary systems throughout the lifespan. Topics will include health screenings, exercise risk assessment, methods of exercise testing, ergometer spirometer energy expenditure, and body composition.

**EXS 480 - RESEARCH METHODS (3)**

Prerequisite: MAT 205 or PSY 201

This course will introduce students to the basic concepts of research in the field of exercise science. Students should be able to apply these concepts to develop high quality healthcare research student and to evaluate research conducted by others. The course will provide the skills necessary to develop their research project requirement in EXS 491.

**EXS 490 - INTERNSHIP I (3)**

This course provides the student with and initial clinical experience in the exercise science field. Students will be placed with a clinical preceptor (i.e. personal trainer, exercise physiologist, etc.) The clinical experience can take place in a variety of settings including but not limited to off-campus health clubs or fitness centers, on-campus locations, community programs and outpatient physical therapy clinics. Students are required to complete 15 hours per week.

**EXS 491 - INTERNSHIP II (3)**

Prerequisite: EXS 490

Senior, Exercise Science students only. This course provides the student with an immersed clinical experience in the exercise science field. Students will be placed with a clinical preceptor (i.e. personal trainer, exercise physiologist, etc.). The clinical experience can take place in a variety of settings including but not limited to off-campus health clubs or fitness centers, on-campus locations, community programs, and outpatient physical therapy clinics. Students are also required to complete a research forum on the campus of Thomas More University. Students are expected to complete 30 hours per week.

**PHE 110 – SPORTS OFFICIATING – BASKETBALL (3)**

Sports Officiating will provide students with instruction in rules, interpretation, and mechanics of officiating basketball. The course will prepare students to become certified by the National Federation of High School Sports and their respective state organization (i.e. Kentucky High School Athletic Association, KHSAA) to officiate the sport of basketball at the high school level.

**PHE 115 – SPORTS OFFICIATING – BASEBALL (3)**

Sports Officiating will provide students with instruction in rules, interpretation, and mechanics of officiating baseball. The course will prepare students to become certified by the National Federation of High School Sports and their respective state organization (i.e. Kentucky High School Athletic Association, KHSAA) to officiate the sport of baseball at the high school level.

**COURSES OF INSTRUCTION: EXPERIENTIAL LEARNING**

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Experiential Learning, designated as EXP, is necessary to meet the experiential learning graduation requirement to the satisfaction of the student's department of major study.

**EXP 200 - EXPERIENTIAL LEARNING (1-3)**

Experiential Learning credit can be earned for any of the options listed in the catalog under Experiential Learning. Students must complete the requirements for that option. All courses require documented learning outcomes that connect classroom content to the experiential learning activities. Thomas More University faculty will oversee all academic components. Students will work with faculty to establish individual learning outcomes. Up to 12 credit hours may be earned through Experiential Learning.

**COURSES OF INSTRUCTION: FINANCE**

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**FIN 318 - PERSONAL FINANCE (3)**

Personal Finance is a specialized subset of the Finance discipline. This course will apply concepts from the finance world as it applies to personal decision-making. This course explores the nature of financial planning, the nature of credit management, the concepts of asset protection, the world of investing and planning for retirement, and it looks at estate planning. The course is segmented into these major components.

### **FIN 325 - INVESTMENT ANALYSIS (3)**

An examination of the principles and practices of investing in stocks and bonds, with emphasis on the analysis of corporate financial statements to arrive at investment decisions. A background is also provided on banking institutions, investment companies and brokerage operations.

### **FIN 340 - SHORT-TERM FINANCIAL MANAGEMENT (3)**

Prerequisite: BUA 321, ACC102 or ACC 201

Short-term Financial Management is the primary task of the financial manager. This course will explore cash management, including the receipt and disbursement of cash. It will explore methods of managing inventory and accounts receivable. It will also explore the ways managers acquire short-term funds for the company. Students will develop tools for analysis. They will explore methods research, analysis, presentation of findings, and writing reports of said research and analysis.

### **FIN 350 - PORTFOLIO MANAGEMENT (3)**

Prerequisite: FIN 325

Portfolio Management is a critical tool for all financial studies. Understanding the development of diversifying assets, the creation of effective portfolios, and evaluation the performance of those portfolios is critical to the investment process. From the corporate perspective, understanding the pricing of assets and how they can be used for returns and risk reduction is an essential skill.

### **FIN 421 - INTERMEDIATE FINANCIAL MANAGEMENT (3)**

Prerequisite: BUA 321

Intermediate Finance is the second course in corporate finance. Problems involving asset valuation and risk assessment will be explored with greater complexity. Additional topics of mergers and bankruptcies will be explored. An overview of derivative securities and risk management will be introduced.

### **FIN 630 - MANAGERIAL FINANCE (3)**

An analysis of corporate financial decisions and strategies that enhance shareholder value in both domestic and international settings. Major topics include sources and uses of funds, the valuation of debt and equity securities, ethics, financial analysis and forecasting, working with capital management, capital budgeting, capital structure, dividend policy, mergers and acquisitions.

### **FIN 660 - ADVANCED FINANCE TOPICS (3)**

The Advanced Finance Topics course will complete the study of corporate finance. The core Managerial Finance course covers the basics of decision-making. This course takes the next step. We will look at additional topics from short-term finance to developing derivative strategies for managing risk in the decision-making process.

### **FIN 670 - EQUITY AND VALUATION ANALYSIS (3)**

The development of investment analysis is critical to understanding the decision-making within the corporation. Managers need to be aware of how the markets work and how the prices of the firm are impacted by the decisions they make. Additionally, developing a structured process of analysis is helpful in planning for the needs of individuals for their investment needs. This course incorporates the tools and techniques for this analysis.

### **FIN 680 - MULTI-NATIONAL FINANCE (3)**

In today's global environment an understanding of economics, cultural difference, and currency exchange issues are an important aspect of business. This course will provide a detailed economic analysis to incorporate risk and return factors into the development of corporate decision-making.

## **COURSES OF INSTRUCTION: FIRST YEAR EXPERIENCE**

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### **FYE 150 FIRST YEAR EXPERIENCE (1)**

In small classroom settings, FYE will help new students make a positive transition to Thomas More University by offering information and activities to help students adjust to academic and student life. Students will develop relationships with their classmates, a faculty or staff instructor, and a peer advisor to foster an inclusive and welcoming community. To learn more about themselves, the TMU community, and Northern Kentucky, students will participate in meaningful discussions, personal reflections, and engaging activities both in and out of the classroom.

### **FYE 250 PEER LEADERSHIP (1)**

The Peer Leadership course is a collaborative effort within the Institute for Ethical Leadership and Interdisciplinary Studies in conjunction with the First Year Experience course. This course is designed as a practical experience for students who serve as a peer leader for the First Year Experience course. Cross-listed with ELS 150.

## **COURSES OF INSTRUCTION: FRENCH**

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

Second Century Inner Core: Foreign Language

Core Area: Foreign Language

Basic French courses, emphasizing all four language skills (listening, speaking, reading, writing) fully integrated with a multicultural Francophone perspective. FRE 101 is intended for students who have never studied French before. FRE 102 is intended for those who have had less than two years of previous French language instruction in high school.

### **FRE 201/202 - FRENCH LEVEL II (3, 3)**

Second Century Inner Core: Foreign Language

Core Area: Foreign Language

Prerequisite: FRE 102 or equivalent

Students will continue the development of French language skills and vocabulary, integrated with short stories and contemporary readings which emphasize Francophone culture. There will be an increased attention to self-expression. FRE 201 is intended for students who have had two or three years of high school instruction in French.

### **FRE 252 - ADVANCED CONVERSATION AND COMPOSITION (3)**

Second Century Inner Core: Foreign Language

Prerequisite: FRE 202 or equivalent

A course focusing on speaking and writing French through reading articles from print and electronic media, CD-ROM programs, the Internet, and French language chat groups. The course will include personal and business letter writing.

### **FRE 255 - SPECIAL TOPICS (3)**

Second Century Inner Core: Foreign Language

Core Area: Foreign Language

Courses of a practical nature will be available to allow for special interest development.

### **FRE 301 - SURVEY OF FRENCH CIVILIZATION (3)**

Prerequisite: FRE 202 or equivalent

A historical study of the many ways in which France has contributed to world culture through architecture, painting, sculpture, music, literature, folklore, science, philosophy, and education.

### **FRE 302 - SURVEY OF FRENCH AND FRANCOPHONE CIVILIZATION II (3)**

Prerequisite: FRE 202 or equivalent

An examination of selected sociological, political, cultural, and economic issues of contemporary France and Francophone areas.

### **FRE 305 - FRENCH FILM (3)**

Prerequisite: FRE 202 or equivalent

A study of French film integrated with culture, language, and literature. Students will study a variety of cinematic works, with an emphasis on multiculturalism and marginalization.

### **FRE 352 - FRENCH BUSINESS AND TECHNOLOGY (3)**

Prerequisite: FRE 202 or equivalent

Students will study the economic aspects of France and Francophone countries, key French institutions and companies, business culture, and terminology. Students will have the opportunity to take the exam leading to the Certificate Pratique de Français des Affaires, an international Business French diploma granted by the Paris Chamber of Commerce and Industry.

### **FRE 355 - SURVEY OF FRENCH AND FRANCOPHONE LITERATURE (3)**

Prerequisite: FRE 202 or equivalent

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

## **COURSES OF INSTRUCTION: GENERAL COLLEGE**

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

### **GEC 101 - COLLEGE SURVIVAL SKILLS (1)**

Students will gain an extended orientation to the personnel, services, and facilities of Thomas More University. This course aids students in meeting the challenges of making the transition from high school to college.

### **GEC 102 - STUDY SKILLS (3)**

A course to help students develop good reading, study, and examination skills while the student is also taking the HIS 101, World Civilizations: Global Perspectives I course. This course is required for ACHIEVE program students. For others, permission of the Student Support Services Director is required before enrolling in this course.

### **GEC 155 - SPECIAL TOPICS (1-3)**

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

### **GEC 165 - COLLEGE READING (1-3)**

A review of reading techniques stressing speed, comprehension, critical reading, and vocabulary skills. The student also learns to apply the acquired reading flexibility to assignments in other classes.

### **GEC 206 - SERVICE LEARNING (1-3)**

This course can serve as a stand-alone experience or as a complement to another academic course with permission of instructor. In both cases, students must complete a minimum of 45 hours of field work or other direct contact with the community partner. For EXP 206 taken as a stand-alone course, additional academic work that complements the service work must be undertaken and must meet the requirements for standard academic credit. Students work with faculty to establish individualized learning outcomes. See the description of service learning in the catalog under experiential learning for additional information

### **GEC 255 - SPECIAL TOPICS (3)**

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

### **GEC 270 - CAREER EXPLORATION (1)**

A course designed to engage the student in individual career planning activities including self-assessment and occupational and academic major exploration. No matter where students are in their own career development, this course can help them develop and implement their own career action plan.

### **GEC 276 - EMPLOYMENT AND PROFESSIONAL SKILLS (1)**

A course designed to help individuals understand the process involved in effective career planning and the skills necessary for obtaining and maintaining employment. Exercises will concern skills identification, résumés, cover letter writing, and interviewing techniques.

## **COURSES OF INSTRUCTION: GEOGRAPHY**

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

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

A survey course examining world geography and some of the problems generated by the diversity of the human condition, with stress upon critical areas in current events. This course is especially designed for Education and International Studies majors.

## **COURSES OF INSTRUCTION: GERMAN**

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

Second Century Inner Core: Foreign Language

Core Area: Foreign Language

Introductory courses to provide students with the fundamentals of grammar, pronunciation, reading, and conversation. The course is based on an individualized approach. GER 101 is intended for students who have never studied German before; GER 102 is for those students who have studied German for less than two years.

### **GER 201/202 - GERMAN LEVEL II (3, 3)**

Second Century Inner Core: Foreign Language

Students will continue to develop German language skills and vocabulary in this course. The course includes readings and focuses on self-expression. The German Level II sequence is normally for students who have had two to three years of high school instruction in German.

### **GER 255 - SPECIAL TOPICS (3)**

Second Century Inner Core: Foreign Language

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

## **COURSES OF INSTRUCTION: HEALTH CARE MANAGEMENT**

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The following courses are offered under the auspices of the Business Department.

### **HCM 330 - MANAGERIAL EPIDEMIOLOGY (3)**

In the context of epidemiology as a tool for analyzing health problems in a managerial setting, students will learn the theoretical basis and underlying key aspects of the analysis and interpretation of epidemiologic studies. Measures of disease frequency and statistical significance relative to variables affecting disease trends will be examined.

### **HCM 370 - PRINCIPLES OF HEALTHCARE SERVICES (3)**

Prerequisite: BUA 302, BUA 311, BUA 321

Exploration of the infrastructure of the healthcare services delivery system in the United States and the effects of legislation and policymaking on communities and stakeholders. Cross-listed as BUA 370.

### **HCM 410 - HEALTH CARE INDICATORS AND QUALITY (3)**

The critical principles underlying quality management and outcomes assessment will be examined. Qualitative and quantitative continuous quality improvement tools, essential for outcomes improvement in health care organizations, will be provided.

### **HCM 420 - HEALTH INFORMATICS (3)**

The history and current status of information systems in health care organizations will be provided in this course. Areas of focus include information architecture, administrative and clinical applications, strategic planning, security, and benefits realization.

### **HCM 480 - HEALTH CARE POLICY AND ISSUES (3)**

The historical development of the U.S. health care system establishes the foundation for analysis of current and future policy as well as implementation at the local, state, and federal levels.

### **HCM 498 - SENIOR SEMINAR (3)**

Strategic management, health care and business policy concepts are used to integrate the health care and business core courses. Case analysis, professional literature review, and a major presentation are required.

## **COURSES OF INSTRUCTION: HISTORY**

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

Second Century Inner Core: History

Core Area: History

A two-semester multicultural survey investigating the major civilizations of the world from ancient to modern times, divided at 1500. These courses are designed to serve as the integrating elements of the core curriculum.

### **HIS 114/115 - UNITED STATES HISTORY I, II (3, 3)**

Second Century Inner Core: History

Core Area: History

A two-semester introductory survey of United States history divided at 1877.

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

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

### **HIS 201 - ANCIENT WESTERN CIVILIZATION (3)**

Core Area: History

Ancient civilization covers the Near East, Greece, and Rome from earliest times to the beginning of the Christian era.

### **HIS 202 - MEDIEVAL EUROPE (3)**

Core Area: History

Medieval civilization covers Europe and the Near East from the early Christian era to the Renaissance.

### **HIS 203/204 - MODERN EUROPE I, II (3, 3)**

Core Area: History (204)

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

### **HIS 215 - HISTORY OF NURSING (3)**

A survey of the practices and conditions from which contemporary nursing has evolved.

### **HIS 255 - SPECIAL TOPICS (3)**

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

### **HIS 301 - COLONIAL AND REVOLUTIONARY AMERICA (3)**

A survey of the Indian and Colonial background of the United States, followed by an examination of the American Revolution and Confederation to 1789.

### **HIS 302 - EARLY REPUBLIC AND CIVIL WAR ERAS IN THE UNITED STATES (3)**

An investigation of the republican government, westward expansion, cultural change, and sectional conflict, 1789-1877.

### **HIS 303 - THE RISE OF THE UNITED STATES, 1877-1945 (3)**

A course covering the industrialization, political centralization, shift to interventionism, and cultural changes that led the United States to world power.

### **HIS 308 - AFRICAN AMERICAN HISTORY (3)**

Second Century Inner Core: History

A study of the accomplishments and challenges of African Americans from the colonial period to the present.

### **HIS 326 - THE RENAISSANCE AND THE REFORMATION (3)**

A survey of the cultural and religious developments of the fourteenth, fifteenth, and sixteenth centuries.

### **HIS 327 - THE ENLIGHTENMENT (3)**

Prerequisite: HIS 102, 203

This class will examine the social, political, and intellectual developments in Europe and America from the late 17th century to the beginning of the French Revolution. In tracing the path to modernity, careful attention will be given to the British,

French, and American enlightenment movements. Aspects of the Ancient Regime will be discussed in order to better grasp the spirit of criticism that emerged from the educated elite, or what Jefferson called, the “natural aristocracy.” Close examination will be given to political theories, which provides the context for the American Revolution, together with the contributions of figures such as Locke, Newton, Voltaire, Montesquieu, Rousseau, Jefferson, Adams, and others.

### **HIS 328 - THE FRENCH REVOLUTION AND NAPOLEON (3)**

An exploration of the origins, developments, and effects of the French Revolution from the Age of Louis XIV to the end of the Napoleonic Era.

### **HIS 329 - GERMANY AND THE EUROPEAN UNION: A HISTORICAL AND CULTURAL APPROACH (3)**

Prerequisite: HIS 102

An examination of 20th century German History with emphasis on post-1945 developments. The study unfolds against the backdrop of the formation and contemporary developments within the European Union. Topics include contemporary German politics and culture; together with Germany’s broader role in the E.U.

### **HIS 330 - THE CHURCH IN THE THIRD REICH (3)**

This class explores the complex relationship between the Christian churches – both Protestant and Catholic – in the period prior and during the Nazi Regime. This class will also deal with the complexities of the rise of Hitler and the Third Reich. The student will be challenged to confront an uncomfortable past in Church, State, and Social relations. The course seeks to help develop critical thinking and writing, along with providing the student with historical-critical tool to responsibly evaluate past sources and contemporary issues in order to better make crucial, independently based decisions in today’s world. A firm foundation for the future can only be found in a responsible grasp of past and present realities.

### **HIS 336 - CONTEMPORARY DEVELOPING WORLD (3)**

The developing and emerging world has been an area of great academic focus since the 1960s. In today’s world, over one-third of the people on earth live in poverty. For a variety of reasons, they have inadequate diets, health care, and shelter. Since the publication of the Millennium Goals by the United Nations in 2000, much great attention have been paid to reducing poverty, along with improving education, health and nutrition, and life expectancy. This course will examine the all -to-common problems faced by developing countries, and the attempt by these nations, as well as the global community, to enhance their quality of life. Each student will write a research paper on a particular developing country which they will share with the class.

### **HIS 340 - HAPSBURG MONARCHY & EASTERN EUROPE SINCE 1618 (3)**

An introduction to Hapsburg Austria and Eastern Europe from 1618 to the present.

### **HIS 349 - WORLD ECONOMIC HISTORY (3)**

A global survey of the evolution of economic systems from World War I to the present. Cross-listed as ECO 349.

### **HIS 355 - TOPICS IN UNITED STATES HISTORY (3)**

Special topics courses are offered periodically for topics in United States history not included in the established curriculum.

### **HIS 393/394 - HISTORIOGRAPHY I, II (3, 3)**

Prerequisite: HIS 101, HIS 102, HIS 114, HIS 115, a speech course, and minimum 2.0 GPA in History courses

A two-semester seminar examining the discipline's development and historical issues. These courses emphasize research, writing and speaking skills.

### **HIS 400 - INDEPENDENT STUDY (1-3)**

Students may complete a departmentally approved independent study in a selected area of history under the supervision of a member of the history faculty.

### **HIS 425 - AMERICAN CONSTITUTIONAL HISTORY (3)**

A study of the United States Constitution from its antecedents to the present with an emphasis on major Supreme Court cases. Cross-listed as POS 425.

### **HIS 431 - ENGLAND TO 1689 (3)**

The development of English civilization and its impact on Western culture to 1689 are studied.

**HIS 432 - TUDOR AND STUART ENGLAND (3)**

A history of England from the Battle of Bosworth Field to the accession of George I.

**HIS 433 - MODERN BRITAIN (3)**

An investigation of the political, constitutional, and cultural highlights of the History of England from 1689 to the present.

**HIS 434 - HISTORY OF IRISH NATIONALISM, 1798-1926 (3)**

This class explores the controversial years in the History of Ireland between 1798-1926 that led to the current division between the Irish Republic and what is known today as Northern Ireland which still remains as part of the British Empire. The focus of the course will be on the historical giants that reflect that period's struggle for Irish Nationalism.

**HIS 435 - HISTORY OF LATIN AMERICA (3)**

A survey course covering the historic, political, cultural, social, and economic trends of Latin America. Cross-listed as POS 435.

**HIS 440 - RISE AND FALL OF 20th CENTURY FASCISM (3)**

This course will trace the rise of 20th century fascism, primarily in Europe, with special emphasis on Italian and German fascism. It will examine how this movement served to ignite World War II, leading to millions of deaths, both on and away from the battlefield. The course will also look at Fascist and Neo-Fascist movements in the contemporary world, particularly those which have emerged in several European countries since the end of the Cold War. Cross-listed as POS 440.

**HIS 442 - RECENT RUSSIA (3)**

The major aspects of political and social development in recent Russia are examined. Cross-listed as POS 442.

**HIS 452 - MODERN CHINA (3)**

A survey of the political and cultural History of China since 1800. Cross-listed as POS 452.

**HIS 455 - EUROPEAN STUDIES (1-3)**

An investigation of a specific period, theme, or problem in the development of European civilization.

**HIS 461 - TRADITIONAL EAST ASIA (3)**

The objective of this course is to study the history, government and culture of China, Japan and Korea from prehistoric times to 1800.

**HIS 462 - MODERN EAST ASIA (3)**

A study of the government and culture of China, Japan, and Korea from 1800 to the present.

**HIS 465 - ASIAN STUDIES (3)**

A focus upon a specific period, theme or problem in the development of Asian civilization. Cross-listed as POS 465.

**HIS 475 - HISTORICAL TOPICS (1-3)**

A special topics course on a historical subject related to an issue, event, or trend of significance.

**HIS 497 - HISTORY SENIOR SEMINAR (3)**

Prerequisite: HIS 101, HIS 102, HIS 114, HIS 115; a speech course, and minimum 2.0 GPA in History courses. A senior integrating seminar focusing on historical issues of significance. This course emphasizes research, writing and speaking skills.

**HIS 498 - INTERNSHIP IN LOCAL HISTORY (variable credit)**

Students may intern at a local historical society, museum, or archive.

**HIS 530 - THE CHURCH IN THE THIRD REICH (3)**

This class explores the complex relationship between the Christian churches – both Protestant and Catholic – in the period prior and during the Nazi Regime. This class will also deal with the complexities of the rise of Hitler and the Third Reich. The student will be challenged to confront an uncomfortable past in Church, State, and Social relations. The course seeks to help develop critical thinking and writing, along with providing the student with historical-critical tool to responsibly evaluate past sources and contemporary issues in order to better make crucial, independently based decisions in today's

world. A firm foundation for the future can only be found in a responsible grasp of past and present realities.

### **HIS 534 - HISTORY OF IRISH NATIONALISM, 1798-1926 (3)**

This class explores the controversial years in the History of Ireland between 1798-1926 that led to the current division between the Irish Republic and what is known today as Northern Ireland which still remains as part of the British Empire. The focus of the course will be on the historical giants that reflect that period's struggle for Irish Nationalism.

## **COURSES OF INSTRUCTION: HOSPITALITY BUSINESS MANAGEMENT**

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### **HBM 105- Foundations of Hospitality Management (3)**

Foundations of Hospitality management would provide students with an introductory course for the hospitality business management major. The course would be used to provide students with an overview of the industry, current topics within hospitality and the opportunities that the hospitality industry provides for careers.

### **HBM 205- Customer Experience (3)**

Customer experience will give students hands-on real-world experiences managers face in the hospitality industry daily. This course will teach students the foundations of customer service, customer satisfaction, and service failure recovery through case studies and interactive situations.

### **HBM 310- Hospitality Law (3)**

Hospitality Law is designed to help students understand the legal requirements of working, managing, and owning within the hospitality industry. The course will focus on topically relevant issues in the industry and best practices in some of the industry's most common areas.

### **HBM 320- Food and Beverage Management (3)**

Food and beverage management will cover the essential responsibilities of employees in a variety of F&B fields. This course will focus on both front and back of house responsibilities, using real-world examples and interactive learning exercises to help students understand the intricacies of the food and beverage industry.

### **HBM 330- Lodging Management (3)**

Lodging management allows students an opportunity to learn the responsibilities that come with 6 leadership roles in hotels, B&B's, and resorts. This course focuses on the day-to-day operations of a lodging property through real-world example and interactive learning assignments.

