RIGHT TO REVISE
The College reserves the right to change, without prior notice, items set forth in this publication. Such items include, but are not limited to, fees, calendar, policies, regulations, course offerings, and program requirements. Students should inquire through the Registrar’s Office about changes that have been made since the date of printing.

Catalog Number 2019–2020

Thomas College is an Affirmative Action, Equal Opportunity, and Title IX Employer.
ACCREDITATION

Thomas College is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Thomas College adheres to NECHE and federal guidelines regarding the determination of credit hours awarded for courses and programs and awards academic credit based on those guidelines in combination with the stated learning objectives as approved through the faculty governance system. Courses that are offered in non-traditional or accelerated formats are approved by the faculty based on a review of the academic plan at the course or program level that includes the attainment of the approved learning outcomes and how they are accomplished in that non-standard format.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
(781) 425 7785
E-Mail: info@neche.org

The following Thomas College programs in Education are certified by the State of Maine:

- Bachelor of Science in Early Childhood Education-Endorsement 081 (Birth to 5 Years) and Endorsement 029 (K-3)
- Bachelor of Science in Elementary Education- Endorsement 020 (K-8)
- Bachelor of Science in Secondary Education- English-Endorsement 100S (7-12); Social Studies-Endorsement 200S (7-12)

Unless indicated otherwise, no program accreditation by any other agency exists.
HOW TO CONTACT US

Mailing Address: 180 West River Road, Waterville ME 04901-5097

Telephone: 207-859-1111
Toll Free: 1-800-339-7001
FAX: 207-859-1114
E-mail Address: admis@thomas.edu
World-Wide Web Address: http://www.thomas.edu

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<tr>
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<th>E-mail Addresses</th>
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<tr>
<td>Admissions</td>
<td>207-859-1101</td>
<td><a href="mailto:admis@thomas.edu">admis@thomas.edu</a></td>
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<tr>
<td>Alumni</td>
<td>207-859-1167</td>
<td><a href="mailto:alumni@thomas.edu">alumni@thomas.edu</a></td>
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<tr>
<td>Athletics</td>
<td>207-859-1404</td>
<td><a href="mailto:athdir@thomas.edu">athdir@thomas.edu</a></td>
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<td>Career Services</td>
<td>207-859-1106</td>
<td><a href="mailto:career@thomas.edu">career@thomas.edu</a></td>
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<tr>
<td>Advancement</td>
<td>207-859-1104</td>
<td><a href="mailto:iaassist@thomas.edu">iaassist@thomas.edu</a></td>
</tr>
<tr>
<td>Public Relations</td>
<td>207-859-1319</td>
<td><a href="mailto:pr@thomas.edu">pr@thomas.edu</a></td>
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<tr>
<td>Registrar</td>
<td>207-859-1108</td>
<td><a href="mailto:registrar@thomas.edu">registrar@thomas.edu</a></td>
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<tr>
<td>Graduate and Professional Studies</td>
<td>207-859-1102</td>
<td><a href="mailto:gps@thomas.edu">gps@thomas.edu</a></td>
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<tr>
<td>Student Financial Services</td>
<td>207-859-1105</td>
<td><a href="mailto:sfsassistant@thomas.edu">sfsassistant@thomas.edu</a></td>
</tr>
<tr>
<td>Student Affairs</td>
<td>207-859-1243</td>
<td><a href="mailto:stua@thomas.edu">stua@thomas.edu</a></td>
</tr>
</tbody>
</table>
PROGRAMS OF STUDY

ASSOCIATE IN ARTS
Arts and Sciences

ASSOCIATE IN SCIENCE
Accounting
Business

BACHELOR OF ARTS
General Studies
English
Interdisciplinary Studies
Political Science
• Policy Studies
• Public Administration
• Security Studies
Psychology
• Forensic Psychology
• Mental Health

BACHELOR OF SCIENCE
Accounting Programs:
• Accounting
• Accounting and Financial Analysis
• Managerial Accounting
• Public Accounting
• Forensic Accounting Concentration
Business Administration
Computer Information Systems
Computer Science
Communications Programs:
• Public Relations/Marketing
Concentration
Criminal Justice
• Corrections
• Homeland Security
• Law Enforcement
• Conservation Law Enforcement
Criminal Justice Administration
Cybersecurity
Digital Marketing Management

Education Programs:
• Elementary Education
• Early Childhood Education
• Childcare Management
• Secondary Education – English
• Secondary Education – Mathematics
• Secondary Education – Social Studies
• Secondary Education – Life Science
Finance
Human Resource Management
Management Programs:
• Management
• Entrepreneurship
• International Business
Marketing Management
Sport Management
• Sport Marketing Management
Concentration

GRADUATE STUDIES
Master of Business Administration
• (Accelerated)
• Accounting (Accelerated)
Master of Business Administration
• Health Care Management
• Human Resource Management
• Project Management
Master of Science in Education
• Educational Leadership
• Literacy Education
Master of Science in Cybersecurity
Master of Science in Criminology
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### THOMAS COLLEGE ACADEMIC CALENDAR 2019-2020

#### Fall 2019

| August   | 29 Thursday Summer II Ends – Evening Divisions  
|          | 31 Saturday New Student Move-in/Orientation |
| September| 1 Sunday Orientation Continues  
|          | 2 Monday Orientation Continues/Returning Students Move-in  
|          | 3 Tuesday Fall Classes Start  
|          | 6 Friday Summer II Grades Due – Evening Divisions  
|          | 10 Tuesday Last day to add courses; last day to drop courses with no transcript record – All Divisions  
|          | 27 Friday Early Warnings Due - Day Divisions |

| October  | 14-15 Mon-Tue Indigenous Peoples’ Day Break - Day Divisions  
|          | 18 Friday Mid-Semester Warnings Due - Day Divisions |

| November | 4 Monday Last day to drop a class with a W - Day Divisions  
|          | 11 Monday Veteran’s Day (No Day Classes)  
|          | 18-22 Mon-Fri Pre-Registration – Day Divisions  
|          | 25 Monday Last day of Fall Classes – Evening Divisions  
|          | 27-29 Wed-Fri Thanksgiving Vacation – Day Divisions |

| December | 5 Thursday Fall Grades Due – Evening Divisions  
|          | 13 Friday Last day of classes - Day Divisions  
|          | 16-20 Mon-Fri Finals Week - Day Divisions  
|          | 30 Monday Fall Grades Due – Day Divisions |
### Spring 2020

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January</strong></td>
<td>6 Monday</td>
<td>Spring Classes Start - Evening Division</td>
</tr>
<tr>
<td></td>
<td>11 Saturday</td>
<td>New Student Move-in</td>
</tr>
<tr>
<td></td>
<td>12 Sunday</td>
<td>Orientation/Returning Students Move-in</td>
</tr>
<tr>
<td></td>
<td>13 Monday</td>
<td>Spring Classes Start - Day Divisions</td>
</tr>
<tr>
<td></td>
<td>13 Monday</td>
<td>Last day to add courses; last day to drop courses with no transcript record - Evening Divisions</td>
</tr>
<tr>
<td></td>
<td>20 Monday</td>
<td>Martin Luther King Day – No Day Divisions classes</td>
</tr>
<tr>
<td></td>
<td>21 Tuesday</td>
<td>Last day to add courses; last day to drop courses with no transcript record – Day Divisions</td>
</tr>
<tr>
<td><strong>February</strong></td>
<td>17 Monday</td>
<td>President’s Day – No Day Divisions classes</td>
</tr>
<tr>
<td></td>
<td>17-21 Mon-Fri</td>
<td>Vacation (No Classes for Day Divisions only)</td>
</tr>
<tr>
<td></td>
<td>28 Friday</td>
<td>Mid Semester Warnings Due – Day Divisions</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td>16 Monday</td>
<td>Last day to drop a class with a W - Day Divisions</td>
</tr>
<tr>
<td></td>
<td>26 Thursday</td>
<td>Last day of classes - Evening Divisions</td>
</tr>
<tr>
<td></td>
<td>30-April 3 Mon-Fri</td>
<td>Vacation (no classes) All Divisions</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td>6 Monday</td>
<td>Summer I Session Begins - Evening Divisions</td>
</tr>
<tr>
<td></td>
<td>6 Monday</td>
<td>Spring Grades Due - Evening Divisions</td>
</tr>
<tr>
<td></td>
<td>13 Monday</td>
<td>Last day to add courses; last day to drop courses with no transcript record - Evening Divisions</td>
</tr>
<tr>
<td></td>
<td>13-17 Mon-Fri</td>
<td>Pre-Registration – Day Divisions</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>1 Friday</td>
<td>Last day of Classes – Day Divisions</td>
</tr>
<tr>
<td></td>
<td>4-8 Mon-Fri</td>
<td>Finals Week – Day Divisions</td>
</tr>
<tr>
<td></td>
<td>8 Friday</td>
<td>Senior Grades Due by Noon – Day Divisions</td>
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<tr>
<td></td>
<td>15 Friday</td>
<td>Non-Senior Grades Due by Noon – Day Divisions</td>
</tr>
<tr>
<td></td>
<td>16 Saturday</td>
<td>Commencement</td>
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<tr>
<td></td>
<td>25 Monday</td>
<td>Memorial Day (No Classes)</td>
</tr>
<tr>
<td><strong>June</strong></td>
<td>11 Thursday</td>
<td>Last day of Summer I Classes – Evening Divisions</td>
</tr>
<tr>
<td></td>
<td>22 Monday</td>
<td>Summer II Session begins – Evening Divisions</td>
</tr>
<tr>
<td></td>
<td>22 Monday</td>
<td>Summer I Grades Due - Evening Divisions</td>
</tr>
<tr>
<td></td>
<td>29 Monday</td>
<td>Last day to add courses; last day to drop courses with no transcript record - Evening Divisions</td>
</tr>
<tr>
<td><strong>July</strong></td>
<td>4 Friday</td>
<td>4th of July (No Classes)</td>
</tr>
<tr>
<td><strong>August</strong></td>
<td>27 Thursday</td>
<td>Summer II Session end – Evening Divisions</td>
</tr>
</tbody>
</table>

**This academic calendar represents dates for the College’s full and part time programs including the Graduate and Professional Studies Division. Students enrolled in the Accelerated MBA follow the Academic Calendar for the Day Division. Academic calendars for the Master in Criminology  and Master in Cyber Security can be found at https://www.thomas.edu/academics/academic-calendar/**
THE HISTORY OF THE COLLEGE

Thomas College was founded in 1894 as a nonsectarian, co-educational college dedicated to career training. Since its founding, the College has maintained this tradition of educating students for careers in business, technology, and education.

In the spring of 1956, the College moved from its downtown location to a large, private estate in the city of Waterville. When the College outgrew this campus in 1966, it purchased 70 acres of land next to the historic Kennebec River and developed a modern, small-college facility. By 1971, the entire college was relocated on the new campus.

In 1997, the College undertook the first campaign in its history to update and improve the campus, including a renovated Student Center, new athletic fields for softball, baseball, and field hockey, and the construction of an auditorium and classroom building. The Laurette Ayotte Auditorium includes a 300-seat auditorium and two additional classrooms. The decade of 2000 to 2010 saw major additions to the campus, including Bartlett Hall, a 100 bed residence hall (2003) and the Harold Alfond Athletic Center (2006). In 2008, the College added townhouses, and acquired additional land next to the campus for athletic expansion. The Dining Center was renovated in 2012, and the newly renovated Student Commons opened in the summer of 2012. A turf field complex opened in the fall of 2012 to accommodate soccer, field hockey and lacrosse. In 2015, The Harold Alfond Academic Center which includes a state-of-the-art library and Hinman Hall, a 108 bed residence hall, were added to the College campus.

Since its beginning, Thomas College has consistently met the educational and personal needs of its students. It is a not-for-profit institution focused on the success of its students and alumni. Thomas College is accredited by the New England Commission of Higher Education and is authorized by the State of Maine to award the degrees of Master of Business Administration, Master of Science, Bachelor of Science, Bachelor of Arts, Associate in Science, and Associate in Arts.

MISSION AND VISION FOR THOMAS COLLEGE

“Those we serve are the foundation of our future”

Thomas College prepares students for success in their personal and professional lives, and for leadership and service in their communities. Thomas provides a supportive learning environment that values the needs and goals of individual students. At Thomas, students discover and fulfill their unique potential. Each program at the College promotes professional excellence, informed by ethics and integrity.

Thomas aspires to be a regional leader in business and liberal arts education. The College is committed to quality teaching and to the application of technology at both the graduate and undergraduate levels. Thomas offers broad opportunities for professional development, and promotes economic prosperity through long-term community partnerships.
THOMAS COLLEGE CORE COMPETENCIES

I. Communications

Thomas students communicate effectively and persuasively, demonstrating an awareness of audience and the use of a variety of forms, oral and written, print and electronic. Students demonstrate their creative skills as well as their abilities in organization, presentation, and the development of form and content.

II. Leadership and Service

Thomas students exhibit a command of interpersonal, leadership, and teamwork skills, and demonstrate a commitment to community service.

III. Critical Thinking, Analytical Reasoning and Problem Solving

Students demonstrate the ability to conduct research, to collect, evaluate and organize appropriate information, and to apply analytical, scientific, and mathematical concepts using both traditional and technologically based models. They exhibit an ability to approach questions in a creative and logical manner and to use innovative approaches to problem solving. Students communicate their findings using the appropriate tools for a specific problem or project.

IV. Community and Interpersonal Relations

Thomas students demonstrate an awareness of individual responsibility, and the relationship of the individual to the community and to society. They demonstrate an ability to consider influences such as personality, economics, politics, religion, race, class, and gender in issues that affect the individual and the community.

Thomas College Diversity Statement

Thomas College is committed to promoting a diverse community in an atmosphere of mutual respect. We recognize and appreciate diversity in relation to race, color, national origin, religion, sex, sexual orientation, gender identity and expression, veteran status, age, socioeconomic status, and disability. Prominent among the values that define the Thomas College community is civility, which includes mutual respect, fairness, and appreciation of differences. All members of the college are called upon to promote and value this ethic of common respect and civility.
THE COLLEGE CAMPUS

Just two miles from downtown Waterville, Thomas College is located on one hundred and twenty acres of woods and fields where the Kennebec River and Messalonskee Stream meet. The College complex consists of the Harold Alfond Academic Center, the Harold Alfond Athletic Center, the Administrative building, the Laurette Ayotte Auditorium, the Library, the Larry Mahaney Gymnasium, the Welcome Center, the George and Marty Spann Student Commons, the Campus Store, the Summit Room, the Financial Center, the Bernatchez and Smith Turf Field Complex, baseball and softball fields, the Alumni House, athletic and administrative offices, and several residence halls.

Alumni House: The Alumni House contains several offices, which house the staff of the Office of Advancement. Over the years, the building has been utilized as a residence hall, a maintenance building, a storage shed and most recently, as the home of the Thomas College-based branch of Putnam Investments. It was transitioned into the Alumni House in the spring of 2006.

Harold Alfond Academic Center: The 36,000-square-foot Harold Alfond Academic Center includes a state-of-the-art library, specially designed financial center, computer labs, tiered classroom, technology center, student success center, café, information services and faculty offices.

Harold Alfond Athletic Center: This 38,000 square-foot athletic center features a three-court surface with synthetic flooring, jogging track, comprehensive fitness center, multipurpose aerobic exercise room, plyometrics room, boxing studio, men’s and women’s locker rooms, administrative offices and equipment storage space. The facility is used by Thomas’ NCAA Division III intercollegiate athletic teams as well as by the College’s intramural programs.

Laurette Ayotte Auditorium: This high tech, three-hundred-seat structure features a beautiful lobby and skylight, as well as two classrooms furnished with up-to-date technology. The auditorium has a large screen, LCD projector, and wireless network access for laptop use.

Larry Mahaney Gymnasium: The Larry Mahaney Gymnasium is a campus physical education center consisting of a regulation-size college basketball court, offices for the coaches and sport management faculty, locker room facilities, and a training room. The facility hosts men’s and women’s basketball games, intramural athletics contests, and several other events.

George and Marty Spann Student Commons: The Spann Student Commons, includes the Campus Store, Dog Pound Café, Student Senate Meeting Room, Summit Room function space, recreation room, lounge with gas fireplace, ATM machine, Dining Center, and an outdoor patio and fire pit.
**Sukeforth Family Trail:** Opened in the fall of 2018, the new trail system provides almost 3 miles of walking, running and biking terrain around the campus, including a flat section that is ADA accessible. Used by the Thomas community to support healthy, outdoor activity, the trails also provide a great training location for Thomas Men’s and Women’s Cross-Country teams.

**Athletic Fields:** Well-maintained athletic fields for soccer, softball, baseball, lacrosse, and field hockey are used for both intercollegiate and intramural sports. During the winter, the campus’ rolling acres lend themselves to cross-country skiing and snowshoeing. Facilities for swimming, racquetball, and hockey are available locally through cooperative arrangements.

**Turf Field Complex:** Two turf fields with press boxes and bleachers are located next to each other in the complex with a promenade separating the two. The Smith field for the soccer and lacrosse teams, is made of field turf. The Bernatchez field, for field hockey, is made of victory turf, a hybrid between field turf and Astroturf. Located adjacent to the turf fields is the Athletic House which houses several athletic staff offices and a meeting area.

For information on residence halls, see Student Services section.
FULL-TIME DAY UNDERGRADUATE ADMISSIONS

Thomas College belongs to the National Association of College Admission Counselors and subscribes to the Statement of Principles of Good Practice. The College invites applications from prospective degree candidates without regard to race, color, religion, gender, sexual orientation, national origin, disability, or age.

APPLICATION PROCEDURES

Thomas College offers two (2) ways to submit an application for admission:

1.) Complete the Thomas College online application:
   www.thomas.edu/apply
2.) Thomas College is a member of the Common Application:
   www.commonapp.org

We welcome applications for admission at any time; however, we do encourage prospective students to submit all necessary forms and documentation prior to August 1st for fall and December 20th for spring matriculation.

All of the following items constitute a complete application for admission and must be received before any admission decision can be made:

1. A completed Thomas College application or Common Application including a college essay;
2. An official high school transcript mailed directly by the applicant’s high school. Non-traditional applicants may substitute test scores from the General Educational Development Examination (GED)*;
   • The Office of Admission will confirm all students’ transcripts arrive from a high school with a CEEB code, as well as the high school seal, and official signature. If a transcript is submitted without the CEEB code, school seal, and official signature, the Admissions Office will investigate to confirm the school is recognized by the State Department of Education or home school association. The Admissions Office may request a copy of the student’s diploma at any point in the admission process for further verification of high school graduation or its equivalent. If a diploma is determined invalid, a GED may be required for admission consideration.
   • Once graduated, the official high school transcript is required with a CEEB code, high school seal, official signature, and date of graduation. The final transcript should be submitted by the high school soon after graduation from high school or its equivalent. If a final transcript is not submitted prior to the start of the semester, the offer of admission will be revoked based on not meeting the admissions requirements.
3. At least one letter of recommendation from a counselor, teacher, professor, or employer;
4. Official transcripts from all postsecondary institutions attended;
5. Standardized Test (Optional)*: Thomas does not require the submission of SAT or ACT scores for the purposes of admission. This policy allows applicants, including transfer applicants to decide whether or not their test results accurately reflect their academic ability and potential. For applicants electing to submit the SAT and/or ACT, test scores will be reviewed along with other indicators of academic ability. If an applicant submits his or her scores, Thomas will review
the highest SAT scores on Critical Reading, Math, and Writing sections (tests taken prior to March 2016) or just Math and Critical Reading beginning March 2016; in the case of ACT scores, Thomas will review the highest Composite Score. If applicants desire that any submitted scores not be reviewed, they should indicate that preference on the application or contact the Office of Admission. Thomas’s code for the SAT is 3903 and the code for the ACT is 1663; scores should be sent by the testing agency or from the student’s high school.

6. Applicants being considered for a three-year degree should have a 3.4-4.0 Grade Point Average (89+ on a 100-point scale) for full admission or a 3.2-3.39 for conditional acceptance.

7. International or non-U.S. resident applicants are required to provide evidence that supports their English language proficiency by providing documentation in one of the following areas:
   - A minimum TOEFL IBT score of 72 is recommended for admission to any degree program, conditional admission may be offered to students with a score of 61-72
   - A minimum IELTS score of 5.5 is recommended for admission to any degree program, conditional admission may be offered to students with a score of 5.0-5.5
   - Native speaker of English
   - Degree granted from English language institution

8. International or non-U.S. resident applicants must submit a Declaration of Financial Status from a financial institution outlining the applicant’s source of funds to pay for college. Please see the international applicant section for more information.

*A non-traditional applicant is one who was born before January 1, 1996 or is a veteran of the U.S. Armed Forces.

Upon receipt of the information listed above, the completed applicant file will be reviewed for an admission decision. Candidates will be notified as soon as a decision is made. Typically, a decision is reached within two weeks of the date the applicant’s file is complete.

The College admits those secondary school graduates who have exhibited a high level of motivation to pursue higher education, have demonstrated the ability to succeed at the College level, and have evidenced good citizenship. Candidates for admission must submit documentation of adequate preparation for college. Evidence of the completion of sixteen units of secondary school work is required of each applicant and the preferred distribution is as follows:

College Preparation:

- English ................................................................. 4 units
- Mathematics .................................................. 3 units
- Sciences ............................................................. 3 units
- Social Studies .................................................. 2 units
- Foreign Language.............................................. 2 units
- Other ..................................................................... 2 units

Home-schooled students are encouraged to earn a high school equivalency diploma and complete a nationally recognized standardized test such as the SAT I or ACT. These documents, along with all other documents mentioned previously, are individually reviewed to determine admission to the College.
INTERVIEWS/TOURS OF THE CAMPUS

Personal interviews are not required but are recommended for all applicants. Interviews and tours of the campus are conducted Monday through Friday throughout the year. Additionally, the Office of Admissions is open on specific Saturdays throughout the academic year. Visit www.thomas.edu/visit to learn more about our Saturday Visit Days and Open House events. To arrange your personal interview and a personal tour of the campus, please e-mail the Admissions Office at admissions@thomas.edu, schedule online at http://www.thomas.edu/visit or call 800-339-7001 or (207) 859-1101.

TUITION AND HOUSING DEPOSITS

To hold your place within the next entering class, a tuition deposit of $200 is due on or before May 1 or within 15 days of acceptance after May 1. Additionally, if you are planning to reside in on-campus housing, a deposit of $100 is also required. The tuition deposit is fully refundable until May 1. After May 1, all deposits are non-refundable.

Forfeited Deposits: Both housing and tuition deposits are considered forfeited if you do not matriculate to Thomas College for the accepted semester. If you should choose to re-activate your admissions file, the Admissions Office reserves the right to re-review for admission. If acceptance is granted, and you paid a tuition and housing deposit prior, the Assistant Vice President of Admissions and Director of Student Financial Services will determine if your prior tuition deposit will be honored. However, your housing deposit will need to be resubmitted as that portion will remain forfeited. The Office of Admissions keeps all acceptance offers on file for two years. After that time all offers are void and materials are shredded.

SUMMER ORIENTATION/PRE-REGISTRATION

An important day for accepted students is summer orientation, to be held in June. At this orientation, enrolled students meet with college officials and faculty advisors to select classes and make plans for a smooth transition to collegiate life at Thomas. (Attendance is required).

TRANSFER APPLICANTS

Thomas College welcomes applications for admission from students who wish to transfer from other postsecondary institutions. Students may transfer up to ninety (90) credit hours towards a Bachelor of Science/Bachelor of Arts degree or thirty (30) credit hours towards an Associate in Science/Associate in Arts degree. Because of course sequencing, some students may be required to register for more than four semesters to complete their degree program.

The College generally accepts courses for transfer credit that were completed at an institution that carries regional accreditation, and which correspond (s) to a similar program requirement in effect at the time of the student’s proposed enrollment at Thomas. Transfer credit is only awarded for course work with a grade of C or higher. Only the credits transfer; grades are not transferred or used to compute the student’s
grade point average at Thomas College. Courses are evaluated by the Registrar’s Office in consultation with the School Chairs if necessary. The College may accept transfer credit from international institutions, or those that carry specialized accreditation, especially in those instances where the accrediting body is recognized by the US Department of Education. An appeal of the award of transfer credit can be made to the Provost, whose decision in this regard is final.

Students applying for admission to the Education program with 24 or more earned credits should present evidence of a cumulative college G.P.A. of 2.5 or higher, successful completion of the appropriate Praxis series exams required for admission to any upper level field courses in the major, as well as evidence of successful field experiences as applicable. In addition, the College may require applicants to demonstrate their ability to meet the program’s requirements for professional ethics and behavior required of all students as outlined in the Education Handbook prior to admission to the program.

Credits in the major earned five or more years prior to admission to Thomas College may be reviewed by the appropriate School Chair and/or the Registrar.

**TRANSFERS FROM THE THOMAS COLLEGE PROFESSIONAL STUDIES PROGRAM**

All students wishing to transfer from the Professional Studies Division to the Day Division must apply for admission and be accepted into a program of study offered by the Day Division. Upon acceptance into a program offered through the Undergraduate Division, the student will be required to pay the tuition deposit required of all students prior to registering for classes for the upcoming semester.

**CREDIT FOR PREVIOUS DEGREE**

People who have already earned a degree (Associate’s or Bachelor’s) and who want to earn a second degree at the same level (A.S. / B.S.) can request an evaluation of transfer credits. Students need to complete a minimum of 30 credits for an additional bachelor’s degree and 15 for an associate degree but are not required to complete more than one half (60/30) of their credits here for the additional degree. Previous course work is evaluated on a course-by-course basis. This policy is in effect for degrees earned at other institutions as well as at Thomas College.
INTERNATIONAL APPLICANTS

Thomas College is approved as a college for attendance by non-immigrant students under section 101(a) (15) (f) of the Immigration and Nationality Act. This school is authorized under Federal law to enroll nonimmigrant students. International applicants for admission must be accepted into a degree program offered at the College; must submit a Declaration of Financial Status; and must pay the required tuition and housing deposits prior to the issuance of a Certificate of Eligibility Form (I-20). International students are responsible for all fees incurred pertaining to their student visa.

BACHELOR DEGREE/ACCELERATED MBA (+1) APPLICANTS

Kiest-Morgan Accelerated Bachelor of Science and Bachelor of Arts
Thomas College offers innovative programs that meet market demand. One example is the Kiest-Morgan Scholar’s program. This program is designed for applicants who wish to complete 121 academic credits in a three-year time frame, thus saving up to one-quarter of the cost of attending college. Under this unique accelerated format, the pace of course completion requires that students enter the program with special skills and abilities. Therefore, admission into this program requires a 3.4 high school GPA. Students may apply for conditional acceptance with a high school GPA of 3.2. Conditionally accepted students become fully accepted into the program after achieving a 3.4 GPA or higher while at Thomas with at least 10 courses completed. Students who are also enrolled in the Accelerated M.B.A. are required to follow the same policies as outlined in the Accelerated M.B.A. program.

Bachelor’s degree/Accelerated Master of Business Administration
The Accelerated M.B.A. and the Accelerated M.B.A. - Accounting programs are a unique combination of courses that are completed within a ten or twelve-month timeframe. The programs are structured into a (+1) format and are available to applicants who exhibit the academic potential to succeed at both the undergraduate and graduate levels. Prerequisite courses for non-business majors may be required before entry into the M.B.A. program. The M.B.A. - Accounting program requires a bachelor’s degree in accounting for admission. Applicants seeking acceptance into the Accelerated M.B.A. should contact the Admissions Department for application instructions.

Bachelor’s Degree/Other Master’s Degree Options
All Master’s degrees at Thomas College are available in full-time, non-accelerated formats. Applicants seeking full time status should contact the Graduate Division for application instructions.
VETERANS AND MILITARY TRANSFERS

Thomas College recognizes the motivation of this group to succeed academically and invites veterans of the U.S. Armed Forces to apply for admission within the guidelines stated for non-traditional students. Additionally, the College is a member of ConAP, the Concurrent Admissions Program with the Army Recruiting Command. This program admits eligible Army enlists to Thomas College concurrent with their enlistment. Matriculation to the College will follow directly after the enlistee leaves active duty. Thomas College generally follows the recommendations of the American Council on Education for the granting of educational credit for such courses. Students wishing evaluation of their learning experiences during military service are encouraged to submit DD Form 295 or an AARTS Transcript to the Office of Admissions. Please contact your branch’s local recruiter for more details.

MAINE NATIONAL GUARD TUTION ASSISTANCE PROGRAM

Thomas College will participate in the Maine National Guard Education Assistance program for the 2019-2020 academic year. In January 2019 the Maine National Guard Education Assistance Program was expanded to allow private Maine Colleges to register and participate. Students looking to receive this benefit must be members of the Maine National Guard and meet eligibility requirements for the program as outlined by the Maine National Guard Education Assistance Program set forth in Title 37-B Section 354. The program may provide tuition assistance up to the amount of $293.00 per credit hour, minus any other tuition assistance awarded in the form of a Federal Pell Grant, Tuition Reimbursements/Financial Assistance from Employers, any federal military tuition assistance funds (including but not limited to any tuition award from the Post 9/11 GI Bill®), and any other form of tuition assistance that is not in the form of a loan. The student must apply for this benefit directly with the Maine National Guard Education office every semester. Deadlines to apply are July 31st for the fall semester and November 30th for the spring semester. A copy of the application is available from your Unit (Army or Air Guard) or from the Thomas College Registrar’s Office. Student with questions about the Maine National Guard Tuition Assistance Program, including questions about eligibility should contact the Maine National Guard Education Office at 207-430-5922.

YELLOW RIBBON PROGRAM

Thomas College is proud to participate in the Yellow Ribbon Program. The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree-granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50% of those expenses and VA will match the same amount as the institution. Thomas College annual contributions are subject to change. Please contact the Registrar’s Office for more information regarding 2019–2020 contribution limits.

Gi Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.
**SPECIAL ADMISSIONS OPTIONS**

**Deferred Admission:** Students offered admission to the College may defer their acceptance for up to a one-year period. However, students must submit a written request notifying the Admissions Office of their intended matriculation date and must still meet all deadlines for tuition and housing deposits prior to attending. Deferred admission will become null and void if the student attends another post-secondary institution.

**Advanced Placement:** Thomas participates in the College Board Advanced Placement Program and grants both courses and credits toward graduation to qualified students. Examinations in advanced placement subjects are given by the College Board, and a student is granted placement or credit on the basis of examination performance. Students with scores of three or higher will receive credit for one semester of college level work in the subject. Applicants should request consideration for advanced placement and credit by arranging for all advance placement test scores to be sent directly from the College Board to the Office of the Registrar.

**Readmission to the College:** Students returning to the College after an absence may be readmitted under the following provisions:

- Submit a form (available in the Registrar’s Office) to the Registrar requesting readmission if they completed at least nine credits during their last semester in attendance; if they completed fewer than nine credits, a letter requesting readmission should be submitted to the Chief Academic Officer. Neither an application nor application fee need be submitted;
- Meet the admission and scholastic requirements that apply to the class to which they seek readmission;
- The student shall be subject to all rules and regulations effective at the College at the time of, or subsequent to, readmission;
- The catalog in effect at the time of their return will determine their degree requirements as well as readmission to the College;
- Students returning to the College after an absence of five or more years must submit a new application and pay the current application fee.
- Students seeking readmission must resolve any outstanding financial obligations before the application for readmission will be considered.

Academic warning or probation designations will still be in effect as defined in the section on Academic Information; however, the student is still categorized as making satisfactory progress. Students who were dismissed by the College and who seek readmission should refer to the section on Academic Information.
College Credits Now Program for High School Students

Program Objective: The purpose of this program is to be a community partner with secondary school students to improve the overall college success rate for high school students. We will assist high school students with their transition to the demands of college academics by allowing eligible juniors and seniors to earn college credits in first-year level courses. Students in this program will have the advantage of being exposed to the academic rigor of the college level but at an enrollment pace that is conducive to academic success.

Eligible Students: Students should apply in their junior or senior year (or equivalent if home schooled) through the Thomas College Admissions Office. This application will require the signature of a parent or legal guardian authorizing the release of information to both the parent or guardian, and the student’s secondary school.

- Students should have a minimum overall grade point average of 2.75 to be considered for the College Credits Now program.
- A current official transcript of all coursework completed, and in-progress, at the time of application is required.

Program Policies

- Students will be accepted on a space available basis and limited to 100 or 200 level courses in the Day division. If applicable, prerequisites for the course must be met prior to registration.
- Students will be allowed to complete two courses with no tuition charges. All charges associated with necessary fees will be the student’s responsibility. Students electing to enroll in a third or fourth course will be charged the current Thomas College Professional Studies rate.
- Students are responsible for purchasing all textbooks and other course materials.
- Students will be given access to all services afforded part-time enrolled students.
- Students will be expected to sign an Information Technology Acceptable Use Policy agreement prior to being assigned a Thomas College username and password.
- Students will be able to utilize the services of the Student Success Center including tutoring services.

Dual Enrollment

Thomas College partners with select high schools to offer Thomas College courses that are taught at the student’s high school. Students are encouraged to speak with their guidance counselor or call the Academic Affairs Office at Thomas about the availability of a dual enrollment agreement with the College.

Mission:
The mission of the Thomas College Dual Enrollment Program is to promote college access by establishing introductory college courses to secondary students in their junior and senior years at their current school location.
Vision:
The Dual Enrollment Program at Thomas breaks down the barriers to higher education through the provision of college credits from a regionally accredited higher education institution. The Thomas College Dual Enrollment Program fosters innovative approaches for prospective college students and their families to bridge the divide between high school and the college environment. The co-operative school-to-college support networks established under this program lead to a student-centered approach to academic goal-setting and career advising.

Eligibility:
Students must be enrolled by an add date designated by the Registrar of the College in order to receive credit. Please contact the Registrar’s office for confirmation of enrollment. Thomas College suggests that students who are interested in admission into a dual enrollment course demonstrate the commitment to college level work through a combination of the following factors:

- Students have attained junior or senior status
- Students have a minimum grade point average of 2.75
- Students receive a recommendation from their high school guidance counselor that includes consideration of college aptitude and reference to examination of their high school transcript

All students must be enrolled on the Thomas College roster by the designated add date as determined by the College in order to receive college credit. Please visit http://www.thomas.edu/academics/dual-enrollment/ for further details.
TUITION AND FEES DAY STUDENTS
Costs for 2019–2020 per semester

$13,370  Tuition
$2,845  Room (GPH Residence Hall)
$2,865  Board (19 meal plan)
$210  Activity Fee
$160  Health Fee
$120  Technology Fee

Most full-time undergraduate students take 15 credit hours during each semester. Students enrolled in excess of 18 credits are charged a prorated amount (based on 12 credits per semester) for each additional credit hour whether taken during the day or through the Professional Studies Division. The tuition for students enrolled in fewer than 12 credit hours and pursuing a degree offered through the day division is also prorated per credit hour (based on 12 credits per semester).

All resident students enrolled in an education program who will be student teaching must make special arrangements for room and board with the Student Affairs Office prior to the semester in which they will be student teaching.

GRADUATE AND PROFESSIONAL STUDIES COSTS FOR DAY STUDENTS

Undergraduate day students carrying fewer than twelve credits or more than eighteen credits per term, in the fall or spring, will pay the full prorated day tuition (based on 12 credits per term) for any Professional Studies Division courses taken. If students enroll for either a fall or spring Professional Studies Division course as part of their twelve-to-eighteen-credit course load, the tuition for the Professional Studies Division course is covered by the regular day tuition. Spring term day tuition cannot be applied to summer Professional Studies Division courses. Day students must meet residency requirements or obtain a residency waiver in order to take the Professional Studies Division courses.

Undergraduate day students who have obtained a residency waiver and are finishing their degree in the Professional Studies Division program must pay the prorated, full-time day tuition (based on 12 credits per term) per course.

Day students enrolled in a Professional Studies Division course during the Summer I or Summer II Session are allowed to take one course per term at the Professional Studies Division rate, not to exceed 6 courses per academic career. A second course during either term will be charged at the day tuition rate and courses cannot be banked. Students who lack the appropriate number of credits or have failed to obtain the GPA necessary to qualify for financial aid, may enroll at the Professional Studies rate. For students who meet the criteria of this exception no more than two courses in any given summer term may qualify at this rate.

Day students enrolled in the Kiest-Morgan Scholar program and students enrolled in the Accelerated Master of Business Administration program should contact Student Financial Services for information on costs.
CRIMINAL JUSTICE ACADEMY

Students who choose to attend the Criminal Justice Academy, through Thomas College, will be charged tuition and fees as a regular day student. The student will be responsible for all tests, exams, or other fees required by the Criminal Justice Academy during the application process. Students are also responsible for purchasing their own equipment as required by the Academy.

Students who choose to attend the Criminal Justice Academy, and have their employer pay the Academy directly, will not be considered Thomas College students during that term. Credits earned by attending the Criminal Justice Academy will be considered transfer credits into the College.

Students considering the Criminal Justice Academy should contact the Student Financial Services Office prior to enrollment at the Academy.

NON-MATRICULATED STUDENTS

A non-matriculated student is defined as a student who has not applied and been accepted into a degree-granting program. Non-matriculated status is afforded to students who would normally meet Thomas admissions requirements but who choose not to enroll in a degree program.

Non-matriculated students registering for Day Division classes will enroll through Admissions and be registered through the Registrar’s Office.

Non-matriculated students will be issued a student ID card to access the library. Students will be governed by Professional Studies Division policies regarding required information, health forms, registration procedures and fees. Students may not register for day classes for the subsequent semester prior to the end of the pre-registration period for matriculated students.

FEES AND OTHER EXPENSES

Activity Fee: All day students enrolled in 9 or more credits will be charged the activity fee. This fee may be waived if the student is participating in a special educational opportunity that requires the student to live outside the state of Maine.

Alternative Housing: Bartlett Hall, the Village, Hinman Hall and Townhouses-Alternative housing is offered to students for a fee in addition to the regular GPH Residence Hall fee.

Audit Fee: Students auditing a course are charged 25% of the regular full tuition if enrolled in fewer than 12 credits or more than 18 credits. Please refer to the Academic Information section of this catalog or the Registrar’s Office for the complete policy regarding auditing a class. Senior citizens (age 65 or above) may audit any course – on a space-available basis – and will be charged 33% of the regular full tuition for any audits they take.
**Break Housing:** Housing is available by exception during the Thanksgiving, semester, winter and spring breaks for resident students with academic, athletic, or internship commitments. Please contact the Office of Residential Life & Housing for more information.

**Class Dues:** Students are asked to support their class by paying class dues. The class treasurer collects dues to support a variety of class activities.

**Graduation Fee:** A graduation fee is charged to all degree candidates during the academic year of their intended graduation date and is payable whether or not the student participates in the graduation ceremony.

**Health Fee:** The health fee is charged to all day students. The health fee may only be waived if a student is participating in a special educational opportunity and is not enrolled in any classes on campus.

**Housing Deposit:** a $200 non-interest-bearing deposit is required for every resident student. The fee for new students will be charged as part of the admissions deposit. Returning students are required to pay the fee each March to participate in the room lottery. This deposit serves to reserve a room in Grant, Parks, Heath Residence Hall, Bartlett Hall, Hinman Hall, the Village, and the Townhouses. This deposit is applied toward the student’s room charge. This deposit is non-refundable after May 1. If a student changes his/her status to commuter or withdraws, the deposit will be forfeited.

**International Undergraduate Exchange Student Damage Deposit:** All L’Ecole Atlantique Commerce students will be charged an initial damage deposit of $100. A refund will be processed at the end of the year after all damage fees have been applied to the student’s account and a credit exists.

**Meal Plan:** All students residing in on-campus housing (Grant, Heath, Parks Residence Hall, Bartlett Hall, Hinman Hall, the Village, and Townhouses) must participate in the College’s meal plan. All incoming first-year students have the option to choose between the Terrier Plus Unlimited Plan or the 225 Block Plan. Transfer students (who completed at least one semester at another college) and sophomores, juniors, seniors, and Graduate Day students have the option to choose the Terrier Plus Unlimited Plan, 225 Block Plan, or 150 Block Plan. Juniors, seniors and Graduate Day students also have the option to choose the 100 Block Plan at a reduced rate of $4,980 for the academic year. Commuter student may choose to opt-in to a commuter meal plan and should contact Thomas College Dining Services to do so.

Waiver forms are available to students through their MyThomas portal. After the published add/drop deadline of the College, no changes to the meal plan are permitted until the next term.

**Parking:** All parking on Thomas College property is by permit only. Parking permits are available in the Security Office. Vehicles without parking permits may be ticketed or towed.
**Single Rooms:** When available, single rooms in the residence halls may be guaranteed for an additional per semester fee. Refer to the *Student Handbook* for additional information.

**Special Educational Opportunities:** Students participating in special educational programs such as the Washington Center for internships, L’École Atlantique de Commerce, GlobaLinks, API, etc., will be charged tuition as a regular day student for the semester they are enrolled in the program. If program fees exceed the cost of Thomas College’s tuition, students will be charged the additional tuition or program fees assessed by the special educational program. An administrative fee of $115 will be charged to students participating in special educational programs.

**Student Insurance:** All students registered for 9 credits or more are required to be covered by a health insurance plan while attending Thomas College. A student insurance fee is automatically included as part of the College’s charges. Students who choose not to participate must complete a waiver form and provide evidence of medical insurance in the Student Financial Services Office prior to September 20.

Coverage is effective for a full year beginning September 1, provided the student meets the eligibility requirements. Students who intend to participate in intercollegiate or club sports are required to provide evidence of major medical insurance during the period of participation.

**International Student Health Insurance:** All enrolled international students (F1 visas) are required to show proof of a United States health and accident insurance, that meets or exceeds the minimums available thru the HTH Worldwide Global Student USA International Insurance Plan (hthstudents.com) before moving into campus housing and/or attending classes (regardless of the number of credits for which they are registered). International students will automatically be enrolled, and be covered, under Thomas College Student Health Insurance, which will appear on the student statement. Details of the plan benefit coverage can be found at: [http://www2.crossagency.com/2019-2020/thomas.php](http://www2.crossagency.com/2019-2020/thomas.php) and [http://www2.crossagency.com/2019-2020/pdf/thomas.pdf](http://www2.crossagency.com/2019-2020/pdf/thomas.pdf)

International students are free to waive the Thomas Student Health Insurance plan, and select a policy or insurer of their choice as long as the coverage meets or exceeds the minimums available thru the HTH Global Student USA plan ([http://www.hthstudents.com/students/gs_brochure.pdf](http://www.hthstudents.com/students/gs_brochure.pdf)). The waiver form and Verification of Medical Insurance Form must be received before the student arrives on campus; students who have a change in policy while enrolled at Thomas must notify SFS immediately. In addition, international students must have complete and up to date health and immunization records on file with the campus Health Center before moving into housing and/or starting classes. Note: Thomas cannot accept medical insurance coverage by an insurance company outside the United States.
**Summer Internships:** Students participating in summer internships have the option to complete the work experience portion of an internship during the summer and complete the academic component during the following fall semester. Students must apply and pre-register for the fall Internship Seminar by May 15 prior to beginning their work experience. Students choosing to register for their internship credits during the fall semester should note that if they exceed eighteen credits for that fall semester, they will be billed at the prorated day rate (based on 12 credits per semester) for any credits above eighteen. Students are urged to contact the Student Financial Services Office concerning eligibility and the effects on financial aid. Internship credits may not be applied over more than one semester.

**Technology Fee:** The technology fee is charged to all day students. The technology fee may only be waived if a student is participating in a special education opportunity and is not enrolled in any classes on campus. This fee will be charged to resident day students in addition to the residential technology fee. For more information about the services offered under the technology fee students may contact Thomas College IT Services.

**Textbooks and Supplies:** All textbooks are sold online on a credit card or voucher basis at: http://thomas.textbooktech.com/. Supplies are sold at the campus store on a cash, check, debit or credit-card basis. Full-time students should have approximately $500 available at the start of the first semester. Additional textbooks or supplies will be needed for subsequent semesters, some courses may require a lab fee.

Student ID cards also act as debit cards that can be used to pay for items in the Student Commons Café and in the Campus Store. The Debit Card System link at https://www3.thomas.edu/myThomas/quicklinks.asp and webcard.thomas.edu allows students, employees and parents to view their balances on their debit (ID) card and add money via a credit card.

**Thomasonian Yearbook:** A yearbook fee is included as part of the College’s charges. Students who choose not to purchase a yearbook must complete a waiver form by September 20 in the Student Financial Services Office.

**Transcripts:** All transcript requests are handled through the office of the Registrar. The most convenient and recommended method is to use Parchment, the trusted online provider chosen by Thomas College to provide electronic transcript delivery. Paper transcripts can be requested in person at the Registrar’s office for a fee.

Official transcripts are issued to other schools, agencies, or employers; transcripts issued directly to students are marked STUDENT COPY-NOT OFFICIAL. Official transcripts will not be released unless financial obligations to the College and/or federal student loans have been met. The Federal Educational Rights & Privacy Act (FERPA) requires a signature to release a transcript to be on file.
Payment for the fall semester is due by August 10 and for the spring semester by January 10. Items included in each semester’s billing are one-half of the yearly tuition, room, board, activity fee, health fee, technology fee, residential technology fee and any other miscellaneous charges that may have incurred.

Amounts not paid by the due date will be assessed an additional charge of 1.5% (one and one-half percent) per month. Except in those cases where students have made prior arrangements through one of the deferred-payment plans (see below) approved by the College, payment in full is due before registration day. Students who fail to meet their financial obligations will be dismissed from the College and will be unable to return to Thomas College until satisfactory payment arrangements have been made with the Student Financial Services Office. The College reserves the right to withhold all student records including diplomas, transcripts, recommendations, and other documents of students with outstanding balances.

Students who fail to meet their financial obligations will pay expenses of collection, including attorney’s fees and court costs. In addition, Thomas College may disclose said failure, along with other relevant information, to credit reporting agencies.

**Deferred-Payment Plans**

Day domestic students (undergraduates/day graduate students) - Students who have a remaining balance after financial aid has been applied to their account and those without financial aid may participate in a monthly payment plan. Payments are determined on an annual basis and are divided into 10 monthly payments and due the 10th of each month with the first payment due August 10th and the last payment due May 1st. There is a one-time fee of $30 to enroll in this plan. For more information, please contact the Student Financial Services Office.

Day international students (undergraduates/day graduate students) – Students who have a remaining balance after financial aid has been applied to their account, and those without financial aid, and are not able to pay by the required deadline before the first day of classes may participate in the 50/50 payment plan. The first half of the fall balance is due by August 10 and the second half is due by October 10. Payment for the spring term would be due December 10 and February 10.

Evening students (Professional Studies/evening graduate students) - Students who have a remaining balance after financial aid has been applied to their account and those without financial aid may participate in the 50/50 payment plan. There is a one-time fee of $12 per class per trimester to participate. The first half of the balance and the $12 fee per class is due by the first-class meeting and the remaining half is due at the mid-point of the trimester. For specific dates of each trimester or for more information, please contact the Student Financial Services Office.
REFUND POLICY

Students who withdraw from the College must notify the Student Affairs Office. Refunds will be made as of the effective date of withdrawal acknowledged by the Office of Student Affairs and the Office of the Registrar.

The Student Financial Services Office recalculates federal financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence prior to completing 60 percent of a semester.

Recalculation is based on the percent of earned aid using the following formula:

Percent earned = \( \frac{\text{Number of days completed up to the withdrawal date} \times \text{Total days in the semester}}{\text{Withdrawal date}} \)

Federal financial aid is returned to the federal government based on the percent of unearned aid using the following formula:

\( \text{Aid to be returned} = (100\% - \text{percent earned}) \times \text{aid disbursed toward institutional charges} \)

When aid is returned, the student may owe a balance to the College. The student should contact the Student Financial Services Office to make arrangements to pay the balance.

Institutional aid will be calculated in the same manner.

*Withdrawal date is defined as the actual date the student began the institution withdrawal process, the student’s last date of recorded attendance, or the midpoint of the semester for a student who leaves without notifying the institution.

For all students, any group health or other miscellaneous charges will be excluded from the refund calculation. An administrative fee of $115 will be charged.

**Student Residence Status Changes:** After the start of a semester, when a full-time day student officially changes from commuter to resident, the room, board, and resident technology fees will be prorated by week. Financial aid may be recalculated in the same manner.

After the start of a semester, when a full-time day student changes from resident to commuter, the room, board, and resident technology fees will be recalculated according the refund policy. After 60% of the semester has been completed, no changes will be made to the student’s charges. Financial aid may be recalculated in the same manner.
FINANCIAL AID

Thomas College offers a comprehensive program of financial assistance to students with academic promise who have demonstrated financial need. In all cases, an award from the College supplements, and does not replace, the funds available to students from their own and their family’s resources. The College tailors its assistance programs to meet the needs of each individual student. Financial aid provided by Thomas College, including but not limited to the Thomas College Grant, Merit Scholarships, and endowed scholarships are considered discounts on tuition.

Each year Thomas awards scholarships and grants from its own resources. The College also participates with the federal government in the Federal Supplemental Educational Opportunity Grant, Federal Pell Grant Program, Federal Work-Study Program, Federal Direct Stafford Loan Program, and Federal Direct Parent Loan for Undergraduate Students (PLUS). It participates in each State Grant program in New England, as well as the Educators for Maine Program. No-need loans are also available. Information on all scholarships and grants is available through the Student Financial Services Office.

Students receiving a tuition benefit should note upon acceptance into the CIC Tuition Exchange Program at Thomas College, or the receipt of a tuition benefit from an outside entity by Thomas College, any institutionally funded grants and/or scholarships that may have been awarded will be removed. Loans and outside scholarships are allowed to cover fees, room, board, meal plan and books.

Thomas College scholarships and grants are applicable to students attending Thomas College and are not transferable to special educational programs such as Washington Center for Internships, L’Ecole Atlantique de Commerce, API, GlobaLinks, Criminal Justice Academy, etc.

Please contact the Student Financial Services Office for more information before enrolling in one of these programs.

FINANCIAL AID APPLICATION PROCEDURE

Students applying for any type of financial aid, including a Federal Direct Stafford Student Loan, must complete a Free Application for Federal Student Aid (FAFSA). This form must be completed online at www.fafsa.ed.gov. Priority consideration is given to students who submit the FAFSA by February 15, listing Thomas in the release section with the Title IV Code of 002052. Based on the information in the applications and verification, the Student Financial Services Office will determine financial need and calculate the various types of aid to yield the best possible financial arrangement for the student. Notification of financial aid awards for new students begins in early December. Returning students will start to receive their award notifications in early June.
Any student who does not submit the information required to complete the financial aid process by the deadline may not be eligible to receive certain types of federal, state, or institutional aid.

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<th>Fall</th>
<th>October 15</th>
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<td>Spring</td>
<td>February 1</td>
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**CONTINUATION OF FINANCIAL AID**

A student’s continued entitlement to financial aid depends on two conditions: (1) Satisfactory Academic Progress (see Academic Information), and (2) completion of at least 67% of credits attempted. Thomas College evaluates Satisfactory Academic Progress at the end of each payment period (semester or trimester).