### **HBM 420- Revenue Management (3)**

Revenue management focuses on the financial requirements of the hospitality industry. This course will provide students with an opportunity to work through real world financial situations in hotels, restaurants, and casinos.

### **HBM 430- Ecotourism, Sustainability and Corporate Social Responsibility (3)**

Ecotourism, Sustainability and CSR allow students to understand the impact that major hospitality corporations have on industry, and the planet. This course utilizes real world examples to highlight innovators in sustainability along with practical problems facing the industry regarding CSR.

## **COURSES OF INSTRUCTION: HONORS PROGRAM**

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### **HON 201 - HONORS SEMINAR (3)**

Course Requirement: St. Thomas More Honors Scholars

Seminars conducted by faculty from all academic divisions of the University and the topics differ each semester. Required of St. Thomas More Scholars.

### **HON 202 - HONORS LEADERSHIP (1-3)**

The focus of this course will be on the nature of leadership and its importance as a concept and field of study. The course will be repeatable and will always include a component on Dr. Stephen Covey's approach to "principle-centered leadership" and the basics on other approaches to leadership. This course is required for Honors Program participation.

### **HON 255 - SPECIAL TOPICS (1-3)**

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

student to critically articulate answers to tow major questions: what is interdisciplinary thinking? How do the student's inquiry areas reflect and reform interdisciplinary thinking?

## **COURSES OF INSTRUCTION: INTERNATIONAL STUDIES**

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Thomas More University students have the opportunity to study abroad through CCSA (Cooperative Center for Study Abroad) courses offered in various countries, including those listed below among others, service learning trips offered at Thomas More University, currently to Jamaica and Mexico, the three sister schools Thomas More University has relationships with, or by completing an internship abroad. Full and part-time students in good academic standing can participate in these programs. Please see the Director of Study Abroad for more information.

INT 155 - STUDY ABROAD: SPECIAL TOPICS

INT 300 - STUDY ABROAD: MARY IMMACULATE COLLEGE, IRELAND (3-15)

INT 301 - STUDY ABROAD: KATHOLISCHE UNIVERSITÄT EICHSTÄETT, GERMANY (3-15) INT 302 - STUDY ABROAD: UNIVERSIDAD DEL SAGRADO CORAZÓN, PUERTO RICO (3-15) INT 303 - STUDY ABROAD: UNIVERSITE d'ANGERS, FRANCE (3-15)

INT 305 - STUDY ABROAD: CATHOLIC UNIVERSITY OF ST. TERESA OF AVILA, SPAIN (3-15) INT 310 - STUDY ABROAD: CCSA LONDON (3-6)

INT 312 - STUDY ABROAD: CCSA LONDON/DUBLIN (3)

INT 320 - STUDY ABROAD: CCSA SCOTLAND/ENGLAND (3) INT 330 STUDY ABROAD: CCSA IRELAND (3)

INT 340 - STUDY ABROAD: CCSA AUSTRALIA (3) INT 341 - STUDY ABROAD: CCSA BELIZE (3)

### **INT 360 - INTERNSHIP IN INTERNATIONAL STUDIES (3)**

A non-paid learning opportunity at an international organization or business.

### **INT 361 - STUDY ABROAD: CCSA INTERNSHIP (3)**

### **INT 393 - STUDY ABROAD: CCSA INDIA (3)**

### **INT 400 - SENIOR SEMINAR IN INTERNATIONAL STUDIES: THE CONTEMPORARY WORLD (3)**

A seminar focusing on the historical, political, social, economic, and cultural trends in the world since 1945. The course emphasizes research, writing, and speaking skills.

## **COURSES OF INSTRUCTION: LANGUAGES**

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### **LAN 120 – INTRO TO FRANCOPHONE AND HISPANIC LANGUAGES AND CULTURES (3)**

Second Century Inner Core: Foreign Language

This course will introduce students to the Hispanic and Francophone cultures and languages. It will offer them a global perspective on geography, literary works, current events, film, food and art in the Hispanic and Francophone worlds: as well as a basic introduction to Spanish and French languages. A service-learning component includes mandatory activities outside of campus and class time.

## **COURSES OF INSTRUCTION: LATIN**

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### **LAT 101/102 - LATIN LEVEL I (3, 3)**

Second Century Inner Core: Foreign Language

Core Area: Foreign Language

An introductory course concentrating on the acquisition of a basic vocabulary as well as an awareness of the elementary grammar and syntax needed for use of the language in basic research contexts.

### **LAT 201/202 - LATIN LEVEL II (3, 3)**

Prerequisite: LAT 102

Second Century Inner Core: Foreign Language

Core Area: Foreign Language (201)

An intermediate level course presupposing that the student has acquired the basic elements of the language and is prepared to work more intensively with actual texts. The texts used here will be chosen from writers of the Christian era to acquaint the student with the linguistic usages of Christian authors.

### **LAT 255 - SPECIAL TOPICS (3)**

Second Century Inner Core: Foreign Language

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

## **COURSES OF INSTRUCTION: LAW**

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### **LAW 105 - INTRODUCTION TO LAW (3)**

Second Century Inner Core: Social Science

Core Area: Social Science

An introduction to various aspects of the legal profession, such as exploring a legal career, applying to law school, career options, basic legal terminology, and the court system.

### **LAW 155/C - SPECIAL TOPICS (3)**

Second Century Inner Core: Social Science (LAW155C)

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

### **LAW 255 - SPECIAL TOPICS (3)**

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

### **LAW 310 - LEGAL RESEARCH AND WRITING (3)**

This course is designed to provide students with an understanding of legal research and writing, including the reading and briefing of cases, application of valid legal sources, and analyze legal issues through the development of these skills.

### **LAW 312 - PSYCHOLOGY AND THE LAW (3)**

Core Area: Social Science. Cross-listed as PSY 302.

A course examining psychology and the legal system. Topics include eyewitness testimony, the insanity defense, theories of crime, lie detection and confession, jury decision making, the psychology of rape, serial killers, punishment, and sentencing.

**LAW 315 - LAWS AND ECONOMICS (3)**

Prerequisite: ECO 105

An introduction to the economic analysis of the law. Economic analysis will be used to shed light on property, tort, and contract law. Cross-listed as ECO 310.

**LAW 320 - CIVIL AND CRIMINAL PROCEDURE (3)**

Prerequisite: LAW 105

This course is designed to provide students with the fundamental concepts and proceedings that are essential to the interpretation and application of both civil and criminal law.

**LAW 355 - SPECIAL TOPICS (3)**

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

**LAW 380 - LEGAL ISSUES IN SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 291, Must be a Junior or Senior, minimum GPA 2.5

An investigation into the plethora of legal issues facing the sports and entertainment industries. The course will analyze legislation that has affected the development and operation of these industries. Landmark and seminal cases will be reviewed to ascertain the rights and restrictions of those operating within the industries. Also included as a point of study will be controversial issues where legal precedents have not yet been set.

**LAW 420 - ADMINISTRATIVE LAW AND POLICY (3)**

Prerequisite: LAW 105

This course is designed to provide students with an understanding of administrative law as a source of law, and how it is applied in business and industry contexts. Students will examine and categorize administrative law policy in order to interpret and discuss its purpose and impact.

**LAW 455 - SPECIAL TOPICS (3)**

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

**LAW 497 - INTRO TO INTERNSHIP (3)**

Prerequisite: LAW 105, LAW 310 or LAW 320, Must be a Junior or Senior

This course is designed to provide students with an opportunity to prepare for their intended career through resume and cover letter creation, mock interviews, and application to internships for their senior year. This course will prepare students for the practical aspects of job searching and working in the industry and/or in their application or pursuit of graduate school or law school.

**LAW 498 - INTERNSHIP IN LAW (3)**

Prerequisite: LAW 105, LAW 310 or LAW 320, LAW 420, Must be a Senior

Interns work within organizations or other settings gaining experience in a specific area of law or another related field.

**COURSES OF INSTRUCTION: LIFE SCIENCE**

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**LIS 302 - HEREDITY (3)**

Prerequisite: BIO 101 or NSB 267

Develops the principles of classical Mendelian and molecular genetics, with emphasis on understanding the roles of genetic mechanisms and technologies in human health and society.

**LIS 304 – EVOLUTION SEMINAR (3)**

Prerequisite: BIO 101 or NSB267

A course focusing on the mechanism of evolutionary change, ranging from micro-evolutionary processes within populations to macro-evolutionary patterns over geologic time. Emphasis is placed on the historical context of the discipline and the latest trends in research. Course structure consists of lectures, discussions, and student presentations. (Cross-listed as BIO 204)

**LIS 308/308L - AQUATIC BIOLOGY (4)**

Prerequisite: BIO 102 or NSB 267

An Analysis of freshwater communities, emphasizing ecological relationships of aquatic organisms, the ecosystem services of aquatic ecosystems, and the environmental impacts of humans on aquatic ecosystems.

**LIS 311/311L - MARINE BIOLOGY (4)**

Prerequisite: BIO 102 or NSB 267

Examines organisms living within the ocean in the context of their environment. The course will survey the diversity of marine life, the dynamics of marine ecosystems, and the challenges facing the oceans and marine life today. Laboratory projects will include the identification of marine life as well as experiments that test hypotheses concerning behavior and physiology.

**LIS 315/315L - INVERTEBRATE ZOOLOGY (4)**

Prerequisite: BIO 102 or NSB 267

A survey course investigating the protozoa through the major invertebrate groups with a focus on ecology and environmental science.

**LIS 326/326L - IMMUNOLOGY (4)**

Prerequisite: LIS 302

A comprehensive course focusing on the cell mediated and humoral aspects of immunity. Emphasis is placed on the factors and mechanisms which enable the host to protect itself from a myriad of infectious pathogens. Lab sessions focus on techniques used in the field of Immunology.

**LIS 340/340L - HISTOLOGY (4)**

Prerequisite: BIO 211/211L or NSB 209/209L

A course focusing on the major tissue types in the human body. This course will examine how the tissue's structure relates to its function in the various regions of the body. This course emphasis is how cellular and extra cellular structures serve as the building blocks of all major tissues of the body. Lab sessions include histological and microscopic methods and techniques used to observe all the major tissues of the body.

**LIS 341/341L - MOLECULAR GENETICS (4)**

Prerequisite: LIS 302

A course examining the tools of molecular genetics and the current knowledge of the nature and function of genes. It is an advanced genetics course that builds on the knowledge gained in LIS 302. The lecture portion focuses on the human genome and applications of genetic technologies. The laboratory portion encourages to think and experiment at the molecular level. The course consists of lectures, laboratory work, discussions, computer database utilization, and student presentations.

**LIS 489 - SENIOR SEMINAR (3)**

Prerequisite: Senior standing, Life Science major, BIO 204

Biology Seminar is the capstone course for all Life Science majors, in which students participate in discussions current to the field, network with alumni, and present a seminar topic drawing from their undergraduate coursework in the major.

**COURSES OF INSTRUCTION: MANAGEMENT INFORMATION SYSTEMS**

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**MIS 113 - COMPUTER APPLICATIONS AND HARDWARE (3)**

A review of the history and need for information processing, the basic information processing cycle and functions, the processing capabilities of computers, system development, and program development. Key application areas in business, including word processing, data base management systems, spreadsheets, and web page design will be examined in some depth. The hardware associated with a computer will be discussed and examined. Hands-on use of a microcomputer for at least an introductory acquaintance with each application will be required. Installation of hardware and software will also be covered.

**MIS 150 - PROGRAMMING I (3)**

Prerequisite: MIS 114

Introduction to visual object-oriented computer programming. Basic concepts such as data types, decisions, looping, arrays, files, and databases will be introduced. Present day object-oriented language will be used.

**MIS 155 - SPECIAL TOPICS (3)**

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

**MIS 240 - INTRODUCTION TO WEB PAGE DESIGN (3)**

Prerequisite: CIS 111 or CIS 113

The theory of web page design and layout is covered. Existing web sites will be examined to discover best practices in web page design and layout. The student will then plan a basic web site and learn how to create web pages, upload them to a server, and to edit web pages.

**MIS 255 - SPECIAL TOPICS (3)**

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

**MIS 320 - DATABASE MANAGEMENT SYSTEMS (3)**

Prerequisite: MIS 113

This course is designed to provide students with the fundamental concepts of relational databases and their applications. Students will learn about conceptualizing data using ERD, designing and normalizing tables, designing and running SQL scripts. The course will also discuss non-relational databases.

**MIS 342 - WEB PROGRAMMING II (3)**

Prerequisite: MIS 320, MIS 341

A continuation of Web Programming I. This course will build upon concepts from Web Programming I by adding Authentication and Authorization, Web Services, and Mobile Web Development. Students will be required to complete one hands-on, large scale web development project. Cross-listed as CIS342

**MIS 350 - MANAGEMENT INFORMATION SYSTEMS (3)**

Prerequisite: MIS 320

The course explores various topics in Information Systems, including categories of Information Systems, and their applications in business and industry. The course will also present various hardware, operating systems, and communication models. Other topics highlighted include data warehousing, mining, decision making, and ethics.

**MIS 355 - SPECIAL TOPICS (3)**

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

**MIS 390 - BUSINESS SIMULATION (3)**

Prerequisite: MIS 350; BUA 249, BUA 341

Essential concepts of computer-based simulation and model building are explored. Models for solving real-world business and industry problems will be created. A General-purpose simulation tool, such as Microsoft Excel will be utilized.

**MIS 405 - IT PROJECT MANAGEMENT (3)**

Prerequisite: MIS 350; BUA 204

Designed to introduce the basic pillars of Project Management and applying it in real-life business applications. Details all nine areas in project management using the PMBOK (Project Management Book of Knowledge). Provides students with the required skill set for managing IT projects. The course will use MS Project as a tool.

**MIS 415 - DATA MINING, WAREHOUSING, AND BIG DATA (3)**

Prerequisite: MIS 350; BUA 249

The course examines three fundamental areas of Information Systems; Data Mining, Data Warehousing, and Big Data. Each one of these areas is pivotal to any decision-making process for a business or industry. The course will cover the basics of each area in depth.

**MIS 450 - BUSINESS INTELLIGENCE (3)**

Prerequisite: MIS 350, MIS 415; BUA 249

An introduction to business intelligence (BI). Students will acquire the analytical knowledge required to tools such as dashboards and scorecards. The course will explore how Business Intelligence plays a central role in the decision-making process.

**MIS 455 - SPECIAL TOPICS (3)**

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

**MIS 460 - INTRODUCTION TO INFORMATION SECURITY (3)**

Prerequisite: MIS 350

The course is designed to provide students with an understanding of Information Security. Topics discussed cover methodologies for building and managing information security systems, along with the required components and techniques.

**MIS 470 - DATA ANALYTICS (3)**

This course presents an introduction to the concepts of data analysis and the tools and techniques that are used in data analytics. You will gain an understanding of the data analytic environment and the fundamentals of data analytics, such as sources, data visualization, advanced analytic trends, and interactive dashboards. You will then learn the soft skills that are required to effectively communicate your data to stakeholders, and how mastering these skills can give you the option to become a data driven decision maker.

**MIS 462 - DECISION SUPPORT USING ADVANCED EXCEL (3)**

Prerequisite: MIS 350; BUA 341

The course provides theoretical knowledge of Decision Support Systems and their applications. Real-world business case studies will be used to demonstrate the application of advanced tools in Excel such as what-if analysis, Goal Seek, Scenario Manager, and Solver in problem solving.

**MIS 463 - ETHICS IN IT (3)**

Prerequisites MIS 350

This course presents a survey of IT history, current events, and ethics in IT. It stimulates a critical thinking process by presenting challenging issues such as social networking, government surveillance, and intellectual property. Prepares students to practice ethical discipline in their future IT careers.

**MIS 490 - SYSTEMS ANALYSIS AND DESIGN (3)**

Prerequisites: Senior status; MIS 405

A capstone course in the MIS Major. Provides the in-depth knowledge and training required to analyze and design information systems in order to solve business problems. Detail all of the phases of the SDLC (System Development Life Cycle). Explores a range of methodologies used in Systems Analysis and Design such as the O.O.

**MIS 495 - INTERNSHIP (1-3)**

This course provides the student with the field of Information Technology. Students will be employed by a business or non-profit in an IT role including but not limited to developer, analyst, infrastructure support, or administrator. Students are required to work 45 hours per credit hour received. This course includes multiple reflection papers and an evaluation from your employer.

**MIS 600 – Management Information Systems (3)**

The course explores various topics in Information Systems, including categories of Information Systems, and their applications in business and industry. The course will also present various hardware, operating systems, and communication models. Other topics highlighted include decision making, and ethics.

**MIS 605 - Project Management (3)**

Designed to introduce the basic pillars of Project Management and applying it in real-life business applications. Details all nine areas in project management using the PMBOK (Project Management Book of Knowledge). Provides students with the required skill set for managing IT projects. The course will use MS Project as a tool.

### **MIS 615 - DATA MINING AND WAREHOUSING (3)**

This course will cover a blend of three critical areas in Information Systems: Data Mining, Data Warehousing, and Big Data. It will introduce the fundamentals of each area in a reasonable depth. Data warehousing and data mining are two major areas of exploration for knowledge discovery in databases. Data mining is for relatively unstructured data for which more sophisticated techniques are needed. Big data is about collecting and extracting structured data from unstructured data. These three areas are vital for better decision making in Business and industry.

### **MIS 620 - Information Systems Security (3)**

The course is designed to provide students with an understanding of Information Security. Topics discussed cover methodologies for building and managing information security systems, along with the required components and techniques.

### **MIS 630 - Systems Analysis and Infrastructure (3)**

This course is designed to provide the in-depth knowledge and training required to analyze and design information systems in order to solve business problems. Details all of the phases of the SDLC (System Development Life Cycle) including evaluating the "Build vs. buy" trade-offs. Discusses the ITLM (Infrastructure Technology Lifecycle Management) phases.

### **MIS 640 – Web Development (3)**

Designed to introduce how interactive websites are built. This course will cover design and development of web applications including html, css, server-side programming, authentication and authorization, and database interaction.

### **MIS 650 - Data Analytics (3)**

This course presents an introduction into the concepts of data analysis and the tools and techniques that are used in data analytics. You will gain an understanding of the data analytic environment and the fundamentals of data analysis - such as data sources, data visualization, advanced analytic trends and interactive dashboards. You will then learn the soft skills that are required to effectively communicate your data to stakeholders, and how mastering these skills can give you the option to become a data driven decision maker.

### **MIS 660 - DATA VISUALIZATION (3)**

This course introduces business intelligence (BI), which is an information technology approach to data collection and data analysis. Business Intelligence is used to transform business data into useful information to support business decision-making in a wide variety of business areas. Students learn analytical components and technologies used to create tools such as dashboards and scorecards.

### **MIS 670 – Current and Emerging Technology (3)**

This course looks at the current state of the Information Technology field and emerging technologies and methodologies. Students will identify current and new areas of computing, categorize them based on maturity, and detail the strengths and limitations of those areas. Using these evaluations, they will then make recommendations.

### **MIS 690 – Information Technology Management Capstone (3)**

A capstone course in the MIS Major. Provides the hands on experience to utilize all the skills learned in prior coursework to complete a project for a business or non-profit.

## **COURSES OF INSTRUCTION: MARKETING**

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### **MKT 315 - PRINCIPLES OF ADVERTISING (3)**

Prerequisite: BUA 311

A course designed to familiarize students with advertising theory, terms, and techniques, including: the historical, social and economic aspects of advertising, product name, image and buying motives, writing copy, photography, layout techniques, and the use of advertising media and advertising testing.

**MKT 316 - CONSUMER BEHAVIOR (3)**

Prerequisite: BUA 311

This course stresses the importance of consumer behavior in the development and implementation of effective marketing strategies. Students will develop a deeper understanding of individual consumer behavior, social and cultural influences on consumer behavior, and the consumer decision process.

**MKT 317 - PUBLIC RELATIONS (3)**

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 communication skills from any major.

**MKT 318 - PROFESSIONAL SELLING (3)**

Prerequisite: BUA 311

This course provides an examination of the principles of effective selling on a personal basis, with emphasis on preparation, the procedures for approaching the buyer, the presentation, and the closing. Case work and role playing are used.

**MKT 320 - GLOBAL AND CULTURAL MARKETING (3)**

Prerequisite: BUA 311

This course helps students to understand the impact of culture on international trade. Students will learn how to identify the unique features of various cultures and global regions. They will be able to develop and apply effective marketing in those areas.

**MKT 412 - DIGITAL MARKETING STRATEGY (3)**

Prerequisite: BUA 311

A study of the strategic concepts surrounding the current state of digital marketing in a capitalistic economy. Emphasis is on the research, strategy development and tactics associated with managing the various elements of the digital marketing ecosystem, such as web technologies, digital applications, customer relationships, back-end information storage platforms, mobile metrics, accessibility and social media: ensuring a digital connection between the firm and their customers. Furthermore, to enhance the wants and needs of customers in a digital economy.

**MKT 416 - MARKETING RESEARCH (3)**

Prerequisite: BUA 311; BUA 249 or MAT205

This course provides students with a basic understanding of marketing research methods and how these methods are used in managerial decision-making. Topics include data collection techniques, measurement and scaling, sampling techniques, and data analysis and reporting/presentation.

**MKT 417 - MARKETING MANAGEMENT (3)**

Prerequisite: BUA 311

This course provides an overview of current marketing management theory and practice. Students will develop strategic marketing management knowledge and skills through written and oral analysis of selected marketing cases.

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

A managerial approach to the study and application of marketing. Emphasis is placed on the nature and scope of market management responsibilities and marketing decision making.

**COURSES OF INSTRUCTION: MATHEMATICS**

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**MAT 103/104 - BEGINNING ALGEBRA A, B (3, 3)**

This two-course sequence is equivalent to the single course MAT 106. All of the algebraic topics of MAT 106 are covered, but at a slower pace. MAT 103 is a prerequisite for MAT 104.

**MAT 106 - BEGINNING ALGEBRA (3)**

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.

**MAT 115 - PRECALCULUS (3)**

Prerequisite: MAT 103/094 or MAT 106 or minimum ACT Math score of 18 or minimum Math SAT score of 550 or minimum score of 70% on KYOTE exam

An introductory course covering the topics from algebra and trigonometry needed for the study of calculus. This course does not satisfy the core requirement in college level mathematics.

**MAT 121/122 - CONCEPTS OF MATHEMATICS FOR ELEMENTARY TEACHERS I, II (3, 3)**

Prerequisite: MAT 121 is a prerequisite for MAT 122

Course Requirement: Elementary and Middle School Education majors

Core Area: Mathematics (121)

A course covering logical reasoning, sets and relations, structure of number systems, systems of numeration, problem solving and topics from theory of numbers.

**MAT 123 - GAME THEORY (3)**

Prerequisite: MAT 103 or MAT 106 or minimum ACT Math score of 18 or minimum Math SAT score of 550 or minimum score of 70% on KYOTE exam

Second Century Inner Core: Mathematics

Core Area: Mathematics

Course in game theory with a primary focus on applications to business, sociology, philosophy and scientific issues. Most games will be two person, but both Zero-Sum and Non-Zero-Sum games will be considered. Topics in N-person games will be addressed as time permits. It will reinforce writing skills, mathematical reasoning and critical thinking through in-class testing, homework, and possible special projects. Review topics in Algebra will be address as needed.

**MAT 124 - LINEAR PROGRAMMING (3)**

Prerequisite: MAT 103 or MAT 106 or minimum ACT Math score of 18 or minimum Math SAT score of 430 or minimum score of 70% on KYOTE exam

Second Century Inner Core: Mathematics

Core Area: Mathematics

A self-contained introduction to linear programming for liberal arts students. Topics include formulation of linear programs, graphing and solving small systems of linear equations and inequalities, a detailed overview of the simplex method, and some sensitivity analysis.

**MAT 125 - INFORMAL GEOMETRY (3)**

Prerequisite: MAT 103 or MAT 106 or minimum ACT Math score of 18 or minimum Math SAT score of 550 or minimum score of 70% on KYOTE exam

Second Century Inner Core: Mathematics

Core Area: Mathematics

A course emphasizing the discovery approach to mathematics and is designed for both liberal arts students and education majors. Topics may include tessellations, topology, isometrics, polyhedra, the fourth dimension, and number patterns in geometry.

**MAT 143 - ELEMENTS OF CALCULUS (4)**

Prerequisite: MAT 115 with C- or better or Minimum ACT Math of 22, minimum SAT Math of 550 or completion or acceptable score on the placement exam

Second Century Inner Core: Mathematics

Core Area: Mathematics

MAT 143 is elementary and integral and differential calculus, in one variable, for the life sciences and business. Critical thinking and realistic problems are emphasized. This course assumes adequate preparation in algebra, but the exponential and logarithmic transcendental functions will be developed. Trigonometric functions are not included, it incorporates necessary precalculus topics as they arise. This course may not be taken if credit has been received for MAT 151.

**MAT 151 - CALCULUS ANALYTIC GEOMETRY I (4)**

Prerequisite: MAT 115 or a satisfactory score on the precalculus placement exam or an ACT mathematics sub score of 23 or higher. Students not meeting this requirement must pass a departmental entrance exam for the course. Appointments are made with the chair of the department.

Core Area: Mathematics

Topics will include, but not be limited to, the following topics: Limits, Continuity, Chain, Product and Quotient rules, 1st and 2nd Derivative Tests, Relative Extrema and Curve Sketching, Word Problems and Optimization, Implicit Differentiation, Related Rates, Anti-Differentiation, the Fundamental Theorem of Calculus, Areas and Integration by Substitution. Additional topics may include Differentials, Riemann Sums, and Integration by Parts. Calculators with Computer Algebra Systems (CAS) (that is, those that do symbolic calculus, etc.) will not be permitted.

**MAT 152 - CALCULUS ANALYTIC GEOMETRY II (4)**

Prerequisite: MAT 151

The techniques of one-dimensional calculus developed in MAT 151 are extended. Course topics include transcendental functions, inverse trigonometric functions, hyperbolic functions, advanced integration techniques including parts, trigonometric substitutions, rational integrands, and quadratic expressions. Also included are indeterminate forms and improper integrals, infinite sequences and series, Taylor's series and polynomials and the binomial series.

**MAT 155 - SPECIAL TOPICS (3)**

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

**MAT 201 - CALCULUS ANALYTIC GEOMETRY III (4)**

Prerequisite: MAT 152

A course in calculus in several dimensions. Course topics include plane curves, polar coordinates, vectors, surfaces, vector valued functions, partial differentiation and Lagrange techniques, multiple integrals, cylindrical and spherical coordinates, change of variable, vector fields, line integrals, Green, Stokes and Divergence Theorems.

**MAT 202 - DIFFERENTIAL EQUATIONS (4)**

Prerequisite: MAT 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)**

Prerequisite: MAT 103 or MAT 106 or minimum ACT Math score of 18 or minimum Math SAT score of 550 or minimum score of 70% on KYOTE exam

Second Century Inner Core: Mathematics

Core Area: Mathematics

An investigation of graphic methods, frequency distributions, percentiles, central tendency, variability, standard scores, normal and binomial distributions, hypothesis testing, and correlation. May not be taken if credit has been received for MAT 208.

**MAT 206 - SURVEY OF GEOMETRY (3)**

Prerequisite: MAT 231

An examination of Euclidian and non-Euclidian geometries and a detailed study from an advanced viewpoint of foundations and theorems pertinent to secondary school geometry.

**MAT 207 - NUMBER THEORY (3)**

Prerequisite: MAT 151 or MAT 143

Suggested: MAT 231

A course covering prime and composite numbers, divisibility, Diophantine equations, congruencies, and number theoretic functions.

**MAT 210 - INTRODUCTION TO COMBINATORICS (3)**

Prerequisite: MAT 143 or MAT 151

An introduction to counting arguments and combinatorial proofs. Topics include elementary counting principles, permutations and combinations, binomial and multinomial coefficients, generating functions, Stirling numbers, and graphs.

**MAT 231 - FOUNDATIONS OF MATHEMATICS (3)**

Prerequisite: MAT 151 or MAT 142

A study of logical reasoning, methods of proof, partitions and counting, math modeling, probability theory, linear programming, and game theory.

**MAT 240 - HISTORY OF MATHEMATICS (3)**

Prerequisite: MAT 231

A survey of the history of mathematics from ancient to modern times. Topics include Greek mathematics, the development of calculus, the emergence of major branches of modern mathematics (e.g. analysis, algebra, statistics), and the advancement of mathematical thought in different cultures around the world. Emphasis will be placed on how notation and mathematical arguments have evolved over time. An appreciation of mathematical proof is required.

**MAT 255 - SPECIAL TOPICS (1-3)**

Special topics courses are offered periodically for topics in Mathematics that are not included in the established curriculum.

**MAT 303 - NUMERICAL ANALYSIS (3)**

Prerequisite: MAT 201, CIS 114

Numerical analysis covers finite differences, solution of nonlinear (algebraic and transcendental) equations, zeros of polynomials, matrix methods, systems of linear equations, interpolation, estimation of parameters by least squares, numerical integration and solutions of ordinary differential equations. Cross-listed as CIS 303.

**MAT 306 - ABSTRACT ALGEBRA I (3)**

Prerequisite: MAT 201; MAT 231

Covers the basic theory of groups, rings, ideals, and fields.

**MAT 310 - PARTIAL DIFFERENTIAL EQUATIONS (3)**

Prerequisite: MAT 202, MAT 320

An introductory course in partial differential equations with an emphasis on applications. Emphasis will be on linear equations, Fourier series and Fourier transforms, orthogonal series with Legendre, Hermite and Laguerre polynomials and their generating functions. Boundary and initial value problems for the heat, wave, and Laplace equations. Bessel functions and their applications in Sturm-Liouville problems will also be investigated. If time permits, calculus of variations may be presented.

**MAT 315 - READINGS IN MATHEMATICS (1-3)**

Mathematics courses not ordinarily offered by the department or more advanced topics in areas already offered.

**MAT 320 - LINEAR ALGEBRA (3)**

Prerequisite: MAT 151

Topics include matrix algebra, systems of linear equations, Gaussian elimination, vector spaces, determinants, linear transformations, orthogonality, and eigenvalues.

**MAT 340 - PROBABILITY AND STATISTICS FOR SCIENTISTS (3)**

Prerequisite: MAT 201

Course will examine probability and statistical hypothesis testing from a calculus perspective and is suitable for scientists, engineers, and mathematicians. Topics to be covered will include: Sample spaces, random variables, discrete and continuous distributions, including binomial, exponential, Poisson, normal and the approximation of the binomial with the normal. The Neyman-Pearson lemma and its use to justify hypothesis testing for means and proportions will be a course goal. Other topics such as continuous conditional probabilities, the t-distribution, ANOVA and additional hypothesis testing will be covered at the discretion of the instructor.

**MAT 345 - TOPOLOGY (3)**

Prerequisite: MAT 231

Introduction to point-set Topology. Specific topics include metric spaces, continuity, open and closed sets, general topological spaces, homeomorphisms, products, connectedness, compactness, and some advanced topics such as basic homotopy theory.

**MAT 355 - SPECIAL TOPICS (3)**

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

**MAT 400 - INDEPENDENT STUDY (3)**

Independent study credit is offered when students wish to explore a specific issue of mathematics that falls outside the parameters of the established departmental curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

**MAT 405 - SPECIAL TOPICS IN MATHEMATICS (3)**

Prerequisite: MAT 231 and MAT 202

Special topics course consisting of advanced content in pure or applied mathematics as determined by instructor. Possible topics include, but are not limited to, the following: topology, complex analysis, and optimization.

**MAT 406 - ABSTRACT ALGEBRA II (3)**

Prerequisite: MAT 306

A continuation of Abstract Algebra I. Topics include vector spaces, basic field theory, finite fields, extension fields, splitting fields, Sylow Theorems, and additional advanced topics as time allows (such as generators and relations or Burnside's Theorem).

**MAT 411 - ADVANCED CALCULUS I (3)**

Prerequisite: MAT 201 and MAT 231

A course covering advanced topics including limits, continuity, and differentiation.

**MAT 412 - COMPLEX ANALYSIS (3)**

Prerequisite: MAT 201

Students will study analytic functions, transformation of elementary functions, integrals, power series, residues and poles, conformal mapping, and applications.

**MAT 421 - ADVANCED CALCULUS II (3)**

Prerequisite: MAT 411

A continuation of Advanced Calculus I. Topics include differentiation, the Riemann Integral, sequences of functions, and infinite series.

**MAT 430 - MATRIX ANALYSIS (3)**

Prerequisite: MAT 201, MAT 320, MAT 411

This course addresses matrix algebra, fundamental properties of finite dimensional vector spaces, linear transformations and projections, and matrix decompositions. The main topics include but are not limited to: matrix operations, determinants and their properties, rank, matrix inverse and solving linear equations, algebraic and geometric properties of vector spaces, norms, inner products and orthogonality, eigensystems and spectrum properties of matrices and linear transformations. The course will also study spectral decomposition, singular-value decomposition, Jordan canonical form, orthogonal projections, idempotent matrices, quadratic forms, extrema of quadratic forms, non-negative definite and positive definite matrices, and matrix derivatives. Students will be expected to do proofs. This course will equip students with important matrix techniques to be useful in a wide range of pure and applied mathematics, such as algebra, differential equations, scientific computing, optimization, statistics, as well as in the field of computer science, engineering, and economics.

**MAT 455 - SPECIAL TOPICS (3)**

Prerequisite: Permission of the instructor

Special topics courses are offered periodically for topics in Mathematics that are not included in the established curriculum.

**MAT 475 - ADVANCED TOPICS IN MATHEMATICAL PHYSICS (3)**

Prerequisite: Permission of the instructor

An in-depth investigation of a current issue in mathematical physics using the tools previously developed in the program. The issue will be selected from topics such as functional integration, introduction to quantum field theory, differential geometry, general relativity, solitons, applications of non-linear PDEs, and representation theory, among others. Cross-listed as PHY 475.

**MAT 490 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

**MAT 495 - MATHEMATICS HONORS RESEARCH (1-3)**

Prerequisite: Permission of the instructor

**MAT 498 -SENIOR MATHEMATICS RESEARCH I (2)**

Prerequisite: Permission of the instructor

The senior research project represents the culmination of the student's work in mathematics. Emphasis will be on understanding curriculum, and of interest to the mathematics and/or physics communities and on developing effective oral and written presentation. Each student will work with a faculty member on a research topic of the faculty member's choice. Each student will be required to complete both a written and an oral report. The written report will include bibliographical reference in a professional format. Both the written and oral report will be reviewed by the entire department. Computer programming may also be required.

**MAT 499 -SENIOR MATHEMATICS RESEARCH II (1)**

Prerequisite: Permission of the instructor

The senior research project represents the culmination of the student's work in mathematics. Emphasis will be on understanding a relevant research topic in mathematics in an area that is unfamiliar to the student, beyond the undergraduate curriculum, and of interest to the mathematics and/or physics communities and on developing effective oral and written presentation. Each student will work with a faculty member on a research topic of the faculty member's choice. Each student will be required to complete both a written and an oral report. The written report will include bibliographical references in a professional forum. Both the written and oral report will be reviewed by the entire department. Computer programming may also be required.

**MAT 530 - MATRIX ANALYSIS (3)**

This course addresses matrix algebra, fundamental properties of finite dimensional vector spaces, linear transformations and projections, and matrix decompositions. The main topics include but are not limited to: matrix operations, determinants and their properties, rank, matrix inverse and solving linear equations, algebraic and geometric properties of vector spaces, norms, inner products and orthogonality, eigensystems and spectrum properties of matrices and linear transformations. The course will also study spectral decomposition, singular-value decomposition, Jordan canonical form, orthogonal projections, idempotent matrices, quadratic forms, extrema of quadratic forms, non-negative definite and positive definite matrices, and matrix derivatives. Students will be expected to do proofs. This course will equip students with important matrix techniques to be useful in a wide range of pure and applied mathematics, such as algebra, differential equations, scientific computing, optimization, statistics, as well as in the field of computer science, engineering, and economics.

**MAT 545 - GENERAL TOPOLOGY (3)**

Prerequisite: MAT 201 and MAT 231 or equivalent, MAT 411 or equivalent suggested

A one-semester course in point-set topology. Course topics include topological spaces and continuous functions, countability and separation axioms, product and quotient topologies, connectedness, and the Urysohn Lemma.

## COURSES OF INSTRUCTION: MEDICAL LABORATORY SCIENCE

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### **MET 489 - Medical Laboratory Science Internship (0)**

All seniors must register for this course during the fall and spring semesters of their hospital program of professional study. Students who are enrolled full-time in a hospital program affiliated with Thomas More University will be considered full-time students at the University.

### **SENIOR YEAR**

St. Elizabeth School of Medical Technology, Edgewood, Kentucky, Dr. Jackson O. Pemberton, Medical Director; Brian Wells, Education Manager.

Thomas More University is affiliated with the Clinical Laboratory Science Program of St. Elizabeth Healthcare Center, Edgewood, Kentucky. After completing the course work required by Thomas More University, the student spends his/her senior year at the hospital. This is a twelve-month program of professional study, generally beginning in late June. Credit hours and grades are transferred back to Thomas More University. Course work at the hospital is in the following areas:

**Microbiology** - Basic principles of medical bacteriology, mycology, virology, parasitology, and mycobacteriology are covered. Experience in safely culturing and identifying microorganisms and conducting antibiotic sensitivity testing is provided. Students will receive lectures covering Microbiology materials before obtaining the clinical experience. However, the clinical experience runs concurrent with this rotation.

**Clinical Chemistry** - Qualitatively and quantitatively analyze blood and other body fluids for chemical constituents such as proteins, carbohydrates, enzymes, electrolytes, and therapeutic drugs. A wide range of sophisticated instrumentation is utilized during clinical rotations. The Chemistry lecture series is given with Hematology lectures. The four weeks of clinical learning will occur at the conclusion of lectures in each rotation.

**Hematology** - Development of skills needed to perform manual cell counting, electronic cell counting and hemoglobinometry. The ability to differentiate White Blood Cells and Red Blood Cell Morphology of peripheral blood and bone marrow cells are studied. The Hematology series of lectures are given with the Chemistry lectures. The four weeks of clinical learning will occur at the conclusion of lectures in each rotation.

**Immunochemistry** - Theory and practice of procedures related to the selection of donors, antigen and antibody identification, compatibility testing, blood processing and component therapy. Experience in pre-natal and post-natal testing is also provided. Most of the clinical experience is provided in our student laboratory. However, a week of direct field experience will occur after all clinical rotations lectures are complete.

**Urinalysis** - Students will gain information and experience in the physical, chemical, and microscopic analysis of urine. The Urinalysis lectures are given with Molecular lectures. The one week of clinical learning will occur at the conclusion of lectures in each rotation.

**Molecular Techniques** - Includes molecular theory and real-time polymerase chain reaction (RT-PCR). Molecular lecture are given with Urinalysis Lectures. The one day of clinical observation will occur at the conclusion of lectures in each rotation.

**Serology** - Theory and practice of precipitation, agglutination, complement fixation, hemagglutination inhibition testing and fluorescent microscopy for the diagnosis of diseases such as syphilis, infectious mononucleosis, and rheumatoid arthritis. Serology lectures are given with Coagulation Lectures. The one week of clinical learning will occur at the conclusion of lectures in each rotation.

**Coagulation** - Students obtain knowledge as to the coagulation cascade and bleeding disorders that may develop in the coagulation system. The Coagulation Lectures are provided with the Serology lectures. The one week of clinical learning will occur at the conclusion of lectures in each rotation.

**Management** - Students will be given information regarding management within a Clinical Laboratory. This includes budgeting, accreditation, education and communication, interview process and federal laws impacting healthcare.

**Toxicology** - Students will be given information concerning drugs of abuse and testing methods used to detect them. Two days of observation in the Toxicology Clinical Laboratory will then be provided. Clinical observation time occurs at the completion of the lectures for the program.

**Phlebotomy** - Training. As part of the Med Tech program, students will be trained to obtain blood specimens through venipuncture, arterial and capillary skin puncture. After basic phlebotomy techniques are introduced during orientation, students work to develop their skills by performing phlebotomy for a minimum of 20 hours.

## **COURSES OF INSTRUCTION: MONSIGNOR CLEVES UNIVERSITY HONORS PROGRAM (MCUHP)**

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### **CHP 100 - FIRST YEAR MCUHP STUDENTS (0)**

This course is for Monsignor Cleves University Honors first year students. The course will be scheduled weekly for meetings and activities.

### **CHP 200 - SECOND YEAR MCUHP STUDENTS (0)**

This course is for Monsignor Cleves University Honors second year students. The course will be scheduled weekly for meetings and activities.

## **COURSES OF INSTRUCTION: MUSIC**

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### **BND 150 - BAND AND PERFORMANCE (1)**

Marching Band: Fall Semester program. The band program focus in the fall semester is marching and pep band programming. Beginning with band camp the week prior to classes, the band will focus on performance material suited to home football games. At the completion of the football season, the band will then shift to materials suited for basketball performance. Class attendance and participation is combined with attendance and participation in all performances throughout the semester.

### **MUS 100 - THOMAS MORE SINGERS (1)**

Core Area: Fine Arts

The Thomas More Singers meet for weekly rehearsals and perform at concerts and university functions. No audition is required. This course may be repeated.

### **MUS 103 – TMU WOMEN'S CHORUS (1)**

Core Area: Fine Arts

The Thomas More University Women's Chorus integrates elements of auditory, vocal, kinesthetic, and aesthetic dimensions of choral music through analysis and exploration of vocal performance in efficient rehearsals and high quality performance of the highest quality treble chorus music. TMU Women's Chorus repertoire is intentionally eclectic, covering a wide range of musical idioms in a variety of languages spanning from the renaissance to contemporary music as well as music traditions of diverse cultures and popular music. The TMU Women's Chorus presents at least two concerts each semester alongside special events and unique concerts in collaboration with other choral organizations. The TMU Women's Chorus supports various artistic endeavors through the TMU community and Northern Kentucky/Southern Ohio region. This course is repeatable.

### **MUS 105 - MARCHING BAND (0-1)**

The TMU Marching Band teaches field-style marching and music to perform at sporting events on/off campus, local competitions, and other community events. This course is repeatable.

### **MUS 114 - BEGINNING GUITAR CLASS (1)**

Students will receive group instruction of basic guitar techniques, musicianship, and performance. A lab fee will be associated with this course.

### **MUS 115 - INTERMEDIATE GUITAR CLASS (2)**

Prerequisite: MUS 114

A continuation of MUS 114. Students will receive further group instruction of basic guitar techniques, musicianship, and performance. A lab fee will be associated with this course.

**MUS 126 - VIEWING THE ARTS (3)**

Offers a general study of the elements of fine arts. Attendance is required at public performances.

**MUS 155 - SPECIAL TOPICS (3)**

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

**MUS 160 – MUSIC SURVEY (3)**

This course is an introduction to music styles, periods, vocabulary, and the examination of music in the context of cultural and societal values. The means and circumstances in which music is created is also exposed.

**MUS 203 – TMU CHAMBER CHOIR (1)**

Prerequisite: Successful audition with instructor

Core Area: Fine Arts

The Thomas More University Chamber Choir integrates advanced elements of auditory, vocal, kinesthetic, and aesthetic dimensions of choral music through analysis and exploration of performance practice, efficient rehearsal technique, and high quality performance. Chamber Choir's repertoire is intentionally eclectic, covering a wide range of sacred and secular musical idioms in a variety of language spanning from the renaissance to contemporary music, as well as music traditions of diverse cultures. Chamber Choir sings on at least two concerts each semester, supports various liturgical events in conjunction with Thomas More Campus Ministry, and supports various artistic events throughout the TMU community and Northern Kentucky/Southern Ohio region. Chamber Choir embarks upon an annual concert tour typically held over spring break to destinations such as Nashville, Chicago, New York, and Washington, DC with concerts along the way to these destinations. This course is repeatable.

**MUS 226 - THE HISTORY OF ROCK 'N' ROLL (3)**

Core Area: Fine Arts

A survey of the history and styles of Rock 'n' Roll, the contributions of specific musicians, and the social impact of the music from the late 1940's to the present.

**MUS 231 - SCHOOL MUSIC (3)**

Prerequisite: Admission to the Teacher Education Program

Core Area: Fine Arts

Students will learn about teaching a music program in grades one through eight and the use of music as a supporting vehicle in various class subjects and activities.

**MUS 245 - HISTORY OF WESTERN MUSIC I (3)**

Core Area: Fine Arts

A survey covering Western Music history and literature from antiquity to the Romantic period.

**MUS 246 - HISTORY OF WESTERN MUSIC II (3)**

Core Area: Fine Arts

This course is an introduction to music fundamentals, music history in western civilization from 1820 to the present including social/philosophical aspects of the times as well as critical listening skills.

**MUS 255 - SPECIAL TOPICS (3)**

Special topics courses will be offered periodically in a specific area of music.

**MUS 260 - MUSIC IN WORLD CULTURES (3)**

Core Area: Fine Arts

An introduction to the music of non-western countries. Content emphasizes diversity and uniqueness by exploring the music of India, Japan, Sub-Saharan Africa, Native America, Indonesia, Latin America, the Middle East, and others.

**MUS 270 - VOICE LESSON (1)**

Core Area: Fine Arts

Course requirement: Approval from Department Chair

Students will receive a private 30-minute lesson once a week and will perform each semester at a student recital. In addition to tuition, there is an additional fee.

**MUS 271 - PIANO LESSON (1)**

Core Area: Fine Arts

Course requirement: Approval from Department Chair

Students will receive a private 30-minute lesson once a week and will perform each semester at a student recital. In addition to tuition, there is an additional fee.

**MUS 272 - GUITAR LESSON (1)**

Course requirement: MUS 114 or with instructor permission

Students will receive a private 30-minute lesson once a week and will perform each semester at a student recital. In addition to tuition, there is an additional fee.

**MUS 290 - CONDUCTING (3)**

Prerequisite: MUS 201

Conducting fundamentals, score analysis, and rehearsal techniques are covered.

**MUS 301 - MUSIC THEORY I (3)**

Prerequisite: MUS 155

Core Area: Fine Arts

This course provides building blocks for musical literacy in developing comprehensive musicianship skills in three main areas: melody/counterpoint, harmony, and rhythm/meter. This course prepares students through the study of rhythm, intervals, phrases, melodies, chords and chord progressions. Chord study includes primary and secondary triads in root position and an introduction to inversions.

**MUS 302 - MUSIC THEORY II (3)**

Prerequisite: MUS 301

A continued study of the diatonic and chromatic harmony of the Common Practice Period through the development of composition, analysis and keyboard skills. Emphasis on elementary forms, chromatic harmony, elementary modulation, secondary dominants of primary chords, and modal mixture.

**COURSES OF INSTRUCTION: NURSING**

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**PNU 103 - INTERPERSONAL COMMUNICATION (1)**

No prerequisites (May be taken or repeated past the freshman year with permission of the instructor). This course introduces the student to basic interpersonal communication skills within context of professional nursing. Emphasis is placed upon the processes of communicating with individuals and within groups.

**PNU 104 - NURSING PROCESS (1)**

No prerequisites (May be taken or repeated past the freshman year with permission of the instructor).

This course uses the foundation of critical thinking to introduce the student to the systematic steps of the nursing process. The nursing process is applied to nursing practice as students write nursing care plans based upon simulated clinical scenarios.

**NUR 155 - SPECIAL TOPICS (3)**

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

**NUR 203 - THEORIES/CONCEPTS (1)**

Prerequisites: PSY 105, SOC 105

Pre or Co-requisites: NUR 104 or permission of instructor

In this course, major theories and concepts derived from nursing and related disciplines provide a basis for the study of nursing practice. Students will explore the historical evolution of nursing and related theories utilized in the application of the nursing process.

**NUR 204 AND 204L - HEALTH ASSESSMENT (2)**

Prerequisites: BIO 211, BIO 211L, BIO 212, BIO 212L, BIO 216, BIO 216L; CHE 103, CHE 103L, CHE 104, CHE 104L; PSY 105, SOC 105 or permission of instructor

Pre or Co-requisites: NUR 104, NUR 203, PSY 214, BIO 215, BIO 216, BIO 216L, or permission of instructor

This course focuses on holistic health assessment throughout the lifespan. Students will have opportunities to practice taking health histories and performing physical examinations in the nursing lab.