Students must complete their degree with a maximum time frame. Undergraduate students cannot exceed 150% of the published length of the program. This means that for a program that requires 120 credits, a student can attempt up to 180 and remain eligible for financial assistance. If more than 180 hours are attempted the student is no longer in compliance. Transfer students will have transfer credits counted as attempted and earned for purposes of calculating cumulative GPA and maximum time frame.

Students who fail to meet SAP will initially receive a financial aid warning and be given a semester to improve. Students who do not meet SAP for a second consecutive period will result in the loss of financial aid.

Students who believe they have a special condition that affects their academic progress can complete a one-time appeal. Appeal forms are available in Student Financial Services. Forms must be completed and submitted, along with supporting documentation, to the following:

Jeannine Bosse  
Thomas College  
Senior Director of Student Financial Services  
180 West River Rd  
Waterville, ME 04901  
sfsdir@thomas.edu

Approved appeals will result in the student being placed on financial aid probation. Academic plans will be provided to all students placed on financial aid probation. The Provost will develop the plan and the Dean of Retention Services will counsel the student. The academic plan will ensure the student is able to meet SAP standards by a specific point in time. Students who choose to not appeal or are not eligible to appeal probationary decisions must successfully complete a semester on the academic plan in order to regain financial eligibility.
SOURCES OF FINANCIAL ASSISTANCE

SCHOLARSHIPS

New Students

Merit Scholarships:

Summa Cum Laude Scholarship: Renewable scholarships of $15,000 ($7,500 per semester) are awarded to first-time college students, residing on-campus, who meet the required GPA. Commuters will receive $12,000 ($6,000 per semester). The Admissions Committee will review students’ information at the time of acceptance. Students who receive this scholarship must be enrolled full-time and maintain a minimum cumulative GPA of 2.75. Students who entered before fall 2018 are not held to the above residency adjustments. Students who entered before fall 2017 and received $12,000 or $13,000 are held to the same minimum cumulative GPA and enrollment requirements. This scholarship is renewable for up to a maximum of 4 years of continuous undergraduate study.

Magna Cum Laude Scholarship: Renewable scholarships of $12,500 ($6,250 per semester) are awarded to first-time college students, residing on-campus, who meet the required GPA. Commuters will receive $9,500 ($4,750 per semester). The Admissions Committee will review students’ information at the time of acceptance. Students who receive this scholarship must be enrolled full-time and maintain a minimum cumulative GPA of 2.5. Students who entered before fall 2018 are not held to the above residency adjustments. Students who entered before fall 2017 and received $10,000 or $9,000 are held to the same minimum cumulative GPA and enrollment requirements. This scholarship is renewable for up to a maximum of 4 years of continuous undergraduate study.

Cum Laude Scholarship: Renewable scholarships of $10,000 ($5,000 per semester) are awarded to first-time college students, residing on-campus, who meet the required GPA. Commuters will receive $7,000 ($3,500 per semester). The Admissions Committee will review students’ information at the time of acceptance. Students who receive this scholarship must be enrolled full-time and maintain a minimum cumulative GPA of 2.25. Students who entered before fall 2018 are not held to the above residency adjustments. Students who entered before fall 2017 and received $7,500 or $6,500 are held to the same minimum cumulative GPA and enrollment requirements. This scholarship is renewable for up to a maximum of 4 years of continuous undergraduate study.

Honoris Scholarship: Renewable scholarships of $8,000 ($4,000 per semester) are awarded to first-time college students, residing on-campus, who meet the required GPA. Commuters will receive $5,000 ($2,500 per semester). The Admissions Committee will review students’ information at the time of acceptance. Students who receive this scholarship must be enrolled full-time and maintain a minimum cumulative GPA of 2.00. Students who entered before fall 2018 are not held to the above residency adjustments. Students who entered before fall 2017 and received $5,000 are held to the same minimum cumulative GPA and enrollment requirements. This scholarship is renewable for up to a maximum of 4 years of continuous undergraduate study.
Thomas Achievement Award: Students who entered before fall 2018 may have received a Thomas Achievement Award. Renewable scholarships of $5,000 ($2,500 per semester) were awarded to first-time college students who met the required GPA. The Admissions Committee reviewed students’ information at the time of acceptance. Students who received this scholarship must be enrolled full-time and maintain a minimum cumulative GPA of 2.00. This scholarship is renewable for up to a maximum of 4 years of continuous undergraduate study.

Trustee Transfer Scholarship: Renewable scholarships of $10,000 ($5,000 per semester) are awarded to transfer college students with an overall transfer GPA of 3.5 or higher and at least 12 transfer credits. The Admissions Committee will review students’ information at the time of acceptance. Students who receive this scholarship must be enrolled full-time and maintain a minimum cumulative GPA of 2.75. This scholarship is renewable for up to a maximum of 4 years of continuous undergraduate study. * Commuter students who meet the above requirements receive $9,000 annually ($4,750 per semester)

Presidential Transfer Scholarship: Renewable scholarship of $7,500 ($3,750 per semester) are awarded to transfer college students with an overall transfer GPA of 3.0 to 3.49 and at least 12 transfer credits. The Admissions Committee will review students’ information at the time of acceptance. Students who receive this scholarship must be enrolled full-time and maintain a minimum cumulative GPA of 2.5. This scholarship is renewable for up to a maximum of 4 years of continuous undergraduate study. * Commuter students who meet the above requirements receive $6,500 annually ($3,250 per semester)

Dean Transfer Scholarship: Renewable scholarship of $5,000 ($2,500 per semester) are awarded to transfer college students with an overall transfer GPA of 2.5 to 2.99 and at least 12 transfer credits. The Admissions Committee will review students’ information at the time of acceptance. Students who receive this scholarship must be enrolled full-time and maintain a minimum cumulative GPA of 2.25. This scholarship is renewable for up to a maximum of 4 years of continuous undergraduate study. * Commuter students who meet the above requirements receive $4,000 annually ($2,000 per semester).

Guaranteed Tuition Merit Award: After final grades have been submitted for the spring semester, Thomas College full-time students who achieve a cumulative GPA of 3.8 or higher will be awarded a merit scholarship equal to the increase in tuition for the next academic year. This merit scholarship is in addition to any other Thomas College merit scholarship that was previously awarded.

This merit scholarship is awarded each year of full-time undergraduate attendance at Thomas College that the student earns a cumulative GPA of 3.8 or higher.

Students must complete two semesters of full-time study at Thomas College to be eligible for this program. (Students starting in the spring semester will not be eligible until the following year.) The scholarship is only awarded after the spring semester cumulative GPA calculations are complete. Students accepted to Thomas College before the fall 2017 class will be grandfathered under the required 3.5 cumulative GPA.
Legacy Scholarship: Renewable scholarship of $1000 ($500 per semester) for any new student that has had a parent, sibling (step relatives included), or grandparent graduate from Thomas College. This scholarship is renewable for up to a maximum of four years of continuous undergraduate study.

Dirigo Award: Renewable scholarship of $2,500 ($1,250 per semester) awarded to one student at every Maine, New Hampshire, and Vermont high school, selected by the high school. This scholarship is renewable for up to a maximum of four years of continuous undergraduate study.

The review of applicants will begin after the stated application date each spring for the following fall.

Graduate Merit Scholarship: Domestic & International students accepted into the full-time Accelerated MBA program are automatically considered for this annual, one-time, $5,000 scholarship ($2,500 per semester). Students must have an incoming undergraduate cumulative GPA of 3.0.

John L. Thomas, Sr. Memorial Scholarships: These scholarships are in memory of John L. Thomas, Sr., founder of Thomas College. They are awarded annually to graduates in the top half of their graduating class at the following high schools: Cony, Erskine Academy, Gardiner, Hall-Dale, Lawrence, Madison, Maine Central Institute, Messalonskee, Mt. View, Nokomis, Skowhegan, Waterville, Winslow, and Winthrop. These scholarships of $1,000 per year are awarded to full-time commuting students who matriculate as first-time freshmen at Thomas College in a four-year degree program. Scholarships will be renewed each year until the student graduates from an undergraduate program of study, provided the student maintains a 2.0 GPA, commutes, and continues in a four-year program.

CURRENT STUDENTS

To be considered for the following scholarships, a student must file the FAFSA and demonstrate financial need as determined by the Student Financial Services Office. No additional application is necessary.

Agnes Lindsay Scholarship: Awards ranging from $500 to $1,000 are given to students who live in rural New England and demonstrate financial need.

Alden Trust: This trust was established to help students enrolled in an education major. Awards range from $500 to $2,000.

Bingham Scholars Scholarship Endowment Fund: Several scholarships of varying amounts, with no award of less than $3,000 per year except in any year in which there is less than a total of $3,000 available for such awards, are given annually to returning students on a financial needs basis only. Recipients must be permanent residents of Maine with preference given first to residents of Bethel, Maine. Second, to residents of Oxford County, Maine. Third, to residents of the Western Mountains of Maine. Finally, to residents of other areas of Maine.

Ford Grant Memorial Scholarship: This scholarship is awarded to a student who demonstrates financial need and has a cumulative GPA of at least 3.0.
The Francis F. Bartlett, Jr. Scholarship Fund: This scholarship will be awarded to either an incoming first-year student who is in the top half of his or her high school class or to a returning student with a cumulative GPA of at least 2.50.

H. Allen Ryan Scholarship: This scholarship is awarded annually to students who graduated from a Maine high school.

The Harold and Bibby Alfond Scholarship: This scholarship will be awarded to “promising” Maine undergraduate students with demonstrated significant financial need who might not otherwise be able to attend or return to Thomas College.

Johnson W. and Ann S. Parks Memorial Scholarships: Several scholarships of varying amounts are given annually to returning students from a bequest of Johnson W. Parks, whose wife Ann served as a trustee at Thomas College. The scholarships are awarded on the basis of academic achievement and financial need.

Lisa Forsley Memorial Scholarship: This scholarship will be awarded to a sophomore from Maine enrolled in a Thomas College education program.

Lunder Scholarship: Awards from the Lunder Scholars Endowment Fund will be made annually as need-based financial aid grants. First preference will be given to any former Dexter Shoe Company employee and their children; second preference will be for eligible Maine residents.

Margaret Marnet Endowment: Awards from the Margaret Marnet Endowment Fund will be awarded to a well-qualified and deserving student. First preference will be made to an emancipated minor.

Morris Endowment Fund: Several awards of varying amounts are awarded to students who live in China, Maine, or the surrounding area and demonstrate financial need.

Osher Foundation Scholarship: This scholarship is awarded annually to undergraduate students pursuing their first baccalaureate degree with demonstrated significant financial need and show academic promise and commitment to obtaining a baccalaureate degree. Preference is given to first generation students who participated in EDGE at Thomas College.

People’s Heritage Bank Scholarship: This scholarship is awarded to a student who demonstrates financial need and has a cumulative GPA of at least 3.0.

Rancourt Scholarship: First preference is given to students of French Heritage.

Rebecca Kane Memorial Scholarship: This scholarship has been established in memory of beloved Thomas College staff member Rebecca Kane. This scholarship will be awarded to a student who is in good academic standing, with demonstrated significant financial need and participates in Club CRU, the group that Rebecca advised. Should no Club CRU student be eligible, the scholarship will be awarded to a student regardless of Club CRU participation.
Special Education Opportunity Scholarship: In most instances, Thomas College merit scholarships and institutional financial aid (as opposed to federal and state financial aid) do not extend to students participating in special educational programs such as the Criminal Justice Academy, Washington Center for internships, L’Ecole Atalntique de Commerce, API or GlobaLinks.

In those cases where Thomas College tuition and fees exceed those charged by that alternative institution, students may qualify for a special educational opportunity scholarship up to the difference between Thomas College tuition and fees and the tuition at the alternative institution, should a difference exist. For more information, please contact the SFS office.

SCHOLARSHIPS REQUIRING APPLICATIONS

To be considered for the following scholarships, a student must file the FAFSA and demonstrate financial need as determined by the Student Financial Services Office. Individual application is required, and students will be notified in the spring semester with instructions for the application process.

Alumni Scholarship: Applicants for this scholarship must be juniors and have completed at least 90 credits at Thomas College in the bachelor’s degree program by the end of the spring semester. Applicants must have a cumulative GPA of 3.0 or better. A review team consisting of Alumni Association Board members will select the scholarship winners. Applicants’ academic achievements, leadership, and service to the college are all considered.

Bernadean Staples Accounting Scholarship: This scholarship has been established in memory of Thomas College graduate Bernadean Staples, Class of 1930. The scholarship is awarded annually to juniors or seniors who show exceptional promise in the accounting field.

Charles P. Ryan Memorial Scholarship: This scholarship has been established in memory of Charlie Ryan, Class of 1977, a member of the Thomas College Athletic Hall of Fame. It is awarded annually to a student who is planning to major in Sport Management. Preference is given to a first-year student.

Faculty & Staff Scholarship: Full-time undergraduate first-year students may apply for this scholarship. The applicant must have a current cumulative GPA of 2.5 or higher. Recipients of this scholarship will be selected by a committee of faculty and staff in consultation with the Director of Financial Aid. The Committee will consider financial need, academic performance, and the applicant’s cover letter and resume. The award will be for one year only and is not renewable.

Salvatore Leone and Family Endowed Scholarship: Mr. Salvatore Leone, Class of 1967 and 2001 Distinguished Alumnus has established this scholarship to be awarded annually to a student planning to major in Sport Management. Preference is given to a first-year student.
Stephen Brown Memorial Scholarship: Full-time undergraduate students enrolled in a four-year program within any major may apply for this scholarship. The applicant must currently be a first-year student, sophomore, or junior with a cumulative GPA of 2.0 or better. The recipient of this scholarship will be selected by a review team including faculty members, the Director of Financial Aid, the Vice President for Student Affairs, and the Director of Alumni Relations.

Athletic participation or ability is not considered in selecting recipients for any scholarship or grant at Thomas College.

OTHER SOURCES

Federal Pell Grant: Pell Grant funds are awarded by the federal government to students who show extreme financial need.

Federal Supplemental Educational Opportunity Grant (FSEOG): Students who show financial need are eligible to receive a supplemental grant. This award can range from $200 to $4,000 per year.

State Grant Program: Students who are residents of Maine and are enrolled in a degree-granting post-secondary private college may be eligible to receive a grant from the Maine State Grant Program. Students must demonstrate financial need each year and submit a FAFSA by May 1. In addition, students attending Thomas College who are residents of Massachusetts, Vermont, and Rhode Island may also receive funds from their State grant programs.

Educators for Maine Program: The Finance Authority of Maine (FAME) awards interest-free loans up to $3,000 annually to qualified superior undergraduate and secondary-school Maine students majoring in teacher education. Applications are available from FAME, secondary school guidance offices or from Student Financial Services Offices.

Veterans’ Assistance: Thomas College is listed as an approved college by the State Approving Agency for Veterans’ Education Programs for eligible veterans and dependents. Active and retired military, National Guard and reservists, and veterans are encouraged to become degree students. An Application for Benefits (VA form 22-1990) can be obtained from the Registrar’s Office.

Federal Work-Study Program (FWS): Eligible students are employed by the College or in the community through the Work-Study Program. Money earned through this program is to be used to help defray educational costs.

Federal Direct Subsidized Stafford Loan Program: Freshmen may receive $3,500; sophomores $4,500; juniors and seniors $5,500. The interest rate is set each July 1st, but cannot exceed 8.25 percent. The Student Financial Services Office will provide Promissory Notes. This loan is based on federal eligibility. Interest begins to accrue, and repayment begins six months after the student graduates or stops attending at least half-time.
Federal Direct Unsubsidized Stafford Loan Program: Dependent students who do not qualify for the subsidized Federal Stafford Loan may receive this loan instead. Annual amounts and interest rates are the same as a subsidized Stafford. Dependent undergraduate students who qualify for the subsidized Federal Stafford Loan are eligible for an additional $2,000 annually. Request for additional unsubsidized Stafford Loan funds must be submitted to the Director of Student Financial Services. Independent undergraduate students, and dependent undergraduate students whose parents do not qualify for a PLUS loan, may receive $6000 freshman and sophomore year; $7,000 junior and senior not to exceed $34,500. Graduate students may receive up to $20,500. Interest begins to accrue immediately; the student has the option of paying the interest while in school or deferring until repayment on the principal begins. Repayment of principal begins six months after the student graduates or stops attending at least half-time.

Federal Direct PLUS Loan Program for Parents: Parents may borrow an amount equal to the cost of education minus any financial aid received by the student. The interest rate is variable, but cannot exceed nine percent. Applications are available in the Student Financial Services Office.

Alternative Education Loans: No-need loans are available for families with little or no financial need. They are based primarily on the credit worthiness of the applicant and co-applicant. Interest payments can be made during enrollment, while deferring the principal until after graduation. For more information, contact the Student Financial Services Office.
STUDENT SERVICES

Thomas students are responsible, self-directed young adults striving for personal as well as educational development. Thus, the college community is designed to assist students in their emotional, cultural, and social growth. Student services—counseling, health, student life and activities, residential life, safety and security, disability services, recreation, Esports and intramurals, Student Senate, Student Accountability, and dining services—are all under the direction of the Vice President for Student Affairs. All students are subject to the Statement of General Principles found in the *Thomas College Student Handbook*. Professional staff are available to assist students with educational, career, health, or personal problems.

Because social atmosphere is an important component of a Thomas College education, student activities are designed to benefit everyone on campus. Programs include speakers, Leadership Series, socials, dances, intramural sports, trips, weekend programs, and special events.

Clubs and organizations, including academic, special interests, social, service, performing arts and recreation reflect a variety of interests. Students are encouraged to work with the Coordinator of Student Life to establish new organizations whenever there is a need not otherwise being met.

Thomas College recognizes the needs of commuting students, who often spend the entire day on campus. The Harold Alfond Academic Center provides plenty of comfortable space for students to study and socialize between classes. The Spann Student Commons contains the Campus Store, Dog Pound Café, Recreation Room and social space for students to gather. The student lounges (with tables, comfortable chairs, computer stations, and televisions) are an ideal place to meet and relax with fellow students. These lounges are located in the Ayotte Administration Building, Alfond Athletic Center, and the Spann Student Commons.

COLLEGE HEALTH CENTER

The College Health Center is open throughout the week with regular walk-in hours. It is staffed full time by a nurse practitioner who consults with a contracted physician when needed. If additional medical care is needed, two hospitals are minutes away from the campus.

**Health Insurance Coverage:** Students registered for nine credits or more are required to carry health insurance. A student health insurance plan is available for students without their own health coverage.

**International Student Health Insurance Policy:**
All international students (F1 visas) are automatically enrolled in the Thomas College Student Health Insurance plan. Student who chose to waive the Thomas Student Health Insurance plan **MUST** provide proof of a United States based health and accident insurance that meets or exceeds the minimums available through HTH Worldwide Global Student USA International Insurance Plan (hthstudents.com). The waiver form, Verification of Medical Insurance Form and insurance policy must be received and on file at the College before moving into campus housing, participating in college activities and/or attending classes (regardless of the number of credits for which they
are registered). Students must remain fully covered for the entire time that they are enrolled as a Thomas College student.

- Students who have a change in policy while enrolled at Thomas must notify Student Financial Services immediately.
- Students must have complete and up-to-date health and immunization records on file with the campus Health Center before moving into housing and/or starting classes.

**Counseling Services**

Thomas College offers free, confidential, professional counseling services for all full-time day students. A counselor is available full-time on campus during the academic year. Students seek the support of Counseling Services for a variety of reasons ranging from coping with a current, specific stressor to managing chronic mental health issues. Services are provided primarily for individual students, though couples sessions are available when both parties are full time day students. Group counseling is available as the need and interest arises among the student population. In addition to counseling sessions, Counseling Services also provides a variety of outreach and programming to the greater Thomas community.

**Disability Services**

Upon receiving timely notice of need, Thomas College provides reasonable accommodations for Thomas students with documented physical, emotional, learning and other qualified disabilities. To request accommodations, contact the Student Affairs Office for information about College policies.

**INFORMATION SERVICES**

**IT Services**

The College provides many information technology services to enhance learning and living on-campus including state-of-the-art facilities, cloud-based services, Internet and Internet2 connections, Wi-Fi 5 (802.11ac Wave 2), e-mail, storage, web-based collaboration systems, e-portfolio systems, smart HD-equipped interactive classrooms, a learning management system, video production and editing systems, a variety of software, 275+ workstations, sign-out equipment, dozens of servers and a secure video conferencing system with dial-in phone and recording capabilities.

Each student is assigned an account giving single-sign-on access to Office 365, Adobe’s cloud, Google Apps, e-mail, Intranet, Moodle and more. A web-based student information system (MyThomas) provides access to class schedules, student grades, student bills, and other information. A Microsoft Campus Agreement allows undergraduate and graduate students to upgrade to the latest version of Windows, download/install Office Pro Plus or Office for Mac and use Office 365 cloud services (including OneDrive, SharePoint, Teams, Office Web Apps and Office Mobile for iPhone/Android/iPad) on five devices for no additional cost while taking courses at the College. Internet and Internet2 access is provided by an 10G connection.
The computer labs and clusters at Thomas are comprised of Windows 10 computers running the latest update. Students have access to printers and computers 24x7 in our academic and residence hall buildings. Technical assistance, training and sign-out equipment is available from our Service Desk in the center of the Alfond Academic Center. Microsoft Office 365 Pro Plus (Outlook, Word, Excel, Access, PowerPoint, Publisher), Adobe Creative Cloud, Visual Studio, Project, Visio, Minitab, QuickBooks and many programming languages are available campus-wide.

Facilities are staffed by several full-time staff and part-time work-study staff. The facilities are generally open Monday through Thursday, 7:30 a.m. to 11:00 p.m.; Friday, 7:30 a.m. to 5:00 p.m.; Saturday, 8:00 a.m. to 5:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. Wi-Fi 5 (802.11ac Wave 2) wireless network access is provided throughout campus. 5Ghz connections are recommended, but older 2.4 Ghz connections are also available. Residence hall rooms also have secure high-speed wired network connections and over 55 channels of HD cable TV services. A student affairs channel is available on lobby monitors around campus and on YouTube. Student access to resources not commonly found at home is available from off-campus using a Remote Desktop Connection to our servers.

Discounted rates are available to Thomas students for various software, hardware and services detailed on the MyThomas system.

**Library Services**

The Thomas College Library manages the College’s research collection of electronic, print, and audio-visual resources. In addition to more than 5,000 in-house print and media items, the Library offers 24/7 on- and off-campus access to over 6 million shared resources. General and discipline-specific online resources containing abstracts, full-text articles, and e-books are also available.

The newly-built Library in the Alfond Academic Center contains computer workstations, printers, scanners, DVDs, reference materials, various types of chairs and desks, several study rooms, a café, student copier, sign-out equipment and the Service Desk. Library and IT staff offices are located near the Library. Computer workstations and study areas are available to encourage the use of library professional staff for group or individual assistance in the use of online and physical resources, computer applications, and general research techniques. Library staff available to students and employees include the Director of Library Services, the Library Assistant for Reference and Circulation, the Academic Support and Desk Manager, and the Service Desk work-study staff. A new media lab for video production and editing is available on the second floor. Access to the information commons is available 24 x 7.

The Library collection includes a wide variety of computer and audio-visual equipment available for students to borrow for course-related activities, such as digital video camcorders, microphones, laptops, tablets, two Tandberg video-conferencing mobile units and video-data projectors.
Reciprocal borrowing agreements exist between Thomas College and Waterville-area libraries. Holders of a valid Thomas College photo ID card may borrow items from Waterville-area libraries on a walk-in basis. In addition, Thomas has access to a wide range of material through interlibrary loan.

CAMPUS SECURITY AND CRIME AWARENESS

Thomas College is committed to security and safety on campus. The College produces a report annually in conjunction with the Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act of 1998. This compliance document can be viewed on the Safety and Security web site at http://www.thomas.edu/publicsafety or obtained from the Student Affairs Office.

The Safety and Security Office is staffed 24 hours a day, 7 days a week to assist members of the College community.

CAREER SERVICES

Mission & Career Services Overview: The Thomas College Career Services office contributes to the College’s mission in preparing students for success in their professional lives by delivering career-related services including career exploration, professional skills training and job search workshops. On day one, the Career Services office works with students to develop job-finding and career management skills needed for a lifetime of career success. Career Services works one-on-one with students in discovering their career interests and talents and offers a range of services to help students identify their interests and integrate them into meaningful careers and lives.

Meet with Career Services First Year & Thereafter: Thomas students are encouraged to meet with Career Services early in their college career to identify professional aspirations and plan career paths to reach their goals. Even in the first year of college, we start the conversation with students about skills, interests, abilities and aspirations, all of which gives students direction in their career decisions. We encourage students to build a relationship with our Career Services professionals and set up regular one-on-one meetings throughout the student’s college career. In addition to scheduled appointments, Career Services offers drop-in appointments every week. Please contact Career Services to schedule a meeting with a career professional or refer to our website for our drop-in appointment schedule. www.thomas.edu/career

Services Provided to All Undergraduate & Graduate Students: Career Services offers a comprehensive range of services to help Thomas students of any major reach their career goals. These services and resources are designed to help you manage your career planning by:

- choosing and confirming career choices
- gaining career-related experience
- teaching professional skills
- developing effective internship and job search skills
- searching for full-time employment
Career Services Sponsored Events: In addition to the services and resources mentioned above, Career Services provides all current undergraduate and graduate students with events and workshops that enhance the professional skills of our students. Career Services sponsored events are held monthly, below is a sample list of workshops and events hosted by Career Services:

- Career Path – a workshop that informs students what career paths are available in their field of study
- Resume Building
- Professional Etiquette
- Internship & Job Fairs
- LinkedIn Training
- Interview Skills & Mock Interviews
- Networking, Mentoring and Leveraging Thomas Connections
- Employer Visits

Employer Recruitment, Career Fair: Each semester, representatives from a variety of industries visit the campus to interview and recruit students. In addition, Career Services sponsors a Career Fair in March, where many leading firms within Maine and outside of the state are actively looking to recruit and inform students of the opportunities at their companies. The College encourages all students to attend the Career Fair in March. Thomas College is a member of the Maine College Career Consortium, a cooperative effort by twenty-two Maine schools to offer career information and employment search support. Career Services sponsors two Internship Expositions at the end of each semester. Similar to the Career Fair, all students are encouraged to attend the Internship Expositions.

Career Services Website: Career Services maintains a web page with information and resources that are useful for students or alumni. The website includes information helpful for students seeking to change majors or careers, negotiate salaries and work responsibilities, write effective resumes, and prepare for interviews. The Career Services Office also provides current job postings on its website. Visit https://www.thomas.edu/career-alumni/professional-and-career-development/ for more information.

Guaranteed Job Program: Since 1999, Thomas College has been proud to offer a unique program to all qualifying students – the Guaranteed Job Program. At Thomas College, we are confident in our students’ abilities, our strong academic programming and the career-related training provided by Career Services that we guarantee qualifying students will secure employment in their fields within six months of graduation.

The Guaranteed Job Program is evidence that Thomas College is fully committed to each student’s success in securing employment after graduation. The Thomas College Guaranteed Job Program is an agreement between each student and the College. Requirements must be met in order to qualify for the Guaranteed Job Program; please contact Career Services at (207) 859-1464 or check the Career Services website for additional information on how to qualify for the Guaranteed Job Program. https://www.thomas.edu/about-thomas/thomas-guarantees/guaranteed-job-program/.
Career Services Works with Alumni: Career Services is a lifelong benefit to all Thomas College graduates. Whether changing careers, in need of resume assistance or interested in connecting with Thomas alums in your industry, Career Services is here to help students and alumni through individual and personalized career exploration at every stage.

Dining Services
Sodexo provides food service to Thomas College. The Dining Center features stationed dining in order to provide a variety and enhance the overall dining experience. Resident students are on a 100 block (option for junior, senior and graduate student only), 150 block, 225 block or Unlimited meal plan. Commuter students may purchase a block meal plan (25 or 50 meals), or individual meals on a daily basis. The Dog Pound Café, (retail food service located in the Student Commons), features a variety of grab-n-go food items, daily specials, soups, and snack items. The Jeanie’s Café (located in the Alfond Academic Center) offers specialty coffees and drinks, pastries and lighter food options. Board Bucks (associated with the meal plan) may be used for food purchases only, at the Dining Center, Jeanie’s Café or Dog Pound Café. Terrier Bucks (monies that students add to their ID similar to a debit system) may be used for any purchases in the Dining Center, Jeanie’s Café, Dog Pound Café or Campus Store.

Student Success Center
The Student Success Center supports the personal and academic success of each Thomas College student. Acknowledging that student success is a campus-wide priority and effort, the SSC collaborates with other offices on campus to advocate for and partner with the students it serves. In addition to the common read and essay for first year students, the SSC’s primary initiatives include peer mentoring, peer tutoring and academic coaching. The SSC also host uniquely designed programs to support the success of entering students (EDGE) and continuing students (Ramp Up)

Peer Mentoring: Peer mentors guide students through the sometimes complicated transitions of the first year of college. Mentors work with students both one-on-one and in group settings to support them as they become active, positive members of the Thomas College community. Peer mentors are continuing Thomas College students who have successfully completed at least one year on campus. They are carefully selected, trained and supervised in keeping with national standards. The peer mentoring program at Thomas College is certified through the College Reading and Learning Association. A peer mentor is assigned to each first-year student at Thomas College.

Peer Tutoring: Peer tutors support students in developing the study strategies and content knowledge necessary to succeed in classes at Thomas College. Peer tutors are continuing Thomas College students who have successfully completed at least one year on campus and who have been recommended by faculty members in their content areas. They are carefully selected, trained and supervised in keeping with national standards. The peer tutoring program at Thomas College is certified through the College Reading and Learning Association. One-on-one peer tutoring and small-group study sessions are available for writing, math, economics and finance, accounting, psychology, sociology, and science. These services provide students with opportunities to review, prepare for tests, work on papers and other projects, and strengthen skills.
**Academic Coaching:** For students desiring to maximize their individual academic potential, professional staff members of the Student Success Center provide one-on-one academic coaching. Academic coaching is a student-oriented model in which a professional staff member guides the student through a process of identifying his or her learning preferences and strengths and building strategies based on those for cultivating that student’s academic success.

**EDGE (Engage, Develop, Guide, Empower):** Each year a limited number of entering students voluntarily participate in a summer intensive academic experience during which they complete a course, participate in workshops, work with academic coaches and take part in a community service project. Students continue to work with their designated academic coaches throughout the fall semester.

**Ramp Up:** Students on academic probation participate in a supportive, structured study program designed to assist them in regaining good academic standing. Students meet weekly with their designated academic coach and three times a week for structured study hours. Students readmitted following academic dismissal also enroll in a one credit success course. Participation is expected and students who do not meet the program requirements may face academic dismissal.

**TRIO STUDENT SUPPORT SERVICES**

TRIO Student Support Services is funded through the U.S. Department of Education to increase the retention and graduation rates of eligible students. TRIO participants work with academic coaches to create individualized success plans focusing on academic development, financial literacy, personal development and professional development to help translate personal goals into action. The TRIO program also provides educational workshops that focus on goal setting, time management, motivation, study habits, budgeting, loan education, and stress management, as well as cultural events, graduate school exploration, Guaranteed Job Program coaching, May intensive courses and leadership opportunities. The program is funded to serve up to 140 students each year.

**Eligibility Requirements:** All first-generation students, students from low-income families, and students with identified disabilities seeking a four-year degree at Thomas College are eligible to participate in this program.

**RESIDENTIAL LIFE**

Residential life programs support the general educational objectives of the College by providing a living and learning environment conducive to the development of social skills and sensitivity to others. Residence hall living enables students to explore and appreciate the value of participation in a community of peers. The Residential Life professional staff supervise the residence halls and a staff of trained Resident Assistants.

**Grant, Parks, and Heath Halls (GPH):** GPH is a residence complex that houses first-year and upper-class students and theme housing options (Indoor Adventure/Gaming, and Quiet Floors). Included in this complex are residence rooms, laundry facilities, student mailboxes, central lounge, recreation room, and computer study lab. The Health Center is located within this residence complex along with an open kitchen.
area, vending machines and a professional Residential Life Staff office. All rooms are wired for voice, video and data. All resident students have access to voice mail and a direct inward dial phone number (at an additional cost), cable TV, and a computer hookup.

**Bartlett Hall:** This residence offers a single-sexed suite-style housing option for upper-class students. Suites comprised of doubles and singles and students share one to two bathrooms. Each room is wired for voice, video and data. Each resident student has access to a private voice mailbox and a direct inward dial phone number (at an additional cost), and computer hook up. Each student room has cable TV. Clusters of suites share a lounge with kitchenette and computer terminals. Quiet study rooms are located on each floor. The first-floor common area includes a multi-purpose room, computer lab, lounge, full kitchen, vending area, student mailboxes, and an office for professional residential life staff. Laundry facilities for the building residents are located on the first floor.

**Hinman Hall:** This 108-bed residence offers single-sexed pod-style housing for first year students. Each pod houses 27 students in single and double rooms, a common area lounge and computer study area, and two common bathrooms. Each room is wired for voice, video and data, and cable TV. Each resident student has access to a private voice mailbox and a direct inward dial phone number (at an additional cost), and computer hook up. There are two pods per floor which share a common quiet study room and elevator lobby. The first-floor common area available to all Hinman residents features a large student lounge, computer study lab, full kitchen, vending area, laundry room student mailboxes, and an office for professional residential life staff.

**Village Complex:** The Village complex offers a unique living arrangement for upper-class students. It accommodates students in double and triple rooms with access to each room from the outdoors. The rooms have private baths and are wired for voice, video, and data. All resident students have access to voice mail and a direct inward dial phone number (at an additional cost), cable TV, and a computer hookup. Resident students living in the Village have 24-hour access to the common area of Bartlett Hall. Included in this area are a multi-purpose room, computer lab, lounge, full kitchen, vending area and student mailboxes.

**Townhouses:** These buildings offer two-story townhouse suites for upper-class students. Each townhouse suite consists of single and double rooms to accommodate eight students, two bathrooms, and a common living space. Students have access to voice mail and a direct inward dial phone number (at an additional cost), cable TV, and computer hookup. A common area is available for all students living in the Townhouses that provides access to a student lounge, full kitchen, computer terminal and printer, mailboxes, laundry facilities, and an office for professional residential life staff.
ATHLETICS

Varsity: Intercollegiate sports are an important part of the athletic program. Both men and women are encouraged to participate in the College’s varsity athletic programs: male athletes can participate in soccer, basketball, baseball, lacrosse, cross country, and tennis; female athletes can participate in soccer, field hockey, basketball, lacrosse, cross country, tennis, and softball.

Thomas College is a member of the NCAA Division III, the North Atlantic Conference (NAC) and the New England Women’s Lacrosse Association (NEWLA).

The College is proud of the success of its athletic teams. During the past five years, Thomas athletes have participated in various conference, regional, and national tournaments. Our baseball and softball teams travel annually to Florida or Arizona for spring training.

If a student is enrolled in or successfully completing a minimum of twelve undergraduate credits in a given term, for the purposes of determining NCAA athletic eligibility only, that student will be considered full-time. This determination of athletic eligibility does not imply or contravene any other definition of full-time status as may be determined or required by any federal agency, grant, loan or financial aid program, or visa status.

Equity in Athletics Disclosure Report: Each year on October 1, the College makes available the Equity in Athletics Disclosure report to students, potential students, and the public. This report may be reviewed upon request in the Student Financial Services Office or the Athletic Department Office.

RECREATION AND INTRAMURAL PROGRAMS

The purpose of intramural and recreational programs at Thomas College is to provide all students an opportunity for participation in recreational sports and activities. Intramural programs provide friendly competition, exercise, recreation, and are an enjoyable outlet for all participants.

The emphasis is on fun, not competition. Winning is not the primary goal but rather, the opportunity to exercise, develop leadership skills, experience camaraderie, meet new people, and learn a life-long activity. These are the greatest rewards of intramural and recreational programs.

STUDENT CLUBS AND ORGANIZATIONS

Accounting Society: The purpose of the society is to foster close relationships among accounting students, alumni engaged in accounting activities, the accounting faculty, and practicing accountants. The society complements classroom work by providing a forum for visiting lecturers, an opportunity for field trips, and an informed association for those seeking careers in accountancy.
**Alpha Chi Honor Society:** Alpha Chi is a coeducational national college academic honor society that admits students from all academic disciplines. Since 1922 its purpose has been to promote academic excellence and exemplary character among college and university students and to honor those who achieve such distinction. Membership is limited to the top 10 percent of the institution’s juniors and seniors and is by invitation only based on this criterion.

**Art and Design Club:** The Art and Design Club strives to offer creative outlets for students to express themselves. Programs center around collaborative creation of art through exploration, creativity, and fun.

**Black Student Union:** BSU promotes unity through sharing black culture and providing students with a safe platform to express their diversity and learn about other cultures, social injustices, and the advancements of the minority population. Through activities and events, they promote unity and share with the campus a culture of understanding differences and the personal impacts of social and societal injustices.

**Business Leadership Club:** Business Leadership Club is open to all students with a desire to put their skills to use. Select club members will travel to the Society for Advancement of Management conference to participate in a case-study competition. On campus, the group promotes good businesses practices and professionalism.

**CAB (Campus Activities Board):** A student group responsible for programming campus-wide social and cultural activities, members plan, coordinate, and oversee all aspects of most special event programming that occurs throughout the year. Membership is open to all students wishing to have a voice in the types of events sponsored on campus.

**Club Green Thomas:** Club Green Thomas is a club where students who want to help guide the campus into a more environmentally friendly future can come together. The club will work directly with the student body to put forth activities and events to educate students about sustainability in their daily lives while living on the Thomas College campus.

**Criminal Justice Club:** The Criminal Justice Club provides opportunities for students who have a common interest in law enforcement. The group participates in activities and seminars that enable them to make contacts and learn valuable information that will assist them in their chosen career path.

**Dance:** This Performing Arts organization provides the opportunity for students to learn various dance styles and perform them for the campus and community. The director provides a comfortable, relaxed, and energetic atmosphere for students to learn and develop.

**Education Club:** The Education Club was created for education members who enjoy opportunities to learn outside the classroom. The club sponsors fundraisers, activities for children, and attends and hosts workshops that are geared toward expanding their knowledge regarding the education field.
**Entrepreneurship Club:** The purpose of the Entrepreneurship Club is to help students get involved with entrepreneurship opportunities. Through this club, they will be able to get information about what entrepreneurship is and make valuable contacts in order to move forward in the business field as they grow professionally.

**Esports Team:** A competitive, organized video gaming team, with tournament competitions taking place all over the world. Varsity Esports players at Thomas are considered competitive athletes. Team members have a coach, uniforms, and practice and compete with top-of-the-line equipment including Alienware area-51 Threadripper computers, and individual headsets – while also traveling to regional Esports competitions.

**International Club:** The International Club is open to all students wishing to share a global experience with Thomas students. The club promotes diversity, sharing cultures and, above all, having fun. The club organizes events and activities to bring the campus together, while also educating on the many differences in backgrounds, cultures and traditions that make up the Thomas College community.

**Intramurals:** The Purpose of the Harold Alfond Athletic Center is to provide recreation and intramural opportunities to the Thomas College students. Programs and activities that promote fitness, health and wellness will be a primary focus. Competitive and non-competitive activities will serve to promote good sportsmanship, respect for self, others and teamwork.

**Investment Society:** The Investment Society promotes investment literacy at Thomas College through programs, lectures, forums, and study groups. Membership is open to all students, regardless of major.

**JMG (Jobs for Maine Graduates) Club:** JMG serves to aid in improving work/life skills for students through community outreach, leadership opportunities and volunteer work. JMG club is open to all students, regardless of JMG status.

**Judicial Review Board (selected):** The Judicial Review Board provides students with the opportunity to participate with the faculty and administration in the disciplinary function of the college. Comprised of seven- nine student, the Board meets to review alleged violations of campus policy referred to them by a College Judicial Officer. Under the philosophy of helping students make better choices and assume more responsibility for their actions in the community, the Board utilizes an educational model. The Judicial Board renders decisions and when appropriate makes recommendations for sanctions.

**Kappa Delta Phi Fraternity:** Kappa Delta Phi National Fraternity has existed since 1900 and has twenty-four chapters on campuses throughout New England. Kappa Delta Phi is a professional, educational, business, and social fraternity. NU chapter (Thomas College) was founded April 23, 1960.

**League of Legends Club:** League of Legends Club offers regular LOL tournaments and meet ups. Members are challenged to build skill sets with the goal of playing against other LOL teams in organized competitions.
Love Your Melon: Supports, advocates for and raises awareness of the company “Love Your Melon”. Love Your Melon is an apparel brand dedicated to giving a hat to every child battling cancer in America as well as supporting nonprofit organizations who lead the fight against pediatric cancer.

Music Club: The Thomas College Music Club provides an opportunity for all members of the Thomas community (students, faculty, and staff), regardless of level of experience, who play a musical instrument or sing to come together and play music. Workshops geared towards music are provided throughout the year. The Music Club also sponsors monthly open mic nights.

Orientation Leaders: Selected in the spring to help plan and later implement the Fall Orientation Program for incoming students. OL selections are based upon a student’s demonstrated potential for student leadership and involvement at Thomas. The OL team participates in a Leadership Training program during August to assist them in their development as student leaders.

Peer Tutors: During drop-in hours at the Student Success Center and by appointment, tutors assist students in various subjects as well as Praxis preparation. Peer tutors receive extensive training to help students develop their academic skills, prepare for quizzes and exams, and plan how to approach papers and other projects.

Phi Beta Lambda (PBL): The Thomas College chapter of this national organization provides opportunities for Thomas students to develop vocational competencies in business as well as civic and personal responsibility. It sponsors speakers, a joint professional conference with students at other business institutions, and regional business-teacher conferences. It also contributes to the Business Education Association of Maine, promotes social events throughout the year, and maintains a liaison with area high schools.

Residents Assistants: Resident Assistants (RA’s) are undergraduate student staff who live in the residence halls and act as peer advisers, resources, and programmers to resident students. Their primary responsibility is getting to know the students they live with and helping them to make the most of their Thomas College experience by fostering a sense of community. The RA’s are knowledgeable about the College and campus resources, make rounds within the buildings when serving as the RA on duty for their building/area, provide programming opportunities for the residents, enforce policies, and can mediate roommate and floor issues as needed.

Rotaract: A group tied to Rotary; membership regularly participates in service projects that make an impact in the local community. Rotaract fosters professional and leadership skill development opportunities as well.

Special Olympics Club: The Special Olympics Club coordinates on-campus Special Olympics competitions and promotes inclusivity on campus. The club supports and advances Special Olympics initiatives and promotions when necessary. Student Ambassadors (selected): Ambassadors are selected upper classmen who are the first voice and face of Thomas College. Ambassadors provide a warm welcome and campus tours to prospective students, families and alumni. As they lead them through campus, they share college facts, their personal story and how Thomas has provided opportunities for them to learn, grow and transition forward. Ambassadors are a vital part of the Admissions staff as well as the entire Thomas College community.
**Student Athletics Advisory Committee:** The Student Athletic Advisory Committee strives to promote a positive student athlete image, while also promoting communication between student athletes and the administration. The group also plans and co-sponsors events, activities, and community service efforts on and off campus.

**Student Philanthropy Team:** SPT aims for peer-to-peer education about philanthropy, while also raising money for the Thomas Fund. The group organizes unique fundraisers to enhance the Thomas experience for all.

**Student Philanthropy Team:** Aims for peer-to-peer education about philanthropy, while also raising money for the Thomas Fund. The group organizes unique fundraisers to enhance the Thomas experience for all, as well as serving as a driving force for student participation during the annual Day of Giving.

**Student Senate:** The student body of Thomas College annually elects the Student Senate, the governing body for all students. The Student Senate concerns itself with the betterment of Thomas College by working closely with representatives of the College administration and faculty and by informing them of student opinions and reactions. The Senate also represents the students in the formation and execution of policies concerning their general welfare and funding of student clubs and groups.

**Theater (Thomas College Players):** This Performing Arts program, best known as the Thomas College Players, prepares and performs live performances for the campus and greater Waterville community in both the fall and spring semesters under the direction of a Theater Director. Involvement includes set preparation, lighting and sound, stage management and acting.

**Thomas College Gaming Club:** TCGC organizes many console- and tabletop-gaming opportunities for the student body, most complete with food and prizes. The club often creates branches of club operations around specific member-and campus-gaming interests.

**Yearbook (The Thomasonian):** The Thomasonian is created for students by students. It offers opportunities for experience in photography, layout design, sales and many other production positions. The yearbook provides a way for students to have life-long memories of their collegiate experience.

**COLLEGE AWARDS**

**Gold Key Award:** The Gold Key “Emerging Leader” Award honors up to six first-year students who have demonstrated scholastic achievement and leadership qualities while at Thomas.

**Collegiate Crest Award:** The Collegiate Crest award honors sophomore and junior students selected on the basis of scholarship, leadership, and service to the college and community.

**Thomas Award:** The Thomas Award honors two seniors selected on the basis of scholarship, leadership, and service to the college and community.

**Nina-Lee Warnick Memorial Award:** The Nina-Lee Warnick Memorial Award is based entirely upon the student’s contribution of time and energy to Thomas College and demonstration of the highest standards of citizenship in the student community. This award recognizes a member of the junior class for exceptional qualities of integrity, concern for others, and interest and leadership in campus affairs.
HONOR SOCIETIES

Alpha Chi: The Maine Delta Chapter of Alpha Chi was installed at the College in 1977. This national honor society’s main purpose is to promote academic excellence and exemplary character in students enrolled in four-year programs. Membership is limited to the top ten percent of full-time students classified as juniors and the top ten percent of full-time students classified as seniors. The minimum cumulative grade point average for juniors is 3.50 and for seniors is 3.20.

Sigma Beta Delta: Sigma Beta Delta National Honor Society was established to honor students who have attained superior records in the study of business, management, and administration. The principles of Sigma Beta Delta include wisdom, honor, and the pursuit of meaningful aspirations. Membership is limited to the top twenty percent of full-time juniors, seniors, or graduate students majoring in a business discipline.
ACADEMIC INFORMATION

GRADING INFORMATION

Grades are recorded as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>A (4.0)</td>
</tr>
<tr>
<td>Above Average</td>
<td>B+ (3.3)</td>
</tr>
<tr>
<td>Average</td>
<td>C+ (2.3)</td>
</tr>
<tr>
<td>Below Average</td>
<td>D+ (1.3)</td>
</tr>
<tr>
<td>Failing</td>
<td>F (0.0)</td>
</tr>
<tr>
<td>Other*</td>
<td></td>
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<tr>
<td></td>
<td>P</td>
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<td></td>
<td>AU</td>
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<td></td>
<td>AW</td>
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<td>L</td>
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</tbody>
</table>

*P (Pass), W (Withdraw), AU (Audit), AW (Administrative Withdrawal), L (Stopped Attending)

The cumulative grade point average (GPA) is used in determining eligibility for honors, participation in extracurricular activities, study abroad, and graduation as well as probation and dismissal.

HONORS

Students enrolled for at least 6 credit hours who achieve a grade point average of 3.20 or better for a semester are placed on the Dean’s List for that semester with one of the following designations:

- President's List ...................... 3.8 to 4.00
- Dean's List - High Honors .......... 3.5 to 3.79
- Dean's List - Honors ............... 3.2 to 3.49

At the time of Commencement, undergraduate students who have achieved a cumulative grade point average of 3.20 or better while at Thomas will be recognized with one of the following honors:

- Summa Cum Laude .................... 3.8 to 4.0
- Magna Cum Laude .................... 3.5 to 3.79
- Cum Laude ........................... 3.2 to 3.49
SATISFACTORY ACADEMIC PROGRESS

The Academic Affairs Committee considers this combination of credits and grade point averages as guidelines for satisfactory academic progress. Any student who adheres to the terms of his or her academic plan is considered to be making satisfactory academic progress.

Four-Year Programs

<table>
<thead>
<tr>
<th>Credits or above</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – .50 Cum GPA</td>
<td>Subject to academic dismissal (no appeal)</td>
</tr>
<tr>
<td>0 – 5 earned credits</td>
<td>Subject to academic dismissal (no appeal)</td>
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<tr>
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</tr>
<tr>
<td>62 – 91 earned credits</td>
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<tr>
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Two-Year Programs

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The Academic Affairs Committee will consider for dismissal any student who fails to meet these guidelines for satisfactory academic progress.

Academic Dismissal Guidelines

When in the opinion of the Academic Affairs Committee a student is not making satisfactory academic progress, the student may be dismissed from the College, whether or not he or she had been previously placed on academic probation. Dismissal may occur at the end of any academic term. The Academic Affairs Committee makes decisions about academic dismissal on a case-by-case basis. The following guidelines are considered (but are not binding):

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</tr>
</tbody>
</table>

In addition, a full-time student who earns fewer than twelve credits per semester jeopardizes his or her good academic standing, financial aid, and right to on-campus housing, and may be dismissed from the College at the discretion of the Academic Affairs Committee.

A probation student who fails to achieve the minimum cumulative grade point average described in this section may be dismissed after only one semester on probation.
A student dismissed from the College for academic reasons may appeal his or her dismissal by submitting a written request to the Provost. At that time, students may present new evidence of their ability to satisfactorily continue their studies. The student may meet with the Provost, at which time the Provost may allow the dismissal decision to stand, reverse the decision, or readmit the student under specific conditions. A student dismissed a second time may not appeal the dismissal, unless the Provost makes an exception. At this point, VA benefits will no longer be certified, until such a time that the reason for unsatisfactory progress is resolved.

A student who has been dismissed from the College because of poor academic performance may apply for readmission after one full semester away (not to include the summer session.) The Provost must approve the readmission of an academically dismissed student.

Unless otherwise restricted by the Academic Affairs Committee, a student on academic probation is permitted to participate in college activities if the student is making satisfactory academic progress. Any upper-class student-athlete who is making satisfactory academic progress when a sport’s season begins shall be eligible until the end of the season.

Undergraduate students (including full-time or part-time Professional Studies) whose lack of reasonable academic progress (measured by earned credits) cannot be attributed to extenuating, non-academic circumstances (such as military service, medical leave, or financial hardship) may be placed on probation upon review by the Academic Affairs Committee.

For Academic Information for the Graduate Division, please refer to page 140.

**Academic Probation Guidelines**

The Academic Affairs Committee makes decisions about academic probation on a case-by-case basis. The following guidelines are considered (but are not binding):

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A student on probation receives a letter from the Provost prescribing cumulative grade point averages and other conditions that must be met in order to ensure the student’s continued enrollment. A student who fails to meet the terms of his or her academic plan may be dismissed from the College, unless the Academic Affairs Committee makes an exception because of extenuating circumstances. A probation student who fails to achieve the minimum cumulative grade point average described in the dismissal section may be dismissed after only one semester on probation.
**Academic Warning**

A student whose semester grade point average is below 2.00 but whose cumulative grade point average remains 2.00 or higher will receive an academic warning.

**Guidelines for Kiest Morgan**

Kiest Morgan students are expected to maintain a cumulative GPA of at least 3.0. The Academic Affairs Committee makes decisions about Kiest Morgan dismissal, Kiest Morgan probation status, and Kiest Morgan warning status on a case-by-case basis. The Academic Affairs Committee considers (but is not bound to) the following guidelines for eligibility to continue in the Kiest Morgan program.