**NUR 205 - NURSING SKILLS LAB I (1)**

Prerequisites: BIO 211, BIO 211L, BIO 212, BIO 212L, CHE 103, CHE 103L, CHE 104, CHE 104L; PSY 105, SOC 105 or permission of instructor

Pre or Co-requisites: NUR 104; BIO 216, BIO 216L; NUR 204, NUR 204L, or permission of instructor

Progressing from the simple to the complex, this course introduces the student to the concepts, processes, and skills essential to safe nursing practice. The student is given opportunities to develop and achieve competence in basic nursing skills through lecture, discussion, audiovisual aids, demonstration, and practice.

**NUR 206 - GERONTOLOGICAL NURSING (2)**

(One two-hour class and six hours of clinical per week for 7 ½ weeks)

Prerequisites: PNU 104, NUR 203, NUR 204, NUR 204L, NUR 205; BIO 211, BIO 211L, BIO 212, BIO 212L, BIO 215, BIO 216, BIO 216L; CHE 103, CHE 103L, CHE 104, CHE 104L; SOC 105, PSY 105, PSY 214, or permission of instructor

Pre or Co-requisites: NUR 103, NUR 208; BIO 255

Gerontological nursing explores age related changes, cultural responses to aging, common health problems, psychosocial issues, theories, and standards of practice in health care for older adults. Students utilize the nursing process to care for older adults. Theory and clinical components are included.

**NUR 207 - PARENT-CHILD NURSING (3)**

(Two two-hour classes and six hours of clinical per week for 7 ½ weeks)

Prerequisites: PNU 104, NUR 203, NUR 204, NUR 204L, NUR 205; BIO 211, BIO 211L, BIO 212, BIO 212L, BIO 215, BIO 216, BIO 216L; CHE 103, CHE 103L, CHE 104, CHE 104L; SOC 105, PSY 105 and PSY 214 or permission of instructor

Pre or Co-requisites: NUR 103, NUR 208, BIO 255

The primary focus of this course is on the employment of the nursing process with well persons adapting to the developmentally related stressors of pregnancy, birth, and childhood. Theory and clinical components are included.

**NUR 208 - SKILLS LAB II (1)**

Prerequisites: PNU 104, NUR 203, NUR 204, NUR 204L, NUR 205; BIO 211, BIO 211L, BIO 212, BIO 212L, BIO 215, BIO 216, BIO 216L; CHE 103, CHE 103L, CHE 104, CHE 104L; PSY 105 or permission of instructor

Pre or Co-requisites: NUR 103, NUR 104; BIO 255

Progressing from the simple to the complex, this course introduces the student to the concepts, processes, and skills essential to safe nursing practice. The student is given opportunities to develop and achieve competence in basic nursing skills through lecture, discussion, audiovisual aids, demonstration, and practice.

**NUR 210 - NUTRITION FOR NURSES (2)**

Prerequisites: CHE 103, CHE 103L, CHE 104, CHE 104L; BIO 211, BIO 212

This course provides a foundation in nutritional science for competent and effective nursing practice with patients across the life cycle. The course addresses dietary principles for health promotion and disease prevention, including collecting data about nutritional status, implementing actions to promote normal nutrition or modify diet in response to illness, and evaluating responses to diet therapy for specific conditions.

**NUR 211 – PATHO PHARMACOLOGY I (3)**

Prerequisite: Earned “C” grade or above in BIO212, BIO216, and CHE104 or permission of instructor. This course is an introduction to the concepts and principles of pathophysiology and pharmacology. Students will study pharmacological properties of medications relative to their origin, classification, and dosage to develop an understanding of their usage and interactions in human disease and the mechanisms that govern them. Students will examine the pathophysiological and pharmacological phenomena that produce alterations in homeostasis, laying a foundation for the application of the nursing process with individuals, families, and groups.

**NUR 255 - SPECIAL TOPICS (3)**

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

**NUR 300 - INDEPENDENT STUDY (1-4)**

Students in nursing have the option of registering for Independent Study in Nursing. Students will work with a faculty member to develop learning objectives, identify appropriate learning activities, and methods of evaluation.

**NUR 306 - NURSING CARE OF THE CHILDBEARING FAMILY (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 207, NUR 208; BIO 255 or permission of instructor

Pre or Co-requisites: NUR 305

This course applies the nursing process to promote the adaptation of women and their families to an optimal level of health during normal, complex, and high-risk pregnancies during the perinatal period. Theory and clinical components are included.

**NUR 307 - NURSING CARE OF THE ADULT (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 206, NUR 208, NUR 305; BIO 255 or permission of instructor

This course applies the nursing process to promote patient safety and adaptation of individuals and families to their optimum health during the acute phases of illness. Theory and clinical components are included.

**NUR 308 - NURSING CARE OF CHILDREN (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 207, NUR 208, NUR 305; BIO 255 or permission of instructor

This course explores illnesses that affect children and helps the student identify the multiple needs of the ill child and his/her family. The student utilizes the nursing process to assist the child and family to adapt to illness and achieve optimal health. Theory and clinical components are included.

**NUR 309 - MENTAL HEALTH NURSING (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 206, NUR 207, NUR 208; BIO 255 or permission of instructor

Pre or Co-requisites: NUR 305

This course examines the effects of acute mental illness on clients and their families. The nursing process is utilized to promote adaptation by clients to reach their optimal level of functioning. Theory and clinical components are included.

**NUR 310 - THEORETICAL PERSPECTIVES IN NURSING (3)**

This course, designed for the RN student entering the BSN program, introduces the student to the philosophy, theory and roles of the professional nurse across the educational continuum in the context of contemporary and future professional nursing practice. Major theories and concepts derived from nursing and related disciplines provide a basis for the study of nursing practice. In this course students will explore the historical evolution of nursing and related theories, focusing on the connection of theory, research and practice.

**NUR 311 – PATHO PHARMACOLOGY II (3)**

Prerequisite: NUR211

This course builds on the previous course, Patho Pharmacology I, with the introduction of further concepts and principles of pathophysiology and pharmacology. Students will study pharmacological properties of medications relative to their origins, classification, and dosage to develop an understanding of their usage and interactions in human disease and the mechanisms that govern them. Students will continue to examine the pathophysiological and pharmacological phenomena that produce

alterations in human physiology and the resulting human response to pharmacotherapeutic intervention.

### **NUR 355 - SPECIAL TOPICS (3)**

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

### **NUR 400 - INDEPENDENT STUDY (1-4)**

Students in nursing have the option of registering for Independent Study. Students will work with a faculty member to develop learning objectives, identify appropriate learning activities, and methods of evaluation.

### **NUR 403 - NURSING RESEARCH (2)**

Prerequisites: MAT 205 or MAT 208; NUR 305, NUR 306 or NUR 307 or NUR 308 or NUR 309 or permission of instructor

This course is an introduction to the research process and the role of research in nursing with a focus on developing a basic understanding of the components of the research process and on the critical consumption of research.

### **NUR 404 - ADVANCED NURSING CARE OF THE ADULT (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 305, NUR 307, NUR 309 or permission of instructor

Pre or Co-requisites: NUR 403

This course focuses on the holistic application of the nursing process with patients and families adapting to the stressors of complex and critical illnesses. The practices of critical care nursing are components of the course. Theory and clinical components are included.

### **NUR 405 - CHRONICITY AND NURSING (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 305, NUR 307, NUR 308, and NUR 309 or permission of instructor

Pre or Co-requisites: NUR 403

This course focuses upon the application of the nursing process to the care of patients and families who are experiencing life-limiting illnesses, disabilities, or chronic health problems not amenable to cure. The practices of chronic care, prevention, rehabilitation, palliative care, and hospice nursing will be explored and implemented. Theory and clinical components are included.

### **NUR 406 - COMMUNITY HEALTH NURSING (4)**

(Two two-hour classes and 12 hours of clinical per week for 7 ½ weeks)

Prerequisites: NUR 306, NUR 307, NUR 308 and NUR 309 or permission of instructor

Pre or Co-requisites: NUR 403

The care of the community as a client is the focus of this course. Principles of health promotion and illness prevention for individuals, families, and groups are utilized in working towards a healthy community. World health organizations and environmental issues are examined for their effects on communities. Theory and clinical components are included.

### **NUR 407 - NURSING MANAGEMENT (4)**

(Two three-hour classes per week and 120 hours of integrated practicum over 7 ½ weeks)

Prerequisites: NUR 403, NUR 307, NUR 308, NUR 309 and NUR 404, or permission of the instructor

Pre or Co-requisites: NUR 403

This course examines the application of leadership principles and management skills in nursing. Students apply the nursing process to patients and families experiencing complex health problems. Clinical experiences are designed to fulfill the current Kentucky Board of Nursing requirements for transition to professional practice.

### **NUR 408 - PROFESSIONAL SEMINAR (1)**

Prerequisites: NUR 306, NUR 307, NUR 308 and NUR 309 or permission of instructor

Pre or Co-requisites: NUR 403

This course explores issues related to professionalism and trends in nursing and health care.

### **NUR 410 - COMMUNITY HEALTH ISSUES AND NURSING (4)**

Prerequisite: NUR403

Designed for the registered nurse, this course examines the application of the nursing process to families, groups, and the

community. A focus is placed on bridging acute care to the community. The student applies community resources to continuity of care. World health issues, basic epidemiology, and health policy are examined for impact in the community.

#### **NURS 410P - COMMUNITY HEALTH ISSUES AND NURSING PRACTICUM (4)**

Prerequisite: NUR403 and NUR410

Designed for the registered nurse, this course examines the application of the nursing process to families, groups, and the community. The student applies principles of community nursing to design a self-guided practicum with focus on community resources for individuals, families, and groups. The student conducts a community assessment and examines the impact of health needs of the community.

#### **NUR 411 - LEADERSHIP AND MANAGEMENT IN NURSING (4)**

Prerequisites: NUR403

This course assists registered nurses to create a vision for themselves as leaders in healthcare. Course content focuses on the evaluation of models and concepts of leadership and management transformation for application in healthcare and develops knowledge of current approaches to systems and models for change management.

#### **NUR 411P - LEADERSHIP AND MANAGEMENT IN NURSING PRACTICUM (4)**

Pre or Co requisite: NUR411

The registered nurse focuses on the application of leadership and management principles to autonomously deliver safe, evidence-based care. The student functions as collaborator, change agent, and leader within health care.

#### **NUR 455 - SPECIAL TOPICS (3)**

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

#### **NUR 601 – PHILISOPHICAL/THEORETICAL FOUNDATIONS (3)**

This course explores the historical origins of advanced nursing practice, its contribution to the contemporary health care environment and the role of advanced nursing practice. Students explore theoretical knowledge and principles drawn from nursing and related disciplines that guide advanced practice. Students apply ethical theory and principles of moral reasoning to analyze clinical scenarios and use information technologies to support scholarly endeavors.

#### **NUR 602 – RESEARCH FOR EVIDENCE BASED PRACTICE (3)**

This course prepares the student to apply research outcomes within the practice setting to resolve practice problems, work as a change agent, and disseminate the results of research. This course provides an opportunity to examine the generation of evidence for best practice, focusing on research evidence within a nursing theoretical perspective. An overview of the methods of scholarly inquiry are presented including quantitative, qualitative, mixed methods, participative, and evaluation research designs. The emphasis is on the translation and evidence-based practice decision making in the identification of phenomenon in the practice setting, evaluation of practice problems, and assessment of practice outcomes.

#### **NUR 603 – (3)**

#### **NUR 604 – ETHICS, POLICY, AND ORGANIZATION OF HEALTHCARE (3)**

This course focuses on ethical and legal issues in research and health care, quality cost effective care, design and implementation of care in a variety of health care systems, and the leadership role of a nurse in managing human, fiscal, and physical health care resources. The course will also present how health policy is formulated, how to affect this process and how it impacts clinical practice and health care delivery.

#### **NUR 605 – EPIDEMIOLOGY (3)**

This course focuses on the distribution and determinants of health and disease in human populations. The issues of epidemiology and biostatistics, health disparities, health systems, health promotion efforts, and dissemination of relevant information to the public are explored.

#### **NUR 610 – COMMUNICATION AND RELATIONSHIP BUILDING FOR NE (3)**

Prerequisite(s): ELS 600, NUR 601, NUR 602 - This course focuses on the necessary skills to effectively communicate, manage relationships, influence behaviors, support diversity, implement shared decision making, support community involvement, manage medical-staff relations and support academic relations.

**NUR 611 – FINANCIAL MANAGEMENT AND RESOURCE ALLOCATION (3)**

Prerequisite(s): ELS 600, NUR 604 - This course presents economic analysis and the use of managerial economics to study the healthcare system. Topics include: demand for medical services; role of health insurance; productivity and cost measurement; labor markets and competition; principles, models and practical methods for the economic evaluation of healthcare services; the finance of healthcare and recent developments in financial management of healthcare organizations; applications of financial management techniques to problems facing healthcare managers; budgeting, cost behavior and forecasting; and revenue and expense analysis.

**NUR 612 – INFORMATICS AND DATA MANAGEMENT (3)**

Prerequisite(s): NUR 604 - This course focuses on healthcare informatics and data management for nurse executives. Technology-based health applications which support decision-making in all roles and settings will be emphasized. The course will examine the technological, utility and leadership competencies in healthcare informatics.

**NUR 613 – IMPROVING PATIENT OUTCOMES (3)**

Prerequisite(s): NUR 604 - This course focuses upon the nurse executive's responsibility to develop and maintain a culture of safety; reduce and prevent harm to patients; and reduce institutional risk and liability issues through the application of sound principles and practices associated with quality improvement.

**NUR 614 – HUMAN RESOURCES (3)**

Prerequisite(s): NUR 610, NUR 611 - This course focuses on the skills and concepts required in managing people in healthcare organizations, as well as on the human resource implications of changes in the external environment. Emphasis will be placed on the technical aspects of human resource management as well as the managerial skills required to manage people.

**NUR 615 – STRATEGIC PLANNING FOR NURSE EXECUTIVES (3)**

Prerequisite(s): NUR 611, NUR 612 - This course emphasizes strategic leadership in healthcare, focusing on the trends and directions in the industry and the future of healthcare delivery. Future nurse leaders will have the opportunity to explore how the strategic planning process incorporates healthcare trends; the evolution of healthcare systems; methods and concepts in strategic leadership; and the ever-changing technology in healthcare.

**NUR 616 – NURSE EXECUTIVE PRACTICUM (3)**

Prerequisite(s): NUR 613, NUR 614, NUR 615 - This 90 hour practicum provides an integrated field experience to synthesize and apply knowledge attained in the Nurse Executive courses. The culmination of this course will result in completion of a capstone project (agency designated or student originated) related to healthcare leadership in today's complex healthcare environment.

**NUR 620 – HEALTHCARE INFORMATION MANAGEMENT (3)**

Prerequisite(s): ELS 600, NUR 601, NUR 602 - This course focuses on the necessary skills to understand the basis for health care informatics. There will be an emphasis on basic understanding of computer hardware, network architecture, and healthcare software applications. The course will include relevant regulatory, patient privacy, security, and reimbursement issues.

**NUR 621 – SYSTEMS ANALYSIS & DESIGN FOR HC INFORMATICS (3)**

Prerequisite(s): ELS 600, NUR 604 - This course focuses on the necessary skills to understand the basis for health care informatics. There will be an emphasis on basic understanding of computer hardware, network architecture, and healthcare software applications. The course will include relevant regulatory, patient privacy, security, and reimbursement issues.

**NUR 622 – DATABASES DESIGN AND KNOWLEDGE MANAGEMENT (3)**

Prerequisite(s): NUR 621 - This course addresses applied skills in database design, data structure, modeling, and development of database management systems to resolve problems in health care informatics and research settings. The course will focus on development of fundamental skills in knowledge management and knowledge engineering as applied to the health care environment.

**NUR 623 – HEALTH DATA SECURITY (3)**

Prerequisite(s): NUR 604, NUR 621, NUR 622 - This course focuses on the technical and physical requirements for secure information storage, processing and retrieval in health care enterprises. Focuses on legal and regulatory issues unique to health care environments.

### **NUR 624 – ELECTRONIC MEDICAL RECORD SYSTEMS (3)**

Prerequisite(s): NUR 623 - This course focuses on hardware/software development requirements for EMRs and application of EMR data for: quality, risk assessment, billing, and research applications. The course emphasizes regulatory requirements for electronic medical records to include: HIPPA, Meaningful Use requirements, security applications, and federal breach reporting.

### **NUR 625 – TELEHEALTH AND EMERGING TECHNOLOGY (3)**

Prerequisite(s): NUR 625 - This course provides a historical perspective of remote monitoring of patients using various types of telehealth, including video conferencing, telephonic, and home based sensors. The course will include: an overview of relevant hardware and software for a telehealth program; federal and state regulations covering telehealth practice and reimbursement models by Medicare, Medicaid and other insurers.

### **NUR 626 – HEALTHCARE INFORMATICS PRACTICUM (3)**

Prerequisite(s): NUR 624, NUR 625 - This 90 hour practicum provides an integrated field experience to synthesize and apply knowledge attained in the Healthcare Informatics courses. The culmination of this course will result in completion of a capstone project related to nursing informatics; its practice, concepts and/or major issues in today's complex healthcare environment.

## **COURSES OF INSTRUCTION: PHILOSOPHY**

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### **PHI 105 - INTRODUCTION TO PHILOSOPHY (3)**

Second Century Inner Core: Philosophy

Core Area: Philosophy

Unlike most disciplines, there is no single uncontroversial, answer to the question of what it is to “do philosophy.” Instead, there is considerable debate amongst its practitioners about what philosophy is in the first place. Is it method for making thought more rigorous, and art of reflection, a way of living guided by love of wisdom, an inquiry into the fundamental nature of being, or something else entirely? This course introduces philosophy through an examination of a variety of answers, both historical and contemporary, that philosophers have offered to the questions to what philosophy is and why it is valuable. This course introduces students at any level or from any major to the field of philosophy, including subfields of ethics, aesthetics, metaphysics, epistemology, social and political philosophy, and logic. Various readings included and different instructors will emphasize different subfields.

### **PHI 125 - HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY (3)**

Second Century Inner Core: Philosophy

Core Area: Philosophy

An overview of western Philosophy from its beginnings to the Renaissance with special emphasis on a selected few of the more important Philosophers.

### **PHI 130 - HISTORY OF MODERN & CONTEMPORARY PHILOSOPHY (3)**

Core Area: Philosophy

An overview of western Philosophy from the Renaissance to the present, with special emphasis on a selected few of the more important philosophers.

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

Core Area: Philosophy

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

### **PHI 175 - INTRODUCTION TO LOGIC (3)**

Second Century Inner Core: Philosophy

Student will develop the skills needed for careful analytical reasoning and problem solving as well as practice assessing the reliability of evidence and testing the soundness and validity of various forms of argumentation. This course is particularly recommended for any student who anticipates the need to take one or other of the advanced tests for admission to graduate or professional programs. This course does NOT fulfill a core requirement.

**PHI 210 - ETHICS LAB (1)**

This course introduces students to the ethical dimensions of human life and offers them the basic language and methodology with which to critically examine these dimensions. The course format integrates lecture and active case discussion to provide both the necessary philosophical grounding and the real-world skills sought by students. The course will provide an introduction to basic ethical theory and various approaches to ethical decision-making (clinical, business, environmental policy, etc.). In addition, students will engage particular ethical issues and topics, as appropriate to the course (e.g., truth-telling and medical error, informed consent, conscientious objection, physician-assisted suicide, death and dying, and pediatric ethics for biomedical ethics; honesty, fairness, privacy, social responsibility, advertising, whistle-blowing, international & cultural issues for business ethics).

**PHI 214 - SPORTS & ETHICS (3)**

Second Century Inner Core: Philosophy

Core Area: Philosophy

Should we aim to win in athletic competition no matter what the cost – to personal integrity, to national honor, or to team respect? What is wrong with using drugs to enhance performance? Does behavior of the court or field have any bearing on the game? Using a variety of sources from both film and written text, we will examine ethical concerns about behavior on and off the field/court across a variety of sports, at the collegiate and professional levels.

**PHI 215 - ETHICS & TECHNOLOGY (3)**

Core Area: Philosophy

Students will explore ethical principles and major theories as well as their application to technology.

**PHI 216 - BIOMEDICAL ETHICS (3)**

Second Century Inner Core: Philosophy

Core Area: Philosophy

Students will explore ethical principles and major theories as well as application to various areas of human endeavor. The specific area of application will be designated in the course listings for a particular semester.

**PHI 217 - BUSINESS ETHICS (3)**

Second Century Inner Core: Philosophy

Core Area: Philosophy

Students will explore ethical principles and major theories as well as their application to various areas of human endeavor.

**PHI 218 - ENVIRONMENTAL ETHICS (3)**

Core Area: Philosophy

Students will explore ethical principles and major theories as well as application to the environment and environmental concerns.

**PHI 219 - SOCIAL ETHICS (3)**

Core Area: Philosophy

Students will explore ethical principles and major theories as well as their application to various areas of human endeavor and society.

**PHI 220 - PHILOSOPHY OF EDUCATION (3)**

Core Area: Philosophy

A course that will focus on the epistemological underpinnings of important theories of knowledge and learning in the history of ideas; it will also examine the formation of schools and institutions of higher learning, and the social, political and economic functions that these institutions serve.

**PHI 230 - AESTHETICS (3)**

Core Area: Philosophy

A course covering art and literature as beauty, expression and communication, the reality of beauty, the objectivity and subjectivity of art and literature, beauty and truth and beauty and value.

**PHI 232 - PHILOSOPHY OF MUSIC (3)**

Core Area: Philosophy

The goal of this class is to inspire students to think about sound and music in a way that is attentive to the aesthetic, spiritual, social, and political dimensions of musical practice and experience in the twenty first century. The readings for the class come from poets, novelists, and philosophers who have thought deeply about the meaning of music in contemporary life. The course may also involve attending a number of concerts at various local venues.

**PHI 233 - PHILOSOPHY OF FILM (3)**

Core Area: Philosophy

This class will examine a variety of philosophical issues and questions pertaining to the medium of film. As the class is not primarily an introduction to film studies, no attempt has been made to cover the contributions of every important director in the history of film, or to deal in any sustained way with the technical aspects of filmmaking.

**PHI 235 - SOCIAL AND POLITICAL PHILOSOPHY (3)**

Second Century Inner Core: Philosophy

Core Area: Philosophy

An examination of the interdependence of human beings and the reality of society, the person's relations to others in society and the question of authority and the freedom of the members of society.

**PHI 250 - EXISTENTIALISM (3)**

Core Area: Philosophy

The main goal of this class is to engage and explore the twentieth century philosophical movement known as existentialism through a close reading of primary texts, discussion of the central themes of existentialism, and student research and writing.

**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 305 - PHILOSOPHY OF HUMAN NATURE (3)**

Core Area: Philosophy

A course focusing on the animate world around us and its reality as living, the difference between the living and the merely physio chemical, the human body as living, the difference between vegetative life and animal life; the human being as animal and evolution and ecology. Other topics will include the difference between the human being and other animals, thought versus sensation, choice versus instinct, the question of the human soul, its reality and immortality; the unity of the human person, the power to decide and the question of human freedom and human reason and its implications.

**PHI 307 - MAJOR PHILOSOPHICAL AUTHORS (3)**

Core Area: Philosophy

A course exploring the writings of an author selected by the professor. Students will be expected to read closely, reflect critically, and write in a clear, professional manner about the issues raised by the work of the author. This course may be repeated.

**PHI 316 - RESEARCH ETHICS (3)**

Core Area: Philosophy

This course in research ethics will explore many of the major ethical challenges in scientific research arising from areas such as: safeguarding of data and intellectual property; appropriate relationships in science; publication and peer review; animal and human research subjects; and international research. Our goal is to be thoughtful and considered in generating solutions to the representative case studies we will read and discuss, based on the tools of ethical theory and philosophical reflection, including critical thinking skills. We will also reflect upon the nature of science, which will enhance our context for generating such solutions.