A Kiest Morgan student whose semester grade point average is below 3.0 but whose cumulative grade point average remains 2.75 or higher may receive a KM warning.

A Kiest Morgan student placed on KM probation receives a letter from the Provost describing cumulative grade point averages that must be met in order to ensure the student’s continued participation in the Kiest Morgan program.

A Kiest Morgan student whose cumulative GPA is below 2.5 may be dismissed from the KM program, even if the student remains in good overall academic standing at the College. Students dismissed from the KM program are generally not eligible to re-enter the KM program.

**Kiest Morgan Program**

<table>
<thead>
<tr>
<th>Term GPA below 3.0</th>
<th>KM Warning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum GPA 2.75-2.99</td>
<td>KM Warning</td>
</tr>
<tr>
<td>Cum GPA 2.5-2.74</td>
<td>KM Probation</td>
</tr>
<tr>
<td>Cum GPA below 2.5</td>
<td>Dismissal from KM</td>
</tr>
</tbody>
</table>

**ACADEMIC DISCIPLINARY DISMISSALS**

Students who violate academic policies or in some other way behave inappropriately in any academic setting may be placed on disciplinary probation by the Provost. Students who violate disciplinary probation will be referred to the Academic Affairs Committee (including the Chief Student Affairs Officer) to be considered for dismissal from the College.

Faculty may drop a student from a course because of excessive absences or because of student conduct judged inappropriate by the faculty member.

**ACADEMIC HONESTY**

Students are expected to do assigned work themselves, to write papers in their own words (extensive quoting suggests a failure to master the material), and to cite sources appropriately and accurately.

Taking credit for work not one’s own is a serious offense. It can take several forms:
**Plagiarizing.** According to the 2009 *MLA Handbook*, “to plagiarize means ‘to commit literary theft’ and to ‘present as new and original an idea or product derived from an existing source’ (Merriam-Webster’s Collegiate Dictionary [11th ed.; 2003; print]) (52). The *Handbook* continues, “Plagiarism involves two kinds of wrongs, using another person’s ideas, information, or expressions without acknowledging that person’s work constitutes intellectual theft. Passing off another person’s idea’s, information, or expressions as your own to get a better grade or gain some other advantage constitutes fraud.” (52) A student’s failure to properly cite and document sources may constitute plagiarism, even if there is no deliberate attempt or intent to misrepresent the work in question. The handbook recommends “to guard against the possibility of unintentional plagiarism during research and writing, keep careful notes that always distinguish among three types of material: your ideas, your summaries and paraphrases of other ideas and facts and exact wording you copy from sources.” (55)

**Aiding and abetting plagiarism.** Permitting others to use your work.

**Recycling your own work.** Submitting, without permission, in one course work originally done for another.

**Cheating.** Copying from another student’s exam paper; permitting others to copy one’s work; bringing unauthorized material to exams; accepting or giving unauthorized assistance on coursework and/or assignments.

**Subbing.** Replacing another student, or asking another student to replace you, for the purpose of taking a quiz or exam.

**Altering.** Changing grades or marks on papers or exams; unauthorized use or alteration of college add/drop or other forms.

**Falsifying.** Falsification or fabrication of research results, quotations, facts, and/or references.

**PENALTIES**

First offenses of academic misconduct in the context of a course will be dealt with by the course’s instructor. Instructors are expected to inform the Academic Affairs Office of any instance of alleged academic misconduct.

Once a faculty member has made a determination of academic misconduct, students will be informed as soon as reasonably possible of the offense and penalty in writing and may appeal in writing to the instructor within 72 hours. Penalties for the first offense may range from failing the particular assignment at issue to failing the course. A student normally will not be allowed to withdraw from a course to avoid the consequences of a finding of academic misconduct.

Should the student wish to appeal the instructor’s finding of academic misconduct, he or she may file a written appeal with the appropriate School Chair within one calendar week of the decision of the instructor. After consultation with the instructor and the student, the School Chair may deny the appeal (in which case the decision of the faculty member stands) or accept the appeal and recommend an appropriate course of action. (If the faculty member in question is the School’s Chair, an alternate Chair will function in his or her capacity during the appeals process.

Should the faculty member or the student wish to appeal the decision of the chair,
that appeal should be made in writing to the Provost within one calendar week of the chair’s decision. The decision of the Provost is final.

Students who are reported to the Academic Affairs Office for an alleged second offense (or any alleged subsequent offense) will have their cases automatically referred to the Academic Affairs Committee for review. In cases where the Provost has been involved in a formal appeal of the incident in question, he or she will be replaced on the committee by the Chief Student Affairs Officer. The Academic Affairs committee may choose to recommend an additional penalty to include academic disciplinary probation or dismissal.

Decisions of the Academic Affairs Committee may be appealed to the Appeals Board within one calendar week of the decision of the Academic Affairs Committee.

Appeals must be based on the basis of new evidence or when there is reason to believe that proper procedure has been violated, but may not be appealed solely on the basis of dissatisfaction with the sanction. There is no further appeal beyond the Appeals Board.

**Work Cited**

GRADUATION INFORMATION

The responsibility for meeting the various prerequisite, degree, and graduation requirements rests with the student. It is the student’s responsibility to submit an Application for Graduation to the Registrar’s Office no later than January of the year in which he or she expects to graduate.

Each candidate for graduation must:
• Successfully complete a minimum of 120 academic credits in a bachelor’s degree program, 60 academic credits in an associate’s degree program, or at least 30 academic credits in all master’s degree programs;
• Meet all of the course requirements for the specific degree program in which he or she is enrolled;
• Achieve a cumulative grade point average of at least 2.00 for all undergraduate courses and a cumulative grade point average of at least 2.00 in major courses. Additionally, a graduate student must achieve a cumulative grade point average of at least 3.00 with no more than one course completed with a grade of ‘C’ or lower;
• Render prompt payment for all graduation fees charged by the College for each degree that the student has applied for.

A student who is substantially certain to complete his or her degree requirements during that calendar year will be permitted to participate in commencement exercises in May. Substantial certainty exists when, at the time the degree candidate list is published, the Registrar certifies that in his or her opinion the student will satisfactorily complete the required course work by the end of that calendar year. If the student fails to do so, the degree cannot be awarded. In such cases, the date when the degree requirements are met will be indicated on the student’s transcript, and the degree will be awarded the following year.

A graduation fee is charged to the degree candidate during the semester or term prior to the intended graduation date and is payable whether or not the student participates in the graduation ceremony.

ACADEMIC POLICIES

Residency: For a bachelor’s degree, the last 30 credit hours (10 courses) of a student’s program must be completed at Thomas College in the division (day or Professional Studies) that will be awarding the degree. In addition, at least 15 credit hours (5 courses) must be completed in courses in the major at Thomas College. Students may petition the Academic Affairs Committee for a residency waiver; written approval for the waiver must be secured before the student enrolls in a course at another institution.

For an associate’s degree, the last 30 credit hours (10 courses) of a student’s program must be completed at Thomas College in the division (day or Professional Studies) that will be awarding the degree. In addition, at least 15 credit hours (5 courses) must be completed in courses in the major at Thomas College. Students may petition the Academic Affairs Committee for a residency waiver; written approval for the waiver must be secured before the student enrolls in a course at another institution.
Changing from an Associate's Degree to a Bachelor’s Degree Program: Students who have completed at least one semester in an associate’s degree program, and are in good academic standing with a cumulative GPA of 2.0 or higher, may change to a baccalaureate degree program. Students are required to submit a change of program form, available in the Registrar Office.

Credit Overloads: Whenever a student’s course load exceeds 18 hours, no matter what the distribution as far as semester or trimester, that student must get the approval of his or her adviser and the Provost. Course loads exceeding 18 credit hours in a semester/trimester will billed accordingly.

Double Majors: This option is available only to students in bachelor’s degree programs. In order to graduate from Thomas College with a double major, a student must complete all course requirements of both majors. Students may be required to complete more than the 120 credit hours normally required for a bachelor’s degree. Core courses would apply to both majors. Where a specific course is required in one major (e.g. Management, Statistics) and a professional elective, liberal arts elective, or a general elective is required in the other major, the course will apply to both majors. The student receives one diploma, but both majors are indicated on the student’s transcript.

Grade Reports: Grade reports are available to students at the end of each academic term. Thomas College assumes its transcripts and grade reports to be correct. Students who believe that their course grade was determined in error are encouraged to contact their instructor. Should it not be possible to resolve the issue at the course level, the student may appeal in writing to the appropriate chair. An appeal of that decision may be made by either the instructor or the student in writing to the Provost of the College, whose decision in the process is final. Grade appeals must be made by the completion of the term following the term in which the grade was issued.

 Directed Study: Directed Studies are generally offered for one of two reasons: (1) logistical—the student needs to take a course in the regular curriculum but cannot do so at a regularly scheduled time because of irreconcilable hardship or course-conflict instances not contributed to by the student or (2) pedagogical—the subject of the course is not found in the regular curriculum and is one in which the student has considerable interest and the faculty member considerable expertise.

In all cases, the Directed Study must first be approved by the appropriate chair and Provost, who determine if the student’s request fits one or both of the criteria. All proposals must include information found in regular course syllabi, including (but not limited to) learning objectives, meeting schedule, texts, and assessment methods.

Students need to complete a Directed Study Request Form (obtained from the Registrar’s Office) and submit it during the pre-registration period prior to the semester that the directed study is being offered. Fall directed studies need to be approved the preceding April; spring directed studies need to be approved the preceding November. Generally, a Directed Study is not approved solely to accommodate a student's work schedule.
Permission of Instructor: Required: a written statement from a student to qualify for ‘permission of the instructor’ status that allows for evaluation of the request by both the instructor and the School Chair, who have the authority to make a final decision in favor of the request when equivalent coursework or work experience justifies a decision to allow the student entry into the course.

Course Audit: A regularly enrolled student may audit a course on a space-available basis. A request to audit must be made with the Registrar within the official add/drop period of that semester. Under no circumstances can credit be given an auditor, nor can an audited course later be converted into an accredited course. The instructor’s sole responsibility will be to certify the student’s attendance; failure to meet attendance requirements will result in a grade of L (non-attendance). The student will receive a grade of AU (Audit), which will appear on and become part of the student’s permanent record. However, the student will receive no credit for the course, and it will not count toward degree requirements. Please refer to the section on Tuition and Fees for the tuition for audit.

Course Add/Drop: Students may add courses, drop courses, or change their schedules by changing sections. Each term, students may add or drop courses any time prior to the beginning of classes or during the add/drop period with no financial or academic penalty. The add/drop period ends one week from the beginning of classes in any given term; students should refer to the Academic Calendar in the College Catalog. No student will be allowed to register after the add/drop period. After the add/drop period, students may withdraw from classes; however, they are responsible for all charges and a grade of “W” will be posted on the student’s official transcript. A course withdrawal form or written notification must be submitted to the Registrar’s Office; course withdrawals cannot be accepted in verbal form (phone calls, voice messages, etc.). Course changes are not official until the appropriate forms are received by the Registrar’s Office.

Students who miss the equivalent of two weeks of class without contacting the instructor may be dropped from the course. Deadlines to add/drop a course can be found on the academic calendar. Students who fail to pass 24 credits in an academic year may lose their financial aid.

The Provost’s Office may approve the assigning of a grade of W without academic penalty after the official drop deadline for one or more courses based on extenuating circumstances. The decision of the Provost in this regard is final and not open to appeal.

Course Retakes: Students may, at their option, retake a class to attempt to improve their grade. Upon successful completion of the class, the Registrar’s Office will record the awarded grade and compute the cumulative GPA using the more recent of the two grades. In doing so, students forfeit any credit they may have received in the previous class; that is, they will receive credit for the class only once. The student must complete a retake form, retake the course and pay any additional expenses incurred. Generally, no course substitutions are allowed; the retake must be the same as the original course. The original grade for the class will have an asterisk next to it on the transcript to indicate the course was retaken. In the Graduate Division, a student may not repeat a course more than once without permission from the Provost.
**Academic Policy Waivers:** Students are expected to comply with all college policies and regulations. In the event of unusual or extenuating circumstances, however, a petition for exception may be filed with the Academic Affairs Committee. Students may petition the Academic Affairs Committee for a waiver.

**Advanced Placement:** Thomas participates in the College Board Advanced Placement Program. Students with scores of three or higher will be considered to receive credit for one course of college level work in the subject. Applicants should request consideration for advanced placement and credit by arranging for all advance official placement test scores to be sent to the Office of the Registrar.

**Advanced Placement English Credit:**
Scores of three or higher in the following English subject areas will receive credit for the equivalent Thomas College courses indicated:

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Thomas College Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language &amp; Composition</td>
<td>EH111 Composition I</td>
</tr>
<tr>
<td>English Literature &amp; Composition</td>
<td>Literature Elective</td>
</tr>
</tbody>
</table>

**College Level Examination Program (CLEP):** Students with acceptable CLEP scores may be granted up to 15 credit hours toward their degree requirements. Thomas College will recognize CLEP Subject Exams as identified below. The College does not recognize the general CLEP examinations of the College Board. Credits in the following subject areas must be applied to the equivalent Thomas College courses indicated:

<table>
<thead>
<tr>
<th>CLEP Examination</th>
<th>Thomas College Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>PS213</td>
</tr>
<tr>
<td>American History I</td>
<td>HG221</td>
</tr>
<tr>
<td>American History II</td>
<td>HG222</td>
</tr>
<tr>
<td>Analysis and Interpretation of Literature</td>
<td>EH221</td>
</tr>
<tr>
<td>Info. Systems and Computer Applications</td>
<td>CS115</td>
</tr>
<tr>
<td>Introduction to Educational Psychology</td>
<td>ED332</td>
</tr>
<tr>
<td>Introduction to Management</td>
<td>MG224</td>
</tr>
<tr>
<td>Introductory Accounting</td>
<td>AC111 or AC220</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>LS327</td>
</tr>
<tr>
<td>Introductory Macroeconomics</td>
<td>EC212</td>
</tr>
<tr>
<td>Introductory Microeconomics</td>
<td>EC211</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>PY111</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>SY113</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>MK116</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>HG212</td>
</tr>
</tbody>
</table>

Students who choose to take the exams in Analysis and Interpretation of Literature must complete the essay version of the exam and will be charged a $25 faculty reader fee by the College to have a member of the English faculty evaluate the written portion of the exam. On all non-essay exams, the College generally accepts the recommendations of the College Board as to what constitutes a grade of “C” on test scores. CLEP scores may not count toward the student’s residency requirement. For more information, students should contact the Registrar.
**MS120 Place-out option:** MS120: Foundations of Quantitative Analysis provides students with the fundamental mathematic skills required to be successful, to include ratios, fractions, linear functions, and problem-solving. Students with a math SAT of 500 or with prior college-level math credit are exempt from this course requirement. Thomas offers an MS 120 Place-Out option for students who believe they have mastered these concepts but may lack either the appropriate SAT score or prior college-level math credit. Passing scores on this voluntary place-out assessment option allow student the opportunity to select a liberal arts elective to take in lieu of MS120. Course credit is not awarded for MS120 based on this assessment.

**Credit Hour Policy:** Thomas College adheres to NECHE and federal guidelines regarding the determination of credit hours awarded for courses and programs and awards academic credit based on those guidelines in combination with the stated learning objectives as approved through the faculty governance system. Courses that are offered in non-traditional or accelerated formats are approved by the faculty based on a review of the academic plan at the course or program level that includes the attainment of the approved learning outcomes and how they are accomplished in that non-standard format.

**International Baccalaureate:** Students with scores of five or higher on Higher Level (HL) exams may be granted credit hours toward their degree requirements. Applicants should request consideration for IB credit by arranging for all test scores to be sent to the Office of the Registrar.

**Thomas College Athletic Policy:** Thomas College recognizes the importance of extra-curricular activities in the overall educational and leadership development of its students. At the same time, Thomas endorses the primary importance of a student’s classroom activities. Therefore, the College establishes as its policy the following:

Student-athletes and their coaches will make every reasonable effort to provide timely notice to faculty to request permission to miss class, and to make prior arrangements for work, for any sanctioned intercollegiate event for eligible team members. In most cases, faculty should be able to expect 72-hour advance notice of any scheduled event.

Faculty are requested to make reasonable allowances for eligible student-athletes with regards to absences dictated by scheduled competitions, including tournament games. In all cases, the student is responsible for all missed work. Students anticipating the possibility of tournament play should be in contact with faculty to discuss contingency plans for missed work. “Reasonable allowances” are dictated by the specifics of course requirements, a student’s overall performance and attendance record in the course, and the timeliness of the student’s notification to the faculty member.

In all instances, the primary responsibility for clear communication belongs to the student-athlete. Practices, or attendance at events where the student-athlete is ineligible to compete, are not considered as part of this policy.
SPECIAL COLLEGE PROGRAMS

Guaranteed Job Program: Since 1999, Thomas College has been proud to offer a unique program to all qualifying students – the Guaranteed Job Program. At Thomas College, we are so confident in our students’ abilities, our strong academic programming and the career-related training provided by the Career Services Office that we guarantee qualifying students will secure employment in their fields within six months of graduation.

The Guaranteed Job Program is evidence that Thomas College is fully committed to each student’s success in securing employment after graduation. The Thomas College Guaranteed Job Program is an agreement between each student and the College. Requirements must be met in order to qualify for the Guaranteed Job Program; please contact Career Services at (207) 859-1464 or check the Career Services website www.thomas.edu/career for additional information on how to qualify for the Guaranteed Job Program.

Cross-Registration: Thomas College, Colby College, and Unity College offer a cross-registration program for the purpose of expanding the institutions’ academic offerings. Upper-class, full-time, degree-seeking students in good academic standing at Thomas College may register on a space-available basis and with the approval of the host college for any course offered at Colby College, or Unity College that is not offered at Thomas College. Students electing a cross-registration course pay their Thomas College tuition and owe no additional tuition to the other college. However, students must pay for books, supplies, and any other fees incurred as a result of taking a cross-registration course.

Thomas College/L’Ecole Atlantique de Commerce Study-in-France Program: Full-time Thomas College students who wish to study in France may do so at the L’Ecole Atlantique de Commerce (EAC), located in Saint-Nazaire, France. Students who have completed at least two years of study and who have attained some proficiency in French may spend a semester at the EAC participating in a student exchange between the two colleges. The program offers students an international educational experience, featuring courses designed to increase understanding and to create worldwide business opportunities. For further information, contact the Academic Affairs Office.

International Programs: Other opportunities are available for international study at a number of colleges and universities throughout the world. Thomas College also partners with International Study Abroad (I.S.A.) and Academic Programs International (A.P.I.) to provide study abroad opportunities. Most programs are designed for students to study abroad during their junior year. For information regarding these programs, contact the Academic Affairs Office.

Maine Criminal Justice Academy: In partnership with the Maine Criminal Justice Academy, Thomas College offers eligible students the opportunity to attend the Basic Law Enforcement Training Course at the Academy as part of their academic program. For details on the partnership and specific eligibility requirements, please consult with the program adviser.
The Washington Center for Internships and Academic Seminars: Through an affiliation with the Washington Center for Internships and Academic Seminars, Thomas College students have access to a full range of public or private internship opportunities in Washington, D.C. and elsewhere including international locations. Sample assignments include the United States Senate or House, Department of the Treasury, the Departments of Defense or State, CNN, INTERPOL, and Smithsonian Institution. Students participating in the program earn a full semester of academic credit toward their degree at Thomas while working at their internship in Washington, D.C. or other Washington Center locations. Student interns attend academic courses with the Washington Center, and their experience is complemented by a variety of lectures and seminars that will enhance their time spent in the nation’s capital. Specific program restrictions apply. For more information on this opportunity, please contact the Office of Career Services.

Kiest-Morgan Scholar’s Program: Thomas College offers a three-year degree geared toward high-achieving students who are ready to accept the challenge of a rigorous course of study, and who want to enter the workforce with their bachelor's degree after three years, or earn a Master of Business Administration in their fourth year through the Thomas College Accelerated Master programs. Students who are part of the program will be eligible to receive up to two free courses per summer to graduate in three years if needed and required for their major.

Harold Alfond Institute for Business Innovation: The Harold Alfond Institute for Business Innovation was created to grow central Maine’s economy and enhance Thomas’ relationship with the business community. The institute accomplishes this goal by creating a student-centered entrepreneurial ecosystem through an entrepreneurial club, special events and one-on-one mentoring with the goal of helping students start their own businesses or become change agents within organizations. The institute also supports a paid-internship program to provide unique opportunities for students and help businesses with talent gaps. Lastly, the institute provides professional development courses for local businesses to help train employees in key areas such as supervision, leadership, process improvement and project management as well as skills-based areas such as sales and technical writing.
Academic Information

CURRICULUM INFORMATION

The Baccalaureate curriculum at Thomas College is comprised of the General Education core, the general business core for business programs, courses in the major, and electives.

**General Education Core:** The General Education requirements include 46 credits.

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS</td>
<td>Computer Elective</td>
<td>3</td>
</tr>
<tr>
<td>EH</td>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>EH111</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>EH112</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>CO245</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>HG/PS</td>
<td>History/Gov. or Political Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>HU/PH</td>
<td>Humanities or Philosophy Electives</td>
<td>6</td>
</tr>
<tr>
<td>LIB</td>
<td>Liberal Arts Elective*</td>
<td>3</td>
</tr>
<tr>
<td>MS</td>
<td>Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>MS120</td>
<td>Foundations of Quantitative Analysis**</td>
<td>3</td>
</tr>
<tr>
<td>PY/SY</td>
<td>Social Science (Psychology/Sociology)</td>
<td>6</td>
</tr>
<tr>
<td>SC</td>
<td>Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>FN125/EC212/FN225</td>
<td>General Education***</td>
<td>3</td>
</tr>
<tr>
<td>FY110</td>
<td>First Year Experience****</td>
<td>1</td>
</tr>
</tbody>
</table>

*Select from the following areas: Foreign Language, History/Government, Humanities, Literature, Mathematics, Philosophy, Political Science, Psychology, Science and Sociology. Non-business majors may also select Macroeconomics.

** This course is reverted to a liberal arts elective with Math SAT above 500 or successful completion of College level math course. MS120 cannot be taken to satisfy a liberal arts or math elective.

***Business Majors are precluded from using FN125 to satisfy requirement.

****Required of all students with fewer than 12 transfer credits.

**General Business Core:** The General Business requirements include 36 credits*:

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC111 or AC220</td>
<td>Accounting I or Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC112 or AC221</td>
<td>Accounting II or Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CO213</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>EC211</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC212</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FN225</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>LS327</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MG224</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>MG442</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MG445</td>
<td>Business and Management Policy</td>
<td>3</td>
</tr>
<tr>
<td>MK116</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MS301</td>
<td>Statistics and Decision Making</td>
<td>3</td>
</tr>
</tbody>
</table>

*Certain business programs have alternative core requirements.
**Major:** Beyond the core curricula, students complete their individual major program of study requirements to a minimum of 120 credits. Certain programs are required to successfully complete a proficiency exam as stipulated in their program.

**Minor:** A student must declare a minor on the appropriate form in the Registrar’s Office. The student’s minor will be indicated on the student’s transcript but not on the diploma.

Minors consist of 18 credit hours. The faculty advisor will work with the student to determine appropriate courses for each minor when options are available. The School of Business minors include the following:

**Course Requirements for a Minor in Accounting:**
AC111: Principles of Accounting I
AC112: Principles of Accounting II
AC223: Intermediate Accounting I
AC224: Intermediate Accounting II
Choose two other courses carrying AC designation

**Course Requirements for a Minor in Coaching:**
SM125: Introduction to Sport Management
SM229: Coaching
SM399: Coaching Management
SM226: Sport Psychology
SM431: Athletic Administration
SC321: Anatomy and Physiology

**Course Requirements for a Minor in Communications:**
CO111: Introduction to Communications
CS140: Web Design
CO250: Journalism
CO/MK Elective
Choose two from:
CO320 Technical Writing or CO/EH347 Advanced Writing and Editing
CO335 Media Design Technologies or MK/CO440 Strategic Media Planning

**Course Requirements for a Minor in Cyber Security:**
CS345: Data Communications
CS346: Foundations of Cyber Security Defenses
CS415: Security Essentials
CS422: Applications in Information Security
CS424: Information Security Policy, Admin., & Management
MG432: Managerial Risk Analysis and Decision Making

**Course Requirements for a Minor in Entrepreneurship:**
AC220: Financial Accounting
MK230: Sales and Sales Management
MG347: Entrepreneurship
MG337: Marketing on the Internet
Choose two Management or Marketing electives
Course Requirements for a Minor in Finance:
AC111: Principles of Accounting I or AC220
AC112: Principles of Accounting II or AC221
EC212: Macroeconomics
FN225: Business Finance
Choose two other courses carrying AC, EC or FN designations

Course Requirements for a Minor in Hospitality and Tourism Management:
MG224: Management Principles
MG/HT112: Intro. To Hospitality Management
MG/HT441: Travel and Tourism Management
Choose three courses from the following:
MG/HT212: Hotel and Restaurant Management
MG/HT115: Management of Food and Beverages Operations
LS330: Law of the workplace
MG239: Human Resources Management
MK116: Principles of Marketing
HT/SM/CO439: Event Management

Course Requirements for a Minor in International Business:
MG250: Principles of International Business
MG337: Managing in the Global Environment
MG325: Diversity Management
MK370: Global Marketing Management
HG227: World Geography
Choose one Management or Marketing elective

Course Requirements for a Minor in Information Technology Management:
CS175: Introduction to Programming Logic and Design
CS218: Java Programming
CS315: Databases
CS345: Data Communications
CS415: Topics in CIS: Security
MG444: Project Management

Course Requirements for a Minor in Management:
MG224: Management Principles
MG239: Human Resource Management
EC211: Microeconomics
MG443: Interpersonal Relations
Choose two other courses carrying MG designation

Course Requirements for a Minor in Marketing:
MK116: Principles of Marketing
MK325: Advertising
MK338: Services Marketing
MK433: Marketing Research
Choose two other courses carrying MK designation
Course Requirements for a Minor in Project Management:
MG427: Project Management Specializations
MG428: Project Management Specializations
MG429: Project Management Specializations
MG430: Teams: Authority, Influence and Power
MG432: Managerial Risk Analysis and Decision Making
MG433: Innovation, Change, and Agile Organizations
MG435: Complex and Advanced Projects
MG444: Project Management

Course Requirements for a Minor in Sport Management:
SM125: Introduction to Sport Management
SM332: Sport Facility Management
SM336: Sport Marketing Management
SM431: Athletic Administration
Choose two other courses carrying SM designation

Course Requirements for a Minor in Sustainability Management:
SC201: Environmentalism
MG224: Management Principles
MG210: Sustainability Management
SC397: Towards a Sustainable Society
Choose two from the following:
CO320: Technical Writing
SC204: Ecology
SC219: Environmental Science
SC323: Environmental Issues
EC211: Microeconomics
EC327: Environmental Economics
EC399: Environmental Economics Seminar
TB399: Introduction to Geographical Information Systems
MG430: Teams, Authority, Influence and Power

Arts & Sciences minors generally consists of 18 credit hours, 12 of which must be courses beyond core requirements and not already part of the student’s major. The School of Arts & Science minors include the following:

Course Requirements for a Minor in Criminal Justice:
CJ121: Introduction to Criminal Justice
CJ122: Policing in America
CJ223: The Corrections System
CJ333: Multicultural Issues in Criminal Justice
Two additional courses carrying a CJ designation.
Course Requirements for a Minor in Diversity:
SY/ED125 Experiencing Diversity
Choose five from the following:
CJ333 Multicultural Issues in Criminal Justice
ED322 Teaching Students with Exceptional Needs in the Regular Classroom
ED323 Teaching Early Childhood Students with Exceptional Needs
EH232 Gender and Identity in Literature
EH237 Multicultural Literature in America
EH238 Women’s Literature
EH323 Literature of the World
HU214 Third World Cultures
HU/PS247 Exploring the Middle East: Diversity in the Arab World
HU294 History of Jazz
HU299 History of Blues
MG325 Diversity Management
MG337 Managing in the Global Environment
MK370 Global Marketing Management
PH298 Comparative Religion
PH/PS399 Global Justice
PS216 Comparative Political Systems
PS232 Current World Problems
PS240 International Relations
SY201 Introduction to Cultural Anthropology
SY298 Sexual Identity, Difference and Inequality
SY318 Contemporary Social Issues

Course Requirements for a Minor in English:
18 credits in EH courses at or above the 200 level.

Course Requirements for a Minor in Environmental Science
SC219 Environmental Science or SC397 Toward a Sustainable Society
At least five additional courses from the following interdisciplinary list, at least four of which should carry the SC designation:
CO 320 Technical Writing
CO 440 Strategic Media Planning
CS 390 Intro to GIS
EC 327 Environmental Economics
EH 250 Journalism
EH 347 Advanced Expository Writing & Editing
SC 201 Environmentalism
SC 204 Ecology
SC 210 Science & Tech. in Society
SC 215 Cellular Biology
SC 219 Environmental Science
SC 223 Current Environmental Issues
SC 225 Climate Science
SC 227 Contemporary Issues in Biol.
SC 240 Introduction to Geology
SC 250 Natural Disasters
SC 299 Introduction to Archeology
SC 350 Fish and Wildlife Science
SC 397 Toward a Sustainable Society
Course Requirements for a Minor in Global Sustainability:
EC327: Environmental Economics
MG210: Sustainability Management
SC219: Environmental Science
SC397: Toward a Sustainable Society
Choose two courses from the following:
HG212: Modern Western Civilization
HU214: Third World Cultures
MG337: Managing in Global Environment
PS232: Current World Problems
PS247: Exploring the Middle East
PS240: International Relations
PS399: Global Justice
SC201: Environmentalism
SC204: Ecology or SC350 Fish & Wildlife Science
SC223: Environmental Issues
SC225: Climate Science
SC250: Natural Disasters
SY299: Environment and Society

Course Requirements for a Minor in Mathematics:
18 credits in MS, beginning at the 200-level or higher, not to include MS206. MS301 or MS296 may be taken, but not both.

Course Requirements for a Minor in Philosophy:
PH201: Philosophy
Choose five from the following:
Courses carrying a PH designation
HU210: Humanities and the Search for Wisdom
HU335: Humanities and the Art of Living

Course Requirements for a Minor in Political Science:
PS111: Introduction to Political Science
PS213: American National Government
PS216: Comparative Political Systems OR
PS240: International Relations
PS410: Contemporary Topics in Politics, Policy, & Nat. Security
Any other two courses carrying a PS designation.

Course Requirements for a Minor in Psychology:
PY111: General Psychology
PY225: Developmental Psychology
Four other courses carrying a PY designation

Course Requirements for a Minor in Forensic Psychology (not available to psychology majors):
CJ121: Introduction the Criminal Justice
PY111: General Psychology
PY231: Forensic Psychology
PY445: Psychology and the Law
Two other courses carrying a PY designation
**Course Requirements for a Minor in Pre-Law:**
AC220: Financial Accounting
EH347: Advanced Expository Writing and Editing or
CO347/EH347: Advanced Professional Writing
PH224: Foundations of Ethical Thought
PS213: American National Government or PS214: Rights and
Roles of Citizens or PS225: Social Science Research Methods
Choose 2 from the following
Law Content Course; CJ202: Criminal Law, CJ204: Criminal
Procedure, LS327: Business Law, LS330; Law of the Workplace,

**Course Requirements for a Minor in Science:**
Six courses carrying an SC designation, four of which must be
beyond the student’s program and Arts & Sciences core
requirements.

**Course Requirements for a Minor in Sociology:**
SY113: Principles of Sociology
SY125: Experiencing Diversity
SY318: Contemporary Social Issues
Three courses from the following:
Any other course with a SY designation
PY326: Marriage and Family
PY222: Social Psychology
PS/HU247: Exploring the Middle East: Diversity Arab World
PH298: Comparative Religion
HU210: Humanities and the Search for Wisdom
HU214: Third World Culture
SM227: Sociology of Sport

**Course Requirements for a Minor in Writing**
EH347: Advanced Expository Writing and Editing or CO347 Advanced
Professional Writing
Choose five from the following:
CO213: Business Communication
CO250/EH250: Journalism
CO320: Technical Writing
EH228: The Art and Craft of Poetry
EH243: Exploring Fiction and Creative Nonfiction
EH330: Life Writing
EH340: Creating Writing
SM331: Sport Information and Public Relations

The School of Education minors include the following:

**Course Requirements for a Minor in Education:**
ED122: Foundations of Education
ED124: Teaching Process and Curriculum Design
ED232: Educational Psychology
Choose three from - ED215, ED245, ED322, ED323, ED324,
ED327, ED334, ED335.
**Concentration:** A concentration is intended to afford an Accounting, Communications, Management, Political Science or Sport Management student the opportunity to focus his or her program on a subject of interest by directing a minimum of 18 credits toward a particular area within his or her major. The College offers seven concentrations: Sport Marketing Management (under the Sport Management major), Forensic Accounting (under the Accounting major) Marketing/Public Relations (under the Communications major) and Policy Studies, Public Administration or Security Studies (under the Political Science major). A concentration consists of a minimum of 18 specified credit hours, some of which may be internship credits. Please see the Communications, Management, Sport Management, Accounting, and Political Science sections of this catalog for details. Concentrations should be arranged in consultation with the student’s academic advisor.

**Pre-Law Preparation:** If, upon graduation from Thomas College, you intend to pursue a law degree at another institution, you are advised to meet with your advisor at the start of your first year to discuss a schedule of courses that will help you prepare to apply to law school. You should establish and maintain a record of community service and participation in activities that will help support your application to law school. You are strongly advised to contact the law schools to which you are applying and inquire about recommended preparations for their specific programs. You should also recognize the high degree of competition for admission to law school and the importance of scoring above average on the LSATs in order to compete with graduates from other colleges.

**UNDERGRADUATE INTERNSHIP PROGRAM**

The Thomas College Internship Program offers eligible students the opportunity for practical, real-world experience. The Internship Program is specifically designed to:

- Give students the experience needed to secure a position and jumpstart a career.
- Help students begin to make professional contacts and to network within the field of study.
- Provide students a possible opportunity to “earn while they learn” and help pay for college expenses.

Students at Thomas have four options within the Internship Program, ranging from a 3-credit part-time internship to a 12-credit semester-long internship.

**Eligibility:** To be eligible for internship, students must be either juniors or seniors in a four-year program or second-year students in a two-year program and have completed all required application forms prior to beginning the internship. Students need to save professional and free electives for their internships, and note that some programs may require students enrolled in internships to carry more than five courses in other semesters. A minimum cumulative grade point average of 2.5 is required to be eligible for an internship. Students who do not meet these requirements have the option to appeal for a waiver from the Academic Affairs Committee, with a recommendation from the appropriate chair. To earn credit for an internship, students must successfully complete the internship seminar.
Process:
• Meet with Academic Advisor and Career Services to determine eligibility and prepare for internship search.
• Secure an internship opportunity. The Career Services Office is available to assist students in this effort, and advises students to begin this part of the process early.
• Complete the learning contract form and have it approved by your advisor, School Chair and Career Services.
• Register for the Internship Seminar

Internship Requirements:
The Thomas College Internship Program is meant to be a cooperative effort among the employer, the student, and the College. Each student in the program must participate in the Internship Seminar. The Internship Seminar requires each participant to keep a journal of work describing his or her overall experience and development during the internship. A final presentation and participation in the Internship Expo is also required. The employer is asked to complete a professional evaluation of the student at the end of the internship period, which is factored into the student’s overall grade for the Internship Seminar.

Students doing summer internships have two options. The first option is to complete both the work experience and academic component of the internship by August 31. These students must apply and register for a summer Internship Seminar prior to beginning their work experience. Workshop attendance for the Internship Seminar will be waived for students choosing this option.

Students choosing this option will be billed and will need to pay the prorated tuition (based on 12 credits) by July 1. Students are urged to contact the Student Financial Aid Office concerning eligibility for financial aid and the implications of accepting a financial aid award for a summer semester.

The second option is for students to complete the work experience portion of an internship during the summer and complete the academic component during the following fall semester. Students must apply and pre-register for the fall Internship Seminar by May 15 prior to beginning their work experience. Students choosing to register for their internship credits during the fall semester should note that if they exceed eighteen credits for that fall semester, they will be billed at the pro-rated day rate (based on 12 credits) for any credits above eighteen. Students are urged to contact the Student Financial Services Office concerning eligibility and application of financial aid. Internship credit may not be applied over more than one semester.

Internship options are available to eligible students in any program. Four-year students may earn up to a maximum of 12 credit hours through internships. Please refer to the “Course Descriptions” designated with the “IN” prefix for all specific course and eligibility requirements.

3-Credit Internship
This program requires students to work a minimum of 150 hours or approximately 10 hours per week at the internship site during the academic semester or over the summer break. Upon successful completion of all requirements, students will receive 3 credits towards their degree. With this option, students usually register for four additional courses while working part-time.
6-Credit Internship
This option requires students to work a minimum of 300 hours or approximately 20 hours per week during the academic semester or over the summer break. Upon successful completion of all requirements, students will receive 6 credits towards their degree with this option. Whether or not students choose to reside on-campus, they will need to carry at least two additional three-credit courses to maintain status as full-time students.

9-Credit Internship
This option requires students to work a minimum of 450 hours or approximately 30 hours per week during the academic semester or over the summer break. Upon successful completion of all requirements, students will receive 9 credits towards their degree. Whether or not students choose to reside on-campus, they will need to carry at least one additional three-credit course to maintain status as full-time students.

12-Credit Internship
Students become fully immersed in a work experience with significant scope and depth of responsibility related to their major. Upon successful completion of all requirements, students will earn 12 credits toward their degree while working full-time in a professional position. This program requires a minimum of 600 hours at the internship site and may be completed either during the academic year or over the summer break. Often this option substitutes for an entire semester of coursework.
THE H. ALLEN RYAN SCHOOL OF BUSINESS

The H. Allen Ryan School of Business is aptly named in honor of H. Allen Ryan, a longstanding member of the Thomas College Board of Trustees and former owner of NorthCenter Food Service. Mr. Ryan is widely known and regarded for his business acumen. His service and generosity to Thomas College have helped to drive the institution towards unprecedented growth and strength.

MISSION STATEMENT:

The H. Allen Ryan School of Business prepares students for careers by providing quality education in business disciplines, including baccalaureate degrees in majors and concentrations that include Accounting (Public, Financial, Managerial, Forensic), Business Administration, Digital Marketing Management, Management, Entrepreneurship/Small Business, International Business, Marketing Management, Communications - Public Relations/Marketing, Sport Management, and Sport Marketing, as well as associate degrees in Business and Accounting.

The development of knowledge and preparation in the field of business is offered via a unique combination of rigorous academic training and testing, personal portfolio management, well-grounded academic research, project management, and field experience opportunity, all underscored by a measured and rich exposure to the liberal arts. Upon meeting all departmental and institutional criteria, students may become eligible for the guaranteed job program. The School also offers leadership to the community and the region as a result of the applied expertise of its faculty and their service to the public, private industry, government, the media, nonprofits, and a host of others.

Philosophy and Vision:

The H. Allen Ryan School of Business achieves this mission through application of the following means:

• Use of the latest and most beneficial forms of information technology
• Blending of business theory, the liberal arts and practical training
• A personalized, small-college approach including capped classroom populations
• Ethics as a primary component of the business core
• Reflective, analytical and meta-cognitive approaches to exploring and solving unique business problems
• Integration with, and adherence to, the College’s Mission and Core Competencies
• A lifelong commitment to our Alumni

Learning Objectives:

The H. Allen Ryan School of Business links the outcomes of majors and concentrations to the College’s Mission and Core Competencies by stating program missions and defining learning objectives for program graduates, along with assessing student progress toward meeting these objectives.
THE SCHOOL OF ARTS AND SCIENCES

The School of Arts & Sciences supports the mission of Thomas College through its academic programs, excellence in teaching, and community engagement. It offers majors and minors within the humanities, social and behavioral sciences, and applied sciences, and provides the liberal arts foundation for the College’s general education curriculum.

MISSION STATEMENT:

The School of Arts & Sciences educates students to reason clearly, act ethically, and cultivate their talents. The School equips students with transferable skills and expertise in their fields of study, so that graduates can go into the world prepared to excel as professionals and serve as contributive members of their communities.

Vision:

The School of Arts & Sciences aspires to being recognized regionally for its outstanding teaching; its commitment to a diverse, open and reflective learning environment; and the leadership qualities, moral character, and professional and personal success of its students.

Core Values:

- The School of Arts & Sciences is committed to community, collaboration, and diversity, encouraging students of all backgrounds to engage in a rigorous pursuit of knowledge, based on scientific and critical inquiry, creativity and innovation, effective communication, and quantitative reasoning.
- The School prepares students to think introspectively, recognizing that self-understanding is essential to personal and social responsibility, and integral to ethical behavior and moral development.
- The School educates students to appreciate history, cultures, innovation, and aesthetics, valuing the human experience for its diversity, achievements, and potential.
- The School educates students to become leaders in their local and global communities, promoters of social justice, defenders of democratic principles, and stewards of the environment.
THE SCHOOL OF EDUCATION
Conceptual Framework

The Education programs at Thomas College are built on the premise that a caring, culturally competent, motivating, and challenging learning culture is at the heart of successful schools. And in order to create that classroom, the Thomas College programs place an emphasis on preparing its students to teach for understanding.

To promote teaching for understanding, students are involved in studying and practicing constructivist learning principles throughout the program. They learn that knowledge and understanding require more than teachers delivering information. Understanding results in those situations when students construct their own knowledge frameworks. The role of the teacher, therefore, must go beyond that of information-giver to that of creator of rich, developmentally appropriate learning environments that support and scaffold students’ learning.

Students in the Education programs at Thomas College are expected to think and write reflectively at all levels of the program. The goal is to produce teachers who are truly reflective practitioners, and who possess tools to accurately and effectively assess the learning of their students. Because our students are unique, and because human growth and development are key to how and when students are best prepared to learn information and practice related to learning styles, multiculturalism, exceptionalities, and cognitive, social, and emotional development are integrated throughout the course work, and emphasized in our field experiences.

The Maine Standards for Teacher Candidates align well with this approach. Those standards speak to a teacher’s understanding of learner development, learning differences, and learning environments. Teachers must have content knowledge and know how to apply it. They should have a clear understanding of assessment principles and use them to guide their planning for instruction and, based on reflection, how they improve. The standards direct that students be prepared to collaborate and to utilize technology to support teaching and learning. These standards are woven throughout the Thomas College education programs. They guide the program design, as well as its delivery. Our program embraces these standards, and the faculty seek to model them so that our students, in their own development as emerging practitioners, can see and learn how to apply them.

The Education programs at Thomas recognize that learning is a social phenomenon. From the very beginning of the program, and throughout the curriculum, students learn to work in a variety of different group configurations designed to model the way teachers work together in our schools. They learn to use technology as a teaching and learning tool that reflects the society in which our students live, research, socialize and communicate. They practice assessment, and revision, and are challenged to model inclusion and responsiveness to the learner and the learning environment in their lesson planning.

Thomas teachers—to include faculty and students—are reflective practitioners. They use the tools of inquiry, their knowledge not only of content but also of human growth and development, and then combine these skills with a constructivist approach to the creation of understanding and learning in order to build classrooms where all students are challenged, and all students can learn.

As part of our program philosophy, we provide early, frequent, and ongoing experiences in the field and promote service as learning. Furthermore, we encourage pre-service teachers to become advocates for the development of the whole child and the Education profession.
PROGRAMS OF STUDY IN ACCOUNTING

Associate in Science in Accounting
Bachelor of Science in Accounting
Bachelor of Science in Managerial Accounting
Bachelor of Science in Public Accounting
Bachelor of Science in Accounting – Forensic Accounting Concentration
Bachelor of Science in Accounting and Financial Analysis

Every business, whether large or small, requires the skills of the accounting professional to keep precise financial records, analyze trends, and plot future growth and strategies. Thomas College offers an outstanding program that will help prepare you to assume this pivotal role.

Our two-year Associate in Science in Accounting major is designed to provide you with the solid background and practical experience that you need to land that all-important first job.

Thomas’ Bachelor of Science in Accounting major lets you choose a specific area of specialization:

- **Managerial Accounting** will educate you for possible careers in government, industry, banking, or education. This type of accountant typically works for an individual company and deals with only that company’s accounting policies, practices, and procedures.

- **Public Accounting** will help you to prepare for the CPA exam and a career in public accounting. In this career track, you will consult with a variety of clients and assist many in the areas of audit and tax and financial planning.

- **Accounting – Forensic Accounting Concentration** combines criminal investigation with computer and accounting expertise to train you in detecting and preventing fraud and white-collar crime.

- **Accounting & Financial Analysis Program** provides you the opportunity to understand the relationship between the accounting and finance functions. It emphasizes the strengths of both programs so that you can qualify for a career in either the accounting or the finance professions. Employment opportunities include careers in accounting, financial planning, banking, investments, and corporate finances.

- **Master of Business Administration and Master of Business Administration – Accounting** offer further opportunities for advancement in the accounting profession. Students entering a traditional master’s-level program, or the Accelerated MBA Program have the unique opportunity to achieve the highest levels of distinction among accountants. The profession of accounting attaches primary significance to the merger of the bachelor’s and master’s degree along with achievement of the designation of Certified Public Accountant (CPA). Upon completion of the Master of Business Administration or a Master of Business Administration – Accounting degree, you will have the 150 hours recommended by the American Institute of CPA’s and required by most states in order to sit for the CPA exam. In addition, the Master of Business Administration – Accounting degree trains and prepares students for parts of both the CPA examination and the three-tiered Certified Fraud Accountant (CFA) exam as well. Please refer to the section entitled, “Programs of Study Graduate,” that appears later in this Catalog.
In all of our accounting programs, not only will you learn about accounting theory, techniques, and practices; but you will also be exposed to the basics of business through a full range of courses such as Economics, Management Principles, Business Finance, Computer Applications and Business Communications. To round out your education, you will take Arts and Sciences classes in literature, history, and the social sciences.

**Accounting Program Mission**

Thomas College students who graduate with a major in accounting are proficient in accounting theory and principles and demonstrate excellence at all levels of acceptable fiscal management. Students are prepared for careers in public, private, governmental and not-for-profit accounting by satisfactorily completing rigorous accounting training and testing, personal portfolio management, well-grounded accounting research, and field experience opportunities through internships. The curriculum is sustained by relevant exposure to related business studies and the liberal arts. The applied expertise and experiences of its accounting faculty provide our students leadership opportunities in the community and region.

The accounting program is dedicated to the development of the core competencies identified by Thomas College: communication, leadership and service, critical thinking, analytical reasoning and problem solving, community and interpersonal relations. Professional courses, combined with a foundation in the liberal arts, will enable our students to become ethical leaders, lifelong learners, and responsible citizens. Upon meeting all H. Allen Ryan School of Business and the accounting major requirements, including a successful internship and other guaranteed job program requirements, students are guaranteed a position in their field of study.

**Accounting Program Objectives**

Upon completion of the Accounting program at Thomas College, students will be able to:

1. Prepare the following financial statements: Income Statement, Balance Sheet and the Statement of Cash Flow.
2. Summarize and report results of horizontal, vertical and ratio analysis of financial statements.
3. Prepare and analyze cost management information systems including job order, process, activity based, and standard costing.
4. Evaluate the tax effect of transactions on individuals and businesses and prepare federal tax returns for these entities.
5. Apply generally accepted accounting principles, assumptions, and constraints.
6. Use an integrated cost and accounting software system.
ASSOCIATE IN SCIENCE IN ACCOUNTING

TOTAL REQUIRED CREDITS: 61
ELECTIVES: (3 Credits)
REQUIRED GENERAL EDUCATION COURSES: (25 Credits)

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<tr>
<td>EH111</td>
<td>English Composition I</td>
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<td>EH112</td>
<td>English Composition II</td>
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<tr>
<td>CO245</td>
<td>Public Speaking</td>
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<td>EH</td>
<td>Literature Elective</td>
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<td>HU/PH</td>
<td>Humanities or Philosophy Elective</td>
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<td>PY/SY</td>
<td>Psychology or Sociology Elective</td>
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<td>MS120</td>
<td>Foundations of Quantitative Analysis</td>
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<td>FY110</td>
<td>First Year Experience</td>
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BUSINESS CORE COURSES: (21 Credits)

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<td>Principles of Accounting II</td>
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<td>CO213</td>
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<td>EC212</td>
<td>Macroeconomics</td>
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<td>FN225</td>
<td>Business Finance</td>
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<td>MG224</td>
<td>Management Principles</td>
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<td>MK116</td>
<td>Principles of Marketing</td>
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REQUIRED MAJOR COURSES: (12 Credits)

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<td>Managerial Accounting</td>
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<tr>
<td>AC231</td>
<td>Personal Financial Planning</td>
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<tr>
<td>AC337</td>
<td>Accounting &amp; Financial Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>AC338</td>
<td>Federal Personal Income Taxation</td>
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</table>
BACHELOR OF SCIENCE IN ACCOUNTING

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: (46 Credits)

BUSINESS CORE COURSES: (36 Credits- 3 credits of which also meet General Education Requirements) *

ELECTIVES: (12 Credits)

REQUIRED MAJOR COURSES: (34 Credits – 3 credits of which also meet General Education Requirements) *

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<td>AC225</td>
<td>Intermediate Accounting III</td>
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<td>AC325</td>
<td>Financial Statement Analysis</td>
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<td>AC335</td>
<td>Cost Accounting</td>
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<td>AC337</td>
<td>Accounting &amp; Financial Information Sys.</td>
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<td>AC338</td>
<td>Federal Personal Income Taxation</td>
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</tr>
<tr>
<td>AC445</td>
<td>Auditing Theory &amp; Practice</td>
<td>3</td>
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<td>AC449</td>
<td>Advanced Accounting Theory</td>
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<td>AC/FN/CS</td>
<td>Accounting, Finance, or Computer Elec.</td>
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<td>AC1PE</td>
<td>Accounting Proficiency Examination</td>
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<tr>
<td>MS206</td>
<td>Math for Management &amp; Economics</td>
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*The following course meets requirements of both the Major and the General Education Core:

MS206 – meets the General Education MS Elective requirement

EC212 – meets the General Education Elective requirement
BACHELOR OF SCIENCE IN MANAGERIAL ACCOUNTING

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: (46 Credits)

BUSINESS CORE COURSES: (36 Credits - 3 credits of which also meet General Education Requirements) *

ELECTIVES: (6 Credits)

REQUIRED MAJOR COURSES: (40 Credits – 3 credits of which also meet General Education Requirements) *

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<td>Cost Accounting</td>
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<td>AC336</td>
<td>Advanced Topics in Cost Accounting</td>
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<td>AC1PE</td>
<td>Accounting Proficiency Examination</td>
<td>1</td>
</tr>
<tr>
<td>MS206</td>
<td>Math for Management &amp; Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

*The following course meets requirements of both the Major and the General Education Core:
MS206 – meets General Education Math Elective requirement
EC212 – meets the General Education Elective requirement
**BACHELOR OF SCIENCE IN PUBLIC ACCOUNTING**

**TOTAL REQUIRED CREDITS:** 122

**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)

**BUSINESS CORE COURSES:** (36 Credits - 3 credits of which also meet General Education Requirements) *

**ELECTIVES:** (9 Credits)

**REQUIRED MAJOR COURSES:** (37 Credits – 3 credits of which also meet General Education Requirements) *

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC223</td>
<td>Intermediate Accounting, I</td>
<td>3</td>
</tr>
<tr>
<td>AC224</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>AC225</td>
<td>Intermediate Accounting III</td>
<td>3</td>
</tr>
<tr>
<td>AC325</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AC335</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC337</td>
<td>Accounting &amp; Financial Information Sys.</td>
<td>3</td>
</tr>
<tr>
<td>AC338</td>
<td>Federal Personal Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>AC339</td>
<td>Federal Corporate Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>AC442</td>
<td>Accounting for Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>AC445</td>
<td>Auditing Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>AC449</td>
<td>Advanced Accounting Theory</td>
<td>3</td>
</tr>
<tr>
<td>AC1PE</td>
<td>Accounting Proficiency Examination</td>
<td>1</td>
</tr>
<tr>
<td>MS206</td>
<td>Math for Management &amp; Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

*The following course meets requirements of both the Major and the General Education Core: MS206 – meets General Education Math Elective requirement EC212 – meets the General Education Elective requirement
**Programs of Study**

**BACHELOR OF SCIENCE IN ACCOUNTING AND FINANCIAL ANALYSIS**

**TOTAL REQUIRED CREDITS:** 122

**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)

**BUSINESS CORE COURSES:** (36 Credits-3 credits of which also meet General Education Requirements) *

**ELECTIVES:** (9 Credits)

**REQUIRED MAJOR COURSES:** (37 Credits – 3 credits of which also meet General Education Requirements) *

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC223</td>
<td>Intermediate Accounting, I</td>
<td>3</td>
</tr>
<tr>
<td>AC224</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>AC225</td>
<td>Intermediate Accounting III</td>
<td>3</td>
</tr>
<tr>
<td>AC231</td>
<td>Personal Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>AC325</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AC335</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC337</td>
<td>Accounting &amp; Financial Information Sys.</td>
<td>3</td>
</tr>
<tr>
<td>AC338</td>
<td>Federal Personal Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>AC445</td>
<td>Auditing Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>AC449</td>
<td>Advanced Accounting Theory</td>
<td>3</td>
</tr>
<tr>
<td>AC1PE</td>
<td>Accounting Proficiency Exam</td>
<td>1</td>
</tr>
<tr>
<td>FN430</td>
<td>Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>MS206</td>
<td>Math for Management &amp; Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

*The following course meets requirements of both the Major and the General Education Core: MS206 – meets General Education Math Elective requirement EC212 – meets the General Education Elective requirement*
BACHELOR OF SCIENCE IN ACCOUNTING-
FORENSIC ACCOUNTING CONCENTRATION

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: (46 Credits)

BUSINESS CORE COURSES: (30 Credits - 3 credits of which also meet General Education Requirements)**

ELECTIVES: (3 Credits)

REQUIRED MAJOR COURSES: (55 Credits – 9 credits of which also meet General Education Requirements)**

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS115</td>
<td>Introduction to Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>CS345</td>
<td>Data Communications</td>
<td>3</td>
</tr>
<tr>
<td>CS310</td>
<td>Computer Forensic</td>
<td>3</td>
</tr>
<tr>
<td>CJ121</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ202</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJ335</td>
<td>The Law of Evidence</td>
<td>3</td>
</tr>
<tr>
<td>AC223</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>AC224</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>AC225</td>
<td>Intermediate Accounting III</td>
<td>3</td>
</tr>
<tr>
<td>AC241</td>
<td>Fraud Examination</td>
<td></td>
</tr>
<tr>
<td>AC325</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AC335</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC337</td>
<td>Accounting &amp; Financial Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>AC338</td>
<td>Federal Personal Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>AC443</td>
<td>Forensic and Investigative Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC445</td>
<td>Auditing Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>MS206</td>
<td>Math for Management &amp; Economics</td>
<td>3</td>
</tr>
<tr>
<td>PY231</td>
<td>Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>AC1PE</td>
<td>Forensic Accounting</td>
<td>1</td>
</tr>
</tbody>
</table>

* AC443 Forensic Accounting and Investigation replaces MK116 Principles of Marketing; Macroeconomics is not required as a core element.

**The following course meets requirements of both the Major and the General Education Core:
CS115 – meets General Education Computer Elective requirement
MS206 – meets General Education Math Elective requirement
PY231 – meets General Education Psychology Elective requirement
EC212 – meets the General Education Elective requirement

MASTER OF BUSINESS ADMINISTRATION
ACCELERATED/BACHELOR OF SCIENCE
ACCELERATED

Completion of the Accelerated M.B.A. and the Accelerated M.B.A.-Accounting program when combined with accelerated accounting programs at the undergraduate level require students to enroll in courses year-round. Deviations from the degree template may result in additional time required to complete the program. Other non-accelerated full-time formats are available. Refer to the Graduate section of this catalog and the website for special admission requirements and a copy of the degree template by term/year.
PROGRAMS OF STUDY IN ARTS AND SCIENCES

Associate of Arts in Arts and Sciences
Bachelor of Arts in General Studies

Our two-year Associate of Arts in Arts and Sciences major is designed to prepare students for baccalaureate work and to provide them the opportunity to explore the Arts and Sciences disciplines in order to select a baccalaureate major.

The Bachelor of Arts in General Studies offers an ideal program of study for the creative, independent-minded student. This flexible four-year degree program enables students the opportunity to explore different areas of study and shape their own curriculum. Students may elect to have an established minor or a self-designed concentration approved by his or her advisor and the Chair of the School of Arts and Sciences.

Thomas College’s traditional and accelerated master’s degree programs offer further opportunities for professional advancement. Please refer to the section entitled, “Programs of Study Graduate,” that appears later in this Catalog.

ASSOCIATE IN ARTS IN ARTS AND SCIENCES

TOTAL REQUIRED CREDITS: 61
ELECTIVES: (9 Credits)
REQUIRED GENERAL EDUCATION COURSES: (51 Credits)

<table>
<thead>
<tr>
<th>Course designation</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS</td>
<td>CS Elective</td>
<td>3</td>
</tr>
<tr>
<td>EH</td>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>EH111</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>EH112</td>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>CO245</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>FY110</td>
<td>First Year Experience</td>
<td>1</td>
</tr>
<tr>
<td>GE</td>
<td>General Education Elective</td>
<td>3</td>
</tr>
<tr>
<td>HG/PS</td>
<td>History/Government or Political Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>HU/PH</td>
<td>Humanities or Philosophy Elective</td>
<td>6</td>
</tr>
<tr>
<td>LIB</td>
<td>Liberal Arts Elective</td>
<td>9</td>
</tr>
<tr>
<td>MS120</td>
<td>Foundations of Quantitative Analysis*</td>
<td>3</td>
</tr>
<tr>
<td>MS</td>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>PY/SY</td>
<td>Psychology or Sociology Elective</td>
<td>6</td>
</tr>
<tr>
<td>SC</td>
<td>Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Required of all students. With Math SAT above 500, replaced with a Liberal Arts Elective
BACHELOR OF ARTS IN GENERAL STUDIES

TOTAL REQUIRED CREDITS: 121

ELECTIVES: (33 Credits)

REQUIRED GENERAL EDUCATION COURSES: (46 Credits)

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS</td>
<td>CS Elective</td>
<td>3</td>
</tr>
<tr>
<td>EH</td>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>EH111</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>EH112</td>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>CO245</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>GE</td>
<td>General Education Elective</td>
<td>3</td>
</tr>
<tr>
<td>HG/PS</td>
<td>History/Government or Political Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>HU/PH</td>
<td>Humanities or Philosophy Elective</td>
<td>6</td>
</tr>
<tr>
<td>LIB</td>
<td>Liberal Arts Elective</td>
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</tr>
<tr>
<td>MS</td>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>MS120</td>
<td>Foundations of Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PY/SY</td>
<td>Psychology or Sociology Elective</td>
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</tr>
<tr>
<td>SC</td>
<td>Science Elective</td>
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<tr>
<td>FY110</td>
<td>First Year Experience</td>
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</tr>
<tr>
<td>IN4-3/12</td>
<td>Three to Twelve Credit Internship</td>
<td>3-12</td>
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</table>

MAJOR ELECTIVES: (42 Credits)

Three to twelve of these credits shall be in the form of an internship, thesis, or other defined capstone experience. Major electives should be chosen from courses at the 300 or 400 level. These capstone experiences will be planned with, and approved by advisors.
PROGRAMS OF STUDY IN BUSINESS ADMINISTRATION

Bachelor of Science in Business Administration

The Bachelor of Science in Business Administration is designed to give the students a foundation in the operation and management of a business. The combination of a liberal arts and business specified degree allows the student to gain a breadth of experience and expertise to situate them to take a leadership role in any organization. The program is designed to hone the student’s analytical skills and foster an appreciation for data driven decisions. The student will discover and cultivate solution sets for real world problems and develop a concept of teamwork. The increasing global management approach necessitates that students fully understand an individual’s role in a team. This program prepares the student to develop the skill set needed to craft leadership techniques.

Upon completion of the Business Administration program, students will be able to:
1. Demonstrate comprehension of utilization of data in the decision model.
2. Apply strategic methodology to complex problems that mirror real-world situations.
3. Demonstration of strategies involved in leading change and innovation in a real world model.
4. Develop an understanding of the importance of ethical decision making and sustainability to the organization.
5. Express key concepts and theories related to business administration, in written form, utilizing prescribed essay criteria.
6. Examine various theories relevant and applicable to the field of business administration based on industry specific research and best practices.
7. Identify the practical applications needed to integrate management, marketing, accounting and finance concepts to improve short and long-term organizational performance.
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

TOTAL REQUIRED CREDITS: 122
REQUIRED GENERAL EDUCATION COURSES: (46 Credits)
BUSINESS CORE COURSES: (36 Credits - 3 credits of which also meet General Education Requirements)**
ELECTIVES: (9 Credits)
REQUIRED MAJOR COURSES: (36 Credits – 3 of which also meet General Education Requirements)**

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MG239</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MG338</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MG351</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MG430</td>
<td>Teams: Authority, Influence and Power</td>
<td>3</td>
</tr>
<tr>
<td>MG432</td>
<td>Managerial Risk Analysis and Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MG433</td>
<td>Innovation, Change and Agile Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MG434</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MG449</td>
<td>Senior Seminar in Management</td>
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</tr>
<tr>
<td>MG</td>
<td>Management Elective***</td>
<td>9</td>
</tr>
<tr>
<td>MS206</td>
<td>Math for Management and Economics*</td>
<td>3</td>
</tr>
<tr>
<td>MG1PE</td>
<td>Management Proficiency Examination</td>
<td>1</td>
</tr>
</tbody>
</table>

* AC220 and AC221 replace AC111 and AC112 in the Business Core
**The following course meet requirements of both the Major and the General Education Core:
MS206 – meets General Education Math Elective requirement
EC212 – meets the General Education requirement
***Select from the following: Any EC, FN, HT, IT, MG, MK or SM Elective.
PROGRAMS OF STUDY IN COMMUNICATIONS

Bachelor of Science in Communications – Public Relations/Marketing Concentration

The Communications PR/Marketing program is designed to provide students with the skills and knowledge base to seek employment in a variety of communications, marketing and public relations positions. Significant emphasis is placed on web-based marketing, leveraging social media, and the development of marketing strategies and tactics in an increasingly competitive environment. The program provides extensive hands-on experiences with graphic design, advertising and public relations campaign development, event planning and marketing analytics. Oral, print, and digital media communication skills are developed and enhanced throughout the program. The development of skills with current and emerging technologies is emphasized in many of the required courses.

Upon completion of the Communications PR/Marketing program, students will be able to:

1. Apply best practices in marketing and public relations to developing an effective sales presentation and to designing a public relations campaign and a media strategy;
2. Demonstrate managerial and promotional skills by planning and managing a successful corporate event;
3. Demonstrate facility with technology based communications, including desktop publishing, social media, and web-based communications, with particular emphasis on designing and monitoring an Internet marketing program;
4. Design and conduct a qualitative and quantitative marketing research study;
5. Apply information and graphic design principles in crafting effective print and digital materials across their required course work;
6. Develop an advertising and promotion campaign;
7. Utilize online marketing analytics;
8. Optimize media expenditures using media planning software;
9. Write a marketing plan.
10. Demonstrate familiarity with project management concepts and processes, to include as appropriate scope, risk, budget/schedule/resource management best practices, and communications management and project reporting.

Thomas College’s traditional and accelerated master’s degree programs offer further opportunities for professional advancement. Please refer to the section entitled, “Programs of Study Graduate,” that appears later in this Catalog.
BACHELOR OF SCIENCE IN COMMUNICATIONS
PUBLIC RELATIONS/MARKETING CONCENTRATION

TOTAL REQUIRED CREDITS: 122

ELECTIVES: (12 Credits)

REQUIRED GENERAL EDUCATION COURSES: (46 Credits)

REQUIRED MAJOR COURSES: (67 Credits - 3 of which also meet General Education requirements)*

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
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</tr>
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<tbody>
<tr>
<td>CO111</td>
<td>Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>CO235</td>
<td>Journalism</td>
<td>3</td>
</tr>
<tr>
<td>CO335</td>
<td>Media Design Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CO410</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CO439</td>
<td>Event Planning and Management</td>
<td>3</td>
</tr>
<tr>
<td>CO440</td>
<td>Strategic Media Planning</td>
<td>3</td>
</tr>
<tr>
<td>CO/MK445</td>
<td>Internet and Social Media Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CS140</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>MG224</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>MG442</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MK</td>
<td>Marketing Electives</td>
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</tr>
<tr>
<td>MK116</td>
<td>Principles of Marketing</td>
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</tr>
<tr>
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<td>Marketing Proficiency Exam</td>
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</tr>
<tr>
<td>MK227</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MK230</td>
<td>Sales and Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>MK240</td>
<td>Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MK325</td>
<td>Advertising and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>MK329</td>
<td>Business to Business Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK337</td>
<td>Internet Marketing/Marketing Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MK433</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MK446</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MS301</td>
<td>Statistical Inference and Decision Making</td>
<td>3</td>
</tr>
</tbody>
</table>

*The following course meets requirements of both the Major and General Education Core:
MS301 – meets the General Education math requirement.
PROGRAMS OF STUDY IN
COMPUTER SCIENCE

Bachelor of Science in Computer Science
Bachelor of Science in Computer Information Systems
Bachelor of Science in Cybersecurity

Computers have completely changed the way the world communicates and does business. The demand is greater than ever for computer scientists and technical specialists who can quickly analyze and manipulate information, design and implement computer systems, or create software programs. To address that demand Thomas College offers the following programs of study:

The **Bachelor of Science in Computer Science** is designed for students interested in the “art” and “science” of computers. It provides an up-to-date preparation in systems engineering, data communications, network design, database development, security issues, and systems administration along with a firm foundation in math and programming.

The **Bachelor of Science in Computer Information Systems** is designed to prepare students who will be proficient in the theory and application of information systems and their delivery of value to organizations. Value creation includes the reduction of costs, the enablement of new solutions, support of new opportunities elsewhere in the organization, and contribution to the organization’s mission, vision, and values. CIS graduates will foster entrepreneurial exploitation of technology-based opportunities, contribute to the delivery, enable proper implementation, and enable effective adoption of beneficial technology options. Graduating students are prepared to improve the defense of technology systems, data, information, and knowledge. Students are prepared for careers in public, private, governmental, and not-for-profit organizations and understand the implications of related legal, societal, and ethical implications expected in the field.

The CIS program is dedicated to the development of the core competencies identified by Thomas College: communication, leadership and service, critical thinking, analytical reasoning and problem solving, community and interpersonal relations. Professional courses within CIS and general business principles, combined with a foundation in the liberal arts, will enable our students to become ethical leaders, lifelong learners, and responsible citizens. Upon meeting all business department and CIS major requirements, and following a successful internship, students are guaranteed a position in their field of study.

Upon completion of the program, students will be able to:
1. Enable computer information systems to support the governance and strategies of an organization.
2. Apply appropriate management principles and actions within the CIS area.
3. Interact with organizational and technology structures of the organization and its partners
4. Use, maintain, and deploy technology and information systems solutions within a team.
5. Design appropriate architectural approaches, CIS human interaction capability, and process enablement to improve current systems within the resources available in the organization.
6. Evaluate existing technology solutions, current alternatives, and anticipated changes in the next five years within the context of value creation for the organization.
The **Bachelor of Science in Cybersecurity** is designed to prepare students to integrate the technology, processes, legal, and organizational aspects of security. In this fast-moving field, the program seeks to lay a solid theoretical foundation, while adding a practitioner emphasis to ensure relevance to market demands.

Thomas College’s traditional and accelerated master’s degree programs offer further opportunities for professional advancement. Please refer to the section entitled, “Programs of Study Graduate,” that appears later in this Catalog.

### BACHELOR OF SCIENCE IN COMPUTER SCIENCE

**TOTAL REQUIRED CREDITS:** 121  
**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)  
**ELECTIVES:** (21 Credits)  
**REQUIRED MAJOR COURSES:** (66 Credits – 12 of which also meet General Education Requirements)*

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS</td>
<td>Computer Elective</td>
<td>3</td>
</tr>
<tr>
<td>CS115 or CS121</td>
<td>Introduction to Computer Applications or Applications</td>
<td>3</td>
</tr>
<tr>
<td>CS119</td>
<td>Introduction to Systems Engineering Using Robotics</td>
<td>3</td>
</tr>
<tr>
<td>CS175</td>
<td>Introduction to Programming Logic and Design</td>
<td>3</td>
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<tr>
<td>CS2</td>
<td>CS218 Java Programming/CS225 C#,.NET</td>
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<tr>
<td>CS216</td>
<td>Data Structures &amp; Algorithms</td>
<td>3</td>
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<tr>
<td>CS245</td>
<td>Object Oriented Programming with C++</td>
<td>3</td>
</tr>
<tr>
<td>CS315</td>
<td>Databases</td>
<td>3</td>
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<tr>
<td>CS316</td>
<td>Graphics and User Interfaces</td>
<td>3</td>
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<tr>
<td>CS330</td>
<td>Computer Design and Architecture</td>
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<tr>
<td>CS345</td>
<td>Data Communications</td>
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<tr>
<td>CS365</td>
<td>Software Engineering</td>
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<tr>
<td>CS420</td>
<td>Distributed Systems &amp; Cloud Computing</td>
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<tr>
<td>CS425</td>
<td>Intelligent Systems</td>
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<tr>
<td>CS430</td>
<td>Social and Ethical Computing</td>
<td>3</td>
</tr>
<tr>
<td>CS440</td>
<td>Operating Systems</td>
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<tr>
<td>IN4-3</td>
<td>Internship Seminar</td>
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<tr>
<td>MS231</td>
<td>Calculus I</td>
<td>3</td>
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<tr>
<td>MS240</td>
<td>Discrete Mathematics</td>
<td>3</td>
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<tr>
<td>MS301</td>
<td>Statistical Inference and Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MS325</td>
<td>Quantitative Decision Theory</td>
<td>3</td>
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<tr>
<td>SC330</td>
<td>Physics</td>
<td>3</td>
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</table>

*The following courses meet requirements of both the Major and the General Education Core:  
CS115 or CS121 – meets General Education CS Elective requirement  
MS231 – meets General Education Math Elective requirement  
MS240 – meet General Education Liberal Arts requirements  
SC330 – meets General Education Science requirement*
## COMPUTER INFORMATION SYSTEMS

**TOTAL REQUIRED CREDITS:** 121

**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)

**REQUIRED BUSINESS CORE COURSES:** (36 Credits- 3 credits of which also meet General Education Requirements)**

**ELECTIVES:** (12 Credits)

**REQUIRED MAJOR COURSES:** (34 Credits - 3 of which also meet General Education Requirements)*

<table>
<thead>
<tr>
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<td>CS</td>
<td>Computer Elective</td>
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</tr>
<tr>
<td>CS175</td>
<td>Introduction to Programming Logic and Design</td>
<td>3</td>
</tr>
<tr>
<td>CS2</td>
<td>Java Programming / C#. Net Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS315</td>
<td>Databases</td>
<td>3</td>
</tr>
<tr>
<td>CS332</td>
<td>Hardware/Software Concepts</td>
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</tr>
<tr>
<td>CS345</td>
<td>Data Communications</td>
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<tr>
<td>CS415</td>
<td>Security</td>
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<tr>
<td>IS421</td>
<td>Enterprise Architecture</td>
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<tr>
<td>IS422</td>
<td>Systems Analysis and Design</td>
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<tr>
<td>IS423</td>
<td>Strategy, Management and Acquisition</td>
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<tr>
<td>MG445</td>
<td>Business and Management Policy</td>
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</tr>
<tr>
<td>IS1PE</td>
<td>CIS Proficiency Examination</td>
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</table>

*The following courses meet requirements of both the Major and the General Education Core:  
CS115 or CS121 – meets General Education CS Elective requirement  
FN255 – meets the General Education requirement*
# BACHELOR OF SCIENCE IN CYBERSECURITY

**TOTAL REQUIRED CREDITS:** 121  
**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)  
**ELECTIVES:** (9 Credits)  
**REQUIRED MAJOR COURSES:** (75 Credits – 9 of which also meet General Education Requirements) *

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<tr>
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<td>Introduction to Computer Applications</td>
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<tr>
<td>CS175</td>
<td>Introduction to Programming Logic and Design</td>
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</tr>
<tr>
<td>CS2</td>
<td>Java Programming / C# . Net Programming</td>
<td>3</td>
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<tr>
<td>CS245</td>
<td>Object Oriented Programming with C++</td>
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<td>CS310</td>
<td>Computer Forensics</td>
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<td>CS315</td>
<td>Databases</td>
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<tr>
<td>CS330</td>
<td>Computer Design and Architecture</td>
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<tr>
<td>CS342</td>
<td>Ethical Hacking</td>
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<td>CS345</td>
<td>Data Communications</td>
<td>3</td>
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<tr>
<td>CS346</td>
<td>Foundations of Cyber Security Defenses</td>
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<tr>
<td>CS415</td>
<td>Security Essentials</td>
<td>3</td>
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<td>CS420</td>
<td>Distributed Systems &amp; Cloud Computing</td>
<td>3</td>
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<td>CS422</td>
<td>Applications in Information Security</td>
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<td>CS424</td>
<td>Information Security Policy, Administration and Mgmt</td>
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<td>Social and Ethical Computing</td>
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<td>CS450</td>
<td>Cyber Warfare</td>
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<td>MG432</td>
<td>Managerial Risk Analysis and Decision Making</td>
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<td>MG444</td>
<td>Project Management</td>
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<td>MS240</td>
<td>Discrete Mathematics</td>
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<td>MS301</td>
<td>Statistical Inference and Decision Making</td>
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<td>SC330</td>
<td>Physics</td>
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<tr>
<td>SCD</td>
<td>Any 300 or 400 level CS, CY, IS, IT, MS or MS231</td>
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<tr>
<td>CS1PE</td>
<td>CISSP Proficiency Examination</td>
<td>1</td>
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</table>

*The following courses meet requirements of both the Major and the General Education Core:  
CS115 or CS121 – meets General Education CS Elective requirement  
MS240 – meets General Education Math Elective requirement  
SC330 – meets General Education Science requirement
PROGRAMS OF STUDY IN CRIMINAL JUSTICE

Bachelor of Science in Criminal Justice
Bachelor of Science in Criminal Justice Administration

These four-year majors at Thomas College are designed to provide, among other things, a foundation for careers in various types of criminal justice agencies such as:

• Municipal Law Enforcement Officer
• County Law Enforcement Officer
• State Law Enforcement Officer
• Federal Law Enforcement Officer
• Probation and Parole Officer
• Corporate Security

• Fish and Game Warden
• Coastal Marine Warden
• Corrections Officer
• Court Officer
• Private Investigator
• Emergency Services Communicator

Note: Most criminal justice agencies will require additional training or skill development for entry-level positions.

The Bachelor of Science in Criminal Justice and the Bachelor of Science in Criminal Justice Administration afford students the opportunity to differentiate their career paths. Thanks to an agreement of mutual understanding with the Maine Criminal Justice Academy (Maine Department of Public Safety), both degree programs feature an option to attend the eighteen-week Basic Law Enforcement Course at the Maine Criminal Justice Academy. The Criminal Justice Administration degree includes the College’s Business Core, providing critical training in administrative skills and functions that are essential for the enhancement of career opportunities and advancement.

Students who choose not to attend the Basic Law Enforcement Course at the Maine Criminal Justice Academy enroll in the remainder of their coursework during the fall semester of their senior year. Students are advised that if they do not take the Academy Basic Law Enforcement Course, they will still need to complete a State or Federal certified basic law enforcement training course before being qualified to perform law enforcement duties in most jurisdictions.

Students who are interested in attending the Maine Criminal Justice Academy program must meet medical requirements and physical fitness requirements. In addition, students must pass the reading and writing skills test. Furthermore, students seeking to attend the Maine Criminal Justice Academy must have no felony or Class D convictions; or a conviction for any of the Maine Criminal Code, Chapters 15, 19, 25, of 45; or, a conviction for any equivalent crime in another jurisdiction outside the State of Maine. The student shall be of good moral character, as determined by a thorough background investigation by a screening agency.

Upon completion of the Criminal Justice program, students will be able to:

1. Comprehend and assess the importance of the criminal justice system within society.
2. Demonstrate effective communications skills both oral and written.
3. Analyze the three functional components of the criminal justice system and their interrelationship.
4. Explain the Constitutional rights enjoyed by citizens of the United States.
5. Describe various cultural issues and diversity and the manner in which they affect the criminal justice system.
6. Apply philosophical, legal, and procedural principles to problems and cases within the criminal justice system.
7. Demonstrate knowledge, skills, and attitudes to become a professional in the criminal justice system.
8. Analyze and debate current critical issues affecting the performance of criminal justice professionals.

Upon completion of the Criminal Justice Administration program, students will be able to:
1. Comprehend and assess the importance of the criminal justice system within society.
2. Demonstrate effective communications skills both oral and written.
3. Analyze the three functional components of the criminal justice system and their interrelationship.
4. Explain the Constitutional rights of the citizens of the United States.
5. Demonstrate and apply the budgetary process for a criminal justice organization.
6. Describe various issues of culture and cultural issues and diversity and the manner in which it affects they impact the criminal justice system.
7. Examine and explain the functional and political duties, obligations, influences, and philosophies inherent in the acceptance of becoming a criminal justice administrator.
8. Research and explore the partnerships between criminal justice organizations and community resources.
9. Demonstrate the Develop the knowledge, skills, and attitudes attributes necessary to become professional in the criminal justice system.
10. Analyze and debate current critical issues affecting the performance of criminal justice professionals.

*Students who are interested in pursuing a career as a law enforcement officer are advised that attendance in a State or Federal certified basic law enforcement training course is a prerequisite before performing law enforcement duties in most jurisdictions. The Academy Basic Law Enforcement course begins in early August of the senior year. Students who attend the Law Enforcement Training Course at the Maine Criminal Justice Academy will complete the same academic requirements as those students who complete an Internship, including maintenance of a journal of work activities, reports, attendance at an Internship Seminar and submission of major papers.

Recommended Courses for Corrections Concentration:
Choose 6 Courses from the following
CJ212 Report Writing, Interview & Interrogation
CJ240 Drugs, Addiction and Crime
CJ315 Restorative Justice
CJ325 Victimology
CJ332 Community Corrections
CJ334 Juvenile Crime & Justice
PY231 Forensic Psychology
PY344 Psychology of Criminal Behavior
Recommended Courses for Homeland Security Concentration:
Choose 6 Courses from the following:
CJ212 Report Writing, Interview & Interrogation
CJ325 Victimology
CJ331 Criminal Justice Administration and Organization
CJ360 Fraud Investigation and White Collar Crime
CJ/HG/PS396 Homeland Security
PS229 Terrorism
CS345 Data Communications
CS346 Foundations of Cyber Security

Recommended Courses for Law Enforcement Concentration:
Choose 6 Courses from the following:
CJ212 Report Writing, Interview & Interrogation
CJ331 Criminal Justice Administration and Organization
CJ335 The Law of Evidence
CJ336 Criminal Investigation Procedures
CJ345 MCJA Pre-service Phase I
CJ441 Community and Policing Partnerships
SC345 Forensic Science Death Investigation
SC348 Forensic Science Evidence Evaluation

Recommended Courses for Conservation Law Enforcement Concentration:
CJ265 Marine and Wildlife Law Enforcement
SC350 Fish and Wildlife Science
Choose 4 of the following:
CJ375 Environmental Crime Investigation
SC204 Ecology
SC219 Environmental Science
SC225 Climate Science
SC227 Contemporary Issues in Biology
SC240 Geology
SC250 Natural Disasters
SC223 Environmental Issues
SC397 Towards a Sustainable Society

Thomas College’s traditional and accelerated master’s degree programs offer further opportunities for professional advancement. Please refer to the section entitled, “Programs of Study Graduate,” that appears later in this Catalog.

Pre-Law preparation: If, upon graduation from Thomas College, you intend to pursue a law degree at another institution, you are advised to meet with your advisor at the start of your first year to discuss a schedule of courses that will help you prepare to apply to law school. You should establish and maintain a record of community service and participation in activities that will help support your application to law school. You are strongly advised to contact the law schools to which you are applying and inquire about recommended preparations for their specific programs. You should also recognize the high degree of competition for admission to law school and the importance of scoring above average on the LSATs in order to compete with graduates from other colleges.
BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: (46 Credits)

ELECTIVES: (33 Credits)*

REQUIRED MAJOR COURSES: (54 Credits – 12 credits of which also meet General Education Requirements)**

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ121</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ122</td>
<td>Policing in America</td>
<td>3</td>
</tr>
<tr>
<td>CJ202</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJ223</td>
<td>Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CJ230</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJ235</td>
<td>The Court System</td>
<td>3</td>
</tr>
<tr>
<td>CJ333</td>
<td>Multicultural Issues in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ447 or CJ460</td>
<td>Critical Issues in Criminal Justice or CJ Research</td>
<td>3</td>
</tr>
<tr>
<td>CJ</td>
<td>Criminal Justice Elective</td>
<td>15</td>
</tr>
<tr>
<td>IN4-3</td>
<td>Internship Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PH201</td>
<td>Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PS214</td>
<td>Rights and Roles of Citizens</td>
<td>3</td>
</tr>
<tr>
<td>PY111</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SY113</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

*The Academy Basic Law Enforcement Course replaces 15 credit open electives

**The following courses meet requirements of both the Major and the General Education Core:
PH201 – meets General Education Humanities/Philosophy requirement
PS214 – meets General Education Liberal Arts Requirement
PY111 and SY113 meet General Education PY/SY requirements

RECOMMENDED ELECTIVES:
CJ212 Report Writing, Interview, and Interrogation
CJ240 Drugs, Addiction and Crime
CJ245 Domestic & Family Violence
CJ315 Restorative Justice
CJ325 Victimology
CJ331 Criminal Justice Administration and Organization
CJ332 Community Corrections
CJ334 Juvenile Crime & Justice
CJ335 The Law of Evidence
CJ336 Criminal Investigation Procedures
CJ345 Pre-Service Law Enforcement Course
CJ360 Fraud Investigations & White Collar Crime
CJ441 Community and Policing Partnerships
PS229 Terrorism: The New World Disorder
PS/HG/CJ/396 Homeland Security
PY231 Forensic Psychology
PY344 Psychology of Criminal Behavior
PY445 Psychology and the Law
PY498 The Psychology of Domestic Violence
SC345 Forensic Science: Death Investigations
SC348 Forensic Science: Evidence Evaluation
**BACHELOR OF SCIENCE IN CRIMINAL JUSTICE/PSYCHOLOGY DOUBLE MAJOR**

**TOTAL REQUIRED CREDITS:** 121

**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)

**REQUIRED MAJOR COURSES:** (93 Credits – 18 credits of which also meet General Education Requirements)*

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ121</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ122</td>
<td>Policing in America</td>
<td>3</td>
</tr>
<tr>
<td>CJ202</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJ223</td>
<td>Corrections</td>
<td>3</td>
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<tr>
<td>CJ230</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJ235</td>
<td>The Court System</td>
<td>3</td>
</tr>
<tr>
<td>CJ333</td>
<td>Multicultural Issues in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ447 or CJ460</td>
<td>Critical Issues in Criminal Justice or CJ Research</td>
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<tr>
<td>CJ</td>
<td>Criminal Justice Elective</td>
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<td>Internship Seminar</td>
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<td>MS3</td>
<td>MS296 Statistics for Social Science/MS301 Statistics</td>
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<tr>
<td>PH201</td>
<td>Philosophy</td>
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<td>PS214</td>
<td>Rights and Roles of Citizens</td>
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<td>PY111</td>
<td>General Psychology</td>
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<tr>
<td>PY225</td>
<td>Developmental Psychology</td>
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<tr>
<td>PY226</td>
<td>Experimental Design, Analysis and Communication</td>
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<tr>
<td>PY321</td>
<td>Advanced Experimental Design and Analysis</td>
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<td>PY332</td>
<td>Personality</td>
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<td>PY338</td>
<td>Abnormal Psychology</td>
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<td>PY422</td>
<td>Physiological Psychology</td>
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<td>PY Elective</td>
<td>Psychology Elective</td>
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<tr>
<td>SC321</td>
<td>Anatomy and Physiology</td>
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<tr>
<td>SY113</td>
<td>Principles of Sociology</td>
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</table>

*The following courses meet requirements of both the Major and the General Education Core:

PH201 – meets General Education Humanities/Philosophy requirement
PS214 – meets General Education Liberal Arts Requirement
PY111 and SY113 meet General Education PY/SY requirements
SC321 – meets General Education Science Requirement
BACHELOR OF SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: (46 Credits)

ELECTIVES: (6 Credits)

REQUIRED MAJOR COURSES: (87 Credits – 18 credits of which also meet General Education)***

<table>
<thead>
<tr>
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<th>Course name</th>
<th>Credits</th>
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</thead>
<tbody>
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<td>Introduction to Criminal Justice</td>
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<tr>
<td>CJ122</td>
<td>Policing in America</td>
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<td>CJ202</td>
<td>Criminal Law</td>
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<td>CJ204</td>
<td>Criminal Procedure</td>
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<td>CJ223</td>
<td>The Corrections System</td>
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<td>CJ230</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJ235</td>
<td>The Court System</td>
<td>3</td>
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<td>CJ331</td>
<td>Criminal Justice Administration</td>
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<tr>
<td>CJ333</td>
<td>Multicultural Issues in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ447 or CJ460</td>
<td>Critical Issues in Criminal Justice or CJ Research</td>
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<td>CI</td>
<td>Criminal Justice Elective</td>
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<tr>
<td>CO213</td>
<td>Business Communications</td>
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<tr>
<td>FN125</td>
<td>Personal Finance</td>
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<td>MG</td>
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<td>MG325</td>
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<td>MG434</td>
<td>Leadership</td>
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<td>MG443</td>
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<td>MK116</td>
<td>Principles of Marketing</td>
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<td>PS214</td>
<td>Rights and Roles of Citizens</td>
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<td>SY113</td>
<td>Principles of Sociology</td>
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***The following courses meet requirements of both the Major and the General Education Core:
FN125 - meets the General Education GE Requirement
PH201 – meets General Education Humanities/Philosophy requirement
PS214 – meets General Education History Requirement
PY111 and SY113 meet General Education Psychology/Sociology requirements

RECOMMENDED ELECTIVES:
CJ345 Academy Pre-Service Law Enforcement Course (3 credits)
CJ441 Community and Policing Partnerships
PY326 Marriage and Family
PY332 Social Psychology
PY338 Abnormal Psychology
SC216 Anthropology
PROGRAMS OF STUDY IN EDUCATION

Bachelor of Science in Early Childhood Education
Bachelor of Science in Childcare Management
Bachelor of Science in Secondary Education - English
Bachelor of Science in Secondary Education - Social Studies
Bachelor of Science in Secondary Education – Life Science
Bachelor of Science in Secondary Education - Mathematics
Bachelor of Science in Elementary Education

The mission of the education program at Thomas College is to prepare students to become compassionate and excellent teachers committed to reflective practice and dedicated to working collaboratively with children, families, and communities.

The Bachelor of Science in Early Childhood Education Program is designed to fulfill the state of Maine endorsement requirements in Early Childhood Teaching Endorsements 081 (Birth to 5 Years) and/or 029 (Early Elementary K-3) and is certified by the State of Maine. Students in this program who wish to be certified must complete the appropriate Praxis I and II exams as well as student teaching. There is a non-certification track in this program where students may pursue an internship rather than student teaching.

The Bachelor of Science in Childcare Management Program is designed to prepare students for a professional career as a director in early child care setting and/or owner of a private childcare business.

The program in Early Childhood Education focuses on a combination of two types of classes — arts and sciences classes and education classes. Arts and sciences courses in areas such as English, humanities, math, and science provide a solid foundation of knowledge which will help the student complete a bachelor’s degree. Education classes provide professional knowledge in methods of instruction, theories of learning and assessing, and state and federal policies. This program is designed to provide field experiences in local settings for students to apply theory to practice and to network with professionals in the field of early childhood education.

The Bachelor of Science in Secondary Education – English, Mathematics, Life Science and Social Studies programs are designed to prepare students to teach youth in grades 7–12. Along with a diverse liberal arts background and academic specialization, students become familiar with teaching methods, learning styles, working with a diverse population of students, curriculum design and evaluation. A network of outstanding partner schools help provide extensive experiences in the field. The program also recognizes the need for tomorrow’s teachers to understand and use technology as a learning tool. Areas of academic specialization for Secondary teachers at Thomas include English, mathematics and social studies.

The Secondary Education programs at Thomas are designed to fulfill the State of Maine endorsements for certification, English Endorsement 100S; Social Studies Endorsement 200S; but students should note that the program in Mathematics and Life Sciences is not currently certified by the state, and students will need to apply directly to the State of Maine Department of Education for possible certification. Throughout their program of study, students will document and demonstrate their
competency in meeting these standards and document their learning and professional growth through the development of a portfolio, which serves as a valuable self-marketing asset.

Upon completion of the Thomas College Secondary Education program, the student will be able to:

1. Understand how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Demonstrate understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
3. Demonstrate the ability to work with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
4. Demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
5. Demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
6. Show ability to use multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher’s on-going planning and instruction.
7. Demonstrate the ability to draw upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
8. Demonstrate the use of a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
9. Demonstrate the thinking process of reflective practitioners who use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.
10. Demonstrate collaborative skills and appropriate leadership roles and opportunities to take responsibility for children’s learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
11. Model and apply the National Educational Technology Standards for Students (NETS-S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.
The Bachelor of Science in Elementary Education Program prepares students to teach children from kindergarten through grade eight (Endorsement 020) and is certified by the State of Maine. In this program of study, students become familiar with teaching methods, learning styles, content material integration, curriculum design and evaluation. The program also recognizes the need for tomorrow’s elementary teachers to understand and use multimedia technology as a learning tool.

Graduates of this program must meet the ten Maine Teacher Certification Performance Standards identified in the Thomas College Elementary Education Handbook. Student lesson plans are linked to the State of Maine Learning Results.

Throughout their program of study, students will document and demonstrate their competency in meeting these standards through education methods courses and field work. Students will document and demonstrate their competency in meeting these standards and document their learning and professional growth through the development of a portfolio, which serves as a valuable self-marketing asset.

Upon completion of the Thomas College Elementary Education program, students will meet Maine’s Standards for Initial Certification of Teachers. The student will be able to:

1. Demonstrate knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
2. Demonstrate the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.
3. Demonstrate knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.
4. Plan instruction based upon knowledge of subject matter, students, and curriculum goals.
5. Understand and use a variety of instructional strategies and appropriate technologies.
6. Create and maintain a classroom environment which supports and encourages learning.
7. Demonstrate the ability to support students’ learning and well-being by engaging students, home, school, colleagues, and community.
8. Understand and use a variety of formal and informal assessment strategies to evaluate and support the development of the learner.
9. Demonstrate an awareness of and commitment to ethical and legal responsibilities of a teacher.
10. Demonstrate a strong professional ethic and a desire to contribute to the education profession.

Thomas College’s traditional and accelerated master’s degree programs offer further opportunities for professional advancement. Please refer to the section entitled, “Programs of Study Graduate,” that appears later in this Catalog.
BACHELOR OF SCIENCE IN 
EARLY CHILDHOOD EDUCATION

TOTAL REQUIRED CREDITS: 123

REQUIRED GENERAL EDUCATION COURSES: (42 Credits)

ELECTIVES: (3 Credits)

REQUIRED MAJOR COURSES: (100 Credits – 21 of which also meet General Education Requirements)*

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<thead>
<tr>
<th>Course designation</th>
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<td>CS190*</td>
<td>Introduction to Educational Game Design</td>
<td>3</td>
</tr>
<tr>
<td>ED122*</td>
<td>Foundations of Education</td>
<td>3</td>
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<tr>
<td>ED124</td>
<td>Teaching Process and Curriculum Design</td>
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</tr>
<tr>
<td>ED130</td>
<td>The Teaching Profession</td>
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<tr>
<td>ED210</td>
<td>STEAM Curriculum and Instruction</td>
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<tr>
<td>ED215</td>
<td>Children's Literature</td>
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<td>ED232</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED322</td>
<td>Teaching Students with Exceptional Needs in the Reg. Class</td>
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</tr>
<tr>
<td>ED323</td>
<td>Teaching Early Childhood Students with Exceptional Needs</td>
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</tr>
<tr>
<td>ED324</td>
<td>Infant/Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>ED327</td>
<td>Science for the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>ED334</td>
<td>Language Development/Early Literacy</td>
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</tr>
<tr>
<td>ED335</td>
<td>Numeracy for the Young Child</td>
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</tr>
<tr>
<td>ED336</td>
<td>Social Studies for the Young Child</td>
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<tr>
<td>ED338</td>
<td>Advanced Field Experience</td>
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<tr>
<td>ED346</td>
<td>Special Topics</td>
<td>12</td>
</tr>
<tr>
<td>ED447</td>
<td>Student Teaching/Internship</td>
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<tr>
<td>ED448</td>
<td>Senior Seminar</td>
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<tr>
<td>EH*</td>
<td>Literature Elective</td>
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<td>HG/PS</td>
<td>History/Government or Political Science Elective</td>
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<td>LA135</td>
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<td>LIB</td>
<td>Liberal Arts Electives</td>
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<tr>
<td>MS</td>
<td>Math Elective</td>
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<tr>
<td>PY111*</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>PY336*</td>
<td>Child Psychology</td>
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<tr>
<td>SC**</td>
<td>Science Elective</td>
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</table>

*The following specified courses meet requirements of both the Major and the General Education Core:
CS190 – meets General Education Computer requirement
PY111 & PY336 – meet General Education Psychology/Sociology requirements
MS – meets General Education Math Elective requirement
EH – meets General Education Literature requirement
ED122 - meets General Education requirement
ED130- meets General Education First Year Experience

**Education majors pursuing certification are encouraged to choose from the following science courses:
SC125 Explorations in Science
SC201 Environmentalism: Philosophy, Ethics, and History
SC204 Ecology
SC210 Science & Technology in Society
SC215 Cellular Biology
SC219 Environmental Science
SC227 Contemporary Issues in Biology
SC321 Anatomy and Physiology
SC223 Environmental Issues
SC330 Physics
## BACHELOR OF SCIENCE IN CHILDCARE MANAGEMENT

**TOTAL REQUIRED CREDITS:** 121

**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)

**BUSINESS CORE COURSES:** (36 Credits)

**REQUIRED MAJOR COURSES:** (63 Credits – 24 credits of which also meet General Education Requirements)*

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<td>CS190*</td>
<td>Introduction to Educational Game Design</td>
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<tr>
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<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>ED324</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>ED338</td>
<td>Advanced Field Experience: Early Childhood</td>
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<tr>
<td>ED346</td>
<td>Special Topics: Brain Development in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ED347</td>
<td>Special Topics: Family, Culture and Community</td>
<td>3</td>
</tr>
<tr>
<td>ED349</td>
<td>Special Topics: Observation, Curriculum and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED350</td>
<td>Childcare Management: Advocacy and Ethics</td>
<td>3</td>
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<tr>
<td>ED450</td>
<td>Childcare Management: Licensure and Policy</td>
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<td>ED447</td>
<td>Senior Early Childhood Internship</td>
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<td>ED448</td>
<td>Senior Seminar: Early Childhood</td>
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<td>MG347*</td>
<td>Entrepreneurship</td>
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<td>MG351*</td>
<td>Management Information Systems</td>
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<td>MK325*</td>
<td>Advertising and Promotion</td>
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<tr>
<td>MS206*</td>
<td>Math for Management &amp; Economics</td>
<td>3</td>
</tr>
<tr>
<td>PY111*</td>
<td>General Psychology</td>
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<td>PY336*</td>
<td>Child Psychology</td>
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<tr>
<td>SY125*</td>
<td>Experiencing Diversity</td>
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*The following specified courses meet requirements of the Major and the General Education Core:

- CS190 – meets General Education Computer Science requirement
- MG347 – meets the Business Core requirements
- MG351 – meets the Business Core requirements
- MG325 – meets the Business Core requirements
- MS206 - meets General Education Math requirement
- PY111 & PY336 – meet General Education Psychology/Sociology requirements
- SY125- meets General Education liberal arts requirement

Education majors pursuing certification are encouraged to choose from the following science courses:

- SC125 Explorations in Science
- SC201 Environmentalism: Philosophy, Ethics, and History
- SC204 Ecology
- SC210 Science & Technology in Society
- SC215 Cellular Biology
- SC219 Environmental Science
- SC227 Contemporary Issues in Biology
- SC321 Anatomy and Physiology
- SC223 Environmental Issues
- SC330 Physics
# BACHELOR OF SCIENCE IN SECONDARY EDUCATION - ENGLISH

**TOTAL REQUIRED CREDITS:** 124

**REQUIRED GENERAL EDUCATION COURSES:** (45 Credits)

**ELECTIVES:** (6 Credits)

**REQUIRED MAJOR COURSES:** (82 Credits – 15 of which also meet General Education Requirements)*

<table>
<thead>
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<tr>
<td>ED125</td>
<td>Experiencing Diversity</td>
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</tr>
<tr>
<td>ED130*</td>
<td>The Teaching Profession</td>
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<tr>
<td>ED210</td>
<td>STEAM Curriculum and Instruction</td>
<td>3</td>
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<tr>
<td>ED232</td>
<td>Educational Psychology</td>
<td>3</td>
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<tr>
<td>ED245</td>
<td>Computers Across the Curriculum</td>
<td>3</td>
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<tr>
<td>ED310</td>
<td>Teaching at the Secondary Level</td>
<td>3</td>
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<tr>
<td>ED322</td>
<td>Teaching Students with Exceptional Needs in a Regular Class.</td>
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<td>ED338</td>
<td>Advanced Field Experience</td>
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<tr>
<td>ED446</td>
<td>Student Teaching for Secondary Education</td>
<td>12</td>
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<tr>
<td>ED448</td>
<td>Senior Seminar</td>
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<tr>
<td>EH</td>
<td>Literature Elective</td>
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<tr>
<td>EH129</td>
<td>Grammar and Usage</td>
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<tr>
<td>EH200*</td>
<td>Writing Elective</td>
<td>3</td>
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<tr>
<td>EH221*</td>
<td>Introduction to Literature</td>
<td>3</td>
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<tr>
<td>EH332</td>
<td>Shakespeare and His Age</td>
<td>3</td>
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<tr>
<td>EH333</td>
<td>Classics of Modern British Literature</td>
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<td>EH336</td>
<td>American Romanticism and Realism</td>
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<td>EH337</td>
<td>Modern American Literature</td>
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<tr>
<td>PY111*</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>PY335*</td>
<td>Adolescent Psychology</td>
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<td>LA135</td>
<td>Explorations in STEAM</td>
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<tr>
<td>SC**</td>
<td>Science Elective</td>
<td>3</td>
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</table>

*The following specified courses meet requirements of both the Major and the General Education Core:
CS190 – meets General Education Computer requirement
PY111 & PY335 – meet General Education Psychology/Sociology requirements
EH221 – meets General Education Literature requirements
ED122 - meets General Education requirement
ED130 – meets General Education First Year Experience requirement

**SC – meets General Education Science requirements, Education majors pursuing certification are encouraged to choose from the following science courses:**

SC125 Explorations in Science
SC201 Environmentalism: Philosophy, Ethics, and History
SC204 Ecology
SC210 Science & Technology in Society
SC215 Cellular Biology
SC219 Environmental Science
SC227 Contemporary Issues in Biology
SC321 Anatomy and Physiology
SC223 Environmental Issues
SC330 Physics
BACHELOR OF SCIENCE IN SECONDARY EDUCATION – LIFE SCIENCE

TOTAL REQUIRED CREDITS: 120
REQUIRED GENERAL EDUCATION COURSES: (45 credits)
ELECTIVES: (6 credits)
REQUIRED MAJOR COURSES: 90 credits (21 meeting general education)

<table>
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<td>ED124</td>
<td>Teaching Process and Curriculum Design</td>
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</tr>
<tr>
<td>ED125</td>
<td>Experiencing Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ED130</td>
<td>The Teaching Profession</td>
<td>3</td>
</tr>
<tr>
<td>ED210</td>
<td>STEAM Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ED232</td>
<td>Educational Psychology</td>
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<tr>
<td>ED245</td>
<td>Computers Across the Curriculum</td>
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<tr>
<td>ED310</td>
<td>Teaching at the Secondary Level</td>
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</tr>
<tr>
<td>ED312</td>
<td>Literacy Across the Curriculum</td>
<td>3</td>
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<tr>
<td>ED322</td>
<td>Teaching Students with Exceptional Needs in a Regular Class.</td>
<td>3</td>
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<tr>
<td>ED338</td>
<td>Advanced Field Experience</td>
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<tr>
<td>ED446</td>
<td>Student Teaching for Secondary Education</td>
<td>12</td>
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<tr>
<td>ED448</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EH221**</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>LA135</td>
<td>Explorations in STEAM</td>
<td>3</td>
</tr>
<tr>
<td>MS120**</td>
<td>Foundations of Quantitative Analysis</td>
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<tr>
<td>PY111**</td>
<td>General Psychology</td>
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<td>PY335**</td>
<td>Adolescent Psychology</td>
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<td>SC321**</td>
<td>Anatomy and Physiology</td>
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<td>SC</td>
<td>Life Science Electives (4 courses)*</td>
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<td>SC215</td>
<td>Cellular Biology</td>
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<td>SC204</td>
<td>Ecology</td>
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<td>SC227</td>
<td>Contemporary Issues in Biology</td>
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<tr>
<td>SC219</td>
<td>Environmental Science</td>
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*Life Science Electives Include: SC201 Environmentalism, SC216 Anthropology (note that the Maine Department of Education does not recognize this course as a Science course), SC 223 Environmental Issues, SC225 Climate Science, SC350 Fish and Wildlife Science, SC397 Toward a Sustainable Society. Students may also elect to take Life Science electives at another institution.