**PHI 325 - PHILOSOPHY OF SCIENCE (3)**

Core Area: Philosophy

Topics will include the world around us in its physio-chemical, material reality; the world of energy, force, position, space,

and time, the world as changing and the universe of empirical research and its limits.

### **PHI 326 - PHILOSOPHY OF TECHNOLOGY (3)**

Core Area: Philosophy

Students will explore ethical principles and major theories as well as application to various areas of human endeavor.

### **PHI 330 - PHILOSOPHY OF HISTORY (3)**

Core Area: Philosophy

A course covering history and changing human relations, the question of history as development, progress versus mere change, learning from history and judging history and the freedom or determinism of history.

### **PHI 335 - PHILOSOPHY OF LAW (3)**

Core Area: Philosophy

This course should bring the student to a reflective awareness of the kinds of issues that arise in attempting to ground an understanding of the origin, nature, and practice of law.

### **PHI 337 - PHILOSOPHY OF RELIGION (3)**

Core Area: Philosophy

Topics covered in this course will include the rationality of belief in God, arguments for and against the existence of God, the nature of God as revealed by the evidence for saying that He exists, God's relation to the world He created and the relation of this investigation to religions.

### **PHI 355 - SPECIAL TOPICS (3)**

Second Century Inner Core: Philosophy

Special topics courses are offered periodically when courses are developed that deviate from offerings of the established curriculum but are nonetheless consistent with departmental goals.

### **PHI 375 - PHILOSOPHY LAB (1)**

Second Century Inner Core: Philosophy

This course for philosophy majors and minors will explore professional philosophy, including tools used by and available to philosophers, as well as careers that could arise out of studying philosophy. Not an introduction to philosophy but an introduction to being a philosopher.

### **PHI 400 - BACCALAUREATE RESEARCH PROJECT (3)**

Candidates for the bachelor degree are required to submit a research project consisting of three 12 to 15 page papers, typically connected by a central theme, issue or topic selected by the student and prepared under the guidance of a member of the Department. Students will acquire familiarity with the bibliographic, research and writing skills appropriate to the field of Philosophy. Ordinarily the student begins this project in the fall term of the academic year in which the degree is expected to be conferred; the final version of the research project is to be submitted no later than April 1 for evaluation by the mentor and a second reader. Any modifications requested are to be completed before a final grade is assigned. A public oral presentation of the results of the research is arranged after the final version has been approved.

### **PHI 401 - METAPHYSICS (3)**

Core Area: Philosophy

An examination of the reality, or being, of the things around us, what can be said of anything insofar as it is real, the contingency of the realities around us, their finiteness and its implications, the infinite and their creature hood, change, being and becoming.

### **PHI 417 - VALUE THEORY (3)**

Second Century Inner Core: Philosophy

Core Area: Philosophy

Nature, sources, and types of values will be studied. Attention will be given to the major theories of value that have been proposed as well as to important issues such as the objectivity or subjectivity of values, the connection between value and ethical judgment, the role of values in elaborating systems of norms. Aesthetic, economic, intellectual, social and religious values will be examined in an effort to grasp the underlying relations among them

### **PHI 421 - GLOBAL ETHICS (3)**

Prerequisite: 2 Ethic Courses

Co-Requisite: THE 425

Core Area: Philosophy

This capstone seminar (for the Ethical Studies A.A.) in global ethics will explore many of the major ethical challenges in today's global context arising in areas such as: foreign policy, war and peace, human rights, environmental concerns, poverty, consumption, and international current events. Students will philosophically reflect on and generate solutions to representative case studies, applying ethical theory (using Ethics Game) and employing critical thinking skills. Students will consider Catholic social justice teachings, the nature of business, international relations, and international develop and relief, which will enhance the context for generating such solutions. The course presupposes a working knowledge of Catholic social justice teachings (thus a pre- or co-requirement in THE 425 Social Justice), as well as a basic working knowledge of ethical theory (thus the pre-requirement of at least two other Philosophy courses in ethics).

### **PHI 455 - READINGS IN PHILOSOPHY (3)**

Students will discuss selected readings in an area or period of Philosophy directed, explained and guided by the instructor as arranged between the instructor and the student.

### **PHI 495 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

## **COURSES OF INSTRUCTION: PHYSICS**

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### **PHY 121 - ELEMENTS OF PHYSICS I (3)**

Prerequisite: MAT 115 (with a "C- "or better) or MAT 143 or MAT 151 or ACT Math Score  $\geq 22$  or SAT Math Score  $\geq 550$  or successful completion of pre-calculus by-pass exam.

Recommendation: Ready to be enrolled in Calculus MAT 143 or MAT 151.

Second Century Core: Natural Science Lecture

Core Area: Natural Science - Physics

An introductory non calculus course in Physics designed for students majoring in disciplines other than math and the physical sciences. The course covers 1- and 2- dimensional motion, vectors, forces, momentum, energy, thermodynamics, and waves.

### **PHY 121L - ELEMENTS OF PHYSICS I LABORATORY (1)**

(3-hour lab)

Concurrent Requisite: PHY 121

Second Century Core: Natural Science Lab

Core Area: Natural Science - Lab

An introductory non calculus course in Physics designed for students majoring in disciplines other than math and the physical sciences. Students will perform selected experiments in mechanics, heat, and sound.

### **PHY 122 - ELEMENTS OF PHYSICS II (3)**

Prerequisite: PHY 121 with a "C" or better

An introductory non calculus course in Physics designed for students majoring in disciplines other than math and the physical sciences. The course covers electric fields, Ohm's Law, magnetism, light, lenses, and some 20th century physics.

### **PHY 122L - ELEMENTS OF PHYSICS II LABORATORY (1)**

(3-hour lab)

Concurrent Requisite: PHY 122

An introductory non calculus course in Physics designed for students majoring in disciplines other than math and the physical sciences. Students will perform selected experiments in sound, electricity, optics, and possibly some 20th century physics.

### **PHY 141 - GENERAL PHYSICS I (4)**

Concurrent Requisites: MAT 151

Second Century Core: Natural Science Lecture

Core Area: Natural Science - Physics

An introductory calculus-based course for Physics, Chemistry, Math and Pre Engineering majors. Topics include mechanics.

**PHY 141L - INTRODUCTION TO MEASUREMENT I (1)**

(3-hour lab)

Concurrent Requisite: PHY 141

Second Century Core: Natural Science Lab

Core Area: Natural Science - Lab

Students will perform selected experiments in mechanics.

**PHY 142 - GENERAL PHYSICS II (4)**

Concurrent Requisites: MAT 152

An introductory calculus-based course for Physics, Chemistry, Math and Pre-Engineering majors. Topics include electricity and magnetism.

**PHY 142L - INTRODUCTION TO MEASUREMENT II (1)**

(3-hour lab)

Concurrent Requisite: PHY 142

Students will perform selected experiments in electricity and magnetism.

**PHY 155 - SPECIAL TOPICS (3)**

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

**PHY 241 - GENERAL PHYSICS III (3)**

Concurrent Requisites: MAT 201

An introductory calculus-based course for Physics, Chemistry, Math and Pre-Engineering majors. Topics include waves, sound, heat, optics, and modern physics.

**PHY 241L - INTRODUCTION TO MEASUREMENT III (1)**

(3-hour lab)

Concurrent Requisite: PHY 241

Students will perform selected experiments in heat, sound, optics, and modern physics.

**PHY 242 - MODERN PHYSICS (3)**

Prerequisite: PHY 122 and MAT 143 or PHY 122 and MAT 151 or PHY 241

Special relativity, introduction to quantum mechanics, atomic and nuclear physics are covered.

**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 307 - ASTRONOMICAL PHYSICS (3)**

Prerequisite: PHY 122 or PHY 241

An algebra-based advanced introduction to physics associated with astronomy and cosmology. Topics will include orbital mechanics, spectroscopy, stellar interiors and evolution, galactic dynamics, the interstellar medium and cosmology. Students can expect to utilize equipment at and data from The Thomas More Observatory as part of this course. This course does not satisfy the elective requirement of the physics major. Cross-listed with PHY 317.

**PHY 311 - STATICS (3)**

Prerequisite: PHY 241; MAT 201

Statics will cover the application of the conditions of equilibrium to coplanar and space systems, static friction, centroids and moments of inertia.

**PHY 312 - CLASSICAL MECHANICS (4)**

Prerequisite: PHY 242; MAT 202 and MAT 320

An examination of the motion of a particle, systems of particles, d'Alembert's principle, calculus of variation, Lagrange's equation, Hamilton's principle and dynamics, rigid bodies, moving coordinate systems, and small oscillations.

### **PHY 315 - THERMAL PHYSICS (3)**

Prerequisite: PHY 241

Corequisite: MAT 202

An investigation of the Laws of Thermodynamics, Maxwell's relation and Thermodynamic potential and the equation of state and elements of phase transition. An introduction to statistical mechanics, Maxwell Boltzmann, Bose Einstein and Fermi Dirac statistics and applications will be provided.

### **PHY 317 - ASTROPHYSICS (3)**

Prerequisite: PHY 122 and MAT 201 or PHY 241 and MAT 201

An advanced introduction to physics associated with astronomy and cosmology. Topics will include orbital mechanics, spectroscopy, stellar interiors and evolution, galactic dynamics, the interstellar medium and cosmology. Students can expect to utilize equipment at and data from The Bank of Kentucky Observatory as part of this course. Cross-listed with PHY 307.

### **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 351 - ELECTRONICS (4)**

#### **PHY 351L - ELECTRONICS LABORATORY**

(3-hour lecture, 3-hour laboratory)

Prerequisite: PHY 122 or PHY 142

Electronics will study AC and DC circuits and discrete and integrated semiconductors including diodes, transistors, amplifiers, and oscillators. Other topics will include a study of digital logic, digital circuitry and microprocessors including gates, flip-flops, counters, registers, multiplexing, and A/D converters.

### **PHY 355 - SPECIAL TOPICS (3)**

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

### **PHY 391/392 - RESEARCH PROJECTS IN PHYSICS I, II (1-2, 1-2)**

An experimental project with a tone of research for physics majors.

### **PHY 416 - QUANTUM MECHANICS (3)**

Prerequisite: PHY 242, PHY 312; MAT 310, 320

The course will cover the dual nature of matter and radiation, the development of quantum mechanics, the uncertainty principles, wave functions and Schrodinger's equation, representation theory, Hilbert Space, Dirac notation, eigenvalue problems, the potential well and potential barrier, as well as additional solutions to Schrodinger's equation such as in simple symmetries of 2-3 dimensions. The hydrogen atom and associated quantum numbers may be included.

### **PHY 432 - ELECTROMAGNETISM (4)**

Prerequisite: PHY 142; MAT 310

Electric and magnetic fields in free space and in materials, electromagnetic fields and waves and radiation are discussed.

### **PHY 455 - SPECIAL TOPICS (3)**

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

### **PHY 490 - ADVANCED RESEARCH PROPOSAL (1)**

Prerequisite: PHY 241L

The student will create a written proposal for a research project that consists of a timeline, budget, and defined accomplishments. This proposal will be based on background readings and often some preliminary data measurements to

verify the feasibility of the project. It is possible to successfully complete this course with the conclusion that the proposed project is not feasible or not affordable. In this situation, the student must repeat the course with more realistic goals. The proposal will be reviewed by the departmental faculty and the Chair's approval is required to take PHY 491. This course may be repeated once for additional credit.

#### **PHY 491 - ADVANCED RESEARCH PROJECTS IN PHYSICS (2)**

Prerequisite: Permission of the Chair, indicating successful completion of a viable proposal from PHY 490 or PHY 391 and 392. This course consists of an advanced computational or experimental project with research for physics majors based on the timeline, budget, and all defined accomplishments of the approved PHY 490 proposal.

#### **PHY 495 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

#### **PHY 498 - SENIOR SEMINAR (1)**

Prerequisite: 25 credit hours of Physics.

Weekly seminars for the discussion and exploration of current topics in physics. Students will be required to research scientific articles and offer both written and oral critiques of the work. This course will also include preparation for and completion of a comprehensive exit exam for physics majors.

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

#### **NSP 220 - ANYTHING PHYSICS (3)**

Prerequisite: Algebra.

Once one understands the general concepts of motion, forces, and energy, then all concepts of physics are accessible. The first portion of the course will introduce these ideas to lay down a common language. The rest of the course will cover whatever physics topics the class deems interesting. Students will leave with the ability to recognize physics in their daily life (such as traffic accident reconstruction, gear ratios, refrigerator thermodynamics, and physics of the body) and a conceptualization of some physics they may see in the news.

#### **NSP 220L - ANYTHING PHYSICS LABORATORY (1)**

Concurrent requisite: NSC 220.

Students will perform selected experiments in mechanics, possibly electronics, thermodynamics, and simply modern physics or radiation, designed to complement material covered in NSC 220.

#### **NSP 225 - SOLAR SYSTEM ASTRONOMY (3)**

Second Century Core: Natural Science Lecture

Core Area: Natural Science - Physics

An introduction to the solar system. Topics include: apparent motions of the sun, moon, and planets in the sky, geocentric and heliocentric models of the solar system, telescopes and how they are used to collect and analyze radiation, the moon and its phases, the nature of the planets, comets, and asteroids, the origin of the solar system, and spacecraft observations of the planets. May be taken by itself or in conjunction with NSP 225L.

#### **NSP 225L - ASTRONOMY LABORATORY (1)**

(3-hour lab)

Prerequisite or Co-requisite: NSP 225 or NSP 238

Second Century Core: Natural Science Lab

Core Area: Natural Science - Lab

Students will perform laboratory exercises, telescope observing sessions, and experiments designed to illustrate the concepts discussed in NSP 225 and NSP 238.

#### **NSP 236/237 - CONCEPTS OF PHYSICAL SCIENCE I, II (3, 3)**

Prerequisite: minimum score of 18 on the Math section of the ACT, or satisfactory scores on the in-house math placement test, or satisfactory completion of either MAT 106 or MAT 103

Second Century Core: Natural Science Lecture (NSP236)

Core Area: Natural Science – Physics (NSP236)

An introduction to the study of the physical sciences involving selected topics from astronomy, geology, chemistry, and classical and modern physics.

**NSP 236L/237L - CONCEPTS OF PHYSICAL SCIENCE LAB I, II (1, 1)**

(3-hour lab)

Co-requisite: NSP 236/237

Second Century Core: Natural Science Lab (NSP236L)

Core Area: Natural Science - Lab (NSP236L)

Students will perform selected exercises in Astronomy, Geology and Physics designed to complement material covered in NSP 236 or NSP 237.

**NSP 238 - ASTRONOMY: STARS, GALAXIES, and COSMOLOGY (3)**

Second Century Core: Natural Science Lecture

Core Area: Natural Science - Physics

An introduction to astronomy outside the solar system, including stars, galaxies, and cosmology. Topics include gravity, the nature of light, measurement of stars, stellar evolution, galactic structure, large scale structure of the Universe, the Big Bang, and extrasolar planets. This course may be taken in conjunction with NSP 225L.

**NSP 325 - YOUR PLACE IN THE UNIVERSE (3)**

Prerequisite: Sophomore standing

A discussion-based course that focuses on the impact of science on society and our everyday lives. Through in-class and online discussion, reflective writing assignments, and group exams, students will investigate topics such as: how science affects how we view ourselves and each other; discrimination and bias in scientific disciplines; the relationship between science and religion; ethical implications of scientific endeavors; the role of science in humanity's past and future; and relevant current topics related to science and society.

## **COURSES OF INSTRUCTION: POLITICAL SCIENCE**

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**POS 105 - INTRODUCTION TO POLITICAL SCIENCE (3)**

Second Century Core: Social Science

Core Area: Social Science

A course designed to provide the student with an "awakening" to the world of political science by developing an understanding and appreciation of the basic concepts, major theories, seminal literature, and their applications within our political world. This course fulfills a core requirement in the social science category.

**POS 106 - AMERICAN GOVERNMENT (3)**

An introductory examination of the principles, structure and practice of the American governmental system.

**POS 155/C - SPECIAL TOPICS (3)**

Second Century Core: Social Science - POS155C

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

**POS 206 - STATE AND LOCAL GOVERNMENT (3)**

Students study the principal structures, processes and challenges of state and local government.

**POS 215 - INTRODUCTION TO PUBLIC ADMINISTRATION (3)**

An examination of governmental administration and organization in the US at the national, state, and sub-state levels; development and evolution of the discipline; organization and management; administrative control and accountability; intergovernmental relations; functions and operation within a democratic form of government and political environment.

**POS 230 - WORLD POLITICS (3)**

Prerequisite: POS 105 or BUA 105

Combining elements of two areas of study (Comparative Politics and International Relations); World Politics will provide

students with a solid foundation for understanding contemporary international, or world, politics. Students will be introduced to the theories, issues, and economic basis of international relations while developing an understanding of the field in preparation for more advanced classes in world politics. The course will develop awareness of their role as world citizens, understanding the impact of global politics upon their lives, and informed judgments about contemporary political issues.

### **POS 255 - POLITICAL SCIENCE TOPICS (3)**

A special topics course with a focus upon investigating a particular theme, institution, or problem in Political Science.

### **POS 290 - INTRODUCTION TO POLITICAL THEORY (3)**

Recommended prerequisite: POS 105

An introduction to the literature of political theory, and an examination of political ideology, with a focus upon fundamental questions of politics and social relations.

### **POS 306 - AMERICAN PRESIDENCY AND CONGRESS (3)**

Prerequisite: POS 105

Designed to introduce students to two key national governmental institutions in the American political system; enabling a broad understanding of the development of these American political structures and their respective foci, while providing for an exploration of their complex relationship.

### **POS 311 – SOCIAL SCIENCE RESEARCH METHODS (3)**

The first of a two-semester series, focused upon assisting students develop their senior thesis paper. Oriented to assisting students with developing a quality research paper through (1) developing an appropriate research question and (2) preparing an introduction to the research focus, including a discussion of the methods that will be applied to the study question, (3) a research outline, and (4) an initial listing of the selected data and/or literature the student has found to be relevant for studying the research question. The class includes an introduction to the ethics of social science research.

### **POS 324 - PUBLIC OPINION AND SURVEY RESEARCH (3)**

The process of assessing public opinion is an integral aspect of our politics and society. Survey research aids in creating and justifying public policy and the development of campaign strategies. It provides the basis for much of what the media reports to be the 'will of the people,' and it helps develop product branding and sales. Through readings and class exercises, students will be introduced to both the theoretical and practical issues of survey research: the processes of obtaining public opinion, learn how to design simple survey instruments, and becoming knowledgeable consumers of public opinion polling.

### **POS 325 – CAMPAIGNS AND ELECTIONS (3)**

Elections are the heart of American democracy: they offer citizens the opportunity to express their political will. This class is a study of the American campaign and electoral process through examining the Presidential electoral process and local democratic politics which allows for a more visceral perspective of campaigns and elections than simply focusing on presidential elections. Through readings as well as interactions with political partisans and evaluating campaign materials, students are presented a unique opportunity to explore the subject of campaigns and elections in American politics. The goal of the class is to introduce students to the field of study, understand the principal questions and theories of American electoral politics, and become aware of its major institutional features and practices.

### **POS 335 - GLOBAL POLITICAL ISSUES (3)**

Prerequisites: POS 105, POS 230

This course provides a deeper understanding of the global issues raised in the World Politics course. Specifically, the course will focus on key issues confronting the development of a global community. Issues such as economic and cultural globalization, global environmental challenges, international and regional integration and regime change, the impact of democratization on world politics, and dimensions of global inequality will be explored through a focused literature. The course will develop a deeper awareness of students' role as world citizens while enhancing their ability to make informed judgments about contemporary political issues.

### **POS 355 - POLITICAL STUDIES (1-3)**

A special topics course with a focus upon investigating a particular theme, institution, or problem in Political Science.

**POS 370 - UNDERSTANDING PUBLIC POLICY (3)**

Prerequisite: POS 105

This course is designed to introduce students to the policy process enabling them to develop a deeper awareness of their role as citizens while enhancing their ability to make informed judgments about contemporary American political issues.

**POS 400 - INDEPENDENT STUDY (3)**

Students may register for an Independent Study in political science under supervision of a member of the History or Political Science faculty.

**POS 425 - AMERICAN CONSTITUTIONAL HISTORY (3)**

A study of the United States Constitution from its antecedents to the present with an emphasis on major Supreme Court cases. Cross-listed as HIS 425.

**POS 435 - HISTORY OF LATIN AMERICA (3)**

A survey course covering the historic, political, cultural, social and economic trends of Latin America. Cross-listed as HIS 435.

**POS 440 - RISE AND FALL OF 20th CENTURY FASCISM (3)**

This course will trace the rise of 20th century fascism, primarily in Europe, with special emphasis on Italian and German fascism. It will examine how this movement served to ignite World War II, leading to millions of deaths, both on and away from the battlefield. The course will also look at Fascist and Neo-Fascist movements in the contemporary world, particularly those which have emerged in several European countries since the end of the Cold War. Cross-listed as HIS 440.

**POS 442 - RECENT RUSSIA (3)**

The major aspects of political and social development in recent Russia are examined. Cross-listed as HIS 442.

**POS 452 - MODERN CHINA (3)**

A survey of the political and cultural history of China since 1800. Cross-listed as HIS 452.

**POS 455 - SPECIAL TOPICS (3)**

An advanced special topics course investigating a particular theme, institution, or problem in Political Science.

**POS 465 - ASIAN STUDIES (3)**

A focus upon a specific period, theme, or problem in the development of Asian civilization. Cross-listed as HIS 465.

**POS 493 - INTERNSHIP IN NON-PROFIT ORGANIZATION (variable credit)**

Students participate in an internship in a non-profit organization.

**POS 494 - INTERNSHIP IN LOCAL GOVERNMENT (variable credit)**

Students participate in a practicum in a local government capacity.

**POS 495 - INTERNSHIP IN STATE GOVERNMENT (variable credit)**

Students participate in a practicum in a state government capacity.

**POS 496 - INTERNSHIP IN FEDERAL GOVERNMENT (variable credit)**

Students participate in a practicum either in a local federal government agency, or in Washington, D.C.

**POS 497 - PRE-LAW INTERNSHIP (variable credit)**

Students participate in a practicum in an acceptable pre-law capacity (e.g. law firm, pretrial release agency, court attorney/judge's office). Cross-listed with PLS 497.

**POS 499 - POLITICAL SCIENCE SENIOR SEMINAR & METHODOLOGY (3)**

Prerequisite: POS 105, POS 106, POS 230, and a minimum 2.0 GPA in Political Science courses

A methodological course providing students with the skills needed to conduct and understand research in the field of Political Science. Statistical methods, research design, data collection and analysis (both quantitative and qualitative) are the primary

topics upon which the course will focus. Students will be required to design and conduct a substantial research project.

## **COURSES OF INSTRUCTION: PSYCHOLOGY**

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### **PSY 100 - EXPLORING THE MAJOR (1)**

Corequisite: PSY 105

This seminar-style discussion course is an opportunity for students to discuss classic readings in Psychology and explore various career options in the field of Psychology. Students will meet once a week to discuss readings, and present career paths they have been exploring. Intended for Psychology majors and Exploring students who are potentially interested in Psychology.

### **PSY 105 - GENERAL PSYCHOLOGY (3)**

Second Century Core: Social Science

Core Area: Social Science

An introduction to the field of Psychology and to the methods of study used by psychologists. Emphasis is placed on a scientific approach to understanding human behavior. Topics covered include the biological basis of behavior, sensation, perception, learning, memory, personality, abnormal behavior, and social behavior. PSY 105 is a prerequisite for all other Psychology courses. This course fulfills a core requirement in the social science category.

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

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

### **PSY 201 - STATISTICS FOR THE BEHAVIORAL SCIENCES (3)**

Prerequisite: PSY 105; MAT 106 or a score of 18 or higher on the math section of the ACT

Second Century Core: Social Science

Core Area: Mathematics

An introduction to descriptive and inferential statistics. Topics covered include frequency distributions, percentiles, central tendency, variability, standard scores, normal distributions, probability, correlation, hypothesis testing, and analysis of variance. Cross-listed as MAT 208.