**The following specified courses meet the requirements of both the Major and the General Education Core:
- CS190 – meets General Education Computer requirement
- EH221 – meets General Education Literature requirement
- PY111 & PY335 – meets General Education PY/SY requirement
- ED122 – meets General Education requirement
- ED130 – meets General Education First Year Experience requirement
- SC321 – meets General Education science requirement
BACHELOR OF SCIENCE IN SECONDARY EDUCATION - MATHEMATICS

TOTAL REQUIRED CREDITS: 120

REQUIRED GENERAL EDUCATION COURSES: (45 Credits)

ELECTIVES: (12 Credits)

REQUIRED MAJOR COURSES: (87 Credits – 24 of which also meet General Education Requirements)*

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<td>EH221*</td>
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<td>Explorations in STEAM</td>
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<td>MS120*</td>
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<td>MS197*</td>
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<td>MS205*</td>
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<td>MS223</td>
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<td>MS231</td>
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<td>Calculus II</td>
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<td>MS240</td>
<td>Discrete Mathematics</td>
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<td>MS301</td>
<td>Statistical Inference and Decision Making</td>
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</tr>
<tr>
<td>PY111*</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY335*</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

*The following specified courses meet requirements of both the Major and the General Education Core:
CS190 – meets General Education Computer requirement
EH221 – meets General Education Literature requirements
PY111 & PY335- meets General Education PY/SY requirement
MS197- meets General Education math requirement
MS205- meets General Education Liberal Arts elective requirement
ED122- meets General Education requirement
ED130 – meets General Education First Year Experience requirement

Education majors pursuing certification are encouraged to choose from the following science courses:
SC125 Explorations in Science
SC201 Environmentalism: Philosophy, Ethics, and History
SC204 Ecology
SC210 Science & Technology in Society
SC215 Cellular Biology
SC219 Environmental Science
SC227 Contemporary Issues in Biology
SC321 Anatomy and Physiology
SC223 Environmental Issues
SC330 Physics
# BACHELOR OF SCIENCE IN SECONDARY EDUCATION - SOCIAL STUDIES

**TOTAL REQUIRED CREDITS:** 120

**REQUIRED GENERAL EDUCATION COURSES:** (45 Credits)

**ELECTIVES:** (6 Credits)

**REQUIRED MAJOR COURSES:** (84 Credits – 18 of which also meet General Education Requirements)*

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS190*</td>
<td>Introduction to Educational Game Design</td>
<td>3</td>
</tr>
<tr>
<td>EC212</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ED122</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED124</td>
<td>Teaching Process and Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>ED125</td>
<td>Experiencing Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ED130</td>
<td>The Teaching Profession</td>
<td>3</td>
</tr>
<tr>
<td>ED210</td>
<td>STEAM Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ED232</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED245</td>
<td>Computers Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED310</td>
<td>Teaching at the Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>ED312</td>
<td>Literacy Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED322</td>
<td>Teaching Students with Exceptional Needs in a Regular Class.</td>
<td>3</td>
</tr>
<tr>
<td>ED338</td>
<td>Advanced Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>ED446</td>
<td>Student Teaching for Secondary Education</td>
<td>12</td>
</tr>
<tr>
<td>ED448</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EH</td>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>HG212</td>
<td>Modern Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HG221</td>
<td>United States History to the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>HG222</td>
<td>United States History Since the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>HG227</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>MS</td>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>PS213</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>PS214</td>
<td>Rights and Roles of Citizens</td>
<td>3</td>
</tr>
<tr>
<td>PY111</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY335</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>LA135</td>
<td>Explorations in STEAM</td>
<td>3</td>
</tr>
<tr>
<td>SY201</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

*The following specified courses meet requirements of both the Major and the General Education Core:

- CS190 – meets General Education Computer requirement
- PY111 & PY335 – meet General Education Psychology/Sociology requirements
- MS – meets General Education Math Elective requirement
- EH – meets General Education Literature requirements
- EC212 - meets General Education Liberal Arts Elective requirement
- ED130 – meets General Education First Year Experience requirement

Education majors pursuing certification are encouraged to choose from the following science courses:

- SC125 Explorations in Science
- SC201 Environmentalism: Philosophy, Ethics, and History
- SC204 Ecology
- SC210 Science & Technology in Society
- SC215 Cellular Biology
- SC219 Environmental Science
- SC227 Contemporary Issues in Biology
- SC321 Anatomy and Physiology
- SC223 Environmental Issues
- SC330 Physics
# BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

**TOTAL REQUIRED CREDITS:** 120

**REQUIRED GENERAL EDUCATION COURSES:** (42 Credits)

**ELECTIVES:** (9 Credits)

**REQUIRED MAJOR COURSES:** (93 Credits – 24 of which also meet General Education Requirements)*

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CS190*</td>
<td>Introduction to Educational Game Design</td>
<td>3</td>
</tr>
<tr>
<td>ED122*</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED124</td>
<td>Teaching Process and Curriculum Design</td>
<td>3</td>
</tr>
<tr>
<td>ED130*</td>
<td>The Teaching Profession</td>
<td>3</td>
</tr>
<tr>
<td>ED210</td>
<td>STEAM Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ED215</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>ED232</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED245</td>
<td>Computers Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED315</td>
<td>Teaching Reading in the Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>ED316</td>
<td>Teaching Reading in Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>ED317</td>
<td>Methods of Teaching Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>ED320</td>
<td>Methods of Teaching Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ED322</td>
<td>Teaching Students w/ Exceptional Needs in Regular Class</td>
<td>3</td>
</tr>
<tr>
<td>ED325</td>
<td>Methods of Teaching Science</td>
<td>3</td>
</tr>
<tr>
<td>ED326</td>
<td>Methods of Teaching Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>ED338</td>
<td>Advanced Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>ED445</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
<tr>
<td>ED448</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EH221*</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>HG/PS</td>
<td>History/Government or Political Science Elective</td>
<td>6</td>
</tr>
<tr>
<td>LA135</td>
<td>Explorations in STEAM</td>
<td>3</td>
</tr>
<tr>
<td>LIB</td>
<td>Liberal Arts Electives</td>
<td>3</td>
</tr>
<tr>
<td>MS*</td>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>PY111*</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY225/336*</td>
<td>Development Psychology or Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SC**</td>
<td>Science Elective</td>
<td>6</td>
</tr>
</tbody>
</table>

*The following specified courses meet requirements of both the Major and the General Education Core:

CS190 – meets General Education Computer requirement

PY111 & PY336 – meet General Education Psychology/Sociology requirements

MS – meets General Education Math Elective requirement

EH221 – meets General Education Literature requirements

ED122- meets General Education requirement

ED130 – meets General Education First Year Experience requirement

** SC – meets General Education Science requirements, Education majors pursuing certification are encouraged to choose from the following science courses:

SC125 Explorations in Science

SC201 Environmentalism: Philosophy, Ethics, and History

SC204 Ecology

SC210 Science & Technology in Society

SC215 Cellular Biology

SC219 Environmental Science

SC227 Contemporary Issues in Biology

SC321 Anatomy and Physiology

SC223 Environmental Issues

SC330 Physics
PROGRAM OF STUDY IN ENGLISH

Bachelor of Arts in English

The program in English is designed to provide students with a broad introduction to literature and writing. Students in the program will enroll in courses designed to introduce them to literary form and period; literary theory and criticism; classic and emerging authors; and analytical, expository, and creative writing. The contexts of race, ethnicity, class, and gender will be emphasized to increase student awareness and understanding. Students will participate in literature and writing courses that will allow them to develop and apply effective skills in literary analysis, research, and oral and written communication. Writing is integral to every course in the English program, and students will engage in critical and creative writing projects of varying lengths.

A major seminar will provide students a rigorous capstone experience that emphasizes critical reading, research, literary theory and criticism, oral presentations, and publishable-quality writing, preparing students for graduate study.

Internships could be available to students to allow them to focus their abilities and talents and to gain hands-on experience. Majors may pursue internships with newspapers, literary journals, publishing companies, public relations offices, non-profit organizations, and community theaters.

Students pursuing a double major in Elementary Education and English fulfill internship requirements by student teaching.

Upon completion of the English program at Thomas College, students will be able to:
1. Read critically, evaluating literary works based on evidence in texts and recognizing the potential for misunderstanding that can arise from conflict with personal values and from assumptions about reality and experience.
2. Marshal evidence from texts to articulate understanding, interpretation, appreciation, and evaluation of literary works.
3. Identify concepts and conventions of literary form and language (such as characterization, figurative language, plot, tone, symbolism, motif, setting, and point of view) and apply these to specific texts.
4. Identify recurrent themes in literature, recognizing literature as an art that expresses the diversity and universality of human experience.
5. Demonstrate familiarity with major authors of the literary canon, as well as emerging literary voices.
6. Understand how knowledge of culture, history, science, psychology, philosophy, literary periods, biography, and the fine arts can enhance appreciation of a literary work.
7. Research literary works and authors, and incorporate research into oral and written discussions of literature.
8. Apply knowledge of literary theory and criticism to their own work.
9. Demonstrate mastery of expository prose, including the ability to use a variety of rhetorical techniques.
10. Develop a portfolio of their own exemplary writing (diverse in content, style, and purpose).
11. Prepare for career opportunities and/or graduate studies.
12. Use their knowledge and skills to enhance their personal lives and contribute to their communities.

Students who complete the English program will be prepared for career opportunities or graduate study in journalism, publishing, public relations, business, education, and law.

Thomas College’s traditional and accelerated master’s degree programs offer further opportunities for professional advancement. Please refer to the section entitled, “Programs of Study Graduate,” that appears later in this Catalog.

**BACHELOR OF ARTS IN ENGLISH**

**TOTAL REQUIRED CREDITS:** 121

**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)

**ELECTIVES:** (24 credits)

**LIBERAL ARTS ELECTIVES:** (21 credits – 3 of which also meet General Education Requirements) *

**REQUIRED MAJOR COURSES:** (36 credits- 3 of which also meet General Education Requirements) *

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EH</td>
<td>Literature Electives</td>
<td>18</td>
</tr>
<tr>
<td>EH1</td>
<td>Period-Genre Electives</td>
<td>9</td>
</tr>
<tr>
<td>EH200</td>
<td>Writing Elective</td>
<td>3</td>
</tr>
<tr>
<td>EH221</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>EH350</td>
<td>Junior/Senior Seminar: Special Topics in Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may select from one of the following courses: EH250/CO250 Journalism, EH243 Exploring Fiction and Creative Nonfiction, EH330 Life Writing, EH340: Creative Writing, EH347 Advanced Expository Writing and Editing
PROGRAM OF STUDY IN INTERDISCIPLINARY STUDIES

Bachelor of Arts in Interdisciplinary Studies

The Bachelor of Arts in Interdisciplinary Studies is ideally for the highly motivated student who is interested in combining different areas of study into a unique program of study not possible in structured majors. The IDS program allows students to develop an interdisciplinary program that best meets their career interests (Option A).

Under Option B, a student may propose to develop a unique interdisciplinary name for their program typically developed from the current menu of majors, minors, or concentrations within the School of Arts and Sciences and School of Education (excepting those courses that require the pre-requisite completion of Praxis I and/or are restricted to Education majors only). This option is ideal for the student who is interested in being empowered to address complex interdisciplinary issues as citizens of their community, nation, and planet. You have direct ownership over your education by developing a program unique in its content and career goals.

The option of naming your own major is the opportunity to make yourself uniquely marketable for your career goals, combining in-depth study in different academic disciplines in ways not possible in structured majors. For example, a major titled ‘Cultural Diversity Education’, an entirely unique major to set a student up for a career interest working internationally with students in a variety of educational settings. Other potential examples might be ‘Political Journalism’ for students wanting to be political reporters, or ‘Diversity Psychology’ for a future inner-city counselor.

Students are encouraged to consider adding a minor from the School of Business to complement the IDS major in either option A or option B. Combining an IDS major with a business minor such as marketing or management could be an especially powerful combination for career flexibility.

Students in this major will meet the requirements of the general education program for English, math, humanities and science as they would at Thomas or any other college, but beyond these requirements, there is only one required course – the ‘Seminar in Interdisciplinary Studies’ typically taken in the junior year. The rest of your program is up to you and your advisor. Most students will also do an interdisciplinary senior thesis or other capstone project.

For Option B, the career intent for a self-designed IDS major should be clearly articulated by the student in a one-page proposal to the Chair of the School of Arts and Sciences that includes interdisciplinary career objectives. The Chair will identify an ad hoc committee consisting of at least two faculty members to work with the student to develop a program of study that meets the approval of the Chair and the ad hoc committee. The program sheet for each self-designed IDS major will be submitted to the Provost for final approval. Names (concentrations) of IDS majors will be recorded on student transcripts and diplomas.

This major prepares students for any number of careers, limited only by the creativity of the individual programs and the self-designed major name, if selected. After completion of the Interdisciplinary Studies major at Thomas College, students will:

1) Have a firm grasp of the interdisciplinary nature of future careers as well as the knowledge and the flexibility needed to succeed;
2) Develop as a self-starter for future career opportunities that you may indeed initiate yourself;
3) Be able to write succinctly and clearly because ability to write is the most fundamental career skill;
4) Develop the skills to differentiate facts from conjecture and opinion in this increasingly ‘fake news’ society;
5) Demonstrate skill in research, problem-solving, and critical thinking as part of a career or to evaluate a career opportunity;
6) Understand how important the contributions of disciplines as diverse as technology, science, and humanities are to a functional society and to their lives;
7) Be versed as a future leader for their jobs, families, and communities;
8) Be prepared for either career opportunities or graduate school.

**BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES**

**TOTAL REQUIRED CREDITS:** 121

**REQUIRED GENERAL EDUCATION COURSES:** (46 credits)

**ELECTIVES:** 21-48 elective credits, depending on design

**REQUIRED MAJOR COURSES:** 27 to 51 credits, depending on option

**Option A: 27 major credits/48 electives**

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID350</td>
<td>Interdisciplinary Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Major Electives (Arts and Sciences) 300 level or above;</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>3-12 elective credits should include some form of experiential learning (e.g., internship, study abroad, capstone thesis or service learning project).</td>
<td></td>
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</tbody>
</table>

**Option B: 51 major credits in two focus areas/24 electives**

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID350</td>
<td>Interdisciplinary Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Major Electives Focus Discipline 1 (Arts and Sciences) 300 level or above</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Major Electives Focus Discipline 2 (Arts and Sciences or Education)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>3-12 elective credits should include some form of experiential learning (e.g., internship, study abroad, capstone thesis or service learning project).</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM OF STUDY IN FINANCE

Bachelor of Science in Finance

The Bachelor of Science in Finance major presents the analytical and managerial skills that will help prepare you for a career in the financial world. Businesses large and small are in need of qualified management personnel who can combine expertise in financial strategy with economic decision-making abilities. This program helps graduates prepare for positions in banking, insurance, stock brokerage, financial analysis, economic development, and financial services.

Financial Management Program Mission and Objectives

The mission of the program in Finance is to provide students with a challenging, career-oriented undergraduate education and the essential knowledge and skills to be successful in finance careers and/or to pursue graduate studies.

The Finance program is dedicated to the development of the core competencies identified by Thomas College: communication, leadership and service, critical thinking, analytical reasoning and problem solving, community and interpersonal relations. Professional courses, combined with a foundation in the liberal arts, will enable our students to become ethical leaders, lifelong learners, and responsible citizens. Upon meeting all business and major requirements including the completion of an internship and other Guaranteed Job Program requirements, students are guaranteed a position in their field of study.

Upon completion of the Finance program at Thomas College, students will be able to:

1. Analyze financial statements, utilize financial and managerial accounting skills, and write a cogent financial report.
2. Use information technology to compile, summarize, and present financial information to assist in making financial or investment decisions.
3. Recognize and interpret major domestic and international economic trends and microeconomic issues, with special emphasis on interpreting the impact of federal fiscal and monetary policy on finance and investment decisions.
4. Apply the principles of capital budgeting, including estimating the cost of capital with a primary focus on publicly traded companies.
5. Design and conduct economic and financial research and present findings through written, oral, and visual mediums.

Thomas College’s traditional and accelerated master’s degree programs offer further opportunities for professional advancement. Please refer to the section entitled, “Programs of Study Graduate,” that appears later in this Catalog.
BACHELOR OF SCIENCE IN FINANCE

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: (46 Credits)

BUSINESS CORE COURSES: (36 Credits - 3 credits of which also meet General Education Requirements) **

ELECTIVES: (15 Credits)

REQUIRED MAJOR COURSES: (31 Credits – 3 of which also meet General Education Requirements) *

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC221</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC338</td>
<td>Federal Personal Income Taxation - or Federal Partnership and Corp. Taxation</td>
<td>3</td>
</tr>
<tr>
<td>AC339</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BS</td>
<td>Business Elective*</td>
<td>3</td>
</tr>
<tr>
<td>EC331</td>
<td>International Trade and Investment</td>
<td>3</td>
</tr>
<tr>
<td>EC334</td>
<td>Money, Banking, and Financial Markets</td>
<td>3</td>
</tr>
<tr>
<td>FN231</td>
<td>Personal Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>FN325</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FN430</td>
<td>Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>FN1PE</td>
<td>Finance Proficiency Examination</td>
<td>1</td>
</tr>
<tr>
<td>MG338</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MS206</td>
<td>Math for Management and Economics**</td>
<td>3</td>
</tr>
</tbody>
</table>

*Select from the following: AC, EC, FN, IT, MG, MK, HT, SM

**The following course meets requirements of both the Major and the General Education Core:

MS206 - meets General Education Math Elective requirements

EC212 - meets the General Education requirements
PROGRAMS OF STUDY IN MANAGEMENT

Associate of Science in Business
Bachelor of Science in Management
Bachelor of Science in Entrepreneurship/Small Business Management
Bachelor of Science in International Business

Today’s globally competitive business environment demands managers and leaders who have the necessary skills to succeed in a constantly changing world. Thomas College offers a variety of programs in Management, each designed to help prepare the student for an exciting and challenging career. Through required courses, management students receive a broad orientation in the areas common to the management of any organization. Concentration courses allow the student to develop a more specialized focus in such fields. Through the use of electives, the Management program provides the student with the opportunity to complete the B.S. degree with a course of study tailored to individual interests.

Our two-year Associate in Science in Business major is designed to provide you with a foundation in general business principles.

If your dream is to one day own your own business or assume significant levels of responsibility in an existing small business, the Bachelor of Science in Entrepreneurship/Small Business Management major at Thomas College might be the right choice for you. You may already possess the personality traits and characteristics that are typical of the entrepreneur — dependability, creativity, flexibility, ingenuity, and determination. We can help you combine those important factors with study in areas such as management, accounting, marketing, finance, and information technology. The Entrepreneurship program is centered around the development of a business plan, which may be used to start a small business venture and secure financial backing.

The Bachelor of Science in Management major is designed to help prepare you to manage in a variety of organizations. From learning about personnel motivation to accounting and business finance, you will study classical and contemporary management theory and practices.

Management Program Mission
The mission of the Thomas College management program is to provide its students with the knowledge and skills necessary to successfully manage people and resources in various organizational settings. The concentrations and courses offered within the Management program are designed to enhance and support the development of leadership skills in our students in order to prepare them for dealing with global competition, a diverse workforce, and a constantly changing environment.

The Management program is dedicated to the development of the core competencies identified by Thomas College: communication, leadership and service, critical thinking, analytical reasoning and problem solving, community and interpersonal relations. Professional courses, combined with a foundation in the liberal arts, will enable our students to become ethical leaders, lifelong learners, and responsible citizens. Upon meeting all business and management major requirements, including
the completion of an internship, and other Guaranteed Job Program requirements, students are guaranteed a position in their field of study.

**Entrepreneurship Program Objectives**
Upon completion of the Entrepreneurship program at Thomas College, students will be able to:

1. Recognize and apply theoretical and practical management concepts in a small business setting
2. Demonstrate an understanding of the process of establishing a new small business, be it sole proprietorship, partnership, or corporation
3. Conduct research in business assistance and economic development incentive programs
4. Design a comprehensive business plan
5. Distinguish the special nature of ethical issues as they relate to entrepreneurial activity.

**International Business Program Objectives**
Upon completion of the International Business Program at Thomas College, students will be able to:

1. Demonstrate knowledge of the sensitive nature of adapting managerial and marketing practices to specific cultures.
2. Understand the complexities of international financial markets and the importance of exchange rates in international trade.
3. Conduct research on political systems and their impact on international trade, including country risk assessment.
4. Interpret the effects of central banking practices on competitive international markets.

**Management Program Objectives (Applies to all Management programs)**
Upon completion of the Management Program at Thomas College, students will be able to:

1. Apply strategic methodology to complex problems that mirror real-world situations.
2. Demonstrate comprehension of the contributions of major theorists in management and apply these theories.
3. Identify the role of information technology in a competitive environment and judge the value of the decision support systems in place.
4. Utilize a conceptual framework for ethical decision making that identifies alternative solutions.

Thomas College’s traditional and accelerated master’s degree programs offer further opportunities for professional advancement. Please refer to the section entitled, “Programs of Study Graduate,” that appears later in this Catalog.
ASSOCIATE OF SCIENCE IN BUSINESS

TOTAL REQUIRED CREDITS: 61

ELECTIVES: (3 Credits)

REQUIRED GENERAL EDUCATION COURSES: (25 Credits)

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EH111</td>
<td>Composition I</td>
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<tr>
<td>EH112</td>
<td>Composition II</td>
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</tr>
<tr>
<td>CO245</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>CS</td>
<td>Computer Elective</td>
<td>3</td>
</tr>
<tr>
<td>FY110</td>
<td>First Year Experience</td>
<td>1</td>
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<tr>
<td>HG/PS</td>
<td>History/Government or Political Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>HU/PH</td>
<td>Humanities/Philosophy Elective</td>
<td>3</td>
</tr>
<tr>
<td>MS</td>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>PY/SY</td>
<td>Psychology/Sociology Elective</td>
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BUSINESS CORE COURSES: (24 Credits)

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AC111 or AC220</td>
<td>Accounting I or Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC112 or AC221</td>
<td>Accounting II or Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CO213</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>EC212</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FN225</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>LS327</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>MG224</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>MK116</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED MAJOR COURSES: (9 Credits)

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG347</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MG</td>
<td>Management Elective*</td>
<td>6</td>
</tr>
</tbody>
</table>

*Select from the following:
Any EC, FN, HT, IT, MG, MK or SM Elective.
BACHELOR OF SCIENCE IN MANAGEMENT

TOTAL REQUIRED CREDITS: 122
REQUIRED GENERAL EDUCATION COURSES: (46 Credits)
BUSINESS CORE COURSES: (36 Credits - 3 credits of which also meet General Education Requirements)**
ELECTIVES: (15 Credits)
REQUIRED MAJOR COURSES: (31 Credits – 3 of which also meet General Education Requirements)**

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG239</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MG338</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MG351</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MG434</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MG443</td>
<td>Interpersonal Relations</td>
<td>3</td>
</tr>
<tr>
<td>MG449</td>
<td>Senior Seminar in Management</td>
<td>3</td>
</tr>
<tr>
<td>MG</td>
<td>Management Elective***</td>
<td>9</td>
</tr>
<tr>
<td>MS206</td>
<td>Math for Management and Economics</td>
<td>3</td>
</tr>
<tr>
<td>MG1PE</td>
<td>Management Proficiency Examination</td>
<td>1</td>
</tr>
</tbody>
</table>

* AC220 and AC221 replace AC111 and AC112 in the Business Core
**The following course meet requirements of both the Major and the General Education Core: MS206 – meets General Education Math Elective requirement
EC212 – meets the General Education requirement
***Select from the following: Any EC, FN, HT, IT, MG, MK or SM Elective.
BACHELOR OF SCIENCE IN ENTREPRENEURSHIP

TOTAL REQUIRED CREDITS: 122
REQUIRED GENERAL EDUCATION COURSES: (46 Credits)
BUSINESS CORE COURSES: (36 Credits - 3 credits of which also meet General Education Requirements)**
ELECTIVES: (12 Credits)
REQUIRED MAJOR COURSES: (34 Credits – 3 of which also meet General Education Requirements)**

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG338</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MG347</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MG351</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MG434</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MG443</td>
<td>Interpersonal Relations</td>
<td>3</td>
</tr>
<tr>
<td>MG449</td>
<td>Senior Seminar in Management</td>
<td>3</td>
</tr>
<tr>
<td>MK230</td>
<td>Sales and Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>MK325</td>
<td>Advertising and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>MK337</td>
<td>Internet Marketing/Marketing Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MK433</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MS206</td>
<td>Math for Management and Economics*</td>
<td>3</td>
</tr>
<tr>
<td>EN1PE</td>
<td>Small Business Management Proficiency Examination</td>
<td>1</td>
</tr>
</tbody>
</table>

* AC220 and AC221 replace AC111 and AC112 in the Business Core
**The following course meet requirements of both the Major and the General Education Core: MS206 – meets General Education Math Elective requirement
EC212 – meets the General Education requirement
# BACHELOR OF SCIENCE IN INTERNATIONAL BUSINESS

**TOTAL REQUIRED CREDITS:** 122

**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)

**BUSINESS CORE COURSES:** (36 Credits - 3 credits of which also meet General Education Requirements)**

**ELECTIVES:** (9 Credits)

**REQUIRED MAJOR COURSES:** (43 Credits –9 of which also meet General Education Requirements)**

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC331</td>
<td>International Trade &amp; Investment</td>
<td>3</td>
</tr>
<tr>
<td>EC334</td>
<td>Money, Banking, &amp; Financial Markets</td>
<td>3</td>
</tr>
<tr>
<td>HG227</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>MG239</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MG250</td>
<td>Principles of International Business</td>
<td>3</td>
</tr>
<tr>
<td>MG325</td>
<td>Diversity Management</td>
<td>3</td>
</tr>
<tr>
<td>MG337</td>
<td>Managing in the Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>MG434</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MG449</td>
<td>Senior Seminar in Management</td>
<td>3</td>
</tr>
<tr>
<td>MK337</td>
<td>Internet Marketing/Marketing Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MK370</td>
<td>Global Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MS206</td>
<td>Math for Management and Economics</td>
<td>3</td>
</tr>
<tr>
<td>PS216</td>
<td>Comparative Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>PS232</td>
<td>Current World Problems</td>
<td>3</td>
</tr>
<tr>
<td>IN1PE</td>
<td>International Business Proficiency Examination</td>
<td>1</td>
</tr>
</tbody>
</table>

*Business Core course MG445 – Business Management and Policy is not required
AC220 and AC221 replace AC111 and AC112 in the Business Core
**The following courses meet requirements of both the Major and the General Education Core: HG227 – meets General Education History/Government Elective
PS216 – meets General Education Liberal Arts Elective requirement
MS206 – meets General Education Math Elective requirement
EC212 – meets the General Education requirement
***Select from the following: Any EC, FN, HT, IT, MG, MK or SM Elective
BACHELOR OF SCIENCE
HUMAN RESOURCE MANAGEMENT

TOTAL REQUIRED CREDITS: 121
REQUIRED GENERAL EDUCATION COURSES: (42 Credits)
BUSINESS CORE COURSES: (36 Credits)
ELECTIVES: (15 Credits)
REQUIRED MAJOR COURSES: (30 Credits – 3 of which also meet General Education Requirements)*

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HR239</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HR330</td>
<td>Law of the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>HR336</td>
<td>Employer-Employee Relations</td>
<td>3</td>
</tr>
<tr>
<td>HR340</td>
<td>Employee Recruitment and Selection</td>
<td>3</td>
</tr>
<tr>
<td>HR342</td>
<td>Employee Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>HR443</td>
<td>Interpersonal Relations</td>
<td>3</td>
</tr>
<tr>
<td>HR449</td>
<td>Senior Seminar in Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MG351</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MS206</td>
<td>Math for Management and Economics*</td>
<td>3</td>
</tr>
<tr>
<td>MG</td>
<td>Management Elective</td>
<td>3</td>
</tr>
<tr>
<td>MG1PE</td>
<td>Management Proficiency Exam</td>
<td>3</td>
</tr>
</tbody>
</table>

*The following course meets requirements of both the Major and the General Education Core:
MS206 - meets General Education Math Elective requirement

The Thomas College Bachelor of Science in Human Resource Management degree program is fully aligned with the Society of Human Resource Management (SHRM) curriculum guides established in 2012. The curriculum taught in this program aligns with the recommended requirements for Human Resource education in preparing future professionals in this field. Thomas College was the first college in Maine to receive this recognition.
PROGRAM OF STUDY IN MARKETING

Bachelor of Science in Digital Marketing Management
Bachelor of Science in Marketing Management

Every business, whether it deals in goods or services, needs to find a way to reach potential customers. From conducting the research to find out what the customer needs to advertising and promoting the benefits of its products, the role of the marketing manager is to achieve this goal in the most efficient and cost-effective manner.

The Thomas College Bachelor of Science in Digital Marketing Management major prepares students for careers in a vibrant business environment through the development of marketing, communication, and digital skills that allow them to problem-solve, lead teams and communicate in an effective manner. Special emphasis is placed to applying their education in experiential projects designed to meet the students’ goals as well as the needs of employers, customers, and society.

Upon completion of the Digital Marketing Management program at Thomas College, students will be able to:
1. Apply the essential elements and theories of marketing to the Internet and other digital marketing channels
2. Explain core concepts of multi-channel marketing and digital marketing strategies
3. Demonstrate ability to work with current digital marketing tools, both quantitative and qualitative
4. Distinguish between the functions of various digital communication channels and select solutions appropriate to the needs of the organization and the end users
5. Construct a digital marketing strategy to achieve organizational goals

The Thomas College Bachelor of Science in Marketing Management major introduces students to such areas as advertising, marketing research and sales. The program helps students prepare for positions such as marketing analyst, sales person, advertising account executive, market researcher, and more.

Marketing Management Program Mission and Objectives

The mission of the Thomas College Marketing Program is to prepare students for marketing careers in a dynamic business environment by developing their problem-solving, decision-making, leadership, teamwork, communication, and technology skills. Special emphasis is placed on applying their knowledge of marketing to case studies, marketing research projects, internships, and client-based projects in the community. Thus, students will be able to achieve their goals and meet the needs and wants of employers, customers, and society.

The program is dedicated to the development of the core competencies identified by Thomas College: communication, leadership and service, critical thinking, analytical reasoning and problem solving, and community and interpersonal relations. Professional courses, combined with a foundation in the liberal arts, will enable our students to become ethical leaders, lifelong learners, and responsible citizens. Upon meeting all business and major requirements, and following the completion of an internship, students are guaranteed a position in their field of study.
Upon completion of the Marketing program at Thomas College, students will be able to:

1. Develop a new product utilizing the marketing mix
2. Develop an advertising and promotion campaign
3. Conduct a qualitative and quantitative research study
4. Conduct an analysis of a retail establishment
5. Prepare a marketing plan
6. Conduct an analysis of a service business and prepare a relevant marketing plan that is an outcome of the analysis.

Thomas College’s traditional and accelerated master’s degree programs offer further opportunities for professional advancement. Please refer to the section entitled, “Programs of Study Graduate,” that appears later in this Catalog.

**BACHELOR OF SCIENCE IN DIGITAL MARKETING MANAGEMENT**

**TOTAL REQUIRED CREDITS: 122**

**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)

**BUSINESS CORE COURSES:** (36 Credits – 3 of which also meet General Education Requirements)*

**ELECTIVES:** (12 Credits)

**REQUIRED MAJOR COURSES:** (36 Credits – 6 of which also meet General Education Requirements)*

<table>
<thead>
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<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CO111</td>
<td>Introductions to Communications</td>
<td>3</td>
</tr>
<tr>
<td>CO235 or EH347</td>
<td>Journalism or Advanced Writing &amp; Editing</td>
<td>3</td>
</tr>
<tr>
<td>CO335</td>
<td>Media Design Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CO410</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CS140</td>
<td>Web Design*</td>
<td>3</td>
</tr>
<tr>
<td>CS265</td>
<td>Mobile &amp; eBusiness Technologies</td>
<td>3</td>
</tr>
<tr>
<td>MK/CO440</td>
<td>Strategic Media Planning</td>
<td>3</td>
</tr>
<tr>
<td>MK445</td>
<td>Internet and Social Media Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK446</td>
<td>Marketing Management</td>
<td>3</td>
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<tr>
<td>MK</td>
<td>Marketing Electives**</td>
<td>9</td>
</tr>
<tr>
<td>MK1PE</td>
<td>Marketing Proficiency Examination</td>
<td>1</td>
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</tbody>
</table>

* AC220 & AC221 are required in place of AC111 & AC112  
* The following course meet requirements of both the Major and the General Education Core:  
  EC212 – meets the General Education requirement  
  CS140- meets the Computer Science requirement  
**Recommended Marketing Electives; MK227, MK240/CO240, MK441**
BACHELOR OF SCIENCE IN MARKETING MANAGEMENT

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: (46 Credits)

BUSINESS CORE COURSES: (36 Credits – 3 of which also meet General Education Requirements)*

ELECTIVES: (12 Credits)

REQUIRED MAJOR COURSES: (27 Credits – 3 of which also meet General Education Requirements)*

<table>
<thead>
<tr>
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<th>Course name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MK227</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MK325</td>
<td>Advertising and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>MK329</td>
<td>Business-to-Business Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK332</td>
<td>Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>MK338</td>
<td>Services Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MK443</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MK446</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MK</td>
<td>Marketing Electives**</td>
<td>9</td>
</tr>
<tr>
<td>MS206</td>
<td>Math for Management and Economics*</td>
<td>3</td>
</tr>
<tr>
<td>MK1PE</td>
<td>Marketing Proficiency Examination</td>
<td>1</td>
</tr>
</tbody>
</table>

* AC220 & AC221 are required in place of AC111 & AC112

*The following course meet requirements of both the Major and the General Education Core:
MS206 – meets Math Elective requirement
EC212 – meets the General Education requirement

**Recommended Marketing Electives: MK230, MK240, MK331, MK337/CO337, MK370, MK441, CS140, CS350, MG390
PROGRAMS OF STUDY IN
POLITICAL SCIENCE

Bachelor of Arts in Political Science
Bachelor of Arts in Political Science - Policy Studies Concentration
Bachelor of Arts in Political Science - Security Studies Concentration
Bachelor of Arts in Political Science - Public Administration

The Bachelor of Arts in Political Science Program at Thomas College affords students the opportunity to pursue studies of political systems. Political Science is a vital and adaptable field of study which prepares students for a wide variety of careers, including those in government, law, non-profit organizations, journalism, research, teaching, and work at the public-private interface. Students graduating with a degree in Political Science have a broad knowledge of political phenomena and are characterized by their excellent skills in research, analysis and communication. Political Science requires the development of strong critical thinking skills because a fundamental principle of the discipline is the recognition of the multiple perspectives present on any issue. More broadly, the study of Political Science gives individuals the knowledge and motivation to serve as civic leaders and engaged members of their communities.

Political Science majors can choose standard track of study, or one of three career-focused specialization tracks – Policy Studies, Security Studies, or Public Administration – which will allow students to demonstrate a clear preparation for a specific professional goal. Our optional Washington, D.C. internship program and seminar work give our students real-world experience on a national scale. The program also prepares those students who wish to go on to graduate school for an advanced degree in Political Science or to continue their professional studies in such areas as law or public administration.

The Political Science program is designed to emphasize the following objectives:

1. To increase substantive knowledge of different political systems, including variations in political behavior, institutions, processes, and types of political culture.
2. To develop methodological skills needed to conduct empirical research, interpret data, and form individual conclusions.
3. To develop critical thinking, analytical and problem-solving skills.
4. To communicate effectively in both written and verbal form, and to construct persuasive arguments using logic and evidence.
5. To develop a normative framework for assessing government policy and political phenomena.
6. To foster a commitment to democratic citizenship.

Thomas College’s traditional and accelerated master’s degree programs offer further opportunities for professional advancement. Please refer to the section entitled, “Programs of Study Graduate,” that appears later in this Catalog.
BACHELOR OF ARTS IN POLITICAL SCIENCE

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: (46 Credits)

ELECTIVES: (30 Credits)

MAJOR COURSES: (57 Credits – 15 of which also meet the General Education Requirements)*

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC212</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EH200</td>
<td>Writing Elective</td>
<td>3</td>
</tr>
<tr>
<td>HG221</td>
<td>United States History to the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>HG222</td>
<td>United States History Since the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>HG227</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>MS301</td>
<td>Statistical Inference and Decision Making*</td>
<td>3</td>
</tr>
<tr>
<td>PH224</td>
<td>Foundations of Ethical Thought*</td>
<td>3</td>
</tr>
<tr>
<td>PS111</td>
<td>Introduction to Political Science*</td>
<td>3</td>
</tr>
<tr>
<td>PS213</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>PS214</td>
<td>Rights and Roles of Citizens</td>
<td>3</td>
</tr>
<tr>
<td>PS216</td>
<td>Comparative Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>PS218</td>
<td>Politics of State and Local Governments</td>
<td>3</td>
</tr>
<tr>
<td>PS225</td>
<td>Social Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PS240</td>
<td>Interpersonal Relations</td>
<td>3</td>
</tr>
<tr>
<td>PS410</td>
<td>Contemp. Topics in Politics Policy &amp; National Security</td>
<td>3</td>
</tr>
<tr>
<td>PS423</td>
<td>Political Science Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PS</td>
<td>Political Science Elective</td>
<td>6</td>
</tr>
<tr>
<td>SY113</td>
<td>Principles of Sociology*</td>
<td>3</td>
</tr>
</tbody>
</table>

*The following courses meet requirements of both the Major and the General Education Core:
MS301 – meets the General Education Math Requirement
PH224 – meets General Education Philosophy Elective requirement
PS111 – meets General Education History/Government or Political Science requirement
EC212 – meets the General Education requirement
SY113- meets the General Education PY/SY elective requirement

Political Science majors can choose to specialize in one of three concentrations. Students electing to do so must satisfy the course requirements for the general track (see above) and the requirements for the selected area of specialization.

Political Science – Policy Studies Concentration

PS320 Public Policy Formulation
Five additional courses from the following list of specialization electives:
- CJ202 Criminal Law
- CJ240- Drugs, Addiction and Crime
- CJ334 Juvenile Crimes and Justice
- EC211 Microeconomics
- EC327 Environmental Economics
- EC331 International Trade and Investment
- EC334 Money, Banking, and Financial Markets
- EC338 Regional Economic Development
- ED122 Foundations of Education
- HT441 Tourism and Travel
- HR330/LS330 Law of the Workplace
- PY222 Social Psychology
- SC201 Environmentalism: Philosophy, Ethics, and History
- SC219 Environmental Science
- SC223 Environmental Issues
Political Science – Security Studies Concentration

PS310 American Foreign Policy
Five additional courses from the following list of specialization electives:
CJ202 Criminal Law
CJ240/PY240- Drugs, Addiction and Crime
CJ334 Juvenile Crimes and Justice
CS310 Computer Forensics
PS229 Terrorism: A New World Disorder
PS232 Current World Problems
PY445 Psychology of the Law
SY318 Contemporary Social Issues

Political Science – Public Administration

PS330 Public Administration
MG224 Management Principles
Four additional courses from the following list of specialization electives:
CO440 Strategic Media Planning
AC221 Managerial Accounting
EC338 Regional Economic Development
HG330 Maine History
HT 441 Tourism and Travel
HR330/LS330 Law of the Workplace
MG/HR239 Human Resource Management
MG/HR434 Leadership
MG/HR336 Employer/Employee Relations
MG/HR437 Global Industrial Relations
MG/HR443 Interpersonal Relations
MG330 Leading Change
MG337 Managing in the Global Environment
MG351 Management Information Systems
MK325 Advertising and Promotion
MK440 Strategic Media Planning
MK/CO445 Internet and Social Media Marketing
MG431 Conflict Resolution and Organizational Relations Management
MG432 Managerial Risk Analysis and Decision-making
PROGRAMS OF STUDY IN PSYCHOLOGY

Bachelor of Arts in Psychology
Bachelor of Arts in Psychology - Forensic Psychology Concentration
Bachelor of Arts in Psychology – Mental Health Concentration

The Bachelor of Arts in Psychology Program at Thomas College is designed to help students learn about human behavior within a variety of contexts. The program is an overview of the many theoretical constructs of how our minds work and the various influences on human personality, behavior and interaction. Not a clinical program, this course of study allows students to declare a minor to understand the application of psychology to a specific field of interest. Students are also required to complete an internship. Those considering careers as licensed counselors or certified guidance counselors should be aware that further graduate-level study will be required to pursue those types of positions.

Upon completion of the Psychology program at Thomas College, students will be able to:
1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology;
2. Apply basic research methods in psychology, including research design, data analysis, and interpretation;
3. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes; Apply psychological principles to personal, social, and organizational issues;
4. Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline;
5. Demonstrate information competence and the ability to use computers and other technology for many purposes;
6. Communicate effectively in a variety of formats; Recognize, understand, and respect the complexity of sociocultural diversity;
7. Develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement;
8. Emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

The Bachelor of Arts in Psychology—Forensic Psychology Concentration Program at Thomas College is designed for students interested in exploring the intersection between psychology and the field of criminal justice. Students develop expertise in research design and testing, and incorporate courses in science and criminal justice into their major. Electives allow students to develop options for minors or to pursue an internship in the field.

Upon completion of the Psychology program with a concentration in Forensic Psychology at Thomas College, students will be able to:
1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

4. Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

5. Demonstrate information competence and the ability to use computers and other technology for many purposes.

6. Communicate effectively in a variety of formats.

7. Recognize, understand, and respect the complexity of sociocultural diversity.

8. Develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.

9. Demonstrate an understanding of mental health law, evidence-based practice, the distinction between forensic and clinical practice, the processes of the criminal and civil justice systems, and characteristics of various forensic populations.

10. Implement their forensic psychological knowledge, skills, and values in occupational settings that include courts, law enforcement agencies, correctional facilities and treatment programs or further their education in graduate school.

Thomas College’s traditional and accelerated master’s degree programs offer further opportunities for professional advancement. Please refer to the section entitled, “Programs of Study Graduate,” that appears later in this Catalog.

**BACHELOR OF ARTS IN PSYCHOLOGY**

**TOTAL REQUIRED CREDITS:** 121

**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)

**ELECTIVES:** (42 Credits)

**REQUIRED MAJOR COURSES:** (45 Credits – 12 of which also meet General Education Requirements)*

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
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<tr>
<td>MS296 OR MS301</td>
<td>Stats for Social Science or Statistical Inference*</td>
<td>3</td>
</tr>
<tr>
<td>PY111</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY225</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY226</td>
<td>Experimental Design and Analysis</td>
<td>6</td>
</tr>
<tr>
<td>PY321</td>
<td>Advanced Experimental Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PY332</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>PY338</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY422</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY</td>
<td>Psychology Electives</td>
<td>12</td>
</tr>
<tr>
<td>SC321</td>
<td>Anatomy Physiology</td>
<td>3</td>
</tr>
<tr>
<td>IN4-3 OR PY475</td>
<td>Internship/Independent Research in Psychology**</td>
<td>3</td>
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</table>

*The following courses meet requirements of both the Major and the General Education Core: MS296 or MS301- meet the General Education MS elective
PY111 & PY225 – meet General Education Psychology/Sociology requirements
SC321 – meets General Education Science requirement

**IN4-3 is one of the criteria required for Guaranteed Job Placement eligibility.**
### BACHELOR OF ARTS IN PSYCHOLOGY- FORENSIC PSYCHOLOGY CONCENTRATION

**TOTAL REQUIRED CREDITS:** 121  
**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)  
**ELECTIVES:** (36 Credits)  
**REQUIRED MAJOR COURSES:** (51 Credits – 12 of which also meet General Education Requirements)*

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<td>CJ</td>
<td>Criminal Justice Elective</td>
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<tr>
<td>MS296 OR MS301</td>
<td>Stats for Social Science or Statistical Inference*</td>
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<tr>
<td>PY111</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>PY225</td>
<td>Developmental Psychology</td>
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<tr>
<td>PY226</td>
<td>Experimental Design and Analysis</td>
<td>6</td>
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<tr>
<td>PY231</td>
<td>Forensic Psychology</td>
<td>3</td>
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<tr>
<td>PY321</td>
<td>Advanced Experimental Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PY322</td>
<td>Personality</td>
<td>3</td>
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<tr>
<td>PY338</td>
<td>Abnormal Psychology</td>
<td>3</td>
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<tr>
<td>PY422</td>
<td>Physiological Psychology</td>
<td>3</td>
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<td>PY445</td>
<td>Psychology and the Law</td>
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<tr>
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<td>Psychology Electives</td>
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<tr>
<td>SC321</td>
<td>Anatomy &amp; Physiology</td>
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<td>IN4-3</td>
<td>Internship Seminar</td>
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*The following courses meet requirements of both the Major and the General Education Core:  
MS296 or MS301 - meets the General Education MS elective  
PY111 & PY225 – meet General Education Psychology/Sociology requirements  
SC321 – meets General Education Science requirement

### BACHELOR OF ARTS IN PSYCHOLOGY- MENTAL HEALTH CONCENTRATION

**TOTAL REQUIRED CREDITS:** 121  
**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)  
**ELECTIVES:** (36 Credits)  
**REQUIRED MAJOR COURSES:** (51 Credits – 12 of which also meet General Education Requirements) *

<table>
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<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MS296 OR MS301</td>
<td>Stats for Social Science or Statistical Inference*</td>
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<tr>
<td>PY111</td>
<td>General Psychology</td>
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<td>PY225</td>
<td>Developmental Psychology</td>
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<td>PY226</td>
<td>Experimental Design and Analysis</td>
<td>6</td>
</tr>
<tr>
<td>PY321</td>
<td>Advanced Experimental Design and Analysis</td>
<td>3</td>
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<tr>
<td>PY332</td>
<td>Personality</td>
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<tr>
<td>PY338</td>
<td>Abnormal Psychology</td>
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<td>PY422</td>
<td>Physiological Psychology</td>
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<tr>
<td>PY260</td>
<td>Wellness for the Helping Professional</td>
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<td>PY326</td>
<td>Marriage and Family</td>
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<td>PY425</td>
<td>Counseling Theories</td>
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<td>PY</td>
<td>Psychology Concentration Elective</td>
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<td>SC321</td>
<td>Anatomy Physiology</td>
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</tr>
<tr>
<td>IN4-3 OR PY475</td>
<td>Internship/Independent Research in Psychology**</td>
<td>3</td>
</tr>
</tbody>
</table>

*The following courses meet requirements of both the Major and the General Education Core:  
MS296 or MS301 - meets the General Education MS elective  
PY111 & PY225 – meet General Education Psychology/Sociology requirements  
SC321 – meets General Education Science requirement
TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: (46 Credits)

REQUIRED MAJOR COURSES: (90 Credits – 15 credits of which also meet General Education Requirements)**

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<td>CJ121</td>
<td>Introduction to Criminal Justice</td>
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<td>CJ122</td>
<td>Policing in America</td>
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<tr>
<td>CJ202</td>
<td>Criminal Law</td>
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<tr>
<td>CJ223</td>
<td>Corrections</td>
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<tr>
<td>CJ230</td>
<td>Criminology</td>
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<tr>
<td>CJ333</td>
<td>Multicultural Issues in Criminal Justice</td>
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<tr>
<td>CJ447 or CJ460</td>
<td>Critical Issues in Criminal Justice or CJ Research</td>
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<td>Criminal Justice Elective</td>
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<td>IN4-3</td>
<td>Internship Seminar</td>
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<tr>
<td>MS296 OR MS301</td>
<td>Stats for Social Science or Statistical Inference*</td>
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</tr>
<tr>
<td>PH201</td>
<td>Philosophy</td>
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</tr>
<tr>
<td>PS214</td>
<td>Rights and Roles of Citizens</td>
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</tr>
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<td>PY111</td>
<td>General Psychology</td>
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</tr>
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<td>PY225</td>
<td>Developmental Psychology</td>
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<tr>
<td>PY226</td>
<td>Experimental Design, Analysis and Communication</td>
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<tr>
<td>PY321</td>
<td>Advanced Experimental Design and Analysis</td>
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</tr>
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<td>PY332</td>
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<td>Abnormal Psychology</td>
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<td>PY422</td>
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<tr>
<td>PY Elective</td>
<td>Psychology Elective</td>
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<tr>
<td>SC321</td>
<td>Anatomy and Physiology</td>
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</tr>
<tr>
<td>SY113</td>
<td>Principles of Sociology</td>
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**The following courses meet requirements of both the Major and the General Education Core:
MS296 or MS301 - meets the General Education MS elective
PH201 – meets General Education Humanities/Philosophy requirement
PS214 – meets General Education Liberal Arts Requirement
PY111 and SY113 meet General Education PY/SY requirements
SC321 – meets General Education Science Requirement
Programs of Study

Programs of Study in Sport Management

Bachelor of Science in Sport Management
Bachelor of Science in Sport Management – Sport Marketing Management Concentration

Modern Sport Administration requires more than just knowledge of general athletics. Today’s sport administrators face challenges such as marketing individual sport teams, managing facilities and equipment, and mastering computerized tracking and information systems. From involvement with the management of sport facilities to the ever-growing sporting goods industry, opportunities abound within this career path.

The Bachelor of Science in Sport Management major introduces the management strategies and techniques required by the rapidly growing business of sport within a variety of athletic arenas. The program helps you prepare for positions such as sport marketer, recreational business manager, facility manager, or sport information director.

Many job opportunities in Sport Management call for expertise in marketing. By taking the coursework in the Sport Marketing Management Concentration, students may be eligible for positions in sport merchandising, sport merchandising management, or direct marketing management. In addition, students can begin to prepare for such sport teams marketing activities as public relations, advertising, direct marketing campaigns, market research, and sales. Students choosing this concentration may also want to consider a marketing internship.

The Thomas College Sport Management program is committed to providing a leadership role in the development of students and the dissemination of knowledge in the sport industry. Faculty are engaged in the process of delivering an interdisciplinary approach to develop students who are accomplished in analysis and innovative problem solving, strategic planning, and communication for an ever-changing sport industry. The program strives to prepare the student to be a nationally recognized practitioner engaged in the ethical development of the sport industry and related research.

The program adds to the body of scholarly knowledge within the sport management discipline. Faculty members are committed to the development of a nationally-acknowledged resource center facilitating partnerships with a variety of sport organizations.

The program is dedicated to the development of the core competencies identified by Thomas College: communication, leadership and service, critical thinking, analytical reasoning and problem solving, community and interpersonal relations. Professional courses, combined with a foundation in the liberal arts, will enable our students to become ethical leaders, lifelong learners, and responsible citizens. Upon meeting all business and major requirements, and after completing an internship, students are guaranteed a position in their field of study.
Sports Management Program Objectives
Upon completion of the Sports Management program at Thomas College, students will be able to:
1. Apply managerial competencies to sport organizations and interpret the fundamental aspects of sport markets, sponsorship, and promotion.
2. Analyze existing sport-related research.
3. Recognize the internal and external factors of sport that shape culture.
4. Identify the legal principles of sport including liability and risk management.
5. Demonstrate skill in interpersonal and organizational communication.

Sport Management - Sport Marketing Management Program Objectives
Upon completion of the Sports Marketing Management program at Thomas College, students will be able to:
1. Apply managerial competencies to sport organizations and interpret the fundamental aspects of sport markets, sponsorship, and promotion.
2. Analyze existing sport-related research.
3. Recognize the internal and external factors of sport that shape culture.
4. Demonstrate the ability to create a marketing plan for a sports organization.