### **PSY 202 - RESEARCH METHODS I (3)**

Prerequisite: PSY 201 or MAT 208

Course Requirement: Psychology majors or permission of instructor

The second course in the three-semester sequence (PSY 201, PSY 202 and PSY 308) of research methods in Psychology. It includes inferential statistics and the design of experiments.

### **PSY 203 – RESEARCH METHODS IA (2)**

Prerequisite: PSY201 or MAT205.

One of the courses in the four-semester sequence (PSY201, PSY203, PSY204, and PSY308) of research methods in psychology for our Thomas More Accelerated and Graduate Program. It includes inferential statistics and the design of experiments. 2 credit hours.

### **PSY 204 – RESEARCH METHODS IB (1)**

Prerequisite: PSY203.

One of the courses in the four-semester sequence (PSY201, PSY203, PSY204, and PSY308) of research methods in psychology for our Thomas More Accelerated and Graduate Program. As part of this course, students will propose an original research study. 1 credit hour.

### **PSY 205 - SOCIAL PSYCHOLOGY (3)**

Prerequisite: PSY 105

Social psychology entails an analysis of the nature and causes of individual behavior in social situations. Topics include social perception, attitudes, interpersonal attraction, social influence, aggression, pro-social behavior, and group processes. Cross-listed as SOC 215.

### **PSY 206 - ABNORMAL PSYCHOLOGY (3)**

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Prerequisite: PSY 105

The nature and causes of maladjustment and mental disorders, theoretical perspectives on abnormal behavior, symptoms and diagnostic criteria for the major mental disorders, theories of etiology and approaches to treatment.

### **PSY 209 - WORKPLACE PSYCHOLOGY (3)**

Prerequisite: PSY 105 or Sophomore Standing

Students will appreciate the scientific approach to understanding the complexity of people at work. Topics covered include Job Selection, Employment Law, Training, Performance Appraisal, Motivation, Leadership, Job Satisfaction, Job Stress, Organizational Culture & Change, and Engineering Psychology with principles of professionalism emphasized throughout.

### **PSY 214 - LIFESPAN DEVELOPMENT (3)**

Prerequisite: PSY 105 or Sophomore Standing

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. Cross-listed with EDU201.

### **PSY 215 - CHILD PSYCHOLOGY (3)**

Prerequisite: PSY 105

An investigation of the facts and theories pertaining to child development. Topics covered include intellectual, social, emotional, and physical growth in childhood, and issues and problems encountered during childhood.

### **PSY 217 - HUMAN SEXUAL BEHAVIORS (3)**

Prerequisite: PSY 105 or Sophomore Standing

A study of the facts and theories pertaining to human sexual behavior and attitudes. Topics include sexual images in the media, history and methods of sex research, human sexual response, sexual expression, gender roles and socialization, communication, sexuality through the life span, love and intimacy, homosexuality, and abnormal sexual behaviors.

### **PSY 218 - ADULT DEVELOPMENT AND AGING (3)**

Prerequisite: PSY 105

A study of the major psychological theories and themes of aging. Topics covered include cognitive, social, emotional, and personality characteristics of aging.

### **PSY 220 - PSYCHOLOGY OF PERSONAL GROWTH (3)**

Prerequisite: PSY 105 or Sophomore Standing

A course designed to encourage personal growth through self-exploration. The basic premise of the course is that a commitment to self-exploration can create new potentials for choice. A discussion format is used.

### **PSY 230 - SPORTS PSYCHOLOGY (3)**

Prerequisite: PSY 105 or Sophomore Standing

Students will understand the basic concepts of sport psychology as well as the psychological skills and training techniques used to enhance athletic performance. This course is designed to help students learn both practical and evidence based practices of psychological medicine within the fields of sports medicine. Topics will include but are not limited to: personality, self-confidence, motivation and goal-setting, anxiety and stress management, concentration and attention control, imagery and visualization, achievement and competition, sport leadership, burnout and overtraining, and group cohesion.

### **PSY 255 - SELECTED TOPICS (3)**

Prerequisite: PSY 105

Special topics course is offered when a topic falls outside of the established curriculum. This course may be taken more than once.

### **PSY 275 - POSITIVE PSYCHOLOGY (3)**

Prerequisite: PSY 105 or Sophomore Standing

Core Area: Social Science

A great deal of research has been done in the area of positive psychology and subjective well-being. That is, what makes for a meaningful or satisfying life? What brings happiness? What are the consequences of pursuing money, status, and power? What can you do to improve your own well-being? Researchers have examined the relationship between life satisfaction and personality, values, material wealth, religion, marital status, employment, race, gender, culture—and reached some surprising conclusions. We will review research in these areas and try to address the question of what constitutes the good life. The class will include readings from selected articles and chapters, student presentations, 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 WORKSHOP (1)**

Prerequisite: Second Semester Sophomore Standing

Course Requirement: Psychology majors or permission of instructor

This course focuses on professionalism in the workplace, career development, and self-reflection.

### **PSY 302 - PSYCHOLOGY AND THE LAW (3)**

Prerequisite: PSY 105 or Sophomore Standing

Core Area: Social Science

An examination of psychology and the legal system. Topics include eyewitness testimony, the insanity defense, theories of crime, lie detection and confession, jury decision making, the psychology of rape, serial killers, punishment and sentencing. Cross-listed as PLS 312 and CRJ 355.

### **PSY 303 - HEALTH PSYCHOLOGY (3)**

An introduction to the biopsychosocial model of health. Topics include models of behavior change, unhealthy behaviors and why people engage in them, the psychological impact of chronic illness, the role of stress on health, and the role of personality on health.

### **PSY 305 - THEORIES OF PERSONALITY (3)**

Prerequisite: PSY 105

Recommended Prerequisite: PSY 206

A course covering the facts and principles of personality study; the nature of personality, its structure, development, expression, and measurement; evaluation of traditional and modern theories of personality. A major in-class presentation is required.

### **PSY 306 - CLINICAL AND COUNSELING PSYCHOLOGY (3)**

Prerequisite: PSY 206

A history of clinical psychology, training in clinical and counseling psychology, assessment and the planning of improvement programs and a survey of current approaches to counseling and psychotherapy. The development of elementary interview skills is an objective of this course.

### **PSY 307 - BIOLOGICAL PSYCHOLOGY (3)**

Prerequisite: PSY 105

A course providing the student with an understanding of the biological underpinnings of behavior, including the relationship between psychology and physiology, pharmacology, and anatomy. Other topics that will be studied include hormones and behavior, arousal and sleep, emotion and aggression, sexual behavior, eating and drinking and learning and memory.

### **PSY 308 - RESEARCH METHODS II (3)**

Prerequisite: PSY 202

Course Requirement: Psychology majors or permission of instructor

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

An evaluation of theories and research about the processes that activate and direct behavior. Topics covered include biological, social, cognitive, and learned approaches to motivation, and practical applications of motivational theories.

### **PSY 312 - ADVANCED ABNORMAL & CLINICAL PSYCHOLOGY (3)**

Prerequisites: PSY 206 or PSY 306

An advanced study of the nature and causes of maladaptive behavior from various theoretical perspectives as well as the treatment approaches. The development of intermediate interview skills is an objective of this course.

### **PSY 315 - SENSATION AND PERCEPTION (3)**

Prerequisite: PSY 105

An investigation of the functioning of the sensory receptors in seeing, hearing, smell, taste, and touch, and examines the ways in which we use and interpret information from the environment.

### **PSY 316 - COGNITION (3)**

Prerequisite: PSY 105

Students will study the processes by which information from the environment is obtained, analyzed, stored, and used by humans. Topics include pattern recognition, language comprehension, attention, memory, imagery, problem solving, and decision making.

### **PSY 325 - ANIMAL BEHAVIOR (4)**

Prerequisite: BIO 102 or PSY 105.

Students will study behaviors specific to animals other than man. Topics include instinct, environmental stimuli, learning, communication, aggression, sociobiology, and the evolution of behavior. Laboratories stress field observations and group projects. Cross-listed as BIO 325/325L.

### **PSY 325L - ANIMAL BEHAVIOR LABORATORY**

Prerequisite: BIO 102 or PSY 105.

Course Requirement: Biology or Psychology majors or permission of instructor

Second Century Inner Core: Natural Science Lecture and Lab

Students will study behaviors specific to animals other than man. Topics include instinct, environmental stimuli, learning, communication, aggression, sociobiology, and the evolution of behavior. Laboratories stress field observations and group projects. Cross-listed as BIO 325/325L.

### **PSY 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically when courses are developed that deviate from offerings of the established curriculum but are nonetheless consistent with departmental goals.

### **PSY 401 – INTERNSHIP PLACEMENT (1-3)**

Prerequisite: PSY 301

Course Requirement: Psychology majors or permission of instructor

Interns work within organizations or other settings gaining experience in a specific area of psychology.

### **PSY 404 – LAB PLACEMENT (0-3)**

Prerequisite: PSY 301

Course Requirement: Psychology majors or permission of instructor

Interns work within organizations or other settings gaining experience in a specific area of psychology.

### **PSY 405 - PRINCIPLES OF PSYCHOLOGICAL TESTING (3)**

Prerequisite: PSY 201

A course concentrating on the theoretical and practical aspects of the assessment and prediction of human behavior. Topics covered include commonly used individual and group tests of personality, intelligence, and achievement, selection and evaluation of tests, test construction, standardization, reliability, and validity.

### **PSY 406 - ADVANCED RESEARCH PROJECT (3)**

Prerequisite: PSY 308

Advanced students design, conduct, and analyze a research project under supervision of departmental faculty. This course may be taken more than once.

### **PSY 408 - SENIOR SEMINAR (3)**

Prerequisite: PSY 105 and Junior Standing

A study of the development of Psychology and contemporary psychological systems. Students will gain an understanding of the influences of schools of Psychology upon the discipline. The course is an integrative capstone experience for the senior Psychology major, who is required to make a major in class presentation in this seminar.

### **PSY 455 - ADVANCED SELECTED TOPICS (3)**

Prerequisite: PSY 105

Reserved for advanced special offerings. This course may be taken more than once.

## **COURSES OF INSTRUCTION: PUBLIC HEALTH**

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### **PBH 305 - GLOBAL HEALTH (3)**

Prerequisite: BIO 246

This course challenges students to consider complex global health issues and consider multifaceted solutions. This course will cover key topics in global health including measures of global burden of disease, identification of key health problems around the world including HIV/AIDS, tuberculosis, tropical diseases, and diarrheal diseases, and the current health systems and international public health organizations. Additionally, we will discuss the multi-directional links between health and social and economic factors and cost-effective strategies to address these challenges.

### **PBH 510 - PUBLIC HEALTH FOUNDATIONS (1)**

This course is intended to serve as a graduate-level introduction to public health practice, including the history of public health, the organization of the public health system, the integration of the core areas of public health, and the growing importance of public health in the 21st century. Core topics will include population health, community organization, program planning, health diversity, mental health, environmental health, drugs, safety, and occupational health. The introduction gives emphasis to developing the basic knowledge and skills necessary for a career in public health.

### **PBH 520 - PUBLIC HEALTH DATA ANALYTICS (3)**

This course is designed to provide students with an understanding of the biostatistical methods utilized in health-related professions and research. The course introduces descriptive statistics and the inferential statistical methods of confidence intervals and significance tests as well as bivariate and multivariate methods, emphasizing contingency table analysis, regression, and analysis of variance. While students will learn underlying mathematical principles and motivations, basic statistical computing and programming will be covered as well. Emphasis will be placed on the utilization of statistics and data for the evidence-based design, implementation, and evaluation of health-related programs, policies, and practice.

### **PBH 525 - EPIDEMIOLOGY (3)**

This course introduces the historical roots of epidemiologic thinking and its contribution to contemporary scientific methods. Students will be introduced to epidemiological principles and methods, statistical terms to describe health outcomes and their associative factors, research design and hypothesis development, confounding and bias, quantitative and qualitative data collection methods, measures to assess health outcomes and the impact of interventions, among others. These concepts and skills are used to critically review and interpret public health evidence.

**PBH 530 - PUBLIC HEALTH SYSTEMS, POLICY, AND ADMINISTRATION (3)**

This course provides an overview of the U.S. and global health systems and explores the conceptual process of health policy development, the social and political environment in which policy decisions are made and their implications on the health and well-being of populations. Students will learn the role of health policy, law, ethics, and evidence in addressing public health needs and advancing health equity.

**PBH 540 - PUBLIC HEALTH COMMUNICATIONS (3)**

This course is designed for students to understand the role of health communication in public health programs. The course will focus on the use of communication strategies to inform diverse audiences and influence individual and community decisions regarding health. Core topics will include health communication theory; the role of social marketing and mass media; management of communication programs; interpersonal communication; social networks and social change; legal and ethical concerns in health communication; data visualization methods to communicate messaging; concepts of public health advocacy; and the design of health campaigns.

**PBH 550 - THE ENVIRONMENT AND HEALTH (3)**

This course examines the complex relationships between global population health and environmental factors, sustainability, and exposures. Topics include air pollution, climate change, environmental injustice, toxicology, children's health, planetary health, zoonotic and vector-borne diseases, radiation, food safety, water quality, and environmental policy and regulation. The overall objective of this course is to provide students with the understanding and skills to apply a public health approach to controlling or eliminating environmental health risks.

**PBH 560 - COMMUNITY HEALTH ASSESSMENT AND EVALUATION (3)**

This course teaches students effective community organizing and mobilization efforts, community empowerment models, public health program planning and evaluation, community needs assessments, social determinants of health, designing health promotion programs, and program evaluation. Additionally, this course will include examples of public health work at different levels of society and in different settings with discussion surrounding issues that underlie health disparities. Overall, students will learn to develop a vision for a healthy community.

**PBH 610 - PUBLIC HEALTH LEADERSHIP AND PROFESSIONALISM (3)**

This course prepares students for professional public health practice by teaching fundamental leadership skills necessary to advance equity and recognize and address bias in organizational settings while addressing community challenges. This course will provide a link between classroom theory/concepts and professional practice, leadership, and management. Topics covered include professional ethics, job readiness, negotiating, financial management, job searches in public health. The inclusion of guest lecturers from a variety of public health professions will provide students with public health networking opportunities.

**PBH 615 - OCCUPATIONAL ERGONOMICS (3)**

Principles, concepts, and procedures concerned with protecting public health and occupations. Topics include biomechanics, work physiology, musculoskeletal disorders, noise, vibration, and heat stress. Evaluate interventions to reduce exposures at different levels including engineering controls, personal protective equipment, and administrative controls.

**PBH 620 - GLOBAL HEALTH (3)**

This course challenges students to consider complex global health issues and consider multifaceted solutions. This course will cover key topics in global health including measures of global burden of disease, identification of key health problems around the world including HIV/AIDS, tuberculosis, tropical diseases, and diarrheal diseases, and the current health systems and international public health organizations. Additionally, we will discuss the multi-directional links between health and social and economic factors and cost-effective strategies to address these challenges.

**PBH 625 - ADVANCED RESEARCH METHODS (3)**

This course will advance what was covered in "Epidemiology" by covering quantitative issues that arise in the planning, analysis, and interpretation of epidemiologic research studies. Students will gain a greater understanding of how to use statistical software, causal inference in observational studies, effect modification, interaction, selection and measurement bias, propensity score analysis, and regression analysis.

**PBH 630 - HEALTH DISPARITIES AND HEALTH INEQUITY (3)**

Through this course, students will examine health inequities through a social justice lens. We will study historical roots for the persistence of health inequalities over centuries, how the structures of powerful institutions influence the policies they develop, how the poor deserve not only health care but high-quality health care, and how caregiving and global health are urgent moral practices. This course will also include an experiential learning component which requires the students to serve a health disparate population within their community.

#### **PBH 640 - MPH SEMINAR (2)**

This course provides students with an opportunity to network, engage, share their research, and address current public health issues. All MPH students will join together after/while developing their individual integrated learning experiences, engaging in their applied practice experiences, and taking unique elective courses. The course will include guest presentations, discussing journal articles, and covering current public health topics. Students will be expected to conduct a group project to collaboratively address a current public health issue by applying systems thinking methods.

#### **PBH 645 – IMPACTS OF THE OPIOID EPIDEMIC AND INTERVENTION STRATEGIES (3)**

This course will train students on: (A) how to administer Naloxone and point-of-care tests for illicit drugs like fentanyl; and, (B) how to implement multi-level overdose education and disease prevention interventions (using local tristate examples and multi-state C-RCT case study). During an 8-week course, students will critically analyze and apply epidemiological methods, assess structural biases at community and system levels, propose strategies to identify local (tristate) coalitions, and collaboratively engage in professional activities like Naloxone furnishing, urine drug screening, or risk-counseling. Students will develop practical skills and iteratively address implementation research questions. First, [1.] What are the *most practical and accessible* overdose-prevention interventions and implementation strategies used to reduce drug-related injuries and mortality rates in counties with different age-adjusted mortality rates? Second, [2.] What went wrong with the *HEALing Communities Study (HCS)*? How did it fail to reduce overdose death rates in Kenton County, Hamilton County, and other communities selected for intervention (in KY, OH, MA, and NY)?

#### **PBH 650 - APPLIED PRACTICE EXPERIENCE (4)**

Prerequisite: Completion of 50% of MPH Coursework

Students will identify, in conjunction with Public Health faculty, and carry out an applied practice experience that addresses their public health interests, learning, and career goals. In conjunction with their advisor, an individualized, contracted field experience with a business, industry, government, or social service industry will be initiated. This contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. This experience is required for graduation in the program and requires a minimum of 160 hours. Each student will be required to: (1) schedule and attend at least two progress meetings with the site preceptor and MPH faculty (2) and write a reflection paper.

#### **PBH 655 - (3)**

Special Topics

#### **PBH 660 - PUBLIC HEALTH INTEGRATED LEARNING EXPERIENCE (3)**

Prerequisite: Completion of 50% of MPH Coursework

Students will complete an integrative learning experience (ILE) that demonstrates the culmination of their academic and practical experiences throughout the program. Students will identify, in conjunction with Public Health faculty, and carry out an ILE research project that addresses their public health interests and learning goals. This culminating experience may be conducted in conjunction with the Applied Practice Experience and is required for graduation in the Master of Public Health Program. This may take the form of an academic, community-based and/or research project and will result in a final paper and presentation.

### **COURSES OF INSTRUCTION: SOCIOLOGY**

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#### **SOC 105 - PRINCIPLES OF SOCIOLOGY (3)**

Second Century Core: Social Science

Core Area: Social Science

A course intended to foster the student's "sociological imagination", provide the student with exposure to the basics of the academic discipline and emphasize examination of: 1) the "ultimate meaning of life" through analysis and evaluation of the social construction of reality, socialization processes, and institutions, cultural (including value, linguistic, belief, and

normative systems), and structural processes/components which provide the “meat and bones” of social life; 2) “one’s place in the world” through the analysis and evaluation of cultural relativism, ethnocentrism, multiculturalism, population demographics, and various other social problems; and 3) “one’s social and ethical” responsibility to others through the analysis and evaluation of stratification systems (particularly class, race, and gender), class, racial, ethnic, and gender relations, the role of social movement and activism in fostering social awareness and change, and the relationship of critical sociology to theological and philosophical systems of thought. Considerations of the position of sociology as an empirical science, its historical underpinning, its methodology, and other major components are also made. This course fulfills a core requirement in the social science category. A grade of C or higher in this course is required for all higher-level Sociology courses.

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

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

### **SOC 201 - SOCIOLOGY OF DEVIANCE (3)**

Prerequisite: SOC105

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 205 - SOCIAL PSYCHOLOGY (3)**

Prerequisite: SOC105

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 206 - COMMUNITY SERVICE (3)**

Community service provides students with a field experience: introducing students to the network of community services and organizations. Volunteer placements are arranged in community/social service agencies and organizations and as necessary, include training sessions and seminars. Please note that no student on academic probation may register for this course and that this course may be repeated for a total of six semester hours of credit.

### **SOC 216 - CLASS, RACE, AND GENDER (3)**

Prerequisite: SOC105

A survey course exposing students to the inquiry of race, class, and gender via a sociological perspective. Race, gender, and class have been key variables in terms of understanding power and the distribution of resources in the American political system. The primary focus of the course is to establish a basic understanding of how the American system of governing operates and then to analyze this in terms of placing a template of race, gender, and class upon it.

### **SOC 217 - SOCIAL PROBLEMS (3)**

Prerequisite: SOC105

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: SOC105

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 255 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically when courses are developed that deviate from offerings of the established curriculum but are nonetheless consistent with departmental goals.

### **SOC 301 - CONTEMPORARY SOCIOLOGICAL THEORY (3)**

Prerequisite: SOC105; SOC216 or SOC217 with a C or better for the major

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: SOC105

A study of the pharmacological, social, legal, and clinical aspects of drug use in contemporary society. Cross-listed as CRJ 304.

### **SOC 311 - SOCIAL RESEARCH METHODOLOGY (3)**

Prerequisite: SOC105, SOC216 with a C or higher or SOC217 with a C or higher; MAT205 or PSY201; Sociology Major

Social research methodology involves exposure to, and application of various methods used in conducting social scientific research. Topics include, survey design, interview techniques, field research methods, participant/non-participant observational techniques, sampling design, data analysis, and publication of findings. This course includes development of a research proposal that will be basis for the student's major work to be completed in Thesis (SOC 409). Cross Listed with CRJ 311.

### **SOC 315 - SOCIAL MOVEMENTS (3)**

Prerequisite: SOC105

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., Tea Party and MAGA movements.

### **SOC 320 - SOCIOLOGY OF EDUCATION (3)**

Prerequisite: SOC105

The sociology of education course focuses on the theoretical, ideological, and philosophical interpretations of the role of education as a social institution.

### **SOC 325 - COMPLEX ORGANIZATION (3)**

Prerequisite: SOC105

This course involves an in-depth examination of complex social organization with particular emphasis placed on its characteristic processes, structures, and systems.

### **SOC 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically as sociology electives when courses are developed that deviate from offerings of the established curriculum but are nonetheless consistent with departmental goals.

### **SOC 381 - MEXICAN-U.S. BORDER STUDIES (3)**

Prerequisite: instructor approval.

Course enrollment is limited to twelve students, accepted on a "first-approved-first-enrolled basis."

This course entails an intensive exploration of the sociology of the Mexican-U.S. border area of Ciudad Juarez and El Paso, Texas, including the political, environmental, historical, cultural, economic, artistic, racial, legal, and migration issues endemic to the area.

### **SOC 382 - JAMAICA SERVICE – LEARNING PROGRAM (3)**

Prerequisite: instructor approval.

This course entails an intensive exploration of globalization processes, developing and developed world dynamics, socio-economic, racial, and ethnic stratification, and social activism in making a just world a reality. Particular emphasis is placed on active engagement in field experience communities, journaling techniques and group and self-reflective processes. Specifically, the goals of this course are to: 1) reflect on divergent global perspectives (the other – persons, cultures, and structures); 2) reflect on one's sociological place (the social self); 3) develop critical intellectual abilities (the mind); and 4) develop a cultural and materialistic humility (the spirit). Included in this course is a required two-week field immersion in Jamaica.

There is an additional fee with this course. This is covered through working at events, applicable Brown scholarship for those eligible, and personal finances.

### **SOC 395 - INTERNSHIP IN SOCIOLOGY (1-3)**

Interns work within organizations, agencies or other settings gaining experience in a specific area of sociology. The course may be repeated for subsequent semesters.

### **SOC 400 - INDEPENDENT STUDY (3)**

Independent study credit is offered when students wish to explore a specific issue of sociological interest that falls outside the parameters of the established departmental curriculum. Independent studies are subject to departmental approval and entail direct supervision of a departmental faculty member.

### **SOC 405 - SOCIAL CHANGE (3)**

Prerequisite: SOC105; SOC216 or SOC217 with a C or better for the major

The course on social change involves an analysis of the forces behind and factors contributing to sociological evolution. A variety of theoretical interpretations of this phenomenon are presented, discussed, and applied to specific historical and current events and postmodern forecasts.

### **SOC 409 - SENIOR SEMINAR (3)**

Prerequisite: SOC311 with a C or better. Also, must be a Junior or Senior standing and Sociology Major.

Senior seminar is a capstone course for the major. In the course specific topics are addressed in a fashion that promotes synthesis or previous courses. Cross Listed with CRJ 409.