Thomas College’s traditional and accelerated master’s degree programs offer further opportunities for professional advancement. Please refer to the section entitled, “Programs of Study Graduate,” that appears later in this Catalog.

**BACHELOR OF SCIENCE IN SPORT MANAGEMENT**

**TOTAL REQUIRED CREDITS:** 122

**REQUIRED GENERAL EDUCATION COURSES:** (46 Credits)

**BUSINESS CORE COURSES:** (36 Credits – 3 of which also meet General Education Requirements)*

**ELECTIVES:** (12 Credits)

**REQUIRED MAJOR COURSES:** (37 Credits – 6 of which also meet General Education Requirements)*

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
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<td>Math for Management and Economics</td>
<td>3</td>
</tr>
<tr>
<td>SC321</td>
<td>Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>SM125</td>
<td>Introduction to Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>SM331</td>
<td>Sport Information and Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>SM332</td>
<td>Sport Facility Management</td>
<td>3</td>
</tr>
<tr>
<td>SM336</td>
<td>Sport Marketing Management</td>
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</tr>
<tr>
<td>SM431</td>
<td>Athletic Administration</td>
<td>3</td>
</tr>
<tr>
<td>SM435</td>
<td>Legal Liabilities in Sport</td>
<td>3</td>
</tr>
<tr>
<td>SM442</td>
<td>Leadership and Ethics in Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>SM444</td>
<td>Sport Finance</td>
<td>3</td>
</tr>
<tr>
<td>SM445</td>
<td>Senior Seminar - Research Applications In Sport</td>
<td>3</td>
</tr>
<tr>
<td>IN4-3 or SM450</td>
<td>Internship Seminar or Research Project in SM</td>
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<tr>
<td>SM1PE</td>
<td>Sport Management Proficiency Examination</td>
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</tbody>
</table>

* AC220 and AC221 replace AC111 and AC112 in the Business Core
* The following courses meet requirements of both the Major and the General Education Core:
  MS206 – meets General Education Math Elective requirement
  SC321 – meets General Education Science Elective requirement
  EC212 – meets the General Education requirement
BACHELOR OF SCIENCE IN SPORT MANAGEMENT SPORT MARKETING MANAGEMENT CONCENTRATION

TOTAL REQUIRED CREDITS: 122
REQUIRED GENERAL EDUCATION COURSES: (45 Credits)
BUSINESS CORE COURSES: (36 Credits – 6 of which also meet General Education Requirements)**
CONCENTRATION ELECTIVES: (9 Credits)*
ELECTIVES: (3 Credits)*
REQUIRED MAJOR COURSES: (37 Credits – 3 of which also meet General Education Requirements)**

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<tr>
<td>MS206</td>
<td>Math for Management and Economics</td>
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</tr>
<tr>
<td>SC321</td>
<td>Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>SM125</td>
<td>Introduction to Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>SM331</td>
<td>Sport Information and Public Relations</td>
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</tr>
<tr>
<td>SM332</td>
<td>Sport Facility Management</td>
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<td>SM336</td>
<td>Sport Marketing Management</td>
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<td>Athletic Administration</td>
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<td>SM435</td>
<td>Legal Liabilities in Sport</td>
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<tr>
<td>SM442</td>
<td>Leadership and Ethics in Sport Management</td>
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<td>SM444</td>
<td>Sport Finance</td>
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<td>SM445</td>
<td>Senior Seminar - Research Applications In Sport</td>
<td>3</td>
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<tr>
<td>IN4-3 or SM450</td>
<td>Internship Seminar or Research Project in SM</td>
<td>3</td>
</tr>
<tr>
<td>SM1PE</td>
<td>Sport Management Proficiency Examination</td>
<td>1</td>
</tr>
</tbody>
</table>

* AC220 and AC221 replace AC111 and AC112 in the Business Core
**Select from the following: MK230, MK325, MK332, MK Elective, Internship (3 or 6 credits)
**The following courses meet requirements of both the Major and the General Education Core: MS206 – meets General Education Math Elective requirement
SC321 – meets General Education Science Elective requirement
EC212 – meets the General Education requirement
GRADUATE AND PROFESSIONAL STUDIES DIVISION

The Thomas College Graduate and Professional Studies Division serves as a life-long learning center for the community. The Division is a regional resource for business, health care, education, non-profit, and other sectors of the economy. Developed specifically for working professionals and adult learners, the Graduate and Professional Studies Division programs enable students to earn an associate, bachelor or master’s degree or take courses for professional development and achievement of personal goals. Thomas College’s Graduate and Professional Studies Division offers small classes and personal advising. Our instructors have real-world experience and expertise in their academic disciplines.

The Graduate Division offers the following degree programs:

- Master of Business Administration
- Accelerated Master of Business Administration
- Accelerated Master of Business Administration- Accounting
- Master of Business Administration in Health Care Management
- Master of Business Administration in Human Resources Management
- Master of Business Administration in Project Management
- Master of Science in Education
- Master of Science in Educational Leadership
- Master of Science in Literacy Education
- Master of Science in Criminology
- Master of Science in Cybersecurity

Thomas College is no longer matriculating students into part-time evening Associate’s or Bachelor’s degree programs. Undergraduate evening courses will continue to be offered through Summer 2021 to accommodate our current matriculated students. Non-Thomas students wishing to register for undergraduate course in the evening division for professional development should contact the Graduate and Professional Studies Office at 207-859-1102 or email gps1@thomas.edu for the current semester offerings.
HOW TO APPLY

The Graduate Division accepts applications year-round. Applications are reviewed upon receipt of all materials. Students interested in pursuing a degree are encouraged to apply at any time.

GRADUATE

Applications for graduate programs at Thomas College are accepted year-round for candidates who demonstrate academic promise. Applications are reviewed upon receipt of all materials. Students interested in pursuing a graduate degree are encouraged to apply at any time. Please submit:

1. Official transcripts from all accredited institutions (except for previous Thomas College transcripts).
2. Two letters of recommendation from someone who can speak to your likelihood of success in graduate school (waived for recent graduates of Thomas College).
3. International or non-U.S. resident applicants are required to provide evidence that supports their English language proficiency by providing documentation in one of the following areas:
   • Complete an approved English language exam with a minimum of the following: TOEFL internet-based test score of a 72 (*61-71 conditional) or a IELTS test score of a 5.5 (*5.0-5.5 conditional)
   • Native speaker of English
   • Degree granted from English language institution
4. International or non-U.S. resident applicants must submit a Declaration of Financial Status from a financial institution outlining the applicant’s source of funds to pay for college.

Current or previous Thomas students who have met the program prerequisites and have an undergraduate GPA of 3.0 are automatically admitted to full-time and part-time graduate programs.

Students who have met the program prerequisites and have an undergraduate GPA of 2.5-2.9 may be reviewed by the Provost for consideration for admission to a Graduate Program

Students who have not met program prerequisites or have an undergraduate GPA of 2.0-2.49 may be counseled to attempt courses at the graduate level to demonstrate their ability to be successful in graduate school. All students who have completed 9 credits at the graduate level are required to complete an application for admission before being allowed to register for their next course.

Prior to starting courses, all students born after 1956 should submit proof of two inoculations given against measles/mumps/rubella (MMR) and proof of immunization given within the last 10 years against tetanus/diphtheria (TD).

Graduate students may transfer 9 credits of 500- and 600-level courses from an accredited institution; 12 credits with the recommendation of the Provost and Registrar. Only courses with a grade of “B” or higher will be considered for transfer.

The College invites applications from prospective degree candidates without regard to race, color, religion, gender, sexual orientation, national origin, disability, or age.
TUITION, FEES, EXPENSES AND PAYMENT

Graduate Evening Division

- Enrollment in up to 9 credit hours/term for the 2019-2020 Academic Year - $1,680 per 3-credit course, excluding Thomas College Institute courses.
- Enrollment in more than 9 credit hours/term (including TCI courses) – charged the full-time graduate day student tuition rate.
- Students are responsible for tuition, fees and texts.
- $30 Technology Fee per 3-credit course

Graduate Day Division

- Tuition and fees for the 2019-2020 Academic Year are $27,720 for full-time commuter students and $40,650 for full-time resident students.
- Room and board may be available for some graduate students on a space-available basis. For room and board pricing, please visit www.thomas.edu.
- Students are responsible for tuition, fees and texts.
- To hold your place in the Accelerated MBA program, a tuition deposit of $100 is due on or before May 1 or within 15 days of acceptance, but no later than 30 days before the first day of instruction. Additionally, if you are planning to reside in on-campus housing, a deposit of $100 is also required. The tuition deposit is fully refundable until May 1. After May 1, all deposits are non-refundable.

Thomas College Institute courses

- For the 2019-2020 Academic Year, $1,960 per 3-credit course
- Students are responsible for tuition, fees and texts.

Cybersecurity

- For the 2019-2020 Academic Year, $1,920 per 3 – credit course

Audit Fee

Students may audit a course on a space-available basis. Students will be charged 50% of the regular full tuition for any audits they take. Senior citizens (age 65 or above) may audit any course – on a space-available basis – and will be charged 33% of the regular full tuition for any audits they take.

Methods of Payment

Payment in full is due on or before the first class meeting. The College accepts cash, check or credit card payments. Payment is due in full on or before the first-class meeting. Students who do not make satisfactory payment arrangements will be dropped from their course(s). Students who fail to meet their financial obligations will pay all expenses of collection, including attorney’s fees and court costs. In addition, Thomas College may disclose said failure, along with other relevant information, to credit reporting agencies. In some instances, students may be eligible to re-enroll in a course, provided they pay their outstanding balance in full prior to the third-class meeting. A $50 re-enrollment fee per course must also be paid. Please contact the Student Financial Services Office for details.
SPECIAL BILLINGS

Payment Plan
A two-payment plan is available by making arrangements through the Student Financial Services Office. There is a $12.00 deferment fee per course. Finance charges will be applied to past due balances.

Company Billings
Many area employers provide tuition assistance for eligible employees. Thomas College students may arrange to have their tuition billed directly to their employer if the employer has established a payment arrangement with the College. Students should contact their employer for additional information on this payment option. In all cases, students are ultimately held responsible for the payment of their student accounts.

Veterans
Thomas College welcomes veterans and provides certification services to enable them to receive their veterans’ benefits. The Registrar should be contacted for specific information regarding veterans’ benefits. Information on VA benefits is also available online at: http://www.thomas.edu/veterans

Refund Policy
Students who intend to withdraw from a course must give written notification to the Graduate and Professional Studies Office. Non-attendance of classes or notification to the instructor does not constitute official withdrawal. Students may drop classes with no financial penalty during the add/drop period (one week from the first day of classes). After the add/drop period, students are responsible for any and all charges.

Students receiving federal financial aid are subject to a different refund policy. Refunds will be made as of the effective date of withdrawal acknowledged by the Graduate and Professional Studies Office. Please contact the Student Financial Services Office for additional information.

Financial Aid
Thomas College offers financial assistance to undergraduate students who have a demonstrated financial need. In all cases, an award supplements, but does not replace, the funds available to students from their own and their family’s resources. Graduate students are considered for Federal Stafford Loans only.

Eligibility
Undergraduate students must be enrolled at least half-time (6 credit hours per term). Graduate students must be enrolled at least half-time (3 credit hours per term). Students completing their first three courses must be accepted prior to receiving financial aid. Other eligibility requirements as described in the Free Application for Federal Student Aid (FAFSA) must also be met. A student’s continued entitlement to financial aid depends on two conditions: 1) satisfactory academic progress, and 2) completion of the appropriate number of credit hours. For further details, see additional financial aid information in the front of the catalog.
How and When to Apply

Students applying for any type of financial aid, including the Federal Stafford Loan, must complete a Free Application for Federal Student Aid (FAFSA). This application form may be obtained from the Thomas College Student Financial Services Office or on-line at www.fafsa.ed.gov.

Students should make every effort to complete and mail the FAFSA as soon as possible, listing Thomas College on the FAFSA to receive the results (code number 002052). The application will be calculated by a federal processor and the results sent to the College. Once the results are received by the College, the student will be sent a verification form with a request for additional information such as copies of recent tax returns and W-2 forms.

After the student’s file is complete, he/she will be issued a financial aid award. Please note that this process can take up to four weeks to complete. In order to have forms processed in time for the first class, students must file early. Aid will be processed at any time up to one month prior to the end of classes. Please note, however, that late applicants may have to pay for courses with their own funds up-front and later be reimbursed by financial aid received.

Questions about payment may be directed to Student Financial Services to sfscouns@thomas.edu or 207-859-1421.

Parking

All parking on Thomas College property is by permit only. Annual parking permits are available in the Graduate and Professional Studies Office for $5. Students with outstanding parking tickets will not be allowed to register for classes.

Selected Academic Policies and Information

Students are encouraged to refer to the Thomas College Student Handbook available online at www.thomas.edu and to refer to general academic policies located elsewhere in this catalog.

Academic Policy Waivers

Students are expected to comply with all College policies and regulations. In the event of unusual or extenuating circumstances, however, a petition for exception may be filed with the Academic Affairs Committee.

A student who feels that an exception to a specific policy is warranted may submit a written petition to the Academic Affairs Committee of the College. Exceptions to policy are rarely granted, and then only for compelling reasons. Only petitions for the current term are considered. Students are informed in writing of the Committee’s decision.

Course Add/Drop: Students may add courses, drop courses, or change their schedules by changing sections. Each term, students may add or drop courses any time prior to the beginning of classes or during the add/drop period with no financial or academic penalty. The add/drop period ends one week from the beginning of classes in any given term; students should refer to the Academic Calendar in the College Catalog. No student will be allowed to register after the
add/drop period. After the add/drop period, students may withdraw from classes; however, they are responsible for all charges and a grade of “W” will be posted on the student’s official transcript. A course withdrawal form or written notification must be submitted to the Registrar’s Office; course withdrawals cannot be accepted in verbal form (phone calls, voice messages, etc.). Course changes are not official until the appropriate forms are received by the Registrar’s Office.

Students who miss the equivalent of two weeks of class without contacting the instructor may be dropped from the course. Deadlines to add/drop a course can be found on the academic calendar. Students who fail to pass 24 credits in an academic year may lose their financial aid.

Students who fail to follow the proper procedure risk academic and financial penalties.

Advising
The staff in the Graduate and Professional Studies Office is available to assist students with developing their overall program and course of study each term. Any course substitutions or transfers must be pre-approved by the school chair.

Attendance
Students enrolled for credit are expected to attend all classes, take examinations, and complete all other required course work. If a student is absent from a class for any reason, including registering late within the add/drop period, it is the student’s responsibility to make up all work from that class.

Class Cancellations
Graduate and Professional Studies classes are rarely cancelled. To find out if classes have been cancelled due to inclement weather, students should check the Thomas College website at www.thomas.edu. Cancellations may also be found on Thomas College Facebook and Instagram feeds. If an individual instructor cancels class, the instructor or staff member will email students at their Thomas College email address.

Course Substitutions
Course substitutions and transfer courses will be approved by the Registrar and the appropriate chair.

Directed Study
Directed Studies must be approved in advance by the Provost prior to discussion with an instructor. Contact the Graduate and Professional Studies Office for the appropriate forms. Full payment is due upon registration for any directed study course.
Enrollment Status
Undergraduate students must be enrolled in six credits per term to be classified as half-time students for financial aid purposes. Undergraduate students taking more than nine credits per trimester are considered full-time students, and will be charged the current day student tuition rate. For more information, contact Student Financial Services.

Full-time study for Accelerated MBA students is classified as twelve credits per term. For all other graduate programs full-time is six credits, students enrolled in three credits during a term are considered half-time.

Grade Point Average- Graduate Students
Graduate students must maintain the following:
- A cumulative GPA of 3.0 in the program to graduate
- No more than one course completed with a grade of “C” or lower

The Academic Affairs Committee makes decisions about academic dismissal on a case-by-case basis. A student may be dismissed from the College whether or not he or she had been previously placed on academic probation. Notification of academic action may occur at the end of any academic term.

The following guidelines are considered (but are not binding) in rendering decisions on warnings, probation and dismissal:

- Students whose semester grade point average is less than 3.0, but whose cumulative grade point average is 3.0 or above may receive a notification of academic warning
- Students whose cumulative grade point average is less than 3.0 may be placed on academic probation or dismissed.
- Students who have received an academic warning or are on academic probation and have a subsequent semester or cumulative grade point average of less than 3.0 may be dismissed from the graduate program.

A student dismissed from the Graduate Division for academic reasons may appeal his or her dismissal by submitting a written request to the Provost. At that time, students may present new evidence of their ability to satisfactorily continue their studies. The student may meet with the Provost, at which time the Provost may allow the dismissal decision to stand, reverse the decision, or readmit the student under specific conditions. A student dismissed a second time may not appeal the dismissal, unless the Provost makes an exception.

Honors
Professional Studies Division students enrolled for at least 6 credit hours who achieve a grade point average of 3.20 or better for a semester are placed on the Dean’s List for that semester with one of the following designations:

President’s List............................ 3.8 to 4.00
Dean’s List - High Honors............ 3.5 to 3.79
Dean’s List - Honors...................... 3.2 to 3.49

At Commencement, undergraduate students who have completed at least thirty credits
while at Thomas College, and have achieved a cumulative grade point average of 3.20 or better at the time of Commencement will be recognized with one of the following honors:

- Summa Cum Laude .................. 3.8 to 4.0
- Magna Cum Laude .................. 3.5 to 3.79
- Cum Laude .......................... 3.2 to 3.49

**Internship**

Graduate students are eligible for up to six internship credits from an approved internship site, provided that elective credits exist in the student’s program of study. Generally, internship credit is not granted for current job categories requiring continuing skills. Instead, the objective of the program is to acquire new skills via the internship. Undergraduate students may apply for as many as 12 credits of internship. See the Graduate and Professional Studies Office for internship contracts, academic and work hour requirements, and other related forms and information.

**Non-degree Students**

Students may take Professional Studies or Graduate Evening Division classes for professional development without matriculating into a degree program. Students selecting this option are designated as non-degree students. Non-degree students are billed at the regular Graduate or Professional Studies rate in place at the time. Students enrolled with a non-degree status are not eligible to receive financial assistance. Students generally should only be designated as a “non-degree student” if they have already earned a undergraduate or graduate degree, if they are taking a course(s) to transfer to another institution, or are taking courses required for industry or State certifications and are certain they do not plan to matriculate into a degree program.

**Readmission to the College**

Students returning to the College after an absence of five years or more may be readmitted under the following provisions.

Students may be required to submit the following:

- A letter to the Provost requesting readmission
- An updated application forms
- Official transcripts from all post-secondary institutions attended
- Proof of immunization against tetanus/diphtheria (TD) dated within the past 10 years for all students and against measles/mumps/rubella (MMR) for all students born after 1956 or a titer demonstrating proof of immunity.

Students returning to the College are subject to the rules and regulations effective at the College at the time of readmission. The catalog in effect at the time of their return will determine the degree requirements.

Students seeking readmission must resolve any outstanding financial obligations before the application for readmission will be considered.

**Residency**

For a bachelor’s degree, the last 30 credit hours (10 courses) of a student’s program must be completed at Thomas College in the division (Day or Professional Studies) that will be awarding the degree. In addition, at least 15 credit hours (5 courses) must be completed in courses in the major at Thomas College. Students may petition the
Academic Affairs Committee for a residency waiver; written approval for the waiver must be secured before the student enrolls in a course at another institution.

For an associate’s degree, the last 30 credit hours (10 courses) of a student’s program must be completed at Thomas College in the division (Day or Professional Studies) that will be awarding the degree. In addition, at least 15 credit hours (5 courses) must be completed in courses in the major at Thomas College. Students may petition the Academic Affairs Committee for a residency waiver.

Graduate students in a 36-credit program must complete a minimum of 27 credits of their academic program at Thomas College. Students in a 30-credit program must complete 21 credits at Thomas College. A waiver process is available for consideration of an additional 3 credits in transfer under certain circumstances. See the Graduate and Professional Studies Division for more information. M.B.A. students must complete MG695- Strategic Planning in residence at Thomas College.

Students who wish to enroll simultaneously in courses at Thomas College and any other educational institution must have the prior approval of the Provost.

**Satisfactory Academic Progress, Undergraduate Professional Studies**

Please refer to pages 44-46 for information on satisfactory academic progress, academic warnings, probation, and dismissal. If you have any questions, please contact the Graduate and Professional Studies Office or the Registrar.
Full-Time Master’s Degree Programs:

Master of Science in Criminology
Accelerated Master of Business Administration
Accelerated Master of Business Administration - Accounting

The full time Master’s degree programs include the Master of Science in Criminology, Accelerated Master of Business Administration (MBA), and the Accelerated MBA-Accounting. Acceleration of course completion allows students to finish their degree in nine months to one year, depending on the entry and departure points chosen by the student. This program is specifically designed for high achievers looking for enhanced content at a faster pace. For example, the Accelerated MBA program differs from the typical MBA’s in that it replaces electives with courses rich in innovation, entrepreneurship, international management and quantitative decision-making. The total number of program credits vary by concentration, so consult the specific major program requirements for further information.

Part-time Master’s Degree Programs:

Master of Business Administration
Master of Business Administration in Healthcare Management
Master of Business Administration in Human Resources Management
Master of Business Administration in Project Management
Master of Science in Cybersecurity
Master of Science in Education
Master of Science in Educational Leadership
Master of Science in Literacy Education

Part-time programs are designed for individuals looking to attain or complete a degree while working in a career field, raising a family, or managing other responsibilities. Courses may be taken at the student’s own pace, via campus, online, or our popular one-week intensive courses. Up to nine credits may be transferred into any program, and most programs include the opportunity for a three or six-credit internship, practicum, or experience-based opportunity.

Part-time degrees are available in all the degree programs previously listed, with the exception of the MBA-Accounting degree and Master of Science in Criminology, which is available in a full-time format.
MASTER OF BUSINESS ADMINISTRATION

Master of Business Administration
Master of Business Administration-Health Care Management
Master of Business Administration-Human Resource Management
Master of Business Administration-Project Management
Accelerated Master of Business Administration
Accelerated Master of Business Administration-Accounting

Master of Business Administration (MBA)
The part-time MBA is a practitioner’s degree providing students with a strong business core and advanced education in elective areas of their choosing. The program is flexible and features opportunity for a graduate internship. Contact the Graduate Office for further details regarding graduate internship.

A broad array of core courses in Accounting, Economics, Finance, Organizational Theory, Marketing, Operations Research are combined with electives and the capstone Strategic Planning course to provide students who complete the program with the tools they need to solve complex managerial problems.

Part-time Master of Business Administration Program Objectives
Upon completion of the MBA program at Thomas College, students will be able to:
1. Analyze, interpret, evaluate the financial statements of an organization and assess its financial position.
2. Apply managerial and ethical concepts as well as analytical methods to organizational strategy.
3. Assess the impact of regional and national economic trends on business and society.
4. Apply quantitative and qualitative decision-making tools to solve business problems.
5. Find, retrieve, analyze and use information relevant to the program goals.

TOTAL REQUIRED CREDITS: 36
REQUIRED MAJOR COURSES: (21 Credits)

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<th>Course designation</th>
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<td>MS552</td>
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GRADUATE ELECTIVES: (15 Credits) *
*CT courses approved for use as electives in the MBA program include: CT551, CT554 and CT571.
MASTER OF BUSINESS ADMINISTRATION
HEALTH CARE MANAGEMENT

The Thomas College Master of Business Administration with a concentration in Health Care Management prepares students for careers in health administration, organizational leadership, health care entrepreneurship and administrative roles. The MBA-HCM exposes students to the managerial and leadership aptitudes of a Master of Business Administration, while simultaneously preparing students for careers in the health care field.

Master of Business Administration/Health Care Management Program Objectives

Upon completion of the MBA-HCM degree program, students will be able to:

1. Identify and apply theories and processes related to management and finance in the field of health care
2. Apply relevant health administration principles to real-world health care management situations, including the legal implications of health informatics, information privacy and information security
3. Apply technology to solve complex problems in health care management
4. Demonstrate ethics and professional responsibility in the health care field
5. Manage health care supply chains and communicate and negotiate with internal and external resources
6. Navigate the complex area of health care finance, insurance and reimbursement
7. Apply strategic planning and decision making to health care organizations

MASTER OF BUSINESS ADMINISTRATION HEALTH CARE MANAGEMENT

TOTAL REQUIRED CREDITS: 39
REQUIRED MAJOR COURSES: (18 Credits)

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<td>HC510</td>
<td>The United States Health Care System</td>
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<td>HC520</td>
<td>Health Care Informatics</td>
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<td>HC525</td>
<td>Health Care Reimbursement</td>
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<td>HC530</td>
<td>Health Care Supply, Logistics and Procurement</td>
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The Master of Business Administration - Human Resource Management program permits students with an interest in HRM to develop specific skills in HR, while providing a broad-based understanding of general business. The program maintains the MBA core to ensure a well-rounded understanding of the business enterprise. Additionally, it allows students to develop skills, knowledge, and abilities in the specialized functional areas of Human Resource Management. The HR electives permit students to select specific courses that relate to their professional interests and goals.

The Thomas College Master of Business Administration in Human Resource Management degree program is fully aligned with curriculum guides of the Society of Human Resource Management (SHRM).

**Master of Business Administration/Human Resource Management Program Objectives**

Upon completion of the MBA/HR degree program, students will be able to:

1. Demonstrate financial literacy and the ability to evaluate an organization’s financial position as it impacts the decision-making process both internally and externally.
2. Apply managerial and ethical concepts to organizational strategy, structure, and culture.
3. Assess the impact of regional, national, and global economic trends on business and society.
4. Apply quantitative and qualitative decision-making tools to solve business problems.
5. Identify appropriate human resource management concepts and strategies and apply them to a variety of business operations.
6. Find, retrieve, analyze and use information relevant to the program goals.

### MASTER OF BUSINESS ADMINISTRATION HUMAN RESOURCE MANAGEMENT

**TOTAL REQUIRED CREDITS: 36**

**REQUIRED MAJOR COURSES:** (21 Credits)

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**GRADUATE HR ELECTIVES:** (15 Credits)

*Students who are interested in pursuing a PHR or SPHR certification should choose from the following electives: HR561 Compensation and Benefits; HR562 Recruitment and Retention; HR563 Labor Relations; HR564 Training, Development, and Evaluation; HR565 Health, Safety, and Security; or HR566 Employment Law.*
MASTER OF BUSINESS ADMINISTRATION
PROJECT MANAGEMENT

The Thomas College Master of Business Administration with a concentration in Project Management prepares students for leadership roles overseeing change within organizations with limited resources while reducing risk.

Master of Business Administration/Project Management Program Objectives
Upon completion of the MBA-PM degree program, students will be able to:
1. Identify and apply theories and processes related to project selection and initiation.
2. Apply relevant project planning principles to real-world project management situations. Manage project execution and control, including risk, mitigation and integration with stakeholders.
3. Apply project management principles to the project close, including project management office integration.
4. Demonstrate ethics and professional responsibility as related to project management.
5. Communicate and negotiate with internal and external resources.
6. Lead and manage complex and global projects to successful completion.

Thomas College is a PMI Registered Education Provider with the Project Management Institute.

MASTER OF BUSINESS ADMINISTRATION PROJECT MANAGEMENT

TOTAL REQUIRED CREDITS: 36

REQUIRED MAJOR COURSES: (18 Credits)

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<td>Teams, Authority, Influence and Power</td>
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<td>MG532</td>
<td>Managerial Risk Analysis and Decision Making</td>
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<td>MG533</td>
<td>Innovation, Change and Agile Projects</td>
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<td>MG535</td>
<td>Complex and Advanced Projects</td>
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ACCELERATED MASTER OF BUSINESS ADMINISTRATION PROGRAM

The full-time Accelerated Master of Business Administration provides students with intensive specialized management education in a wide range of subjects designed to expose students to theoretical and applied business scenarios. The program is cumulative, with each cohort of students moving through courses together in a predetermined curriculum.

The full-time, Accelerated MBA requires that students demonstrate competency in statistics, economics, and accounting prior to taking their first graduate-level course in the program. Students may apply to the accelerated MBA prior to completing prerequisite coursework.

- Competency in statistics is demonstrated through a grade of “C” or better in an undergraduate statistics course or related experience.
- Competency in economics is demonstrated through a grade of “C” or better in an undergraduate macro or micro-economics course or related experience.
- Competency in accounting is demonstrated through a grade of “C” or better in an undergraduate managerial accounting course, or a grade of “C” or better in 9 credits of other applied accounting courses or related experience.

Accelerated Master of Business Administration Program Objectives
1. COMPETENCY: Students will demonstrate mastery of business theories, models, and tools, and apply knowledge in new and unfamiliar circumstances in order to solve concrete business and managerial problems;
2. CRITICAL THINKING: Students will demonstrate the ability to adapt and innovate in unpredictable business environments, systematically analyze uncertain situations, apply decision making theories, and adapt and innovate in the face of unforeseen events;
3. LEADERSHIP: Students will develop management and leadership skills adaptable for leadership in diverse business cultures;
4. GLOBAL BUSINESS: Students will be able to identify and analyze business problems from a global perspective;
5. LEGAL & ETHICAL: Students will apply legal and ethical responsibilities toward business scenarios and management decisions;
6. TECHNOLOGY: Students will demonstrate competency in utilizing information technologies and adapt technology to business scenarios and leadership decisions;
7. COMMUNICATION: Students will demonstrate the capacity to communicate with diverse groups and adapt communication styles to unfamiliar circumstances and unpredictable business situations.
TOTAL REQUIRED CREDITS: 36
REQUIRED MAJOR COURSES: (21 Credits)

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ACCELERATED MASTER OF BUSINESS ADMINISTRATION–ACCOUNTING PROGRAM

The full-time Accelerated Master of Business Administration - Accounting provides students with intensive specialized accounting education. The program is designed for the career accounting professional who has already completed a bachelor’s degree in accounting from an accredited institution of higher education. The curriculum is designed to expose students to theoretical and applied business and accounting scenarios, and to prepare students for forensic investigation and to sit for the Certified Public Accounting Examination following completion of the degree program. The MBA-Accounting program is cumulative, with each cohort of students moving through courses together through a pre-determined curriculum.

The full-time, Accelerated MBA-Accounting requires that students demonstrate competency in statistics, economics, and accounting prior to taking their first graduate-level course in the program. Students may apply to the accelerated MBA-Accounting prior to completing prerequisite coursework.

- Competency in statistics is demonstrated through a grade of “C” or better in an undergraduate statistics course or related experience.

- Competency in economics is demonstrated through a grade of “C” or better in an undergraduate macro or micro-economics course or related experience.
- Competency in accounting is demonstrated through a degree in accounting from an accredited institution of higher education.
Accelerated MBA-Accounting Program Objectives:
Upon completion of the Accelerated MBA-Accounting program, students will be able to:

1. Demonstrate technical and forensic knowledge of financial and managerial accounting, auditing and tax accounting;
2. Find, retrieve, analyze and use information relevant to the program goals. (information literacy demonstrated);
3. Demonstrate mastery of national and international financial reporting;
4. Demonstrate the ability to systematically analyze uncertain situations and apply decision making theories;
5. Develop management, leadership, and communication skills adaptable for leadership in diverse business cultures;
6. Apply legal and ethical responsibilities toward managerial decisions in the accounting profession; and.
7. Demonstrate competency in utilizing information technologies and adapt technology to the practice of public accounting.

TOTAL REQUIRED CREDITS: 33
REQUIRED MAJOR COURSES: (21 Credits)

<table>
<thead>
<tr>
<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AC560</td>
<td>Advanced Fraud and Forensics</td>
<td>3</td>
</tr>
<tr>
<td>AC570</td>
<td>Advanced Regulations and Taxation</td>
<td>3</td>
</tr>
<tr>
<td>AC6-6</td>
<td>Graduate Accounting Internship</td>
<td>6</td>
</tr>
<tr>
<td>AC650</td>
<td>Advanced Financial Statement Reporting</td>
<td>3</td>
</tr>
<tr>
<td>CS550</td>
<td>Technology Management and Integration</td>
<td>3</td>
</tr>
<tr>
<td>FN585</td>
<td>Capital Markets</td>
<td>3</td>
</tr>
<tr>
<td>MG551</td>
<td>Organizational Theory and Behavior</td>
<td>3</td>
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<tr>
<td>MG695</td>
<td>Strategic Planning</td>
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<tr>
<td>MS552</td>
<td>Operations Research Techniques</td>
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<tr>
<td>MS575</td>
<td>Quantitative Analysis for Decision Making</td>
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</tbody>
</table>
MASTER OF SCIENCE

Master of Science in Education
Master of Science in Educational Leadership
Master of Science in Literacy Education
Master of Science in Cybersecurity
Master of Science in Criminology

MASTER OF SCIENCE IN EDUCATION

The Master of Science in Education is designed to enhance the professional capabilities of students who currently work in the field of education.

Master of Science in Education Program Objectives
Upon completion of the M.S. Ed. Program, students will be able to:
1. Identify and describe the social, political, legal, and economic context of education in the United States.
2. Identify and apply current methods and principles of curriculum design, instruction, and assessment.
3. Design and conduct applied research in the educational field and report the results.
4. Define the educators’ roles and responsibilities in addressing the needs of students and/or families at risk.
5. Find, retrieve, analyze and use information relevant to the program goals.

TOTAL REQUIRED CREDITS: 30
GRADUATE ELECTIVES: (12 Credits)*
REQUIRED MAJOR COURSES: (18 Credits)

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<th>Course designation</th>
<th>Course name</th>
<th>Credits</th>
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<tr>
<td>ED551</td>
<td>Seminar in American Schools</td>
<td>3</td>
</tr>
<tr>
<td>ED550</td>
<td>Teacher as Researcher</td>
<td>3</td>
</tr>
<tr>
<td>ED553</td>
<td>Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED554</td>
<td>Trends in Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>ED555</td>
<td>Trends in Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ED698</td>
<td>Capstone in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

* Students may select from a variety of courses with ED (education) or CT (Computer Technology) designations as electives.
MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP

A Master’s Degree in Educational Leadership serves the needs of education professionals who are looking to advance their careers by taking leadership positions in PK-12 public and private education. This unique program may be completed part time, on a schedule chosen by the student. It provides an opportunity for participants to utilize hands-on projects from current positions or start others from scratch, while progressing through a master’s degree program. This graduate degree program is essential for educators looking to move into administrative positions.

This degree program will allow students to focus their coursework in three concentration areas. The concentration areas map courses required for state certifications. While these concentrations are aligned with State of Maine certification requirements, they do not serve as a final certification completion mechanism. Students should note that in addition to coursework, teaching experience is required for final State certification.

- M.S. Educational Leadership – General (33 credits)
- M.S. Educational Leadership – Assistant Principal (33 credits)
- M.S. Educational Leadership – Principal/ Superintendent (39 credits)

Master of Science in Educational Leadership Program Objectives:
Upon completion of the M.S. Ed. Leadership Program, students will be able to:
1. Perform leadership functions in the schools using essential knowledge of educational leadership
2. Articulate policy and priorities to key constituencies
3. Organize tasks using teamwork and team-building functions
4. Judge systems in light of federal and state laws and regulations, including special education law
5. Construct, evaluate and understand key budget and finance tasks
6. Conduct research using generally accepted quantitative and qualitative measures
7. Develop strategic plans and policy
8. Manage and negotiate employment contracts
### M.S. EDUCATIONAL LEADERSHIP - GENERAL

**TOTAL REQUIRED CREDITS:** 33

<table>
<thead>
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<tr>
<td>ED530</td>
<td>Special Education Law</td>
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</tr>
<tr>
<td>ED551</td>
<td>Seminar in American Schools</td>
<td>3</td>
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<tr>
<td>ED550</td>
<td>Teacher as Researcher</td>
<td>3</td>
</tr>
<tr>
<td>ED553</td>
<td>Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED554</td>
<td>Trends in Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>ED555</td>
<td>Trends in Instruction</td>
<td>3</td>
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<tr>
<td>ED641 or ED644</td>
<td>Educational Leadership or Leadership Experience</td>
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<td>ED698</td>
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<td>EDL</td>
<td>Educational Leadership Elective</td>
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### M.S. EDUCATIONAL LEADERSHIP - ASSISTANT PRINCIPAL

**TOTAL REQUIRED CREDITS:** 33

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<td>ED530</td>
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<td>ED551</td>
<td>Seminar in American Schools</td>
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<td>ED550</td>
<td>Teacher as Researcher</td>
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<td>Educational Assessment</td>
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<td>ED554</td>
<td>Trends in Curriculum Development</td>
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<tr>
<td>ED555</td>
<td>Trends in Instruction</td>
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<tr>
<td>ED571</td>
<td>Organizational Behavior and Change</td>
<td>3</td>
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<tr>
<td>ED572</td>
<td>School Law for Administrators</td>
<td>3</td>
</tr>
<tr>
<td>ED573</td>
<td>Supervision and Evaluation of Personnel</td>
<td>3</td>
</tr>
<tr>
<td>ED641 or ED644</td>
<td>Educational Leadership or Leadership Experience</td>
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</tr>
<tr>
<td>ED698</td>
<td>Capstone in Education</td>
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### M.S. EDUCATIONAL LEADERSHIP - PRINCIPAL/SUPERINTENDENT

**TOTAL REQUIRED CREDITS:** 39

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<td>Educational Assessment</td>
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<td>Trends in Curriculum Development</td>
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<td>Trends in Instruction</td>
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<td>Supervision and Evaluation of Personnel</td>
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<td>ED641</td>
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<td>ED642</td>
<td>Financial and Business Management of Schools</td>
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<tr>
<td>ED6-3</td>
<td>Graduate Internship</td>
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</table>
A Master of Science in Literacy Education is designed to serve the needs of teachers and education professionals who seek to change students’ lives through reading education and intervention.

The Master of Science in Literacy Education delivers coursework in line with State of Maine Certificate 092: Literacy Specialist certification. While the Thomas MSLE curriculum is aligned with State of Maine certification requirements, it does not serve as a final certification completion mechanism. Students should note that in addition to coursework, teaching experience is required for final State certification.

Program Objectives
Upon completion of the MSLE Program, students will be able to:
1. Identify and describe the social, political, legal, and economic context of education in the United States;
2. Examine the educators' roles and duties in addressing the needs of students and families at risk;
3. Plan for, identify and apply current methods and principles of curriculum design, instruction, and assessment;
4. Adapt instruction to serve diverse student populations, demonstrating the ability to modify instructional plans and apply alternative goals and strategies when necessary, particularly in relation to assessment of results;
5. Formulate literacy assessment and intervention strategies that promote pathways to literacy acquisition by responding to identified challenges—including linguistic, developmental, and socio-cultural factors—that impede progress in reading and writing for some learners;
6. Utilize assessment methods and strategies to evaluate student learning progress, incorporating the use of best practices for assessment;
7. Design and conduct applied research in the literacy education field and report the results;

Take leadership roles in literacy instructional planning, curriculum development, and professional support.

TOTAL REQUIRED CREDITS: 36

GRADUATE ELECTIVES: (3 Credits)

REQUIRED MAJOR COURSES: (33 Credits)

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<td>ED540</td>
<td>Best Practices in Literacy Curriculum</td>
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<td>ED545</td>
<td>Best Practices in Literacy Instruction</td>
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<td>ED565</td>
<td>Children’s Literature</td>
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<td>ED610</td>
<td>Writing Development and Instruction</td>
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<td>ED611</td>
<td>Reading Development and Instruction</td>
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<tr>
<td>ED612</td>
<td>Literacy Assessment</td>
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<td>ED615</td>
<td>Literacy for the Special Learner</td>
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<td>ED688</td>
<td>Clinical Experience in Literacy: Teaching Learners with Literacy Challenges</td>
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<tr>
<td>ED6</td>
<td>Graduate Education Elective in Literacy</td>
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</table>
MASTER OF SCIENCE IN CYBERSECURITY

The Master of Science in Cybersecurity addresses immediate and future societal needs by providing students a comprehensive understanding of the value generated by technology, the need to defend those values, the need to protect individuals, businesses, not-for-profits, and government structures dependent upon this technology. The degree includes depth in the theory and practice of cybersecurity science, while also addressing ethics, privacy, cultural aspects, organizations, the law, and global considerations. Additionally, the degree draws on current best practices, frameworks, and knowledge domains supported by the National Institute of Standards and Technology (Cybersecurity Framework), NSA and DHS (Center of Academic Excellence), ISC² (CBK for the CISSP and CCSP), and NIST (Security). The degree also integrates further significant content areas, including global laws, standards, and other content contributors (e.g. ISACA, SANS, ISO, EU, Basel II and III, Tallinn Manual, etc...)

Program Objectives
The Master of Science in Cybersecurity prepares students to:

1. Develop and communicate concepts and arguments to establish and address cybersecurity risks to technology and organizations;
2. Plan and construct technology-based solutions for cybersecurity protection;
3. Synthesize the implications of human, legal, ethical, and external parties on technology-based systems;
4. Evaluate the scope and impact of emerging threats and mitigation options on a local and global scale; and
5. Devise comprehensive cybersecurity solutions to protect assets, reduce vulnerabilities, and limit threats leading to improved outcomes and prospects.

Beyond the normal admissions requirements for graduate study at Thomas, students seeking admission to the M.S. in Cybersecurity Program must present evidence of their competency in the following areas:

• Programming/Scripting
• Networking/Data Communications

Students can demonstrate their competency in three ways:

1. Successful completion of undergraduate or graduate level courses with a grade of C or better in programming or scripting language course such as Java, C#, Python, Perl, Bash, Visual Basic, C, C++
2. For data communications / networking, applicants may provide evidence of successful completion of the appropriate course and exam from Cisco CCNA, Cisco CCNP, or CompTIA Network+.

OR

Successful completion of the Thomas College proficiency assessment.

For more information regarding please contact the Graduate and Professional Studies office.

TOTAL REQUIRED CREDITS: 30

<table>
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<th>Course Name</th>
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<tbody>
<tr>
<td>CY645</td>
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<td>MG532</td>
<td>Managerial Risk Analysis and Decision Making</td>
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<td>CY531</td>
<td>Foundations of Homeland Security</td>
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<td>CY611</td>
<td>Cyber Investigations</td>
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<tr>
<td>CY613</td>
<td>Cyber Data Analytics</td>
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<td>CY617</td>
<td>Cyber Law and Ethics</td>
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<tr>
<td>CS550</td>
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<tr>
<td>CY645</td>
<td>Cyber Operations</td>
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<td>MG544</td>
<td>Project Management</td>
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<tr>
<td>CY656</td>
<td>Cyber Integration and Assurance</td>
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</table>
The Master of Science in Criminology offers students the opportunity to deepen their knowledge and understanding of criminological thought while contextualizing the discipline within the social, cultural and political arenas in which we live.

Program Objectives
The Master of Science in Criminology prepares students to:

- Explore theories of crime causation and analyze how those theories have affected social science research, social and agency policies and the laws;
- Discover the criminal justice system in the larger context of the social, cultural, and political arenas;
- Identify change agents within the fields of criminal justice, social services, and the broader fields of government and public policy;
- Obtain the analytical skills necessary to drive evidence-based decision making within criminology and its integrative, social science disciplines; and
- Develop strategies to inform the vast array of stakeholders on emerging trends in the field of criminal justice.

TOTAL CREDITS REQUIRED: 30 CREDITS

<table>
<thead>
<tr>
<th>Course Designation</th>
<th>Course Name</th>
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<tr>
<td>CR500</td>
<td>Criminological Theory</td>
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<tr>
<td>CR520</td>
<td>Juvenile Delinquency &amp; Youth Crime</td>
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</tr>
<tr>
<td>CR610</td>
<td>Critical Issues in Criminology</td>
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<tr>
<td>CR651</td>
<td>Analysis of Police Operations</td>
<td>3</td>
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<tr>
<td>CR663</td>
<td>Corrections in the 21st Century</td>
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<tr>
<td>CR664</td>
<td>Security in the 21st Century</td>
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<tr>
<td>MG562</td>
<td>Introduction to Police Administration</td>
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<tr>
<td>MS530</td>
<td>Applied Statistical Analyses for the Social Science</td>
<td>3</td>
</tr>
<tr>
<td>PS650</td>
<td>Organizational Policy &amp; Change</td>
<td>3</td>
</tr>
<tr>
<td>PY515</td>
<td>Treatment of Offenders</td>
<td>3</td>
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</table>
AC111 Accounting I - 3 credits
This introductory course is designed to familiarize the student with the fundamental theory and principles of accounting. It introduces the student to the accounting cycle, financial statement preparation, and the valuation of assets. Emphasis is placed on the decisional aspects of accounting.

After completing this course, students will be able to: • Communicate, in writing, the above key accounting subjects with clarity and conciseness • Record business transactions for service and merchandising businesses • Properly adjust the financial accounts in the preparation of financial statements • Prepare balance sheets, income statements, and statements of owner’s equity, and to properly close the accounts for the accounting period • Identify internal controls used to maintain the reliability of financial reporting • Properly safeguard, value, and report the cash and inventory of the organization.

AC112 Accounting II - 3 credits
This course is the second semester of a two-semester introduction to accounting. Topics include accounting for receivables, plant assets (acquisitions and disposals) and depreciation, natural resources, intangibles assets, current liabilities, payroll accounting, long term liabilities, and corporations. Attention is given to the corporate structure, capital and treasury stock, dividends, analysis of financial statements, and statement of cash flows. A financial statement analysis project and internet research is required.

Following completion of this course, students will be able to: • Communicate in writing key accounting subjects with clarity and conciseness • Record transactions as they relate to receivables, property, plant and equipment, natural resources, intangibles, and current and long-term liabilities • Read and report on key financial statements of an annual report • Analyze financial statements • Demonstrate an understanding financial statement analysis to users of current financial information. Prerequisite: AC111

AC220 Financial Accounting - 3 credits
This course is a one semester comprehensive accounting course. Students will become familiar with the fundamental theory and principles of financial accounting. The course focuses on the accounting process and completion of the accounting cycle. Students will learn accounting for cash, receivables, property acquisitions and disposals, depreciation, current liabilities and long-term liabilities. Attention is given to the preparation and analysis of financial statements. This course is not available to students who have completed AC111 and AC112.

In this course, students will: • Communicate, in writing, key accounting subjects with clarity and conciseness Safeguard, value, and reporting of cash and property of an organization • Record transactions as they relate to receivables and liabilities of an organization • Adjust the financial accounts in the preparation of financial statements Prepare the basic financial statements: Balance Sheets, Income Statements, Statements of Owner’s Equity and Cash Flow • Analyze key financial statements • Demonstrate an understanding of financial statement analysis to users of current financial information

AC221 Managerial Accounting - 3 credits
An introduction to internal accounting, this course emphasizes the use of accounting information in controlling the operations of the enterprise. Specific areas include cost-volume-profit analysis, cost classifications, cost accumulation, budgeting, and responsibility accounting. The fundamental accounting concepts and techniques for planning and control apply to all types and functions of organizations.

Following completion of this course, students will be able to: • Use accounting information controlling the operations of the enterprise • Apply a leading commercial software program • Identify cost classifications • Prepare a capital budget • Prepare a cost-volume-profit analysis • Analyze cost behavior and return on investment • Prepare a cash flow statement and do a financial statement analysis Prerequisite: AC112 or AC220; not available to students pursuing a Bachelor’s degree in Accounting.
AC223 Intermediate Accounting I - 3 credits
This course is designed to provide the student with a broad foundation for external financial accounting and reporting. Emphasis is placed on both generally accepted accounting principles and the relationship between balance sheet valuations and income determination. The course integrates accounting, corporate finance and economics to reflect how business transactions are reported. Cash flows and earnings are emphasized to better understand and interpret the effect on a firm’s future prospects. Various topics including financial statement analysis, valuation, cash, receivables, inventories, and time-value of money are studied.

Upon completion of this course, students will be able to: • Review the environment of financial reporting including the role of the Financial Accounting Standards Board (FASB) in establishing the conceptual framework, and the accounting assumptions and principles that influence the generally accepted accounting principles (GAAP) • Properly record and classify the basic elements of the financial statements • Recognize the importance of financial flexibility and liquidity through an in-depth review of cash, marketable securities and account receivables • Determine inventory valuation using various methodologies. 
Prerequisite: AC112

AC224 Intermediate Accounting II - 3 credits
The second semester continues the accounting sequence started in AC223. Topics covered include long-lived assets and depreciation, liabilities, income taxes, stockholder’s equity, earnings per share, investments, and Statement of Cash Flows.

Upon completion of this course, students will be able to: Determine the costs of acquisition and disposal of fixed assets and their recording • Record transactions related to liabilities, leases, income taxes, equity, and earnings per share • Compare and contrast depreciation using various methodologies Record transactions as they relate to liabilities, leases, income taxes, equity, and earnings per share (EPS) • Review the options available to a corporation for debt and equity financing, including performing necessary calculations, preparing journal entries and proper financial statement disclosure • Prepare a Statement of Cash Flows and identify issues associated with the company’s cash position. Prerequisite: AC223

AC225 Intermediate Accounting III - 3 credits
This course is a continuation of Intermediate Accounting I and II and is designed to provide the student with a broader foundation for external financial accounting and reporting. Emphasis is placed on both generally accepted accounting principles and the relationship between balance sheet valuations and income determination. The course integrates accounting, corporate finance and economics to reflect how business transactions are reported. New FASB releases are reviewed and emphasized in areas such as lease accounting and revenue recognition among others. Accounting for income taxes, pensions and postretirement benefits are emphasized to better understand and interpret the effect on a firm’s current and future prospects. Various topics including investments, statement of cash flows, accounting for changes/error analysis and disclosures in financial reporting are reviewed. Prerequisite: AC224

Upon completion of this course students will be able to, among others: Determine asset valuation and income measurement; Determine the proper recording of leases; Determine the proper recording of revenue recognition; Determine the recording of investments; Determine the proper recording of income taxes; Determine the proper recording of pensions and postretirement benefits; Determine the proper recording for accounting for changes and errors; Understand the full disclosures necessary in financial reporting.

AC231/FN231 Personal Financial Planning - 3 credits
This course provides the informational and decision-making tools needed for planning and implementing a successful personal financial plan. The course covers the financial planning process and strategies for successful financial well-being. Topics covered include money management; consumer credit; real estate as an investment; insurance and risk management; investment in stocks, bonds, and mutual funds; retirement and pension planning; and estate planning.

Upon completion, students will be able to: • Keep financial records • Plan spending for major purchases • Conduct simple tax planning • Develop an understanding of consumer credit • Recognize different kinds of insurance • Choose rational investment strategies in stock, bond, mutual fund, annuity and other financial markets. Prerequisite - AC112 or AC221
AC241 Fraud Examination - 3 credits
In this course students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Assignments will include assigned readings in and outside of the required text, written case analysis, watching videos, and responding to cases presented by the guest lecturers.

Upon completion of this course, students will be able to: • Recognize and identify fraudulent activity in financial and accounting sectors • Lead a fraud investigation • Create fraud monitoring and deterrence systems. Prerequisite: AC111 or permission of instructor.

AC/FN325 Financial Statement Analysis - 3 credits
This course presents a realistic and organized approach to financial reporting, with particular emphasis on the analysis of the end result of financial reporting--financial statements. Students are required to understand and analyze actual financial reports, including footnotes. Consideration is given to current financial reporting problems, as well as ratio analysis, vertical and horizontal analyses, liquidity and debt paying issues, profit analysis, cash flow analysis and preparation, and investor issues and concerns.