### **SOC 455 - SPECIAL TOPICS (3)**

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

## **COURSES OF INSTRUCTION: SPANISH**

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Students who have never before studied Spanish, or who had some Spanish five or more years ago should enroll in SPA 101. Those who have had one or two years of high school instruction in Spanish should enroll in SPA 111 or 201 –depending on language competency. Those students who have had three years of high school instruction in Spanish should register for SPA 201. Students who have studied Spanish for four or more years in high school should enroll in SPA 260.

### **SPA 101/102 - SPANISH LEVEL I – for True Beginners (3, 3)**

Second Century Inner Core: Foreign Language

Students will learn the fundamentals of grammar, reading, and conversation and receive an introduction to Spanish and Hispanic cultures. SPA 101 is intended for students who have never before studied Spanish; SPA 102 is reserved for those students who have completed SPA101 at Thomas More University.

### **SPA 111/112 - SPANISH LEVEL I (3, 3)**

Second Century Inner Core: Foreign Language

Core Area: Foreign Language

An introduction to the Spanish language and Spanish and Hispanic cultures. It is intended for those students who have had some Spanish instruction in high school, but who would feel more comfortable starting with the basics.

### **SPA 113 - SPANISH LEVEL I PART I AND PART II (5)**

Second Century Inner Core: Foreign Language

Core Area: Foreign Language

The primary goal of Spanish 113 is to introduce students to the basic skills required in learning a foreign language; that is, speaking, listening, reading, and writing in Spanish. In this course the students will also become acquainted with interesting aspects of Spanish and Hispanic culture.

### **SPA 115 - SPANISH EDUCATION A: P-5, B: 5-9, C: 8-12 (1)**

Second Century Inner Core: Foreign Language

Prerequisite: SPA 112

This course will offer education students the opportunity to continue practicing their Spanish in an elementary/middle school environment.

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

Second Century Inner Core: Foreign Language

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

**SPA 201/202 - SPANISH LEVEL II (3, 3)**

Prerequisite: SPA 101, 102, or the equivalent

Second Century Inner Core: Foreign Language

Core Area: Foreign Language

A review of grammar, conversation and reading. Students will expand language skills acquired in SPA 101, 102. Increased attention will be given to understanding culture through authentic activities. Typically, students with three years of high school Spanish are placed in 201.

**SPA 230 - SPANISH FOR HEALTHCARE PROFESSIONALS (3)**

Prerequisite: SPA 101/102 or SPA 111/112; Recommended Prerequisite: SPA 201/202

Second Century Inner Core: Foreign Language

This course is designed to train students and employees in the health science field to communicate professionally and effectively with Spanish-speaking patients. Students will continue learning basic reading and writing skills, although emphasis is placed on oral and aural skills development.

**SPA 255 - SPECIAL TOPICS (3)**

Second Century Inner Core: Foreign Language

Courses of a practical nature will be available to allow for special interest development.

**SPA 260 - SPANISH CONVERSATION (3)**

Second Century Inner Core: Foreign Language

Students will develop speaking and listening skills through active participation. Discussions and activities are based on contemporary issues of interest to students.

**SPA 303 - ADVANCED SPANISH (3)**

A language development course designed to practice all four language skills: speaking, listening, writing, and reading. Emphasis will be on control of grammatical structures while communicating ideas.

**SPA 304 - SPANISH COMPOSITION (3)**

A course designed to develop both formal and informal writing skills, such as letters, journals, and academic papers. Emphasis will be on writing in response to reading and on understanding reading and writing as complementary processes.

**SPA 306 - READING FOR CULTURAL UNDERSTANDING (3)**

Students will study literary and non-literary selections in order to prompt the discussion of different cultural aspects. Emphasis will be on a critical understanding of the student's own cultural assumptions vis-à-vis specific Hispanic and Spanish cultures.

**SPA 321 - SPANISH AND LATIN AMERICAN CINEMA (3)**

Prerequisite: SPA 306

Representative works of current and traditional Spanish and Latin American cinema are studied.

**SPA 331 - BUSINESS SPANISH (3)**

Prerequisite: SPA 306

Students will develop their communicative abilities in the context of the world of business conducted in Spanish.

**SPA 355 - SPECIAL TOPICS (3)**

Special topics courses are offered periodically when courses are developed that deviate from offerings of the established curriculum but are nonetheless consistent with departmental goals.

**SPA 401 - INTRODUCTION TO LITERATURE (3)**

An introduction to classic works and writers in Spanish. Emphasis will be on understanding literature as art and as an aesthetic phenomenon full of sociocultural implications for both the reader and the writer. The survey includes Hispanic and Spanish authors' works of poetry, narrative, essays, and theatre. Students will be introduced to the terminology necessary for

exercises in literary criticism.

**SPA 411 - SURVEY OF HISPANIC-AMERICAN LITERATURE (3)**

Prerequisite: SPA 401

Distinguished authors of Spanish-American literature from the Pre-Colonial period to the present are studied.

**SPA 413 - ANALYSIS OF SELECTED IBERIAN MASTERPIECES (3)**

Prerequisite: SPA 401, SPA 411

A study of a work or of several works from particular key periods in Iberian literature.

**SPA 431 - ISSUES IN SPANISH TRANSLATION (3)**

Prerequisite: SPA 306

An introduction to the principles of translation and translation theory, as well as practice in a variety of translation genres.

**SPA 435 - COMMUNITY EXPERIENCE-SENIOR SEMINAR (1)**

Prerequisite: SPA 431

Students will experience Spanish in the community.

**SPA 455 - SPECIAL TOPICS (3)**

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

**SPA 495 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

**SPA 513 - ANALYSIS OF SELECTED IBERIAN MASTERPIECES (3)**

Prerequisite: BA in Spanish

The primary goal of Spanish 513 is to introduce students to relevant works in the history of literature from Spain. This course will also focus on literary analysis.

**SPA 531 - ISSUES IN SPANISH TRANSLATION (3)**

Prerequisite: BA in Spanish

An introduction to the principles of translation and translation theory, as well as practice in a variety of translation genres.

## **COURSES OF INSTRUCTION: SPORTS AND ENTERTAINMENT MARKETING**

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**SEM 105 - FOUNDATIONS OF THE SPORTS AND RECREATION BUSINESS (3)**

Introduction to the multiple facets of the sport and recreation industries. The Knowledge gained in this course will provide a foundation for the future study of the industries in subsequent courses.

**SEM 155 - SPECIAL TOPICS (3)**

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

**SEM 255 - SPECIAL TOPICS (3)**

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

**SEM 292 - INTERNSHIP I (1)**

Prerequisite: SEM 105

Student will obtain hands-on experience by working with professionals in the field of sports and/or entertainment. It is strongly encouraged but not necessary that the student work with an on-campus department including but not limited to athletics, theater, choir, or marching band. Students must work with their advisor to secure and set the parameters of the field experience. Students will be required to prepare an appropriate paper incorporating academic theory that is applied to the experience gained while completing the internship assignment.

**SEM 310 - SPORTS AND ENTERTAINMENT BUSINESS ENVIRONMENT (3)**

Prerequisite: BUA 105

As a survey of both the sports and entertainment industries, this course will provide an overview of the origins and structure

of each industry. The current issues facing each industry will be explored. The sports industry will be segmented by looking at professional, college, high school, and youth sports. The entertainment industry will be divided into movies, theatre, TV/radio, media/publishing, travel and tourism, and music. Cross-listed as BUA 310.

### **SEM 355 - SPECIAL TOPICS (3)**

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

### **SEM 380 - LEGAL ISSUES IN SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 291

Course Requirement: Junior status, minimum GPA of 2.5

An investigation into the plethora of legal issues facing the sports and entertainment industries. The course will analyze legislation that has affected the development and operation of these industries. Landmark and seminal cases will be reviewed to ascertain the rights and restrictions of those operating within the industries. Also included as a point of study will be controversial issues where legal precedents have not yet been set. Cross-listed as BUA and PLS 380.

### **SEM 392 - INTERNSHIP IN SPORTS AND ENTERTAINMENT MARKETING (2)**

Prerequisite: SEM 105

Course Requirement: Junior status, minimum GPA of 2.5

Student will obtain hands-on experience by working with professionals in the field of sports and/or entertainment. Students must work with their advisor to secure and set the parameters of the field experience. Students will be required to prepare an appropriate paper incorporating academic theory that is applied to the experience gained while completing the internship assignment. Cross-listed as BUA 392.

### **SEM 410 - SPORTS AND ENTERTAINMENT MARKETING (3)**

Prerequisite: BUA 311

Course Requirement: Junior status, minimum GPA of 2.5

A course building upon the general marketing principles studied in the Principles of Marketing course providing an analysis of the many issues facing marketing experts within the sports and entertainment industries. This course also examines the issues faced by those outside these industries that market their goods and services by partnering with companies and organizations within these industries. Students will be introduced to the unique qualities of the sports and entertainment product by analyzing pricing and distribution issues as related to these industries. Cross-listed as BUA 410.

### **SEM 420 - EVENT SPONSORSHIP AND PROMOTION (3)**

Prerequisite: BUA 311

Course Requirement: Junior status, minimum GPA of 2.5

Students will gain a thorough understanding of the concepts and theories that form the foundation of sponsorship and event planning. Students will then be required to apply these concepts and theories in developing strategies to support a significant project requiring original research and a professional presentation. Cross-listed as BUA 420.

### **SEM 455 - SPECIAL TOPICS (3)**

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

## **COURSES OF INSTRUCTION: SUPPLY CHAIN MANAGEMENT**

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### **SCM 205 - INTRODUCTION TO SUPPLY CHAIN MANAGEMENT (3)**

Prerequisite: ELS 215

A course on the fundamentals of supply chain management. Includes supply chain issues with ethical and sustainable sourcing, warehousing, distribution, inventory management, inventory control, and supply chain integration.

### **SCM 245 - LOGISTICS MANAGEMENT (3)**

Co-requisite: BUA 105, 301; SCM 205

Students will study the fundamentals of logistics management. This includes all issues dealing with the movement, tracking, storage, and information of products and services, as well as the interplay with marketing, sales operations, and sourcing.

### **SCM 315 - TRANSPORTATION SYSTEM IN SUPPLY CHAIN MANAGEMENT OPERATIONS (3)**

Prerequisite: SCM 245

Transportation is a critical component of supply chains because of its dynamic environment and the essential role it plays in the moving of goods and materials. Focus is on the management challenges and integration of movement of these goods and services through the supply chain modalities. This course will cover the management of commercial air, truck, rail and water transportation, the history of transportation regulation, department of transportation (DOT) guidelines, tariffs, routing and relationships among suppliers, producers, and consumers.

### **SCM 350 - INVENTORY MANAGEMENT: ANALYSIS AND CONTROL (3)**

Prerequisite: SCM 315

Inventory is more than keeping count and control of your inventory. This course will explore the information needed to maximize productivity in areas such as physical stock issues to technologies needed to assist in the analysis, process, and planning phases. Some topics include materials requirements planning, just-in-time inventory systems, inventory management, supply chain risk management, and quality control.

### **SCM 450 - PROCUREMENT AND GLOBAL SOURCING (3)**

Prerequisite: SCM 350

A course covering procurement strategies, processes, and practices in the global environment with an emphasis on ethical practices. Topics include strategic planning, purchasing laws and ethics, cost and value managements across the supply chain, inventory control, innovation, sustainability, collaboration, and risk management.

## **COURSES OF INSTRUCTION: THEATRE**

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### **THR 125 - INTRODUCTION TO THEATRE (3)**

Second Century Inner Core: Fine Art

Core Area: Fine Arts

An examination of theatre as an art form and it is designed to introduce students to the fundamental areas of theatrical endeavor (acting, designing, directing, and playwriting) and to familiarize them with the coordination of these specialties in the final production. Special attention is given to play analysis and interpretation.

### **THR 126 – VIEWING THE ARTS (3)**

Offers a general study of the elements of fine arts. Attendance is required at public performances.

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

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

### **THR 205 - ACTING I (3)**

Core Area: Fine Arts

The initial phase of the actor's training with emphasis on developing physical skills as a means of expression. The class deals intensively with creativity, artistic discipline, and the development of vocal and physical variety as the basis for character development.

### **THR 206 - ACTING II (3)**

Students will concentrate on the problems of character development. Attention is given to script interpretations, advanced physical training, and stimulating the special talents of individual students.

### **THR 207 - THEATRE PRODUCTION (3)**

Second Century Inner Core: Fine Art

Core Area: Fine Arts

A course focusing on the fundamentals of play production and is designed to acquaint the student with all areas of technical theatre and give them experience in organization and technical theatre coordination.

### **THR 211/212/213 - PRODUCTION LABORATORY I, II, III (1, 1, 1)**

Prerequisite or Co-requisite: THR 207 and permission of the instructor.

Students may earn 1-3 credit hours by assuming a major technical responsibility for an approved production.

### **THR 225 - INTRODUCTION TO MUSICAL THEATRE (3)**

Core Area: Fine Arts

Students will study America's particular contribution to World Theatre and investigate the form's development and its significance as a unique feature of our culture. The course treats outstanding authors, composers, and lyricists, and the problems of analysis of the popular musical. Knowledge of music is not required.

### **THR 230 - STAGE MAKEUP (3)**

Introduction to the basic techniques of makeup for the stage. They will develop skills in makeup for old age, modeling the face, special characters as angry, jolly, sad, and special techniques such as scars and bruises. It is a hands-on course, with demonstration by the teacher and then practiced by the student.

### **THR 255 - THEATRE PRACTICUM (3)**

Core Area: Fine Arts

Courses of a practical nature will be available under this number to allow for special interest development. Courses will generally be seminars.

### **THR 300 - INDEPENDENT STUDY IN THEATRE (3)**

Courses offering students an opportunity to develop interests related to the aspects of Theatre.

### **THR 301/302 - HISTORY OF THEATRE I, II (3, 3)**

Core Area: Fine Arts

Students will study the development of theatre practices from the Greeks to modern times, with special emphasis on methods of production and outstanding personalities. THR 301 covers the period to the 17th century English theatre, while THR 302 concentrates on the American theatre and world movements since 1700.

### **THR 305 - PLAYWRITING I (3)**

Students will study dramatic structure and pay special attention to the one act play form. Students will write a playlet with a view toward production in Playwright's Lab. As a final project, the student is expected to write a more fully developed one act play, either an original or an adaptation from another literary form. This course can be used to fulfill the upper level English core requirement or the fine arts requirement. Cross-listed with ENG 305.

### **THR 306 - PLAYWRITING II (3)**

Students will further consider dramatic structure, focusing on the full-length play. The student will develop a detailed scenario for a full-length play with a rough draft of the first act completed.

### **THR 320 - ADVANCED ACTING (3)**

Students have the opportunity to continue the study of acting by doing individualized work with an instructor. This work will be done in conjunction with THR 206.

### **THR 330 - CREATIVE DRAMATICS (3)**

Prerequisite: THR 125

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 – SPECIAL TOPICS (3)**

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

### **THR 398 - NEXT STAGES: PROFESSIONAL PREPARATION FOR CAREERS IN THEATRE (2)**

A hands-on exploration of options and preparation for opportunities available to Theatre majors, during study and after graduation. Typical options we will explore include internships and apprenticeships, summer employment, graduate study (MFA or PhD), and professional work in theatre. Students will develop skills to approach a job search or investigation of

further educational options. Students will develop the instruments with which to present themselves to outside organizations, in the pursuit of further study or professional work. These instruments are specific to theatre and typically include portfolios, audition monologues, resumes, and interview skills.

### **THR 400 - INDEPENDENT STUDY IN THEATRE (3)**

In Independent Study courses, exceptionally advanced students will develop special interest projects or studies under the direction of the departmental faculty.

### **THR 401 - DIRECTING I (3)**

Prerequisite: THR 125, THR 205, THR 207

An introduction to the craft of directing, with particular emphasis on script analysis. Students will develop a methodology for reading and interpreting scripts and explore the means of realizing a play's interpretation on stage by examining staged works.

### **THR 402 - DIRECTING II (3)**

Prerequisite: THR 401

An advanced course dealing with the artistic creativity of directing, with emphasis on the development of the student's artistic ability in special directing projects.

### **THR 425 - SCENE DESIGN (3)**

Prerequisite: THR 401

Students will be acquainted with the basic principles and styles of scene design, with emphasis on the development of visual interpretation and expression of the play.

### **THR 455 - DRAMATIC THEORY (3)**

Advanced seminar courses of a theoretical nature will be available under this listing.

### **THR 495 - INTERNSHIP (1-3)**

Interns work within organizations or other settings gaining experience in a specific area.

### **THR 498 - SENIOR EXPERIENCE (1-3)**

Course requirement: Senior year, Theatre major

A seminar-type course, the student will work with the theatre faculty to prepare their final theatre major project. The student will choose a person from theatre history. They will research and write a one person show on that person. They will then perform the show, helping each other with directing and technical needs.

## **COURSES OF INSTRUCTION: THEOLOGY**

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### **THE 151 - Theological Foundations (3)**

This course is designed to familiarize students with the Catholic faith and the Catholic intellectual tradition that inspires and infuses Thomas More University's mission, and to prepare students for future theological study. It treats the basic concepts of truth, faith, Revelation, the harmony of faith and reason, and the dignity of the human person and explores core Christian beliefs in a way that encourages students from all backgrounds to reflect on and give an account of their own beliefs.

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

Second Century Inner Core: Theology

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

### **THE 157 - UNDERSTANDING THE NEW TESTAMENT (3)**

This course explores the theological and literary content of the New Testament, with special emphasis on the gospels.

### **THE 205 - UNDERSTANDING THE OLD TESTAMENT (3)**

Second Century Inner Core: Theology

Core Area: Theology

Prerequisite: THE151 or THE157 or 30 credit hours

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 208 - THEOLOGY OF MARRIAGE (3)**

Core Area: Theology

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 219 - WORLD RELIGIONS (3)**

Second Century Core: Theology Core Area: Theology

Prerequisite: THE151 or THE157 or 30 credit hours

A course to examine and explain the major religions of the West - Judaism, Christianity, and Islam – and explore elements of Eastern religious belief and practice.

### **THE 255 – SPECIAL TOPICS (3)**

Second Century Inner Core: Theology Core Area: Theology

Prerequisite: THE151 or THE157 or 30 credit hours

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

### **THE 257 - THEOLOGY OF WOMAN (3)**

Prerequisite: THE151 or THE157 or 30 credit hours

This course is a study of the nature of woman and her vocation as seen in theology past and present. Material considered is from the Bible, Church documents, theologians, and spiritual writers. The viewpoints of other traditions will also be examined, particularly modern feminism and gender theory.

### **THE 300 – THEOLOGICAL INTERNSHIP (3)**

Prerequisite: THE151 or THE157 or 30 credit hours

Students will obtain hands-on experience by working with professionals in a field pertaining to theology such as ministry, non-profit work, or teaching. 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.

### **THE 305 - Understanding God: The Trinity and Jesus Christ (3)**

Prerequisite: THE151 or THE157 or 30 credit hours

A course covering the person and significance of Jesus Christ from scripture and contemporary theology.

A course covering the theology of the Trinity with particular focus on the person and significance of Jesus Christ which aims to deepen understanding God's nature as love as revealed throughout salvation history.

### **THE 309 - Understanding the Human Person: Christian Anthropology and Morality (3)**

Core Area: Theology

Prerequisite: THE151 or THE157 or 30 credit hours

A survey of the Christian understanding of the human person and the key principles of moral theology including the nature of freedom, law, human action, and virtue which encourages deeper understanding of the self and the path to authentic happiness.

### **THE 318 - CHRISTIAN SPIRITUALITY (3)**

Prerequisite: THE151 or THE157 or 30 credit hours

An investigation of the forms of religious actions arising from belief in Jesus as the Christ, with special emphasis on prayer.

### **THE 355 - SPECIAL TOPICS (3)**

Core Area: Theology

Prerequisite: THE151 or THE157 or 30 credit hours

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

### **THE 406 - THEOLOGY OF CHURCH AND SACRAMENTS (3)**

Prerequisite: THE151 or THE157 or 30 credit hours

The Church and the primary religious action performed by that community of believers will be examined. Emphasis will be placed on the contemporary theology of Church and Sacraments along with an examination of the Scriptural background for such beliefs.

### **THE 409 - Theology Project I (2-3)**

Prerequisite: THE151 or THE157 or 18 credits hours in Theology

This course allows upper-level theology students to choose a theological topic to research or to engage in a project in preparation for the completion of a capstone paper or presentation that states and supports a theological thesis or applies theological concepts to a cultural, pastoral, lay ministerial, or educational topic that will be the focus of THE410.

### **THE 410 - Theology Project II (1-3)**

Prerequisite: THE409

This course allows upper-level theology to students to create a capstone research paper or project presentation of the work undertaken in THE409 that states and supports a theological thesis or applies theological concepts to a cultural, pastoral, lay ministerial, or educational topic.

### **THE 425 - Catholic Social Teaching (3)**

Prerequisites: Completion of THE151, 157 or 30 hours of coursework

Second Century Inner Core: Theology

Core Area: Senior Theology

This course explores the basic principles of Catholic social teaching and their application to contemporary issues and daily living.

### **THE 455 - SPECIAL TOPICS (3)**

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

## **COURSES OF INSTRUCTION: TOURISM AND RECREATION MANAGEMENT**

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### **TRM 105 - FOUNDATIONS OF THE TOURISM AND RECREATION MANAGEMENT (3)**

Introduction to the multiple facets of the tourism and recreation industries. The Knowledge gained in this course will provide a foundation for the future study of the industries in subsequent courses. Cross-listed as SEM 105.

### **TRM 220 - LEADERSHIP SKILLS FOR TOURISM AND RECREATION MANAGMENT (3)**

This course introduces the core elements that comprise leadership, the internal workings of the organization from a leadership perspective, and in-depth review of the major concepts, elements, and terminology of leadership. Students will engage in discussions and review of current literature leading to leadership and ethical behaviors. Special attention will be paid to leadership challenges within the tourism and recreation industries.

### **TRM 305 - VENUE MANAGEMENT (3)**

This course is designed to allow students to understand planning and managing different types of sports facilities. Topics include understanding the complexity of conceptualizing, constructing, promoting, managing, and maintaining modern sports stadiums, arenas, domes, and multi-purpose facilities. This will include all areas of current issues of venue management. Cross-listed as EXS 305.

### **TRM 380 - LEGAL ISSUES IN TOURISM AND RECREATION MANAGEMENT (3)**

Prerequisite: BUA 291

Course Requirement: Junior status, minimum GPA of 2.5

An investigation into the plethora of legal issues facing the tourism and recreation industries. The course will analyze legislation that has affected the development and operation of these industries. Landmark and seminal cases will be reviewed to ascertain the rights and restrictions of those operating within the industries. Also included as a point of study will be controversial issues where legal precedents have not yet been set. Cross-listed as LAW 380 and SEM 380.

### **TRM 392 - INTERNSHIP IN TOURISM AND RECREATION MANAGMENT (2)**

Prerequisite: BUA 311

Course Requirement: Junior status, minimum GPA of 2.5

Students will obtain hands-on experience by working with professionals in the field of tourism and recreation management. 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.

### **TRM 410 – TOURISM AND RECREATION MARKETING (3)**

Prerequisite: BUA 311

Course Requirement: Junior status, minimum GPA of 2.5

A course building upon the general marketing principles studied in the Principles of Marketing course providing an analysis of the many issues facing marketing experts within the tourism and recreation 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 tourism and recreation products by analyzing pricing and distribution issues related to these industries. Cross-listed as BUA 410.

### **TRM 440 - ECOTOURISM AND SUSTAINABILITY (3)**

This course focuses on ecological principles applied to the tourism and recreation industries. There will be an exploration of the relationship between natural resources and tourism and recreation. Planning and management of natural resources and a way of life for sustainable use in tourism will also be explored. There will be a special focus on rural and agricultural areas, forests, mountains, beaches, and islands.

### **TRM 498 - SENIOR SEMINAR (2)**

This is a senior capstone course. Students will draw upon and integrate their completed works and knowledge from previous courses to demonstrate an understanding and an application of the collective principles taught throughout the entirety of the program.