Following completion of this course, students will be able to: • Convey the conceptual background and analytical tools necessary to understand and interpret business financial statements • Evaluate the financial health of a business enterprise • Explain the meaning and apply basic financial ratios and other metrics of financial performance • Analyze financial statements to evaluate credit worthiness, profitability, and efficiency. Prerequisites – EC211, EC212, FN225

AC335 Cost Accounting - 3 credits
This course covers the fundamentals of cost accounting, control of materials, labor, and manufacturing overhead. Job order, process, joint and by-product, standard cost systems, and activity-based costing are studied.

Upon completion of this course, students will be able to: • Evaluate the effectiveness of cost accounting systems • Recommend appropriate adjustments to costing mechanisms. Prerequisite: AC112

AC336 Advanced Topics in Cost Accounting - 3 credits
This course is a continuation of Cost Accounting. The course examines the behavioral aspects of the cost accounting systems and contemporary issues in managerial accounting. Topics include JIT manufacturing, transfer pricing, segment performance evaluation, and other managerial/cost aspects of internal accounting. A computer-based management case is used. This case will help students gain experience in utilizing skills learned in finance, marketing, and cost accounting, while running their own manufacturing business.

Upon completion of this course, students will be able to: • Develop cost standards and evaluate variances from actual costs • Compare the responsibility centers and the evaluation of performance • Identify value-chain analysis and the role of activity based costing. Prerequisite: AC335

AC337 Accounting and Financial Information Systems - 3 credits
This course covers the functions of an accounting information system within an organization and examines topics in internal controls and system documentation. The course emphasizes a commercial software package integrated with accounting cases, using a team approach. These cases explore systems in banking, customers and sales, vendor purchases and inventory, payroll, budgets, reports, and graphics.

This course provides students with the ability to: • Develop the skills necessary to do general ledger computer accounting for service and merchandising businesses • Build and design accounting systems. Prerequisite: AC112 and a CS course

AC338 Federal Personal Income Taxation - 3 credits
This course is designed to acquaint students with the Internal Revenue Code as it pertains to individuals. Students gain an understanding of gross income, adjusted gross income, deductions, exemptions, and taxable income. Tax planning and research are stressed, students are responsible for a projects requiring tax research, return preparation and planning.

For individuals and businesses, students will learn to: • Identify distinguishing federal personal tax attributes • Complete simple tax planning for businesses • Prepare federal tax returns for individuals and businesses. Prerequisite: AC112
AC339 Federal Partnership and Corporate Taxation - 3 credits
This course is designed to acquaint students with the Internal Revenue Code pertaining to partnerships and corporations. Students gain an understanding of the tax attributes of C corporations and S corporations and the tax effects of property transactions involving capital assets and section 1231 assets. Appropriate tax preparation projects are required.

For C corporations, S corporations and partnerships, students will learn to: • Identify the distinguishing tax attributes of each of these entities • Complete simple tax planning for businesses • Prepare federal tax returns for businesses operating under each of these legal structures • Plan for, execute and report taxable and nontaxable property transfers and capital gains and losses. Prerequisite: AC112

AC442 Accounting for Nonprofit Organizations - 3 credits
This course examines the accounting and control considerations encountered by not-for-profit organizations and governmental entities. Study topics include financial reporting, measurement of revenues, expenses and outputs, performance analysis, budget preparation, and evaluation of operations and programs. A computerized case is an integral part of the course.

Upon completion of this course, students will be able to: • Understand the impact of GASB statement No. 34 reporting model on the financial statements and core activities of governmental units • Identify the appropriate fund that is required in order to complete the proper transactions in a governmental unit • Distinguish the governmental (public sector) and nongovernmental (not-for-profit sector) organizations unique accounting issues. Prerequisite: AC112

AC443 Forensic and Investigative Accounting - 3 credits
This course utilizes case analysis and other hands-on methodologies to train students in forensic and investigative accounting. Topics include fraud detection, asset misappropriation, cyber-crime and Internet forensics, litigation support and courtroom procedures, economic damage estimation, and cyber profiling.

Upon completing this course, students will be able to: • Detect fraudulent financial reporting, employee fraud, and asset misappropriation • Follow proper evidence management and other courtroom procedures and litigation support • Engage in computer forensics, Internet and business systems analysis to uncover criminal activity • Profile cyber criminals. Prerequisites: AC112, CJ121, CS115/CS121

AC445 Auditing Theory and Practice - 3 credits
This course is for students who intend to pursue a career in auditing, whether in public accounting or

in internal auditing. Auditing standards of the American Institute of Certified Public Accountants and the Institute of Internal Auditors are integrated into the course material. Areas covered include the evaluation of internal control, ethical and legal responsibilities of the auditor, audit-report writing, and audit planning.

Upon completing this course, students will be able to: • Plan an audit in accordance with U.S. generally accepted auditing standards • Consider internal controls to assess control risk • Design audit programs to gather evidence on management assertions • Implement substantive testing and clearly document conclusions • Prepare appropriate audit reports and required communications • Complete an audit case. Prerequisite: AC22

AC449 Advanced Accounting Theory - 3 credits
The purpose of this course is to develop analytical techniques in accounting. The topics, which build on areas covered in intermediate, advanced, and cost accounting, are statement of cash flow, short and long-term investments, pensions, income taxes, leases, bonds, special purpose entities, revenue recognition, and other relevant topics.

Upon completion this course, students will be able to: • Understand advanced accounting topics consistent with the Certified Public Accounting (CPA) examination • Communicate, in writing and orally, complex technical accounting issues with clarity and conciseness • Analyze current financial statements for public companies and compare to the industry • Demonstrate an understanding of financial statement disclosures. Prerequisites: AC224, AC335, and AC338

AC1PE – Accounting Proficiency Exam - 1 Credit
The purpose of this exam is to test a student’s retention of the fundamental concepts learned in Intermediate Accounting I, Intermediate Accounting II, Cost Accounting, and Federal Personal Income Taxation. The results from the test will be used to reevaluate the instruction and learning that takes place in the above courses. Students successfully passing the test will receive one credit. The course is required of all students receiving a B.S. degree in accounting. Upon completion of this examination, students will be able to: Demonstrate mastery over concepts in Intermediate Accounting I, Intermediate Accounting II, Cost Accounting, Federal Personal Income Taxation, and Financial Statement Analysis.
COMMUNICATIONS

CO111 Introduction to Communications - 3 credits
This course serves as an introduction to the study of communications, focusing on communication models, research methods, and their applications in various professions. Students learn how communications models influence our thinking about interpersonal, organizational, and cultural behavior and how, in turn, social, scientific, and political factors affect in the study of communications. Students will complete several projects in which they analyze communication environments, apply the models to typical social and professional situations (especially public relations, marketing, and political communications), and investigate how current technologies affect both the event of communication and the study of communication itself.

Upon completing this course, students will be able to: • Apply models of the communication process to understand communication environments; • Assess the strengths, weaknesses, benefits and risks of different communication mechanisms and media; • Use narrative and contextual inquiry research methods to examine interpersonal communication; • Utilize more advanced theoretical constructs and qualitative research methods to analyze and evaluate a variety of social / social media, and organizational communications, both print and digital; • Access, synthesize, and apply academic research in the communications field relevant to their academic program and professional interests.

CO213 Business Communications - 3 credits
This course is designed to offer instruction in the basic skills of communicating professionally. Emphasis is placed on written communications: letters, memoranda, e-mail, short reports, in-house pieces, and resume. Exercises in team building, case review, and decision-making complement the offerings. 
Prerequisites: EH111 and EH112

CO215 Interpersonal Communications - 3 credits
This course enables students to understand and practice the process of exchanging signs and symbols that create meaning in an interactive context. An appreciation that interpersonal communications is interactional, relational, and that it creates relationships and evolves in stages is studied and discussed. Role-playing and observation form a great portion of this course.

CO240/MK240 Public Relations- 3 credits
This course focuses on the public relations process. Important aspects of public relations will be covered, including working with various publics, producing publicity materials, and managing a crisis.
Prerequisite: MK116

CO250/EH250 Journalism - 3 credits
This course surveys the broad and dynamic field of journalism, from traditional news reports to print and web feature stories to the hybrid forms of blogs and tweets. Topics include the principles of traditional news reporting, design and production of both print- and web-based periodicals, and how new communication technologies are changing how we perceive, receive, and evaluate “news.” Through class discussions and workshops, students discover the techniques used in various genres (news, features, reviews, editorials, advertising), and then develop copy in several of these genres as part of their final portfolio of work in the course. The course work includes a research project in which the class performs a competitive analysis of local print and digital news media and evaluates how well these companies are adapting to the challenges of the new journalism. Prerequisite: EH112

After completing this course students will be able to: • Identify typical print journalism genres; • Apply rhetorical concepts such as audience and purpose in analyzing these genres; • Explain the differences between traditional and contemporary journalism; • Critically assess the effectiveness of print and digital formats for both traditional and contemporary journalism; • Demonstrate skills in writing copy for two or more genres of journalism; • Identify and evaluate editorial and commercial strategies for adapting to new technologies and the new journalism.

CO245 Public Speaking - 3 credits
This course is designed to help the student develop the ability to prepare and deliver effective speeches and presentations. The course covers both the knowledge required to plan and organize a speech and the interpersonal delivery techniques necessary to overcome nervousness and achieve maximum impact. Informative, persuasive, and commemorative or entertaining speeches are given.

Students refine their writing and editing skills by composing, organizing, and proofing documents for a variety of academic and professional purposes. Course assignments include the preparation of such works as public relations pieces, news releases, journal articles, entertainment reviews, and literary criticism. Students revise and format documents to the level of publication readiness.
CO320  Technical Writing - 3 credits
This course prepares students to write effectively about technical topics for both technical and non-technical audiences. The course begins with an overview of best practices in technical writing and information design that provides students with the rhetorical and organizational skills necessary for writing concise, effective, professional prose in any technical discipline. Special attention will be paid to strategies for presenting technical material in profession-specific documentation formats, professional presentations, informal publications such as blogs, and training materials. Students will then apply what they have learned to two major projects on topics and in formats appropriate to their Program and career goals. The course is modular and can be tailored to meet the needs of students pursuing careers in criminal justice, physical or social sciences, computer science, information technology management, or management of technical staff.

Upon completion of this course, students will have demonstrated their ability to: * Identify, collect, evaluate, and present technical information obtained from research * Identify and accommodate diverse audience expectations for and level of engagement in various sub-genres of technical documentation * Craft technical communication using appropriate rhetoric, formats, and organizational strategies * Produce concise, succinct, and visually accessible presentations and training materials, including those for international audiences * Produce profession-specific documentation using profession-specific applications where appropriate.

CO335  Media Design Technologies - 3 credits
In this professional preparation course students will gain proficiency in the technologies and software applications used to produce effective and engaging material for both print and digital presentation. Students are introduced to the principles and techniques of information design and graphic design with special attention to applications in management, training / education, and marketing / public relations. Students complete a series of short projects, some tailor-able to their professional interests and goals, to create a portfolio demonstrating their skills in media design and publication.  *Prerequisite: CO111*

Upon completion of this course, students will:  Be able to describe how users engage and process print and digital media and how design principles are used to manage that encounter;  Apply principles of information and visual design to produce clear and concise internal documents, customer-facing publications, and presentations;  Demonstrate proficiency in both the Adobe Design suite to develop print and digital media through a variety of short projects exemplifying typical design and publication tasks.

CO337/MK337  Internet Marketing/Marketing Analytics - 3 credits
Students examine the theory and practice of Internet marketing through readings, class exercises, and website development. Students study advantages and disadvantages of Internet marketing, techniques for effective website development, use of Internet mailing lists, and marketing with newsgroups online, among other topics.  *Prerequisite: MK116, and CS11*

CO347/EH347  Advanced Professional Writing - 3 credits
In this course, students refine their writing and editing skills by composing, organizing, formatting, revising, and editing documents for a variety of academic and professional purposes. Course assignments reflect students’ programs of study and professional objectives, and students pursue at least one major writing project from conception through pre-publication review. In addition, students develop skills in substantive editing and proofing by critically reviewing documents from a variety of professions and disciplines.  *Prerequisites: EH111*

CO410  Senior Seminar - 3 credits
In this professional development capstone course, students will acquire project management expertise and experience working in cross-functional teams to supplement their skills in media design, internet and social media marketing, and marketing management. Students will learn fundamentals of project management — scope and requirements management, financial estimation and tracking, quality management, and communication. Acting as members of cross-functional teams, they will perform various roles in several complex project efforts to produce professional-quality and publication-ready materials and an effective multi-channel marketing campaign.

Upon completion of this course, students will:  Demonstrate understanding of fundamental project management skills by producing typical project documentation (e.g., scope, communication, and quality plans; WBS and schedule);  Participate in various roles in cross-functional teams collaborating on a large, complex project;  Conceive, design, and produce marketing, public relations, and social media assets to promote and support product release and customer engagement with the brand and product offering.  *Prerequisites: CO335 and CO/MK 445, or permission of instructor.*
CO439/HT439 Event Planning and Management - 3 credits
This course will provide students with the skills of a professional event manager. The course focuses on the importance of food and beverage controls, selecting the proper venue, and developing contacts and travel arrangements for events, teams, meetings and conventions. Students will gain experience in negotiating contracts, controlling food and beverage costs, calculating conference return on investment, and integrating convention and visitor bureau strategy into operational profitability. Students will learn how selling to and servicing conventions, meetings and sporting events offer opportunities for exciting and rewarding careers while analyzing how industry is responding to the increasing market demands. Topics include event administration, public relations, legal and financial safeguards, event marketing and promotion, event staffing, bidding requests for proposals, networking, sponsorship of events, risk management, entertainment licensing, and sporting event management.

Students completing this course will be able to: Effectively manage meeting budgets • Develop supplier contracts and bidding proposals • Coordinate events from start to finish • Promote events, exhibits, festivals, concerts and expositions • Develop and implement a meeting plan • Prepare travel arrangements • Coordinate a professional event • Explain the need for continuous quality • Convey the importance of risk management and crowd control • Identify the various types of meetings and events ranging from entertainment functions to professional conventions

CO440 Strategic Media Planning - 3 credits
This course provides an introduction to strategic media planning. The course will cover the challenges facing strategic communicators in an era of media fragmentation and proliferation and increased audience choice and control. Students will be introduced to the basic mathematical concepts involved in media buying/planning, data sources and research used in media analysis, and the basic elements of strategic media plan, including advertising and media relations objectives, strategies and tactics. Timing, budget and marketing ROI will be discussed. Media planning software will be utilized in the design of a contemporary strategic media plan. Prerequisites: MK116 or CO111

Students will demonstrate the skills necessary to: Critically evaluate media options • Research audience characteristics • Purchase or place strategic communications in media outlets • Schedule media weight in a manner that achieves communications goals • Evaluate the impact of media on audience members • Design and manage a media campaign

CO/MK445 Internet and Social Media Marketing - 3 credits
This course approaches internet and social media marketing from two perspectives: the methods and best practices for successfully integrating marketing activities with internet – web based technologies, including the enterprise-wide prerequisites for customer relationship marketing; the techniques and tools used to critically assess the user experience of campaigns and offerings, including usability, analytics, and engagement. Students complete a series of analyses of brand, customer service and relationship management, and internet presence design (company site, social media channels and usage) for several actual organizations. Then, acting as marketing consultants to an organization of their choice, they produce a final consulting report and presentation to the firm’s executive committee detailing changes in the firm’s media presence and media marketing strategy. Students are encouraged to take CS 140, Web Design, prior to taking this course, but the course includes training in web prototyping utilities. Prerequisites: MK116 or MK111

Upon completion of this course, students will: Demonstrate their understanding of internet and social media marketing concepts and best practices through a series of analyses of actual organizations; Critically evaluate the internet and social media presence of actual organizations including a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of a firm’s Internet marketing program and their overall online presence, market segmentation analysis, and internet site layout and design; Identify and leverage the most effective (lowest risk, highest engagement) channels in social media, planning and prototyping a social media campaign; Design, document, and present a marketing make-over for a specific company designed to maximize selling opportunities, including segmentation, social media marketing strategy, and a redesigned website.
COMPUTER SCIENCE

CS115 Introduction to Computer Applications - 3 credits
This course introduces the student to a suite of software tools critical to academic and workplace success (Word processing, spreadsheets, E-mail, Internet tools, presentation graphics, and databases).
Advanced students may consider CS121 in place of this course

Upon completion of this course, the student will be able to: Use the Moodle online system • Organize and manage files for ease of access • Perform Internet searches efficiently • Send professional, appropriate email messages • Create, edit, proof, and print documents • Create, edit, and print spreadsheets • Perform basic mathematical operations in a spreadsheet environment • Enhance the appearance of spreadsheets using add-in charts • Understand and develop a basic relational database system • Create a computerized presentation • Integrate all software programs together

CS117 Server Administration - 3 credits
This course presents foundation knowledge of networked systems. It teaches students how to configure network servers and how to administer their use. Security and resource sharing are major topics in this course. The students study how to administer network accounts as well as how to manage users and networked work groups. The allocation of hardware and software resources is discussed. The issues of budgetary planning for maintenance and upgrades are also included in this course; in addition to maintenance, students study how to troubleshoot server and network problems and how to optimize server configurations. Prerequisites: CS115 or CS121

CS119 Introduction to Systems Engineering Using Robotics - 3 credits
This course focuses on the basic principles behind computer engineering and programming. Students learn how to develop a requirements list, analyze available resources to determine their suitability for those requirements, then plan a rudimentary computer-controlled robotic system that makes the best use of those resources. Students also gain a deeper understanding of the relationship between computer software and hardware by constructing and programming the system to solve problems. Topics covered include computer architecture; the history of computers; data representation and storage; gates and circuits; Boolean logic; algorithms; programming languages; operating systems; and artificial intelligence.

Upon completion of this course, students will be able to: • Demonstrate how computers represent and store data • Demonstrate how computers manipulate data • Explain what computer operating systems do • Work with algorithms • Explain why recursion is essential to computer programming • Explain the value of the object-oriented approach to programming • Explain the role of arrays, list, stacks, pointers, indexing, hashing, and other basic elements of computer programming. • Discuss the basic concepts of database structure • Critically evaluate the status and value of artificial intelligence.

CS121 Computer Applications- 3 credits
This course is designed to provide students with the skills and abilities necessary to work with computer applications typically used by providers of information in business settings. Topics include advanced word processing, presentation graphics, spreadsheets, desktop publishing, and personal databases. The course emphasizes business analysis and reporting using the latest released version of business office tools. It is designed to follow CS115 or be an alternative for students with prior preparation using the office suite of software tools. Prerequisites: CS115 or equivalent experience with the suite of office tools

CS130 Introduction to the Internet - 3 credits
This course provides students with the ability to identify, understand, evaluate, and utilize the wide range of tools available on the Internet. The course addresses such topics as Internet research, web page construction, HTML, e-mail management, buying online and personal safety. This course is not available to CS, CIS or Security & Cyber Defense majors.

CS132 Graphic Design I - 3 credits
This course introduces students to the universal principles of 2D design and their application in the world of new media and commercial graphic design. It includes an exploration of how graphic design aids in effective communication and identity branding. Through a variety of readings, project-based exercises, critiques and discussions, students examine various industry standards and trends. Students are introduced to a variety of design software that allows them to use the computer as a creative tool to develop design products that will be incorporated into a final portfolio project.
CS140 Web Design - 3 credits
This course provides an introduction to and hands-on experience with hypertext mark-up language as well as other software tools used in web page creation. Through readings, lab projects, quizzes, and a web page portfolio students will have the opportunity to gain and demonstrate a thorough grounding in this evolving technology. This course is not available to CS, CIS or Security & Cyber Defense majors.

CS175 Introduction to Programming Logic and Design - 3 credits
This course introduces the basics of programming logic, as well as algorithm design and development, including constants, variables, expressions, arrays, files, and control structures for sequential, iterative and decision processing. This is done without using the syntax of any particular programming language. Students learn to design and document program specifications using tools such as flowcharts, structure charts and pseudo code. Program specification validation through desk-checking and walk-throughs is also covered.

CS/ED195 Introduction to Educational Game Design -3 credit
This course is an introduction to educational game design from two perspectives: the game designer and the curriculum designer. In this class, students work with a contemporary game design tool (e.g., Unity 3D) to learn techniques for creating engaging educational games for the K-12 level. Students learn how to design curriculum combining technology, creativity, and imagination in building immersive game environments and game narratives. As game designers, students are introduced to: 3D content creation, coding basics, 3D modeling, animation, and creating imaginative and compelling game storyboards. They will work individually and in teams to present educational game concepts to their peers. As curriculum designers, students are introduced to: standards-based learning Next Generation Science Standards, Common Core Standards and proficiency based learning in the process of creating compelling game content from core educational content, and writing a dynamic game centered lesson plan. Students are encouraged to experiment and learn in a game lab/studio style environment.

Upon completion of this course, students will be able to: Create a Game/Curriculum design journal; Build and create prototypes that present innovative education game scenarios; Create an example of an educational game prototype: Design a game level; Describe new educational game concepts; Create game characters for use in a game environment and for a classroom setting (i.e., with an educational purpose); Write a compelling game narrative that builds in educational curriculum and other content; Use features of the game design production pipeline: Demonstrate how to read and write basic code snippets; Illustrate how to design games around “big ideas” and core Pedagogical Content Knowledge as they relate to the Next Generation Science Standards and Common Core Standards

CS216 Data Structures - 3 credits
This course introduces students to basic data structures and their applications such as: linear structures (arrays, lists, stacks, queues) and non-linear structures (trees, graphs); sequential and linked storage representation methods; sorting and searching algorithms; and techniques of algorithmic analysis. This course covers measuring algorithmic complexity (O-Notation); searching and sorting algorithms and their complexity; tree and graph algorithms and their complexity; classes of algorithms, such as divide-and-conquer, backtracking, greedy, probabilistic, etc. and computational complexity; the classes P and NP. Prerequisite: CS218 or CS225

After completing this course, students will: Understand how to analyze algorithms, be able to apply the following basic data structures (among others) to solve problems: Stacks, Queues, Lists, and Trees, understand how merge, quick, bucket, and radix sorts work, and be able to apply the greedy method, divide-and-conquer, and dynamic programming to algorithm design.

CS218 Java Programming- 3 credits
This course introduces the student to the concepts, theory, and practice of the object-oriented programming language using Java. Concepts are reinforced with projects, reading, and testing of concepts. Prerequisite: CS175 or permission of the instructor

Upon successful completion of this course, student should be able to: • Demonstrate an understanding and use of the Visual J# development environment and tools • Demonstrate an understanding of programming analysis and application development • Demonstrate an understanding of object oriented programming concepts • Demonstrate an understanding of classes collections and controls • Demonstrate and understanding of advanced programming concepts • Be able to compare/contrast different programming languages

CS225- C#.NET Programming - 3 credits
This course will introduce students to computer programming using the C#.NET programming language. The student will learn how to use effective software engineering practices, emphasizing such principles
as design, decomposition, encapsulation, procedural abstraction, testing, and software reuse. This course introduces basics of coding programs from program specifications, including use of the Microsoft Visual Studio integrated development environment (IDE), the C# language syntax, as well as debugger tools and techniques. Students will learn to develop programs that manipulate simple data structures such as arrays, lists and queues as well as different types of files. Structured programming will be reinforced through techniques designed to solve typical business and scientific problems. **Prerequisites:** CS175

In this course, students will: • Understand the syntax of the C# language • Be able to develop programs using the Microsoft Visual Studio IDE • Be introduced to the fundamentals of Object Oriented programming • Be able to use standard data structures provided in the .NET environment • Learn how to convert a program specification into functional code • Use the Visual Studio debugging tools

**CS265- Mobile and eBusiness Technologies - 3 credits**

This course provides students with an overview of mobile devices, platforms, and applications, as well as how users interact with mobile devices and applications in different contexts. Students also explore how mobile technologies help organizations meet their business objectives, emphasizing their role in an effective marketing strategy. Topics include the capabilities and limitations of mobile platforms; mobile devices and usability; mobile app and website design; data capture technologies for mobile devices and their applications to e-business and mobile commerce; location-based services; and social media’s role in mobile marketing. **Prerequisites:** CS140

**CS245- Object Oriented Programming with C++ - 3 credits**

This course presents an object-oriented approach to software development used in large-scale programming projects. Unified Modeling Language (UML) will be used for object, dynamic, and functional modeling. Students learn how to implement a system using C++, an object-oriented programming language, by participating in programming projects. Programming topics include: Classes and data abstraction, operator overloading, inheritance, virtual functions and polymorphisms, templates, exception handling, and class libraries including GUI applications. **Prerequisite:** CS216 & a choice of CS218 or CS225

**CS310- Computer Forensics - 3 credits**

Learners in this course examine computer forensics as a discipline that supports law enforcement professionals in investigating white-collar crime. Learners explore computer forensics tools and techniques, e-discovery, crime investigations, incident response and handling, and legal issues. **Prerequisite:** CS345

**CS315- Databases - 3 credits**

This course covers fundamental concepts necessary for the design, use, implementation and administration of database systems. The course will stress the fundamentals of database modeling and design, the languages and facilities provided by database management systems, and some techniques for implementing and administering database systems. Topics will include the entity-relationship model, normalization of database tables, logical and physical database design, SQL, transaction management, reliability, security, and object-oriented databases. **Prerequisite:** CS119, CS218 or CS225

Upon completion of this course, students will: • Understand how a relational database differs from other database and data storage models • Understand how to relate business data requirements into a relational database design • Be familiar with the tools and techniques used to administer database systems • Be able to create SQL queries to manipulate data in a relational database • Understand the issues of database security and reliability • Be introduced to how Object data models may be implemented using an underlying relational system

**CS316- Graphics and User Interfaces - 3 credits**

This course introduces programming concepts in rendering of graphics primitives, shading, lighting, geometric transformations, clipping, depth, ray tracing, texture mapping and antialiasing, interaction, perspective, and stereo viewing. Students will study the principles underlying the generation and display of 3D computer graphics. Topics include geometric modeling, 3D viewing and projection, lighting and shading, color, and the use of one or more technologies and packages such as X3D, OpenGL, and others. This course will introduce topics of human-computer interaction (HCI) and its implications for the design of interactive systems. **Prerequisite:** CS218 or CS225

Upon completion of this course, students will: • Understand the use of graphics primitives to create 2D and 3D renderings • Be able to use graphics library tools to create graphic displays • Understand the basics of how humans and computers interact and how to create user friendly interfaces • Learn how to apply graphical rendering techniques to applications such and simulations, web applications and games • Create a graphics demonstration program for use as part of the personal portfolio.

**CS330 Computer Design and Architecture - 3 credits**

This course introduces the student to the concepts of modern computers, including their internal
organization, instruction formats, and addressing techniques. Input-output processes and interrupt handling are also examined. Programming aspects include assembler program segmentation and linkage. Prerequisite: CS345 and CS119, CS175, CS218 or CS225

**CS332 Hardware/Software Concepts - 3 credits**

This course provides the hardware/software technology background to help systems development personnel understand tradeoffs in computer architecture for effective use in a business environment. Prerequisite: A 100-level computer course or permission of instructor

Upon completion of this course, students will: • Understand basic computer hardware, operating systems, and application components • Be able to diagnose and repair (troubleshoot) the most common failures • Demonstrate the ability to analyze, design, install, and manage virtual hardware and software • Understand the link between computer engineering and products available today

**CS342 Ethical Hacking - 3 credits**

This course covers ways that computers and networks are attacked by hackers using techniques and common utilities. Learners explore security threats and ways that system vulnerabilities are exploited to attack systems. Topics include network offensive strategies, obfuscation of attacks, marshalling indirect attack vehicles, trading resources, and hacking of external information sources. On top of the offensive foundation, learning extends to the design of improved defenses. Advanced techniques to defend systems include Intrusion Detection Systems (IDS), sniffers, protocols analysis, social engineering, vulnerability analysis, penetration testing, hacking resources, and cyber reporting resources. The domain for these activities will include large hosts, PC platforms, and mobile devices. Prerequisite: CS345 & CS218 or CS225

Upon completion of this course, the student will be able to: Demonstrate knowledge of the definition of ethical hacking as well as the various laws that apply to hacking activities, including pending legislation at the time of the course delivery. • Demonstrate an understanding of basic concepts relating to the TCP/IP protocol and exploitation techniques at each layer. • Demonstrate an understanding of attacks that threaten both networks and individual devices. • Gather information about computer systems by using foot printing methods and social engineering tactic. • Use a variety of tools to conduct port scanning and system enumeration. • Identify important vulnerabilities of common operating systems on PCs, large hosts, and mobile devices. • Demonstrate an understanding of the vulnerabilities that exist in web server and wireless network hardware and software. • Demonstrate an understanding of how to protect networks with cryptography and other security devices.

**CS345 Data Communications - 3 credits**

This class is intended to help students grasp the fundamental concepts of data, voice, and video communications. This course forms the foundation for students continuing in the Computer, Security or Information Technology curricula. Prerequisites: A 100-level computer course or permission of instructor

By the end of the course, the student should: Have developed a working vocabulary in communications and networking • Be able to plan, analyze and design data communication systems from a business needs standpoint • Understand the components, protocols, topologies and system configurations involved in data communications and networking

**CS346 Foundations of Cyber Security Defenses - 3 credits**

This course provides the students with an overview of Information Technology (IT) and Computer Science (CS) Cyber Security and introduces the components necessary to secure networked information systems. Topics include administration of networking solutions, connected databases, individual operating systems, deployment and technical use of network defenses and counter measures, ethical hacking, diagnostic tools such as Snort, and aspects of both technical and engineering for network security. Contemporary cyber security issues will form the basis of important class projects. Prerequisites: CS345

Students completing this course will be able to: Explain the fundamentals essential to successfully protect and defend information systems; Analyze the role of each component necessary to secure information systems; Relate the importance of security policies; Demonstrate an understanding of IDS(s); Explain the functions of access controls used for identification and authentication of users; Evaluate the factors relating to effective authentication; Recognize the risks and be able to demonstrate knowledge of solutions relevant to the network to establish defense and counter measures; Demonstrate practical use skills of network and system security diagnostic tools; Exhibit introductory skills relating to ethical hacking.

**CS350 Multimedia Development - 3 credits**

This course is an elective and is open to both IS and Marketing majors. It deals with the concepts
and issues surrounding the evolving technology of multimedia without delving into programming or scripting. Prerequisite: A 100-level computer course or permission of instructor

By the end of the course, the student should be able to: Understand the historical context surrounding the emergence and evolution of multimedia into the primary communication medium that is today • Identify key terms within the field of multimedia and understand the characteristics that define it as a medium distinct from others • Identify the various individuals that comprise a multimedia development team, understand the processes and methods involved in multimedia production, and develop an ability to articulate concepts and challenges surrounding multimedia development • Utilize current text, photo, video editing, and multimedia authoring software as creative tools to apply their knowledge in the generation of a variety of Multimedia products. • Manage multimedia creation, distribution, and storage especially Internet options.

CS355- Business Application Development with C#.NET - 3 credits
Building on analysis, programming and database skills developed in previous courses, this course introduces fundamental principles and concepts of developing programs that support typical business processing activities and needs such as transaction processing and report generation. Students develop business-oriented programs that deal with error handling, data validation and file handling. C#.NET is the primary programming language used. Students will be expected to participate in individual and team programming projects to develop real-world software development skills. Prerequisite: CS215 & CS218 or CS225

Upon completion of this course students will: • Understand how typical business applications are developed • Understand the differences between programming environments between background, web-based, client- server, multi-tier and other types of programs • Be able to design robust, reliable and secure solutions to solve business problems • Be able to develop programs that manipulate data in relational databases • Have increased their knowledge of C# and their experience developing complex programs • Be familiar with working in project teams

CS365- Software Engineering - 3 credits
In this course, students are introduced to the basic principles of software engineering. The course focuses on the issues, methods and tools applied at every phase of the iterative development life cycle spanning from the conception of the actual requirements, through the analysis, design, development, testing, deployment and maintenance of the software product. Topics include software engineering goals, modeling techniques, object-oriented methodologies, human interface design, software project management, program development languages, tools and standards. Prerequisite: CS218 or CS225 and junior status

Upon completion of this course, students will: • Understand the software development lifecycle • Understand how software projects are managed and alternative approaches to design and implementation • Understand how structured and object oriented programming aid in the development of quality systems • Understand the importance of thorough requirements gathering to the success of a software development project • Have experienced how teams work together to develop software systems with practical project experience • Have experience with the common tools and techniques used by software engineers to create timely and high-quality software systems.

CS/MG390- Intro to Geographic Information Systems- 3 credits
Geographic information systems (GIS) provide a format for spatial analysis of data and are utilized across a wide variety of disciplines including business, criminal justice, political science, education and natural resources. GIS is used to support decision-making and planning. This experiential course will utilize ArcGIS 10 ArcView or similar software to introduce the capabilities of a geographic information system. Students will become familiar with the tools, commands and processes available to analyze data in a spatial context. Students will create GIS maps, highlight attributes of interest and perform basic analyses to answer fundamental questions related to the spatial attributes of data. Students will generate reports and hard copy maps to facilitate professional presentation of information. Prerequisite: Sophomore status

CS/IT415- Security Essentials- 3 credits
This course provides the foundation of security principles and skills necessary for the successful management of information security in an organization. Students will understand the controls over hardware and media, as well as personnel responsible for utilizing an organization’s information assets. The student will also become familiar with auditing and monitoring for security events. The course focuses on the physical measures and their associated procedures necessary to safeguard against damage, loss and theft. The student will be able to recognize the basic concepts of cryptography including key algorithms, distribution methods, methods of attack, and the construction and use of concepts such as digital signatures. Prerequisite: CS345

Students completing this course will be able to: Demonstrate an understanding of active and passive information security controls; Demonstrate an understanding processes needed to identify, capture, and
correlate security events, as well as the appropriate alerts to the organization about such events; Demonstrate an understanding of the threats, vulnerabilities, and countermeasures related to physically protecting the organizations information assets; Be familiar with the risk and risk avoidance for facilities, data, media, equipment, support systems, and supplies – including remote and mobile resources; Utilize necessary design skills to utilize effective cryptography applications and designs.

**CS420- Distributed Systems & Cloud Computing - 3 credits**

This course provides an introduction to distributed computing and its use in client/server and real-world computing applications. Concepts will include the design of distributed systems (two, three and n-tier architectures), inter-process communication (asynchronous vs. synchronous, concurrent vs. parallel, and sockets), principles of object-oriented middleware, security, and performance. Students will study the challenges introduced when extending traditional computing systems concepts to a networked setting. Students will understand the most current practical Cloud computing options available and how one might select a variety of options to create composite solutions that provide effective solutions, including the integration with traditional distributed systems. Students should understand the implications relating to database, programming, networking, security, and related technologies. **Prerequisite: CS345 and Junior Level Status**

Upon completion of this course, students will: • Be able to describe different types of distributed systems and how they are used • Understand the implementation of multi-tier distributed systems • Be able to implement inter-process communications using several methods • Understand the complexities of distributing traditional computing systems over a wide area • Understand the security implications of distributed systems and how to deal with the issues they create • Understand how business problems are solved using distributed systems. • Understand the new cloud paradigms of “software as a service”, “utility computing”, etc.

**CS/IT422- Applications in Information Security - 3 credits**

This course helps develop the important security concepts relative to software application development and access control that provide the knowledge and skills necessary for the successful management of information security in an organization. Students will understand the environment relevant to software design and development, including the critical role software plays in providing security to an organization’s information systems. The course focuses on software development concepts that relate to security, and how access control methodologies fit into the entire enterprise architecture. Content includes the architecture, management, control, and creation of software-related solutions. **Prerequisites: CS345 & CS346**

Students completing this course will be able to: Apply principles for securing applications throughout the lifecycle management process; Demonstrate an understanding of how security principles should be incorporated into all phases of the applications development process; Demonstrate an understanding of applications software design engineering principles and how they relate to the stability of the enterprise security plan; Exhibit familiarity with how malicious software can be introduced to information systems and how prevention, detection and correction is accomplished in the overall security architecture; Evaluate effective event management and correlation techniques across multiple solutions and systems, including the implications of remote and mobile computing solutions; Demonstrate an understanding of access control concepts and methodologies.

**CS/IT424- Information Security Policy, Administration and Management - 3 credits**

This course provides the foundation of security principles and skills necessary for the successful management of information security in an organization. Students will understand the controls over hardware, media, as well as personnel responsible for utilizing an organization’s information assets. The student will also become familiar with auditing and monitoring for security events. The course focuses on the measures and their associated procedures necessary to safeguard against damage, loss and theft. Students will be able to facilitate the integration of leadership, management, and processes within an organization to set and achieve optimal outcomes for the entire organization. The creation of security policy, including its Board approval, forms a required project. **Prerequisites: CS345 & Junior Level Status**

Students completing this course will be able to: Demonstrate an understanding of active and passive information security controls; Demonstrate an understanding of the management, processing, and use of security events as the implications for the security of the organization; Demonstrate an understanding of the threats, vulnerabilities, and countermeasures related to protecting the organizations information assets; Demonstrate familiarity with the risk to facilities, data, media, equipment, knowledge, support systems, and supplies for organizations. Third party interactions are explicitly included within the scope; Develop and demonstrate effective methods to set, gain approval of, and execute security policy within an organization.

**CS425- Intelligent Systems - 3 credits**

This course examines the ideas and techniques underlying the design of intelligent computer systems.
Topics include knowledge representation, heuristic versus algorithmic search methods, problem solving, game playing, logical inference, planning, reasoning under uncertainty, expert systems, machine learning, perception, natural language understanding, and intelligent agents. Application examples will be drawn from artificial life, robotics, game play, logic, visual perception, and natural language processing. 

**Prerequisite:** CS216 and MS325

**CS430- Social and Ethical Computing  - 3 credits**
This course covers historical, social, economic and legal considerations of information technology. It includes studies of professional codes of ethical conduct, philosophy of ethics, risk analysis, liability, responsibility, security, privacy, intellectual property, the internet and various laws that affect an information technology infrastructure. It explores the responsibilities of computer professionals, both IT managers and system developers, in directing the implementation and use of information technology systems. 

**Prerequisite:** senior status

**CS440 Operating Systems - 3 credits**
This course examines the fundamental concepts that are applicable to most operating systems and the issues associated with them, such as process management, storage management, protection and security, and distributed systems. Students will study a variety of operating systems to underscore these principles. 

**Prerequisite:** CS345

**CS444 Emerging Technologies - 3 credits**
Students identify, research, discuss, and evaluate emerging technologies that will influence computing and information solutions in the future. 

**Prerequisite:** CS175 and one of CS218 or CS225

**CS450 Cyber Warfare - 3 credits**
As organizations today are linking their systems across enterprise-wide networks and VPNs as well as increasing their exposure to customers, competitors, browsers and hackers on the Internet, it becomes increasingly imperative for Web professionals to be trained in techniques for effectively protecting their sites from internal and external threats. In this course students examine the real threats to today's Internet/Intranet systems and through lectures, case studies, and hands-on projects learn to develop practical strategies for protecting an organizations' web-based assets. 

**Prerequisite:** CS346 & Junior Level Status

**CRIMINAL JUSTICE**

**CJ121 Introduction to Criminal Justice - 3 credits**
This introductory course is designed to provide the student an introduction to the structure and operation of law enforcement, prosecution, the courts, and corrections. 

Upon completion of this course, students will be able to: Identify the major goals of the criminal justice system to include: guaranteeing due process, crime prevention, protection of life and property, apprehension of the offender, enforcement of the law, and equal justice • List and explain the major components of the criminal justice system • Discuss the major agencies within each of the criminal justice system components • Identify the primary function, jurisdiction and area of potential mutual assistance between federal, state and local law enforcement agencies • Define the typical series of events involved in the detection and prosecution of a crime • Define key terms related to the processing of criminal defendants • Identify the divisions of the Maine Court System, their functions and methods for appeal • Identify the major elements of court procedure for trying and sentencing criminal offenders

**CJ122 Policing in America- 3 credits**
Examination of philosophy and history of law enforcement in the American democracy; assessment of ethics, accountability, and reform in policing; analysis of police practices, including patrol, investigation, homeland security, crime prevention, and community relations; review of organization and jurisdiction of local, state, and federal law enforcement agencies; understanding professional career opportunities and qualifications; and future of American policing. 

**Prerequisite:** CJ121 or permission of Instructor

Upon completion of CJ 122, a student will be able to: Analyze the legal, political, social, and historical influences on the development and practice of American policing; Analyze the organization of American policing at the local, state, and federal levels; Explore how policing fits in with American criminal justice; Explain the recruiting and selection of police officers from the communities served; Explain police discretion and its impact on decision making to include the use of force and deadly force; Analyze the need for ethical police officers and continuous ethics training; Explore the available approaches to police patrol and investigations; Analyze the diverse populations that rely on American policing; Evaluate the future of American policing as it relates to homeland security, criminal justice, and community relations

**CJ202 Criminal Law - 3 credits**
This course is a review of substantive criminal law theory and specific elements common to index offenses.
This course will offer a brief synopsis of the historical development of penal codes, as well as application of the Model Penal Code. Special emphasis will include a review of established defenses to criminal liability such as the insanity, self-defense and diminished capacity defenses.

Upon completion of this course, students will be able to: Work with and apply the criminal code and the Model Penal Code • Explain the theory behind defenses such as insanity and diminished capacity

Prerequisite: CJ121

CJ204 Criminal Procedure - 3 credits
This course comprises constitutional analysis of criminal procedure that focuses primarily on the Fourth, Fifth, and Sixth Amendments; the right to be free from unreasonable search and seizure, the privilege against self-incrimination, and the right to counsel. Prerequisite: CJ121, CJ202, or permission of instructor

CJ212 Report Writing, Interview, and Interrogation - 3 credits
This course introduces the students to the process of interview, interrogation, and report writing. Using an acquired knowledge in criminal justice procedures, law, and communication, the students produce reports which meet the requirements of court legal system specifications. Case studies, scenarios, and guest speakers complement lectures Prerequisite: CJ121 and EH112

In this course, students will: Learn the principles of interviewing and apply those principles to legal standards. • Apply the techniques of interview and interrogation. • Explain the definition of a report • Identify the various types and formats of reports. • Explain the uses and purposes of reports • Explain the characteristics of a good report and apply thorough and accurate information to the writing of reports. • Explain the order of investigating as well as various interview approaches. • Define terms applied the interview and interrogation.

CJ223 The Corrections System - 3 credits
This course provides an analysis of the different treatment philosophies and techniques currently used in the field, with special attention to experimental and demonstration programs. Prerequisite: CJ121

CJ226 Social Science Research Methods – 3 Credits
This course provides an introduction to various methods of inquiry and analysis used throughout the social sciences. Students will become familiar with the basic steps of empirical research, research design principles, several data collection methods, and the process of writing a research proposal.

CJ230- Criminology - 3 credits
This course provides an examination of the field of criminology, including its theories, basic assumptions and definitions. The knowledge gained from this course will help students think critically and independently about theoretical and policy issues relating to crime and victimization. This will be helpful if students eventually work for a criminal justice agency, pursue advanced education in criminology or law, or want to be a more informed citizen. Prerequisite: CJ121 or SY113

CJ235- The Court System - 3 credits
This course explores the state and federal court system in the United States. Students learn about the various types of courts, including specialty course, and their history. Various players and their roles in the court are examined. The process of moving a defendant through the system from initial appearance to sentencing and beyond. Current issues of importance and/or controversy are analyzed, as well as specialty courts and their effectiveness. Students examine court cases in the news in light of principles discussed in class.

Upon completion of the course students will be able to: Examine the differences between the various types of courts in the United States; Review the history of courts in the United States; Analyze the roles of various players in the court system; Examine the use of specialty courts and review research on their effectiveness; Examine the process of how a defendant moves through the court process from initial appearance to sentencing and beyond; Analyze current important and/or controversial topics in US court; Assess current cases in the news in light of principles discussed in class. Prerequisite: CJ121

CJ240- Drugs, Addiction and Crime - 3 credits
This course explores relationship between substance abuse and criminal behavior. Students learn about the introduction of various psychoactive substances, from tobacco to cocaine, to the United States, the history of efforts to control their use by legislation, and current efforts to regulate illegal drug distribution by law enforcement. The process of addiction is reviewed, as well as the short-term and long-term effects of the use of psychoactive drugs. Students learn the difference between addiction and crime, and methods of treatment for substance abuse are discussed. Prerequisite: PY111

CJ245-Domestic & Family Violence - 3 credits
This course examines the issues of domestic, family & intimate-partner violence and the response by both
the Criminal Justice System and the Human Services System. The field of domestic violence is explored, including its theories, basic assumptions and definitions. Students learn to think critically and independently about the victimology involved. The course also examines the systemic response to victims, including non-conventional conceptions of victimization and international perspectives on this issue. Prerequisites: CJ121

Upon completion of this course, students will be able: • To describe the theoretical explanations for domestic violence; • To thoroughly discuss the legislative response to domestic violence; • To identify the barriers to response to domestic violence; • To outline assessment and treatment programs available to crime victims; • To identify the issues specific to child victims of domestic violence; • To outline the systemic response to victims, including non-conventional conceptions of victimization and international perspectives on this issue.

CJ265- Marine and Wildlife Law Enforcement – 3 Credits
This course is an overview of the roles and responsibilities of law enforcement in the protection of the natural resources of forests, open spaces, mountains, lakes, rivers, coasts, and oceans. It focuses on the human threats to, destruction of, and theft of wildlife, marine life, and plant life found in the interior and coast of Maine and adjacent territories. Additionally, it examines poaching and illegal trafficking in protected species at the local, national, and international levels. This course introduces students to a wide variety of careers related to fish and wildlife protection to include game warden, marine patrol officer, forest ranger, environmental enforcement agent, Maine Guide, and harbormaster. Prerequisite: CJ121

CJ315 -Restorative Justice- 3 credits
This course explores methods of restorative justice in the United States and around the world. Students learn about the difference between restorative justice and retributive justice and explore the history of the restorative justice movement. Various methods of restorative justice, such as victim-offender mediation, circle sentencing, reparative boards, and family group conferences, are analyzed and their effectiveness researched. Special applications, such as clergy sexual abuse, domestic violence, and peace-making processes after wars, are examined. Prerequisite: CJ121

In this course, students will: • Examine the differences between retributive and restorative justice and the principles of the restorative justice movement. • Review the history of the restorative justice movement. • Analyze the use of restorative justice methods in the United States and around the world. • Review the research on the effectiveness of restorative justice methods. • Examine the conceptual objections to restorative justice. • Examine the practical objections to applications of restorative justice. • Propose an integrated model for a system of restorative justice that responds to the historical, conceptual and practical objections considered in this course.

CJ320- Comparative Criminal Justice Systems - 3 credits
This course provides a theoretical and systems analysis of criminal justice from a global perspective. It examines societal cultural views and ideological philosophies behind system origination as well as the varied processes and outcomes of countries other than the United States. Prerequisite: CJ121

In this course, students will: Conceptualize and articulate the culture of each country examined and explain the driving ideology that shapes the criminal justice system of the country. Explain the development, mission, and mode of operation of law enforcement in each country examined, as well as discuss the positive and negative outcomes of the system. Explain the development, mission, and mode of operation of the courts in each country examined, as well as discuss the positive and negative outcomes of the system; Demonstrate an understanding of the juvenile system in each country examined and to discuss the purpose and impact of the Convention on the Rights of the Child (CRC) in helping nations to develop human-rights based juvenile justice systems.

CJ325- Victimology- 3 credits
This course examines the field of victimology, including its theories, basic assumptions and definitions. Students learn to think critically and independently about the theoretical and policy issues relating to crime and victimization. The course also examines the systematic response to victims, including non-conventional conceptions of victimization and international perspectives on victims’ rights. Prerequisite: CJ/SY230

Upon completion of this course, students will be able: • To describe victims of violence and trends in crime; • To describe the advances in forensics in solving crimes; • To identify various sources of data regarding crime and victimization; • To identify various victim-based criminological theories; • To describe the psychological impact of victimization; • To outline assessment and treatment programs available to crime victims; • To identify the issues specific to child victims of crime.

CJ330 Transnational Crime - 3 credits
This course examines the field of transnational crime, including the legal and institutional responses. The
knowledge gained from this course will help students think critically and independently about theoretical and policy issues relating to transnational crime and victimization. Topics for this course will include the various forms of terrorism, human trafficking, drug trafficking, and money laundering. Additionally, students will look at the public and private responses to transnational crime. Prerequisites: CJ121

Upon completion of this course, students will be able: Identify the major transnational crimes and their respective causes; Examine the demand side of transnational crime equation; Trace the funding sources providing fuel to the transnational criminal enterprises; Evaluate the current ability of the world to address transnational crime; Identify and compare the major sources of research and measurement instruments of transnational crime; Describe and evaluate the policy approaches to the various forms of transnational crimes.

CJ331 Criminal Justice Administration and Organization - 3 credits
Examination of the organization and administration of criminal justice agencies to include police, probation, parole, courts, juvenile justice, and corrections; human resource selection, supervision, and evaluation; community, political, and economic influences; budgeting and accountability; and competent and ethical leadership. Prerequisites: CJ121 or permission of instructor.

Upon completion of CJ 331, a student will be able: Explore the evolution of criminal justice organizations; Analyze how contemporary organization and administration principles are applied to criminal justice agencies; Analyze and discuss how criminal justice organizations fit into American social, legal, and political structures; Evaluate the position and influence of stakeholders – staff and management, clients, public officials, and community members – in the operation of criminal justice organizations; Evaluate the principles of administration, budgeting, organizational dynamics, and leadership in criminal justice agencies; Explore and evaluate contemporary organizational issues faced by criminal justice agencies; Explore the interaction between criminal justice organizations and homeland security agencies.

CJ332 Community Corrections- 3 credit
This course provides students with a comprehensive understanding of community corrections as a component of the criminal justice system. Students are provided a functional overview of the operations of community corrections, as well as an analysis of its development over time, advances in correctional philosophy, and innovations in treatment approaches. The course also examines legal issues and programs relevant to current practices. Prerequisites: CJ121

CJ333 Multicultural Issues in Criminal Justice - 3 credits
This course is designed to address cultural diversity as it relates to criminal justice and criminology with a focus directed to such issues as gender, race, ethnicity and sexuality. The student will engage in readings, discussion and, hands on projects during this semester of study. Prerequisites: CJ121, or permission of instructor

CJ334 Juvenile Crimes and Justice - 3 credits
This course focuses on the unique aspects of law enforcement interaction with juveniles and their families. Issues that emerge when working with multicultural populations will be discussed. Prerequisite: CJ121

CJ335 The Law of Evidence - 3 credits
This course introduces students to the principles, applications, and issues related to the laws of evidence as related to the criminal justice system. This course involved a review of the Federal Rules of Evidence, relevance cases, and burden of proof.

Upon completion of this course, students will be able: Work with and apply the Federal Rules of Evidence • Explain the theory behind burden of proof Prerequisite: CJ121, CJ204 or permission of instructor.