# UNIVERSITY DIRECTORY

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Consultant, Healthcare Industry

Dr. Jyoti Saraswat  
Faculty Representative  
Professor, Department of Mathematics & Physics  
Thomas More University

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Managing Member  
Tufco Flooring, LLC

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Retired, Procter & Gamble

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President, Student Government Association  
Thomas More University

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Attorney TEDC LLC

Mr. Ted Zalla '90  
Benefits Consultant/Plan Strategist USI Insurance Solutions

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B.A., State University of New York at Binghamton M.P.A.,  
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LP.D., Northeastern University

**Connor, Terry**

**Vice President for Strategy & Director of Athletics**

B.A., Thomas More College  
M.Ed., Xavier University

**French, Kelly**

**Vice President for Strategy & Impact and Chief of Staff**

B.A., Thomas More College M.A.,  
University of Cincinnati  
M.Ed., University of Illinois Chicago

**Haverkos, Kimberly A.**

**Assistant Vice President for Academic and Student Success**

B.S., Xavier University  
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Ph.D., Miami University

**Langguth, Jerome J.**

**Vice President & Chief Academic Officer**

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Ph.D., University of Cincinnati

**Reynolds, Kevin**

**Senior Vice President for Mission & University Advancement**

B.A., Northern Kentucky University  
M.S., Illinois State University  
Ed.D., Spalding University

**Richard Rollino**

Executive Vice President of Finance and CFO  
BS, University of Southern California

**Vogel, Justin**

**Vice President of Enrollment**

B.S., University of Louisville

## DEANS

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### COLLEGE OF BUSINESS

**Rosenthal, Bruce B.**

B.F.A., Syracuse University  
M.B.A., Rutgers University  
Ph.D., University of the Sciences in Philadelphia

### COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

**Enzweiler, Rev. Ramond N.**

B.S., Thomas More College  
Ph.D., University of Cincinnati  
Be.L., Regina Apostolorum

### COLLEGE OF NATURAL AND HEALTH SCIENCES

**Christensen, Joseph C.**

B.S., Bradley University, Peoria, IL  
Ph.D., University of Kentucky, Lexington, KY

## RANKED FACULTY

---

The year of first appointment is indicated by the date following the name of the faculty member.

### PROFESSORS EMERITI

**Cimprich, John** (1985)

Professor Emeritus, History  
B.A., Thomas More College, Crestview Hills, KY (1971)  
M.A., The Ohio State University, Columbus, OH (1973)  
Ph.D., The Ohio State University, Columbus, OH (1977)

**Ferner, John W.** (1977)

Professor Emeritus, Biology  
B.A., The College of Wooster, Wooster, OH (1967)  
Ph.D., The University of Colorado, Boulder, CO (1972)

**Franzen, Gerald** (1973)

Professor Emeritus, Chemistry  
B.A., Thomas More College, Crestview Hills, KY (1964)  
M.S., Louisiana State University, Baton Rouge, LA (1967)  
Ph.D., University of Notre Dame, South Bend, IN (1971)

**Hicks, Ann A.** (1975)

Professor Emerita, Chemistry  
B.S., Duke University, Durham, NC (1964)  
Ph.D., Vanderbilt University, Nashville, TN (1970)

**Penn, Elizabeth M.** (1990)

Professor Emerita, Education  
B.A., University of Dayton, Dayton, OH (1969)  
M.Ed., Xavier University, Cincinnati, OH (1970)  
Ed.D., University of Cincinnati, Cincinnati, OH (1985)

**Porter, J. William** (1972)

Professor Emeritus, Psychology  
B.A., University of Denver, Denver, CO (1964)  
M.S., North Texas State University, Denton, TX (1966)  
Ph.D., Texas Christian University, Ft. Worth, TX (1973)

**Reinke, Sister Mary Evelyn, S.N.D.** (1976)

Associate Professor Emerita, Education  
B.A., Thomas More (Villa Madonna) College, Covington, KY (1962)  
M.A., University of Kentucky, Lexington, KY (1969)  
Ph.D., St. Louis University, St. Louis, MO (1989)

**Sen, Sudhir** (1987)

Professor Emeritus, Physics  
B.Sc., Calcutta University, Calcutta, India (1956)  
M.Sc., Calcutta University, Calcutta, India (1959)  
Ph.D., University of Texas at Austin, Austin, TX (1972)

**Sommerkamp, Patricia J.** (1985)

Associate Professor Emerita, Business Administration  
B.A., Thomas More College, Crestview Hills, KY (1971)  
M.Ed., Xavier University, Cincinnati, OH (1973)  
Ed.D., University of Cincinnati, Cincinnati, OH (1981)

**Stier, Sister Jane, O.S.U.** (1979)

Associate Professor Emerita, Theology  
B.A., College of Mt. St. Joseph, Cincinnati, OH (1948)  
M.A., Xavier University, Cincinnati, OH (1962)  
Ph.D., The Catholic University of America, Washington, D.C. (1966)

**Thornton, Peter C.** (1990)

Professor Emeritus, Business Administration  
B.S., State University of New York, Albany, NY (1985)  
B.S., Thomas A. Edison State College, Trenton, NJ (1985)  
M.B.A., Xavier University, Cincinnati, OH (1986)  
Ph.D., Union Institute, Cincinnati, OH (1992)

# FACULTY

---

The year of first appointment is indicated by the date following the name of the faculty member.

**Arnold, Robert A.** (1995)

Professor, Business Administration  
B.S., University of Kentucky, Lexington, KY (1983)  
M.B.A., Xavier University, Cincinnati, OH (1984)  
J.D., Salmon P. Chase College of Law, Northern Kentucky University, Highland Heights, KY (1992)  
Ph.D., Union Institute and University, Cincinnati, OH (2004)

**Ayres, Alissa** (2019)

Assistant Professor, Education  
B.A., Eastern Kentucky University, Richmond, KY (1992)  
M.A., Northern Kentucky University, Highland Heights, KY (1999)

**Bilbo, Rebecca** (1981)

Professor, Creative Media  
B.S., Nazareth College, Rochester, NY (1975)  
M.A., University of Cincinnati, Cincinnati, OH (1985)  
Ph.D., Indiana University at Bloomington, IN (2016)

**Blackwell, Sarah L.** (2008)

Assistant Professor, English & Creative Writing  
B.A., Thomas More College, Crestview Hills, KY (2006)  
M.A., University of Cincinnati, Cincinnati, OH (2008)

**Bone, Elizabeth A.** (2015)

Associate Professor, Creative Media  
B.A., Georgetown College, Georgetown, KY (2000)  
M.F.A., Savannah College of Art and Design, Savannah, GA (2004)

**Byerly, Lawrence T.** (1997)

Professor, Business Administration  
B.S., Slippery Rock State University, Slippery Rock, PA (1984)  
M.B.A., Youngstown State University, Youngstown, OH (1985)  
Ph.D., Kent State University, Kent, OH (1996)

**Camp, James N.** (1998)

Professor, Sociology & Criminal Justice  
B.A., Tarleton State University, Stephenville, TX (1989)  
M.A., Texas Woman's University, Denton, TX (1992)  
Ph.D., Texas Woman's University, Denton, TX (1995)

**Campbell, Shane** (2022)

Assistant Professor, Education  
B.A. Thomas More College, Crestview Hills, KY (2013)  
M.S., Northern Kentucky University, KY (2020)

**Carr, Michael** (2024)

Assistant Professor, Business Administration  
B.A., University of the Cumberlands, KY (2014)  
MBA, University of Cincinnati, OH (2016)  
PhD, University of Cincinnati, OH (2019)

**Christen, Katherine Carr** (2023)

Assistant Professor, Education  
BSED, Miami University, OH (1986)  
MAED, Miami University, OH (1988)  
DED, University of Cincinnati, OH (2005)

**Daoud, Julie Hamad** (1999)

Professor, English & Creative Writing  
B.A., Miami University, Oxford, OH (1992)  
M.A., University of Cincinnati, Cincinnati, OH (1994)  
Ph.D., University of Cincinnati, Cincinnati, OH (2000)

**Devereux, Katlyn,** (2023)

Instructor, Nursing  
BSN, Thomas More University, KY (2011)  
MSN, Xavier University, KY 2020

**Dwyer, Caitlin S.** (2015)

Assistant Professor, Theology  
B.A., University of Notre Dame, Notre Dame, IN (2006)  
M.T.S., John Paul II Institute for Studies on Marriage and Family at The Catholic University of America, Washington, D.C. (2010)

**Dwyer, Florence** (2006)

Associate Professor, Languages  
B.A., Université de Nantes, France (1993)  
M.A., The Catholic University of America, Washington, D.C. (1998)  
Ph.D., The Catholic University of America, Washington, D.C. (2004)

**Eagan, Patrick M.** (2004)

Assistant Professor, History  
B.A., Thomas More College, Crestview Hills, KY (2001)  
M.A., University of Cincinnati, Cincinnati, OH (2004)

**Esterline, Daniel T.** (2008)

Professor, Chemistry  
B.S., Wright State University, Dayton, OH (1983)  
M.S., Wright State University, Dayton, OH (1989)  
Ph.D., Miami University, Oxford, OH (1993)

**Farr, Justin D.** (2015)

Associate Professor, Health Science  
B.S., Ball State University, Muncie, IN (2009)  
M.S., Western Kentucky University, Bowling Green, KY (2013)  
Ed.D., University of St. Augustine, Saint Augustine, FL (2018)

**Faulkner, Michael** (2024)

Assistant Professor, Economics  
B.A., University of Detroit Mercy, MI (2001)  
M.S., Wayne State University, MI (2007)  
Ph.D., Wayne State University (2015)

**Flynn, R. Steven** (1994)

Professor, Accountancy  
B.B.A., University of Cincinnati, Cincinnati, OH (1983)  
Ph.D., University of Cincinnati, Cincinnati, OH (1987)  
C.P.A., State of Ohio (1989)

**Galbraith-Kent, Shannon L.** (2008)

Professor, Biological Sciences  
B.S., Thomas More College, Crestview Hills, KY (1998)  
M.S., Eastern Kentucky University, Richmond, KY (2000)  
Ph.D., Rutgers University, New Brunswick, NJ (2008)

**Garcia, Micah** (2024)

Assistant Professor, Health Sciences  
B.S., Grand Valley State University (2012)  
M.S., University of Kentucky (2014)  
Ph.D., University of Toledo (2023)

**Garriga, Maria C.** (1997)

Professor, Languages  
B.S., Universidad de Puerto Rico, Rio Pedras, RP (1984)  
Magistère de Langue et Civilisation Françaises, Université de Paris IV, Sorbonne Paris, France (1985)  
M.A., University of Cincinnati, Cincinnati, OH (1986)  
Ph.D., The Ohio State University, Columbus, OH (1998)

**Gerkenmeyer, Sarah** (2022) Assistant

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B.A., DePauw University, IN (2001)  
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**Gier, Ashley N.** (2015)

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B.S.N., Thomas More College, Crestview Hills, KY (2011)  
M.S.N., University of Phoenix, Phoenix, AZ (2014)  
D.N.P., Northern Kentucky University, Highland Heights, KY (2020)

**Green, Tyler W.** (2004)

Associate Professor, Chemistry  
B.S., Centre College, Danville, KY (1999)  
M.S., University of Cincinnati, Cincinnati, OH (2002)  
Ph.D., University of Cincinnati, Cincinnati, OH (2005)

**Guzzino, Lynnette A.** (1998)

Professor, Business Administration  
B.A., Loyola University, New Orleans, LA (1975)  
M.I.M., American Graduate School of International Management, Glendale, AZ (1976)  
J.D., Loyola University School of Law, New Orleans, LA (1990)

**Hageman, John R.** (1990)

Associate Professor, Biological Sciences  
B.A., Thomas More College, Crestview Hills, KY (1983)  
M.S., Western Kentucky University, Bowling Green, KY (1985)  
Ph.D. The Ohio State University, Columbus, OH (1990)

**Hébert, Raymond G.** (1975)

Professor Emeritus, History, Dean of the College Emeritus B.A., St. Anselm's College, Manchester, NH (1964)  
M.A., Duquesne University, Pittsburgh, PA (1966) Ph.D. University of Maryland, College Park, MD (1975)

**Herzog, Tracy M.** (2017)

Assistant Professor, Nursing  
B.S., Northern Kentucky University, Highland Heights, KY (2007)  
M.S.N., Northern Kentucky University, Highland Heights, KY (2016)  
Ph.D., Capella University, Minneapolis, MN (2020)

**Hinkel, Austin** (2023)

Assistant Professor, Physics  
B.S., University of Kentucky, KY (2016)  
M.S., University of Kentucky, KY (2018)  
Ph.D. University of Kentucky, KY (2021)

**Hitter, Meredith** (2023)

Instructor, Nursing  
BSN., Thomas More University, KY (2019)  
MSN., Northern Kentucky University, KY (2022)

**Jaeger, Carrie** (2009)

Associate Professor, Business Administration  
B.S., Northern Kentucky University, Highland Heights, KY (2000)  
M.B.A., Northern Kentucky University, Highland Heights, KY (2007)  
Ph.D., University of the Cumberland, Williamsburg, KY (2018)

**Johnson, Evan** (2023)

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B.A., Bryan College, TN (2011)  
M.A., University of Georgia, KY (2014)  
Ph.D. University of Cincinnati, KY (2022)

**Keegan, Hannah** (2024)

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B.A., Hendrix College, KY (2012)  
M.A.T.S., John Paul II Institute for Studies on Marriage and Family at The Catholic University of America, Washington, D.C. (2014)

**Kleitz, Lauren E.** (2021)

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B.A., Thomas More College, Crestview Hills, KY (2012)  
M.S., University of Louisville, Louisville, KY (2015)

**Koch, Stephanie M.** (2017)

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B.S., Coastal Carolina University, Conway, SC (2007)  
M.S., University of California, San Diego, CA (2014)  
Ph.D., University of California, San Diego, CA (2016)

**Kroeger, Kenneth** (2024)

Associate Professor, Chemistry  
B.S., University of Dayton, OH (1989)  
Ph.D., University of Colorado Boulder, CO (1996)

**Lorentz, Christopher N.** (1994)

Professor, Biological Sciences  
B.A., Columbia University, New York, NY (1989)  
M.S., Kent State University, Kent, OH (1990)  
Ph.D. Kent State University, Kent, OH (1994)

**Maloney, Ryan** (2023)

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B.S., University of Massachusetts Amherst, MA (2015)  
MHAD, University of Nevada, Las Vegas, NV (2020)  
Ph.D., Texas Tech University, TX (2023)

**Mayhew, Kirk** (2010)

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B.A., Coe College, Cedar Rapids, IA (1997)  
M.F.A., University of Cincinnati, Cincinnati, OH (2000)

**Mazza, Gregory L.** (2021) Assistant Professor, Accountancy

B.S.B.U., Xavier University, Cincinnati, OH (2013)  
C.P.A., State of Ohio (2015)  
M.B.A., Xavier University, Cincinnati, OH (2020)

**Megerle, Ellie** (1990)

Assistant Professor, Sociology and Criminal Justice  
B.A., Miami University, Oxford, OH (1987)  
M.A., Xavier University, Cincinnati, OH (1990)

**Mention, Brittany L.** (2019) Assistant Professor, Education

B.S., University of Cincinnati, Cincinnati, OH (2007) M.Ed., Xavier  
University, Cincinnati, OH (2012) Ed.D., University of Findlay,  
Findlay, OH (2018)

**Miller, Christopher W.** (2018) Assistant Professor, Sports

Science  
B.S., University of Florida, Gainesville, FL (2002)  
M.S., University of Tennessee, Chattanooga, TN (2005)

**Mitchell, Maria R.** (2003) Associate Professor, Accountancy

B.S., Northern Kentucky University, Highland Heights, KY (1982)  
C.P.A., State of Ohio (1984)  
M.B.A., Xavier University, Cincinnati, OH (1995)

**Moyer, Christopher A.** (1994) Professor, Business  
Administration

B.S., Wright State University, Dayton, OH (1985)  
M.B.A., Wright State University, Dayton, OH (1986) M.A., The  
Ohio State University, Columbus, OH (1989)  
Ph.D., The Ohio State University, Columbus, OH (1992)

**Neal, Elizabeth** (2011)

Associate Professor, Creative Media  
B.F.A., Art Academy of Cincinnati, Cincinnati, OH (2000)  
M.F.A., Miami University, Oxford, OH (2003)

**Oldfield, Stephen K.** (2017) Assistant Professor, Creative  
Media

B.S., Northwestern University, Evanston, IL (1987)  
M.A., Northern Kentucky University, Highland Heights, KY (2013)

**Petroze, Christina C.** (2006) Associate Professor, Education

B.A., University of Kentucky, Lexington, KY (1996)  
M.A., Marshall University, WV (1987)  
Ph.D., Regent University, VA (2017)

**Powell, Robert (Bob)** (2023) Assistant Professor, Creative Media

B.A., Alderson-Broadus College, WV (1982)  
M.S., University of Kentucky, Lexington, KY (2006)  
Ph.D., University of Kentucky, Lexington, KY (2010)

**Powell, Caitlin, A.J.** (2018) Associate Professor, Psychology

B.S., Drake University, Des Moines, IA (2003)  
M.S., University of Kentucky, Lexington, KY (2006)  
Ph.D., University of Kentucky, Lexington, KY (2010)

**Price, Patrick B.** (2018)

Assistant Professor, Information Systems  
B.S., University of Phoenix, Colorado Springs, CO (1999)  
M.S., Regis University, Denver, CO (2002)

**Pugh, Whitney K.** (2019) Assistant Professor, Psychology

B.A., Auburn University, Auburn, AL (2007)  
M.S., Auburn University, Auburn, AL (2010)  
Ph.D., Auburn University, Auburn, AL (2013)

**Qualls, Joseph** (2022)

Associate Professor, Biological Sciences  
B.A., Thomas More University, KY (2002)  
Ph.D., University of Kentucky, Lexington, KY (2007)

**Rahman, Abir** (2024)

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BBA., University of Dhaka, Bangladesh, India (2015)  
M B A ., University of Dhaka, Bangladesh, India (2017)  
M.S., University of Maryland-Baltimore County, MD (2023)  
Ph.D., University of Maryland-Baltimore County, MD (2024)

**Riehemann, Robert M.** (1990) Professor, Mathematics and Physics

B.S., Northern Kentucky University, Highland Heights, KY (1977) M.S.,  
University of Cincinnati, Cincinnati, OH (1980)  
M.A., University of Kentucky, Lexington, KY (1984)  
Ph.D., University of Kentucky, Lexington, KY (2003)

**Robinson, Malcolm** (1997) Professor, Economics

B.A., Rutgers College, New Brunswick, NJ (1981)  
Ph.D., University of Michigan, Ann Arbor, MI (1992)

**Rolfen, Richard** (2014) Associate Professor, Nursing

B.S., Mount St. Joseph University, Cincinnati, OH (2007)  
M.S.N., Northern Kentucky University, Highland Heights, KY (2011)  
Ph.D., Northern Kentucky University, Highland Heights, KY (2020)

**Rudnick, John (Jack)** (2024)

Professor, Business Administration  
B.S., Providence College, RI (1975)  
MHCA., George Washington University, DC (1977)  
Ed.D., Argosy University, FL (2009)

**Saraswat, Jyoti** (2014)

Associate Professor, Mathematics  
B.Sc., Kurukshetra University, Haryana, India (1995)  
B.Ed., Hemvati Nandan Bahuguna University, Garhwal, India (2003)  
M.S., Gurukula Kangri University, Haridwar, India (2006)  
M.A., University of Kansas, Lawrence, KS (2009)  
Ph.D., University of Maryland, Baltimore County, MD (2014)

**Schumacher, Anthony C.** (2007)

Assistant Professor, Organizational Leadership and Ethical  
Leadership  
B.A., Northern Kentucky University, Highland Heights, KY (2003)  
M.P.A., Northern Kentucky University, Highland Heights, KY (2006)  
Ph.D., University of the Cumberlands, Williamsburg, KY (2017)

**Schuttemeyer, James A.** (1979)

Associate Professor, English & Creative Writing  
B.A., Thomas More College, Crestview Hills, KY (1976)  
M.A., University of Kentucky, Lexington, KY (1979)

**Sherron, Catherine E.** (1999) 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)

**Sierra, Luis M.** (2016) Associate Professor, History  
B.A., University of New Mexico, Albuquerque, NM (2004) M.A.,  
State University of New York, Binghamton, NY (2008) Ph.D.,  
State University of New York, Binghamton, NY (2013)

**Smith, Harold J.** (2010)

Associate Professor, Mathematics  
B.S., North Carolina State University, Raleigh, NC (1993)  
Ph.D., University of Tennessee, Knoxville, TN (2010)

**Spangler, Lisa** (1992) Professor, Nursing

B.S.N., College of Mount St. Joseph, Cincinnati, OH (1988)  
M.S.N., University of Cincinnati, Cincinnati, OH (1992)  
Ph.D., University of Cincinnati, Cincinnati, OH (2001)

**Spence, John T.** (2004) Professor, Political Science

B.A., George Mason University, Fairfax, VA (1981)  
M.C.P., University of Cincinnati, Cincinnati, OH (1985)  
Ph.D., University of Cincinnati, Cincinnati, OH (2003)

**Steltenkamp, Kayla** (2021) Assistant Professor, Education

B.A., Transylvania University, Lexington, KY (2005)  
M.A., Georgetown College, Georgetown, KY (2008)  
Ph.D., Bellarmine University, Louisville, KY (2017)

**Stern, Robert** (2021)

Assistant Professor, History and Law  
B.A., University of Virginia, Charlottesville, VA (2000)  
M.A., University of Chicago, Chicago, IL (2002)  
Ph.D., University of Chicago, Chicago, IL (2017)

**Stier, Adam** (2022)

Associate Professor, English & Creative Writing  
B.A., Miami University, OH (2006)  
M.A., Ohio State University, KY (2008)  
Ph.D., Ohio State University (2013)

**Swope, Kelly** (2024)

Assistant Professor, Philosophy  
B.A., Vanderbilt University, TN (2011)  
M.A., Columbia University, OH (2012)  
Ph.D., Vanderbilt University, TN (2021)

**Tacy, Rebeca** (2005)

Professor, Nursing  
B.S.N., Thomas More College, Crestview Hills, KY (1985)  
M.S.N., University of Phoenix Online (2005)  
D.N.P., University of Cincinnati, Cincinnati, OH (2016)

**Taff, Joseph** (2023)

Assistant Professor, Creative Media  
B.M., Amherst College, MA (2013)  
M.M., Eastman School of Music of the University of Rochester, NY

(2008)

Ph.D., University of Cincinnati, OH (2022)

**Tarkhani, Soran** (2024)

Assistant Professor, Political Sciences  
B.S.C., Salahaddin University-Erbil, Iraq (2004)  
M.A., Tula State University, Russia (2010)  
Ph.D., Southern Illinois University, IL (2019)

**Taylor, Zachary S.** (2010)

Professor, Biological Sciences  
B.A., Ohio University, Athens, OH (1994)  
M.S., University of Vermont, Burlington, VT (1997)  
Ph.D., Miami University, Oxford, OH (2010)

**Thapa, Dinesh** (2024)

Assistant Professor, Mathematics and Physics  
B.S., Tri-Chanda Campus, Nepal (2008)  
M.S., Tribhuvan University, Nepal (2010)  
M.S., Mississippi State University, MS (2018)  
Ph.D., Mississippi State University, MS (2021)

**Thistlethwaite, Amy** (2010)

Professor, Sociology and Criminal Justice  
B.A., University of Arkansas at Little Rock, Little Rock, AR (1991) M.A.,  
Northeast Louisiana University, Monroe, LA (1992)  
Ph.D., University of Cincinnati, Cincinnati, OH (1999)

**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)

**Vezina, Michelle L.** (2015)

Assistant Professor, Business Administration B.A.,  
Xavier University, OH (2000)  
M.S., Xavier University, OH (2014)  
M.B.A., Thomas More University, KY (2019)  
Ph.D., University of the Cumberlands, Williamsburg, KY (2025)

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Thomas More University is located at 333 Thomas More Parkway in Crestview Hills, Kentucky, just 10 minutes from downtown Cincinnati.

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