CJ336 Criminal Investigation Procedures - 3 credits
The student will engage in an in-depth study of the major components of criminal investigations, with special attention to the scientific aspects of criminal investigation and the management of major cases. Prerequisites: CJ121, CJ122, or permission of instructor.

CJ345 Pre-Service Law Enforcement Course (Phase I) - 3 credits
This course will allow the students to become familiar with some of the functional duties, obligations, influences, and philosophies in professional law enforcement. The ethical and moral obligations in the use of force and its effects will be explored in relation to the law enforcement officer's role in the community. This course will also address areas such as basic legal procedures, firearms training, courtroom procedures, human relations, police patrol procedures, traffic control, and other traffic functions, patrol investigations, and police skills development. This Maine Criminal Justice Academy course is required of all new full or part-time law enforcement officers in the State of Maine before they are allowed to perform law enforcement duties. Prerequisites: CJ121, CJ122

CJ346 Pre-Service Law Enforcement Course (Phase II) - 6 credits
This course will allow the students to become familiar with some of the functional duties, obligations,
influences, and philosophies in professional law enforcement. The ethical and moral obligations in the use of force and its effects will be explored in relation to the law enforcement officer's role in the community. This course will also address areas such as basic legal procedures, firearms training, courtroom procedures, human relations, police patrol procedures, traffic control, and other traffic functions, patrol investigations, and police skills development. Prerequisites: CJ121, CJ122

CJ/PY365 Sexual Offenders- 3 credits
This course explores the incidence, prevalence and causes of sexual offending. Students learn about historical perspectives on sexual behavior and how perceptions of deviant behavior have changed in the 20th and 21st centuries. The types and typologies of sexual offenders are discussed, and special groups of offenders, including juveniles, women and those who offend within institutional settings, are analyzed. Societal responses to sexual offenders are explored, including assessment and treatment, management and supervision of sex offenders in the community, and the incapacitation of sex offenders in prison. Finally, special laws regarding sex offenders, as well as the effects of sexual offending on victims, are reviewed. Prerequisite: PY111 or CJ 121 and Junior or Senior status

CJ375- Environmental Crime Investigation- 3 credits
This course is an examination of environmental crime – a type of crime that imperils the health, safety, and economics of citizens, communities, states and nations. It focuses on environmental crime legislation and politics as well as the investigation, prosecution, and prevention. It explores environmental crime’s theoretical underpinnings. Additionally, it touches upon environmental crime as a global issue. The course introduces students to several public and private careers in environmental crime investigation and enforcement. Prerequisite: CJ121

CJ/HG/PS396 Homeland Security - 3 credits
Homeland Security is a national and international service and protection initiative that experienced significant growth following the terrorist attacks on the United States on September 11, 2001. Additionally, Homeland Security refers to the vast network of federal, state, local, and private agencies that organized and integrated after the attacks to respond to future threats to the country, its people, its infrastructure, and way of life. This course provides a student with a comprehensive examination of Homeland Security from its mission and organizational perspectives.

Upon completion of this course, students will be able to: Describe the structure and function of homeland security agencies at the state and federal levels; Describe the role of Americans in homeland security; Apply homeland security policies and procedures; Chronicle the history of homeland security movement; Interpret the impact homeland security has on American daily life and civil liberties; Explain the integration of homeland security with the criminal justice, defense, and intelligence systems; Interpret the role of the national and state governments in homeland security; Communicate homeland security threats, including homegrown and international terrorism Prerequisites: CJ121 or PS213 is recommended

CJ/SY390 Human Trafficking- 3 credit
This course examines the issues of human trafficking to include sex trafficking, labor trafficking, and organ trafficking. The course explores the issues of human trafficking from an historical perspective, both international and domestically. It investigates human trafficking as an international crime, a transnational crime, as well as a domestic crime. The course looks at the criminological aspects of human trafficking as well as the victimological theories of international victims compared with domestic victims. Additionally, it explores the differences in domestic trafficking victimology between areas in the United States. This course examines the response to human trafficking by the Criminal Justice System, the Human Services System, the non-governmental organizations (NGOs), the medical system, the school system, and the business community. Students will learn to think critically and independently about the issues of human trafficking. Prerequisite: At least sophomore standing, or permission of instructor

Upon completion of this course, students will be able to: study the history of human trafficking internationally and domestically; discover the scope of human trafficking today; identify the different types of human trafficking; examine the sociological factors which drive human trafficking; thoroughly discuss the legislative response to human trafficking; differentiate the issues of victimization of human trafficking; recognize the roles that various professionals have in anti-trafficking efforts.

CJ403 Careers in Criminal Justice - 3 credits
This course reviews the types of careers that relate, directly or indirectly, to the criminal justice system. The relationship between job requirements and responsibilities and individual ability will be discussed as well as the value of understanding the relationship between theory and practice. The culture of the criminal justice system as well as that of its various professions will also be covered. Prerequisite: CJ121 and junior status

Upon completion of this course, students will be able to: Identify various types of careers, professions, and jobs related to the criminal justice system; Identify various knowledge, skills, and abilities involved in
various criminal justice related jobs; Describe aspects of the professional development requirements of various criminal justice professions; Articulate the ways in which what they learn in the course relates or influences their own professional aspirations; Demonstrate familiarity with library and online resources in collecting information relevant to seeking criminal justice jobs, developing criminal justice professions, and pursuing jobs in criminal justice; Demonstrate the ability to locate current job opportunities, apply for that position, interview for that position, follow through on the interview, handle a job offer appropriately, and move forward into that job.

CJ397 Overview of the K9 in Criminal Justice & Homeland Security - 3 credits
Canines (K9s) undertake multiple roles and responsibilities in the criminal justice, homeland security, corporate security, and forensic science fields. In this course, a student will learn the history of detector dogs; understand the structure of police, military, and civilian canine units and programs; examine national detector dog programs; study the laws governing the use of detector dogs and searches; and review the science behind successful canine detection. **Prerequisite: Jr/Sr standing or permission of instructor**

Upon completion of this course students will be capable of: Describing the history of the canines in the fields of criminal justice homeland security, and forensic science; Describing the multiple roles that canines accomplish in the fields of criminal justice homeland security, and forensic science; Describing the unique attributes that canines bring to detection and protection work; Conducting legal research about the use of canines in the fields of criminal justice homeland security, and forensic science; Describing the evaluation and selection of detector dog candidates; Detailing how canines behave, communicate, and learn; Enumerating the required qualities of personnel assigned to work with canines; Analyzing and evaluating research articles and papers that discuss canine detection and protection capabilities; Evaluating the management and organizational structure of private and public entities that employ canines; Writing a comprehensive research paper about a detector dog topic; and Designing and presenting a mini-lesson on a detector dog topic.

CJ441 Community and Policing Partnerships - 3 credits
This course provides the student an opportunity to explore partnerships with law enforcement agencies and community resources. The definitions of community will be discussed and analyzed, as well as the impact of environment on behavior, and the promises of community organizations for local empowerment. **Prerequisite: CJ122 or permission of instructor**

CJ447 Critical Issues in Criminal Justice - 3 credits
This course reviews and discusses some of the significant current research and case studies in the field of criminal justice. The student examines the practical application of the theoretical perspectives, knowledge, and skills learned in the classroom. **Prerequisite: CJ121, at least junior status or permission of instructor**

Upon completion of this course, Students will be able to: 1) synthesize knowledge of the criminal justice system; 2) examine important issues and concerns in the three functional components of the criminal justice system and how they impact each other; 3) demonstrate the ability to communicate and write effectively; and 4) identify the issues of diversity and multiculturalism within the context of the criminal justice system.

CJ450 Basic Law Enforcement Training Program
The major function of the eighteen week Basic Law Enforcement Training Program is to provide quality law enforcement training to all municipal, county and State of Maine law enforcement officers or other interested students. This is an extensive training and educational opportunity which encompasses all aspect of law enforcement job tasks which is expected of all Maine law enforcement officers. **Prerequisite: CJ121**

CJ460 Independent Research in Criminal Justice
Individualized research experience developed and implemented under the supervision of a faculty member. **Prerequisites: CJ230, PS225, a minimum of 60 credits earned toward a Bachelor of Science degree, and permission of the instructor**

Upon completion of this course, students will be able: Conduct a review of the literature within an area of individual interest; Understand and fully implement the use of the scientific method; Develop and propose an appropriate experiment within the fields of criminal justice or criminology; Conduct a criminological experiment; Write an empirical report that communicates the outcome of the experiment; Present the findings of the experiment to faculty or review board.
EC211 Microeconomics - 3 credits
This course examines the impact of economic systems on sole proprietorships, partnerships and corporations. Economic theories and individual market structures are detailed. Topics include the basic economic concepts of opportunity cost, supply and demand, product pricing and elasticity, resource allocation in the product market, factor pricing and income distribution in the resource market, and the effects of public policy on firms and their market structures. Prerequisite: MS206

Upon completion of this course, students will be able to: • Analyze the impact of economics as it affects individual firms • Make resource allocation decisions for firms based on cost effectiveness platforms • Plot and graph product pricing options for individual firms in light of market structures and elasticity • Ethically consider regulatory and environmental impacts on firms • Use mathematical, technological and other contemporary techniques of economic analysis in a firm’s decision making.

EC212 Macroeconomics - 3 credits
This course is a comprehensive study of economic principles and the interactions of the various sectors in the United States economy, with particular emphasis on the issues of unemployment, interest rates and inflation. The American capitalistic structure, including regulatory aspects, is examined and compared to a variety of other economic structures. Students will learn to design economic output models that consider consumption, saving, private investment, the role of government, and net exports, tempered by overarching interventionist and non-interventionist theories. Monetary and fiscal policy making, labor markets, financial market mechanisms, and international trade models are also introduced.

Upon completion of this course, students will be able to: • Examine the issues of inflation, unemployment and interest rates • Consider contemporary economic policy in light of the contributions of major economists including Adam Smith, John Maynard Keynes, and others • Track short and long run changes to aggregate supply and demand • Model aggregate economic output using the metric of gross domestic product • Calculate the effect of stimulus and de-stimulus on economic activity • Analyze and recommend fiscal and monetary policy directions.

EC327 Environmental Economics - 3 credits
This course examines basic economic approaches to environmental issues, including cost/benefit analysis, externalities theory, land use planning and the “takings” issue, conservation, public lands, and resource management. Topics include the economic measurement of environmental values, sustainable economics, the impact of international trade on the environment and more. Students will be expected to consider solutions to existing and emerging issues utilizing their knowledge of business and economic systems.

Students completing this course will be able to: • Research prospects for sustainable business development • Interpret the impact of development on ecological issues in industrialized and developing countries • Track trends in national and international policy making in the field. Prerequisite: EC212 or instructor approval

EC331 International Trade and Investment - 3 credits
A fundamental understanding of international trade and investment is essential to the modern business professional who is faced with an increasingly global environment. Therefore, this course offers an integrated approach to theory, policy, and contemporary events which empowers the student to understand the major workings of international economic systems and their impact on the domestic economy. The course deepens students’ understanding of the principle of comparative advantage and its interrelationship with modern international economic strategies in both the public and private sectors. Topics include regional trading frameworks, major bilateral and multilateral trade agreements and provisions, protectionist cycles, trade restrictions, the flow of international financial capital, currency valuations, and political and social aspects to policy approaches.

Upon completion of this course, students will be able to: • Demonstrate an understanding of the basic terms and concepts in international trade and investment • Examine principles of international trade and investment in light of potential fiscal, monetary and social policy both within and outside of the United States • Research opportunities for incremental improvements in trade between nation-states • Consider the effects of historical events, cultural and social norms, human rights records, and other issues on trade integration efforts • Cite major trade accords and the role of national and international bodies, including the General Agreement on Tariffs and Trade and the World Trade Organization • Follow contemporary issues in the areas of modeling, tariffs and nontariff barriers, commercial policy, the role of international trade in economic growth, international finance and foreign exchange, exchange rate theories and regimes, international macroeconomic policies and other areas of importance. Prerequisites: EC212
**EC334 Money, Banking, and Financial Markets - 3 credits**

A study of the essentials of the domestic monetary system, the banking structure, and an introduction to international finance; this course focuses on monetary practices, theory, and policy. Included in the course are an analysis of the nature, functions, and theory of money; an overview of the commercial banking system and the structure of the Federal Reserve System; and an examination of monetary policy as related to fiscal policy, economic activity, and international financial activities.

Students completing this course will be able to: • Convey a general understanding of the macroeconomic aspects of the field, with particular emphasis placed on the creation of monetary policy • Explore macroeconomic policies that impact national and international financial markets and take informed positions on policy initiatives • Recite economic theories governing decisions made by central bankers, with a special emphasis on Keynesian vs. Classical logic • Relate complexities associated with interest rates, reserves, the time value of money, inflation, risk-return relationships, informational asymmetries and asymmetries, financial transparency, insurance schemes, futures, options, and a host of other concepts critical to the field *Prerequisite: EC211, EC212*

**EC338 Regional Economic Development - 3 credits**

This course is designed to provide the student with an understanding of regional economic trends, tools of regional analysis, regional economic development theories, and issues affecting regional development. Subjects include economic base theory, comparative economic advantage, taxation policy, natural resource management, regional job creation, and environmental management policies.

Upon completion of this course, students will be able to: • Assess the effectiveness of local, regional, state and federal economic development incentive programs • Conduct research and draw conclusions regarding the impact of fiscal policies on regional economic development • Consider the implications of the direct competition for economic development between towns, cities and states • Fairly assess the option of lasses fair approaches to economic development problems • Demonstrate an understanding of regulatory issues governing development inputs, including electricity regulation/deregulation, environmental laws, tax policies, subsidy, insurance incentives, bond issues, licensing, and other related issues. *Prerequisite: EC211, EC212, FN225*

**EDUCATION**

**ED110 Professions in Early Childhood- 3 credits**

In this course students will begin their professional portfolio constructed on the preparation standards from the National Association for the Education of the Young Child (NAEYC); become acquainted with the nature of early childhood careers, interact with local early childcare owners, and conduct for their initial (observational) field work experience in a private childcare setting. The content of the course is supported by student application of skills related to information literacy, study strategy, critical thinking and reflection. This course is required for Childcare Management majors.

Upon completion of this course, students will: Become acquainted with the nature of early childhood careers. • Begin their professional portfolios constructed upon the NAEYC preparation standards • Conclude interviews with local area child care owners/directors • Identify professional expectations in the field of infant and early child care • Conduct an initial observational field placement in an early childhood setting • Develop literacy skills: reading, research, acquisition, documentation and evaluation of academic resources related to a professional field of study • Identify personal learning styles and study strategies • Apply critical thinking and reflection skills, by exploring issues related to the profession of early child care/education.

**ED122 Foundations of Education - 3 credits**

This course examines the philosophical, historical, and legal aspects of education. Topics include the role of public education, school-system philosophy, and the social trends that impact upon modern education.

**ED124 The Teaching Process and Curriculum Design - 3 credits**

This course will provide an introduction to learning theory, teaching pedagogy, assessment strategies and implementation of local, state, and national standards. Students will explore how effective teachers manage their classrooms, the nuts and bolts of lesson and curriculum planning, and how to accommodate learning-style differences. This will be a project-based class with both individual and team projects. *Prerequisite: ED122 or permission of instructor*

**ED/SY125 Experiencing Diversity- 3 credits**

In this course, students combine theoretical inquiry with hands-on experience to examine the impact of many different cultures existing in Maine upon their communities, schools, and businesses. By examining their own cultural backgrounds and values, the class becomes a forum in which each member explores means by which to get along with people of wide-ranging backgrounds including cultural, ethnic, social, racial, and sexual orientation.
ED130 The Teaching Profession- 3 credits
In this course, students will explore the knowledge, skills, and dispositions of professional educators. This course will focus on five main aspects of the teaching profession. First, students will develop the skills and habits of professional educators with respect to organization, time management, communication, and use of technology. Second, students will gain a basic understand of core educational concepts. Third, students will document and reflect upon their growth as an educator by establishing a professional portfolio. Fourth, students will experience and reflect upon the day-to-day life of a professional education through field observations. Finally, students will review the skills and knowledge needed to fulfill initial professional certification requirements.

ED/CS190 Introduction to Educational Game Design -3 credit
This course is an introduction to educational game design from two perspectives: the game designer and the curriculum designer. In this class, students work with a contemporary game design tool (e.g., Unity 3D) to learn techniques for creating engaging educational games for the K-12 level. Students learn how to design curriculum combining technology, creativity, and imagination in building immersive game environments and game narratives. As game designers, students are introduced to: 3D content creation, coding basics, 3D modeling, animation, and creating imaginative and compelling game storyboards. They will work individually and in teams to present educational game concepts to their peers. As curriculum designers, students are introduced to: standards-based learning Next Generation Science Standards, Common Core Standards and proficiency based learning in the process of creating compelling game content from core educational content, and writing a dynamic game centered lesson plan. Students are encouraged to experiment and learn in a game lab/studio style environment.

Upon completion of this course, students will be able to: Create a Game/Curriculum design journal; Build and create prototypes that present innovative education game scenarios; Create an example of an educational game prototype; Design a game level; Describe new educational game concepts; Create game characters for use in a game environment and for a classroom setting (i.e., with an educational purpose); Write a compelling game narrative that builds in educational curriculum and other content; Use features of the game design production pipeline; Demonstrate how to read and write basic code snippets; Illustrate how to design games around “big ideas” and core Pedagogical Content Knowledge as they relate to the Next Generation Science Standards and Common Core Standards

ED/CS195 Educational Game Design II -3 credit
In this course students use their imagination to refine game prototypes. As game designers, students develop immersive game environments, narratives, game code, 3D models, and animations, and create imaginative and compelling game storyboards. Students work individually and collaboratively to present educational game models to their peers. Students are encouraged to connect their games to one or more of the Maine Learning Results, Next Generation Science Standards, and/or Common Core Standards. Prerequisite: ED/CS190 or permission of the instructor

Upon successful completion of this course, students will: Work in game design dyads to refine prototypes that present educational game scenarios; Collaborate in a game studio style environment; Maintain a design sketchbook to support game mechanics; Design interactive game levels and game environments, game characters, narratives, game code, 3D models, and animations; Write a compelling game narrative that connects educational curricular standards with gaming interactions; Identify specific steps in ideation, development, and production of a game prototype; Illustrate how to design games around “big ideas” and core Pedagogical Content Knowledge as they relate to the Next Generation Science Standards and Common Core Standards

ED210 STEAM Curriculum and Instruction - 3 credits
In this course students will build the skills to develop, adapt, evaluate, and implement K-12 science, technology, engineering, arts, and mathematics (STEAM) curriculum and instruction. Students will examine existing STEAM curricular materials, observe STEAM instruction, and investigate the design and impact of STEAM pedagogy. Through a semester long project, students will design a STEAM curricular unit to implement with a small group of students. Creativity, critical thinking, and self-reflection will be central to the design process. While especially well-suited for education students who wish to incorporate innovative approaches into their teaching practices, this course provides opportunities for students in all majors to deepen their understanding of how different disciplines across the arts and sciences support and complement each other in the formation of innovative solutions to complex, real-world problems. Prerequisite: LA135 or permission of the instructor

Course objectives: Knowledge: By the end of the semester, the student will: Articulate the vision of STEAM education; Identify the essential elements of a STEAM curricular unit; Recognize the benefits and challenges
of implementing STEAM curriculum and instruction in a K-12 classroom and school; Articulate the impact of STEAM educational experiences beyond the typical work and scope of what is done in traditional classrooms and/or schools; Skills: By the end of the semester, the student will: Design a STEAM curricular unit that is relevant and meaningful to the intended group of K-12 students, integrates multiple disciplines, and connects to authentic challenges; Evaluate and adapt existing STEAM curricular units to maximize K-12 student learning; Engage K-12 students in meaningful STEAM learning experiences as part of a field experience. Dispositions: By the end of the semester, the student’s attitudes will be characterized by: Perseverance in developing and implementing STEAM units; Willingness to connect with colleagues, either in other disciplines or outside of the K-12 setting, to enhance what a learning experience may offer to K-12 students; Willingness to take risks through STEAM education.

**ED215 Children’s Literature - 3 credits**
This course familiarizes students with the trade literature written for juvenile readers. Students learn to evaluate children’s texts, employ literature-centered approaches to reading, and recognize developmental readiness and interest levels for text selection. **Prerequisite:** 200 or 300 level literature course, or permission of the instructor

**ED221 Foundations in Literacy – 3 credits**
This course functions as an introduction to literacy foundations applicable to all education majors. The major concepts of the course cover applied linguistics, language development, and current literacy practices across content areas.

**ED232 Educational Psychology - 3 credits**
Focus is on the major psychological theories of learning and their application in classroom settings. Practice in evaluating group dynamics, analyzing learning behavior, diagnosing learning difficulties, and interpreting psychological research/evaluation in the field of education is also provided. (Offered every other year). **Prerequisite:** PY111 or permission of the instructor

**ED245 Computers Across the Curriculum - 3 credits**
This course is designed to prepare students to be able to evaluate and integrate technology in the classroom. Students will learn how to evaluate the advantages and disadvantages of various educational software packages as well as the Internet and presentation software for curriculum enhancement. Students will develop technology-integrated lesson plans while developing teaching strategies to accommodate a variety of learning styles.

**ED310- Teaching at the Secondary Level - 3 credits**
This course is designed to assist students in becoming confident, effective professional educators at the secondary level (Grades 7-12). Among topics to be considered will be: learning theory, current trends in secondary instruction, classroom organization and management, assessment, and classroom application of various forms of technology. Students will explore general pedagogy as well as techniques specific to their academic specialization. Each student will develop a unit of instruction suitable for a secondary level classroom. **Prerequisites:** ED122, ED124, ED232, or permission of the instructor

**ED312- Literacy Across the Curriculum - 3 credits**
This course will explore how literacy – broadly defined as reading, writing, talking, and listening – can be a tool for thinking and learning across the curriculum. The course is built on the belief that teachers of different disciplines and grade levels can learn a great deal from one another about these interrelated processes. Coursework will focus on study and application of instructional strategies for various literary genres across the middle school and high school curriculum with a focus in philosophical and theoretical perspectives from multicultural texts.

**ED315 Teaching Reading in the Primary Grades - 3 credits**
This course introduces students to theory and practice necessary to develop independent reading skills in children in grades K-3. Topics include language development and early literacy, reading readiness, decoding, fluency, and comprehension, and the use of assessment to inform instruction. In addition, students become familiar with current trends in reading instruction (such as phonemic awareness, whole language, and scientifically-based reading instruction) to create and manage a balanced literacy program. **Prerequisite:** ED122, ED322 or PY336, cumulative GPA of 2.5 and passing scores on all three parts of Praxis I and a student in good standing

**ED316 Teaching Reading in the Elementary Grades - 3 credits**
Through theory and practice, students are introduced to classroom strategies and materials for teaching reading to students in grades 4-8. Topics include comprehension and critical thinking skills, content-area reading, study skills, literary appreciation, and using assessment to inform instruction. **Prerequisite:** ED122, ED215, ED322 or PY336, cumulative GPA of 2.5 and passing scores on all three parts of Praxis
ED317 Methods of Teaching Language Arts - 3 credits
Students learn strategies and methods for developing communication skills (writing, speaking, and listening) in students in grades K-8. Topics include using the writing process; integrating writing, speaking, and listening in the content areas; teaching the mechanics of writing; and writing in a variety of modes and genres. Prerequisite: EH111 and EH112, cumulative GPA of 2.5 and passing scores on all three parts of Praxis I and a student in good standing.

ED320 Methods of Teaching Mathematics - 3 credits
This course is designed for elementary education majors to acquaint them with the strategies, techniques, materials, and organizational structures relating to the teaching of mathematics and the assessing of student learning. Students will examine such topics as logical thinking, finding numerical patterns, problem solving, the use of instructional media tools to teach math, and math lessons and a curriculum that align with The Maine Learning Results. Prerequisite: ED122, PY336, 3 credits in math cumulative GPA of 2.5 and passing scores on all three parts of Praxis I and a student in good standing.

ED322 Teaching Students with Exceptional Needs in the Regular Classroom - 3 credits
This course introduces prospective teachers to the education of students with exceptional needs and abilities within the regular classroom. Topics include an overview of pertinent Maine and federal laws and regulations, including eligibility for services; characteristics of students with exceptional needs and abilities; instructional strategies, with consideration for learning styles; classroom management and modification; cooperation with families; and the use of assistive services, including appropriate technology. Prerequisites: Junior standing, PY111, cumulative GPA of 2.5 and passing scores on all three parts of Praxis I and a student in good standing or PY336 and PY338 and permission of instructor.

ED323 - Teaching Early Childhood Students with Exceptional Needs - 3 credits
This course will provide an overview of the field of early childhood special education including discussions of historical and empirical support for providing early intervention services, screening, assessment, instructional programming, integration of children with and without disabilities, family involvement, and service delivery models. Emphasis is placed on assessing and promoting the attainment of cognitive, language, social, self-help, and motor skills. Prerequisites: PY111 and junior standing and 12 credits in education, concurrent enrollment in ED338 or permission.

ED324 Infant/Toddler Development - 3 credits
In this course students will examine the major theories and current research in the areas of child development. It will include the study of the process of human development from conception through age five as determined by heredity, society, and human interaction with implications for child guidance. Prenatal development and the birth process are emphasized. Observations of a neonate, infant, and toddler required. Prerequisites: PY111 and ED232.

ED325 Methods of Teaching Science in the Elementary School - 3 credits
This course provides students with the basic knowledge and experience necessary to prepare them to teach science to K-8 students. Emphasis is placed on the selection, design and assessment of a science curriculum that is developmental appropriate. Prerequisite: 3 science credits, cumulative GPA of 2.5 and passing scores on all three parts of Praxis I and a student in good standing.

ED326 Methods of Teaching Social Studies in the Elementary School - 3 credits
This course focuses on the selection and evaluation of teaching methods, unit and lesson planning, use of curriculum and audio-visual materials, and the preparation of instructional materials appropriate for social science content and skills at different elementary grade levels. Emphasis is placed on examining innovative approaches to designing and implementing social studies curriculum for elementary classrooms. Prerequisite: 3 Social Studies credits, cumulative GPA of 2.5 and passing scores on all three parts of Praxis I and a student in good standing.

ED327 Science for the Young Child - 3 credits
This science methods course focuses on the constructivist model of teaching and learning and science content knowledge for young children ages birth to five years. Emphasis of the course will be on instructional strategies and activities that may be used to teach learners in the early childhood environment. Prerequisites: Junior standing and 12 credits in education, concurrent enrollment in ED338 or permission.

ED334 Language Development/Early Literacy - 3 credits
In this course students study the methods and materials used to promote effective skills of listening, speaking, and vocabulary development in early childhood. Activities for teaching pre-writing, pre-
reading, and criteria for selecting appropriate children’s books will also be examined.

**Prerequisites: Junior standing and 12 credits in education, concurrent enrollment in ED338 or permission**

**ED335 Numeracy for the Young Child - 3 credits**

This course focuses on developmentally appropriate mathematics curricula and instruction for children aged 0 through age 5. Students will apply their learning through creating and utilizing concrete materials with young children that focus on the study of sets, counting numbers, and other elementary number theories.

**Prerequisites: Junior standing and 12 credits in education, concurrent enrollment in ED338 or permission**

**ED336 Social Studies for the Young Child - 3 credits**

This course focuses upon developmentally appropriate social studies content, curricula, and methods for young children (birth to age eight). Students also gain experience in constructing concrete materials for and with young children that highlight awareness of self, family, community, multicultural experiences, and global diversity.

In this course, students will: • Describe developmentally appropriate practice and play based learning strategies for teaching social studies. • Recognize the role that family life and social attachments play in early concepts of social studies. • Identify NAECY early learning principles, State of Maine Early Learning Guidelines and Maine Learning Results indicators as they apply to social studies and the young child. • Plan, design and assess early learning/classroom materials for social studies curricula.

**ED338 Advanced Field Experience - 3 credits**

This junior level field experience provides students an in-depth look at teaching and learning. During this three-credit semester course, students will work in elementary classrooms under the guidance of the classroom teacher one full day per week. Students are required to write a reflection paper each week applying theory learned in education courses to what has occurred in the classroom. These papers and other materials created during this time will become a part of his/her professional portfolio.

**Prerequisites: ED122, ED124, ED130, ED232, cumulative GPA of 2.5 and passing scores on all three parts of Praxis I and a student in good standing**

**ED34 Special Topics - 3 credits**

Special Topics courses focus on one or more related areas, and can include the planning, implementation and evaluation of developmentally appropriate activities for young children in areas such as creative arts, social studies, or early literacy. Topic areas may also include family studies, administration and planning, early learning environments, or advanced child development.

**ED350 Childcare Management: Advocacy and Ethical Leadership- 3 credits**

In this course students will examine the historical, cultural, political and social foundations of early childhood advocacy, care, and education. Topics will also include: identification of special needs/early intervention, state/private child advocacy agencies, and the design of developmentally appropriate environments in child care. This course is required for Childcare Management majors.

**Prerequisite: PY336**

Upon successful completion of the course students will be able to: Identify major historical, cultural, political and social events that have influenced early childhood advocacy and education in the United States and internationally. • Describe the role and responsibilities of state and private child advocacy agencies • Describe the role and responsibilities of Maine Roads to Quality and other professional development organizations • Recognize the importance of meeting the needs of all children in developmentally appropriate ways • Design and plan for child care environments that are universally designed to support special needs children • Continue to construct their professional portfolios

**ED412 Teaching Assistant Practicum - 3, 6, 9, 12 credits**

Teaching Assistant Practicum is an extended field experience normally available to seniors who meet these minimum requirements: passing scores on Praxis I and II, a 3.0 cumulative G.P.A. and an approved application submitted in the semester prior to a student placement. In the Teaching Assistant Practicum, students assist in the design, delivery and assessment of lessons under the direction of a cooperating teacher. Students anticipating this option are encouraged to consult early with their adviser.

**ED431-Innovative Approaches to Education: Proficiency-Based Education, STEAM, and Digital Learning in the K-12 Classroom- 3 Credits**

This course is an upper-division education elective that is scaffolded in a way that moves from comprehension of research-driven practice in proficiency-based education (PBE), STEAM curriculum and instruction, and digital learning to practice. PBE and digital components are modeled through the course structure, and explicit attention is paid to all three innovative educational practices throughout the course. This course is best suited for undergraduates who are invested and interested in continuing their educational career and are considering graduate school.

**ED445 Student Teaching for Elementary Education - 12 credits**
This is an internship for senior Elementary Education students, providing experience in an accredited school. Under the direct supervision of a cooperating teacher, student teachers will become responsible for planning and teaching lessons, designing and implementing assessment and evaluation tools, and assuming all other duties required of the cooperating teacher. A Thomas College Supervisor will observe student teachers in the classroom, confer with the cooperating teachers, and take part in evaluation of the student teachers’ performance. Prerequisites: Completion of all required education courses, successful completion of the Praxis I and II exams, and a minimum GPA of 2.5. Senior Seminar will be taken concurrently.

**ED447 Student Teaching/Internship - 3, 6, 9, 12 credits**
Student teaching provides experience in an early childhood teaching environment. Under the direct supervision of a supervising teacher, student teachers will become responsible for planning and teaching appropriate lessons, designing and implementing assessment and evaluation tools, and assuming all the responsibilities of an early childhood teacher. A Thomas College supervisor will observe the student in the teaching environment and take part in the evaluation of the student teacher’s performance. Prerequisites: Completion of all required early childhood education courses, successful completion of the required Praxis exams, and a minimum GPA of 2.5. Senior Seminar will be taken concurrently.

**ED448 Senior Seminar - 3 credits**
This seminar will be taken in conjunction with student teaching. Topics will include: finalizing portfolios, preparing resume and cover letters, and completing state certification forms. The culminating project will be sharing of teaching portfolios with the college community. Scheduling will be arranged. Prerequisites: Completion of all required education courses, successful completion of the Praxis I and II exams, and a minimum GPA of 2.5.

**ED449 Topics in Education - 3 credits**
Students work independently on a topic of interest in education such as: technology as a teaching tool in math or business, web page design, multimedia, teaching methods and strategies to accommodate various learning styles, examining Maine’s Learning Results, etc.

**ED450 Early Childhood Management: Licensure and Policy - 3 credits**
In this course students will be introduced to the state regulatory statutes, operating procedures, requirements and agencies that are connected to infant and early child care in the state of Maine. Students are encouraged to consider the role and responsibilities quality child care provides to the families and communities they serve. Topics will also include state ratios for childcare, safe environments, staff development, early childhood policy making, and the nature of the relationship between early childhood professionals and families. This course is required for Childcare Management majors. Prerequisites: ED324, ED347, LS327

Upon successful completion of the course students will be able to: Demonstrate proficiency in the identification and description of major state regulations as they apply to infant and early childcare. • Recognize the significance of quality early child care• Identify and be able to employ effective strategies to nurture family, child and community relationships• Continue to plan and construct their professional portfolio.

**ED499 Internship in Early Childhood Education – 12 credits**
Internship involves placement in a supervised, professional-level work situation approved by the College. Students participate in an internship seminar that requires reading and discussing appropriate articles, maintaining a journal, submitting additional writing assignments and demonstrating professional growth and development based upon a job-site evaluation. Students are required to have a minimum 2.50 cumulative grade point average. Internships must be approved by the student's adviser and department chair.

**ENGLISH**

**English Course Overview**
The two-semester Composition sequence introduces students to the rigors of college writing and addresses individual needs through classroom activities and frequent conferences with professors. Students are also encouraged to work with the Student Success Center team for individualized writing support.

In EH111, Composition I, students explore topics of interest (reading and writing non-fiction) as they work on organization and development, strong sentences, appropriate diction, elimination of errors, audience, and the writing process.

For Composition I, student writing should demonstrate: • Strong organization and unity, including effective thesis statements, topic sentences, and coherence. • Effective development of paragraphs and essays
through ideas, examples, details, narrative, figurative language, and rhetorical devices. • Clear, concise, and unified sentences of varying length, style, and structure. • Diction that is precise and appropriate (especially in its level of formality or informality) for the essay. • Low level of errors in grammar and usage. • Clear sense of audience and purpose. • An understanding of writing styles through substantial readings. • Understanding and application of the steps of the writing process, including generating ideas, composing, editing, and revising. • A deepened understanding of the course topic.

In EH112, Composition II, students continue to explore topics of interest (reading and writing non-fiction) and work on EH111 skills while focusing on the research process and research-paper writing, argumentation, analysis, and ethical use of information, being guided by the Association of College and Research Libraries standards.

For Composition II, students writing should demonstrate additionally: • Knowledge of the research process, including the abilities to: -Develop a tentative thesis and outline through thinking and initial research -Determine the extent and kinds of information needed -Develop a research strategy -Effectively locate and access credible sources (print and electronic) -Evaluate information and its sources critically -Select and integrate information that serves the paper’s purpose • Knowledge of the process of writing a paper supported by research, including the abilities to paraphrase, summarize, synthesize, quote, cite facts, and properly document sources (MLA format and alternative formats). • An understanding of the ethical use of information. • Effective argumentation skills. • Effective analytical skills. Prerequisite: EH111

The 200-level literature courses (offered on a three-year rotation) have three primary objectives: (1) to develop the students’ reading and analytical skills by acquainting them with the basic elements of literature; (2) to introduce the students to important literary works from a variety of cultures and historical periods; and (3) to enable the students to articulate, both orally and in writing, their responses to literature.

The 300-level literature courses (offered on a three-year rotation) have three primary objectives: (1) to introduce the students to the intellectual history approach to literature; (2) to explore literary works as expressions of national character and culture; and (3) to direct students in explaining the historical and intellectual background that shapes literature.

**EH111 Composition I: Contemporary Values - 3 credits**

“The unexamined life is not worth living.” Students in this course will be challenged to identify origins of their values and beliefs. Discussion will focus on controversial topics in order to inform student’s diverse opinions and to challenge them to consider to what degree their beliefs and personal values inform their actions. Writing assignments will focus on teaching students to use concrete, specific language which makes use of example, incident and anecdote to support their assertions.

**EH111 Composition I: Cultural Contexts of Sport - 3 credits**

Through readings and discussion, we explore the cultural values, ideas, and pressures that lie behind a variety of sports in an effort to broaden and deepen our understanding of this quintessential human activity—while at the same time sharpening our writing skills.

**EH111 Composition I: On the Road- 3 credits**

Through reading and writing, students explore journeys—geographical and spiritual, individual and communal, real and imaginary—as a way of considering how travel affects the development of the individual and society; along the way, students explore and develop their own skills in writing and reading.

**EH111 Composition I: Our Human Landscape - 3 credits**

Through the process of reading and writing a variety of essays, we explore the inner and outer landscapes of our culture, seeking clarity and skills for understanding ourselves and the world better.

**EH111 Composition I: Personal Explorations - 3 credits**

This course focuses on reading and writing personal essays that explore individual experience, mind, voice, spirit, and ideas—while developing power and precision in students’ writing.

**EH112 Composition II: American Voices - 3 credits**

This course—multicultural and multidisciplinary in scope—introduces students to a plethora of voices and viewpoints from across our nation in an attempt to cultivate cultural awareness, critical thinking, thoughtful writing, and meaningful dialogue. The American Dream, ethnicity and race, cultural identity and stereotypes, social problems and moral issues, gender roles and lifestyle, family and relationships, youth and age, fads and trends, advertising and consumerism, media and entertainment, education, work, and technology are just some of the many topics explored. Prerequisite: EH111
EH112 Composition II: Crimes and Punishments- 3 credits
Is justice simply a matter of punishing the wicked? In this class, we read and write about crime and its consequences—considering race, age, gender, economics, religion, technology, and politics as factors that influence and challenge our system of justice. **Prerequisite: EH111**

EH112 Composition II: The New Journalism- 3 credits
Students will read and write journalistic essays- informative pieces that give detailed pictures of people and places and events and work on writing techniques and strategies. **Prerequisite: EH111**

EH112 Composition II: The World That Shapes Us- 3 credits
Students will expand their writing skills with critical thinking techniques and methods of analysis, research, problem-solving, and argumentation-persuasion. Reading topics will examine how we are influenced by the cultural and natural worlds that surround us as well as specific topics of student interest.

EH112 Composition II: What in the World- 3 credits
The world is full of surprises and discoveries that inspire activity, challenge our assumptions, and generate response. In this course, we research, argue, and analyze, responding in writing to our own interests in society, science, nature, culture, and more. Doing so, we develop writing skills that allow us to question, answer, and critique the curiosities of the world in which we live.

EH112 Composition II: Youth Culture - 3 credits
What’s hip? Who’s cool? This course explores adolescent experience, issues, and culture in contemporary American society. A broad range of youth culture topics will be explored through research, writing, and class discussion. Topics include self-expression, body image, body art, slang, sexuality, social groups, stress, eating disorders, cutting, depression, suicide, high school, college, hazing, gangs, rules and rebellion, family dynamics, wheels, music, consumerism, the media, cyberspace, video games, drugs, alcohol, and spirituality. Students will compile profiles of Millennials (a.k.a. Generation Y, iGeneration, Echo Boomers and Generation Next); read a variety of books and essays; research topics of interest and write papers; conduct an interview with a teenager; and make a class presentation.

EH129 Grammar and Usage Review - 1 credit
This course presents the basic terms, concepts, and rules of English grammar and usage that middle-school and high-school English teachers need to know in order to foster their students’ language skills. Additionally, the course challenges the students to develop creative activities for teaching grammar and usage.

Upon completion of this course, students will be able to: Identify, define, and illustrate such grammatical concepts as parts of speech, phrases, dependent clauses, independent clauses, the sentence and sentence types, verbal’s, verb tenses and moods, and pronoun cases; Identify, define, and illustrate such usage concepts as the complete sentence, subject-verb agreement, consistency of verb tense and mood, pronoun-antecedent agreement, clear pronoun reference, inclusive pronouns, parallelism, unambiguous modifier reference, and correct punctuation; Develop creative methods for teaching grammar and usage. **Prerequisites: EH 112 or EH199**

EH199 Honors Composition- 3 credits
In this course, students will work on mastering all of the following: 1) strong sentences, with lots of major sentence structures (colon, semicolon, etc.), few errors, and tight wording; 2) strong organization, with thesis and topic sentences, narrative openings, multiple transitions, etc.; 3) argumentation, using appropriate claims, extensive specific support, and refutation; 4) research, including the ethical use of sources as students find, evaluate, quote from, summarize, paraphrase, and cite these sources. Satisfies both the EH111/EH112 requirement replacing EH112 with a Liberal Arts elective, providing student earns a C or higher.

EH200 Writing Elective- 3 credits
Students may select from one of the following courses: CO235 Journalism, CO347/EH347: Advanced Expository Writing and Editing, EH243 Exploring Fiction and Nonfiction, EH330 Life Writing, EH340: Creative Writing, EH347 Advanced Expository Writing and Editing

EH221 Introduction to Literature - 3 credits
This course introduces three basic types of literature: fiction, drama, and poetry. The course helps students develop an appreciation of literature with the aim of preparing them to read and enjoy a variety of literary works throughout their adult lives. A wide range of authors and time periods are examined. **Prerequisite: EH111**
EH222 Literature and Society - 3 credits
This course explores the valuable contributions that imaginative writers have made to the improvement of societal values, rules, roles, and behaviors. Students consider the literary perspective on such topics as individualism versus conformity, the struggle for social justice, personal freedom versus civil duty, obedience to authority versus rebellion, and the influence of the environment on the developing self. Such socially conscious authors as Upton Sinclair, Henrik Ibsen, Emile Zola, Ayn Rand, Richard Wright, and Marge Piercy are considered. Prerequisites: EH 111

In this course, students will work toward the following objectives: Recognition of the valuable contributions the imaginative minds of authors can make to the improvement of societal values, rules, roles, and behaviors. Recognition of the historical role literature has played in motivating social reform. Recognition of literature’s exploration of the value of a dynamic relationship between and among social groups and between the individual and society. Recognition of the influence that social theories and problems can have on authors. Recognition of the pervasive presence of social themes in literature. Continued development of reading, writing, and public-speaking skills.

EH224 Literature and Psychology - 3 credits
A full appreciation of literature requires an understanding of the characters that inhabit each story, novel, play, and poem. The aim of this course is to enable students to analyze literary characters by applying psychological theories to a range of personages from world literature. The class will (1) study such psychological concepts as psycho-dynamic theory, conditioning, phenomenology, motivation, and psychological disorders, and (2) apply these concepts to analysis of the characters in such literary works as When Nietzsche Wept, Catcher in the Rye, Rabbit Run, The Glass Menagerie, and a selection of stories and dramatic poems. Prerequisites: EH111

EH228 The Art and Craft of Poetry - 3 credits
In this course, students read and write poetry, developing their abilities to analyze and create through reading, practice, discussion, and workshops. Students interested in teaching have the opportunity to learn about and develop strategies to include poetry in the elementary classroom. This course may be taken to satisfy the Creative Writing requirement for Communications majors.

EH232 Gender and Identity in Literature - 3 credits
Students read literature that highlights the significance of gender and gender roles in contemporary society as well as in other historical periods. Students consider how people experience relationships, age, work, aspirations, discrimination, and stereotypes—as well as the ways they develop values and accept, reject, and/or determine their places in society. Prerequisites: EH112

EH233 Introduction to Drama - 3 credits
This course offers an exploration of the conflicts central to character, plot, and dialogue in one-act and full-length plays. Authors may include writers old and new, such as Sophocles, Sheridan, Ibsen, Chekhov, Wilde, Wilder, Synge, Glaskell, Williams, Ionesco, and Shaffer. We also try to see at least one live play and watch two plays on video. Prerequisites: EH112

EH235 The American Short Story - 3 credits
Students discuss American values, lifestyles, and goals as revealed through a variety of classic American short stories. Authors considered include such masters as Poe, Hawthorne, Twain, James, Crane, Hemingway, and Fitzgerald. Prerequisites: EH112

EH236 Coming-of-Age: The Literature of Growing Up - 3 credits
This course explores many different journeys of growth and self-discovery found in novels, short stories, poetry, drama, autobiographical essays, and film. As we study the psychological and intellectual development of individual characters during their childhood, adolescence, and young adulthood, we examine our own maturation process and connect it to the readings. Both classic and contemporary works of literature—including The Catcher in the Rye, and The Member of the Wedding—are featured. Prerequisites: EH112

EH237 Multicultural Literature in America - 3 credits
This course explores many facets of race and ethnicity in the United States. In the process of reading novels, short stories, poetry, and autobiographical essays—and viewing films—that deal with the multicultural experience, students gain a deeper understanding of what it means to be an “other.” Students examine their own life experiences and connect them to the readings. The Joy Luck Club, and The House on Mango Street are just a few of the many interesting places (in print) we will “visit.” Prerequisites: EH112
EH238 Women’s Literature- 3 credits
This course explores many facets of female identity and ways of being in the world. In the process of reading novels, short stories, poetry, and autobiographical essays—and viewing films—by women writers, we gain a deeper understanding of what it means to be female. Students examine their own life experiences and connect them to the readings. Both classic and contemporary works of literature—including The Awakening, The Color Purple, Bitterroot Landing, and Where the Heart Is will be featured. Prerequisites: EH112

EH250/CO250 Journalism - 3 credits
This course surveys the broad and dynamic field of journalism, from traditional news reports to print and web feature stories to the hybrid forms of blogs and tweets. Topics include the principles of traditional news reporting, design and production of both print- and web-based periodicals, and how new communication technologies are changing how we perceive, receive, and evaluate “news.” Through class discussions and workshops, students discover the techniques used in various genres (news, features, reviews, editorials, advertising), and then develop copy in several of these genres as part of their final portfolio of work in the course. The course work includes a research project in which the class performs a competitive analysis of local print and digital news media and evaluates how well these companies are adapting to the challenges of the new journalism. Prerequisite: EH112

After completing this course students will be able to: • Identify typical print journalism genres; • Apply rhetorical concepts such as audience and purpose in analyzing these genres; • Explain the differences between traditional and contemporary journalism; • Critically assess the effectiveness of print and digital formats for both traditional and contemporary journalism; • Demonstrate skills in writing copy for two or more genres of journalism; • Identify and evaluate editorial and commercial strategies for adapting to new technologies and the new journalism.

EH241 Human Relationships in Literature- 3 credits
This course explores a variety of significant bonds, attachments and connections (and disconnections) within families, marriages, and friendships; among mothers, fathers, daughters, sons, brothers, sisters, grandparents, and lovers; and to communities, homes and places. In the process of reading novels, short stories, poetry, plays, autobiographical essays—and viewing films—we gain a deeper understanding of why and how people develop, nurture, maintain, destroy, or reject relationships. Students are encouraged to examine their own life experiences and connect them to the readings. The Things They Carried, Ethan Frome, and Dinner at the Homesick Restaurant are just a few of the selections on our reading list that exemplify “the ties that bind.” Prerequisites: EH112

EH243 Exploring Fiction and Creative Nonfiction- 3 credits
Students read a variety of short stories, novels, and creative-nonfiction essays and books, with attention to the writing techniques and knowledge that give these works the power to stimulate reader interest and inspire reflection on the significance of human experiences. Then, employing what they learned about writing techniques from the readings, students compose their own creative-nonfiction sketches and essays, exploring contemporary values and experiences through observation, primary research (such as interviews), and/or secondary research (such as relevant online or print sources). Prerequisite: EH112

Students will be able to: Identify, analyze, and employ in their own creative-nonfiction sketches and essays a variety of fiction and creative-nonfiction writing techniques, including selected details, figurative language, narrative structures, character development, point of view, tone setting, symbol, motif, word choice, sentence structures, and theme: Analyze fiction and creative-nonfiction works, deriving from the texts their implied meanings and insights into the self and the human community; Express through oral and written analyses their understanding of fiction and creative-nonfiction texts; Incorporate firsthand observations, primary research (such as interviews), and/or secondary research (such as online or print sources) as they compose creative-nonfiction essays.

EH323 Literature of the World- 3 credits
Our increasingly pluralistic society demands that we read and appreciate forms of literature that incorporate stylistic elements not common to Western thought. By reading literature of other countries, we can understand and appreciate cultural differences as well as recognize cultural similarities. This course includes poetry, short stories, essays, novels, and drama from diverse regions: Prerequisites: EH112

EH330 Life Writing - 3 credits
This writing-intensive, workshop-based course is designed to help students examine their lives on a deep level and to construct meaning through life writing. As they reflect on their own life experiences and explore them through writing, students develop insight and self-understanding. With creative self-expression as the goal, students find interesting ways to tell their stories and to express their deeper truths.
Throughout the semester, students experiment with various forms of life writing, engage in peer response workshops, and craft their own life writing projects as first steps toward their own autobiographies. Ultimately, this course invites students to explore the “inward I” and to peel away the layers of the self, while becoming acquainted with the intricate and artful process of life writing. Prerequisites: EH112 and at least one literature elective

**EH332 Shakespeare and His Age - 3 credits**
Shakespeare was the brightest star among a galaxy of shining writers in what many see as the greatest period of English literature. Along with Spenser, Marlowe, Donne, Herbert, Jonson, and others, Shakespeare explored love, sex, violence, political power, family relationships, war, the depths of human psychology, the ghost world. This course aims to capture the spirit of this bold new age through discussion and analysis of Shakespeare’s plays and of other representative literary works. Prerequisites: EH112

**EH333 Classics of Modern British Literature - 3 credits**
This course surveys some of the major works of poetry, drama, and prose written during the Romantic, Victorian, and Modern periods of British literature. The course emphasizes the changing concerns and attitudes of British writers as they confronted the social and philosophical problems of their times. Writers typically include Emily Bronte, John Keats, Charles Dickens, Matthew Arnold, Thomas Hardy, and D.H. Lawrence. Prerequisites: EH112

**EH334 The Modern European Tradition - 3 credits**
Students discuss works of European literature from the nineteenth century to present, focusing on the theories of literature, philosophy, psychology, and sociology that characterize modern European thought. Writers such as Flaubert, Zola, Tolstoy, Kafka, Mann, Ibsen, Brecht, Rilke, and Camus are considered. Prerequisite: EH112

In this course students will work toward the following objectives: Comprehension of the ideas of modern European culture that are reflected in the works of significant European writers. Comprehension of each author’s response to the ideas of modern European culture. Continued development of research techniques (on topics such as intellectual traditions and historical events in modern Europe and biographical information on the authors discussed). Appreciation of the development of literary techniques and genres in modern European literature. Continued development of reading and writing skills (especially the ability to produce quality literary analysis in essay form).

**EH335 Autobiography and Memoir- 3 credits**
This course focuses on the complex ways in which autobiography and memoir engage questions about the nature of the self: how the self is shaped, how the self-intersects with society, and how the self-constructs meaning through creative self-expression. While exploring classic, contemporary and cutting-edge autobiographical narrative, students arrive at a deeper understanding of this evolving genre. Students are encouraged to examine their own life experiences and connect them to the readings. Featured texts typically include An American Childhood, Black Boy, Night, The Glass Castle, A Child Called It, Blankets, This Boy’s Life, and Girl, Interrupted. Prerequisite: EH112

**EH336 American Romanticism and Realism - 3 credits**
This course acquaints students with writers, texts, historical background, and philosophies (such as transcendentalism) of the American Romanticism and Realism literary periods. Issues of culture (class, race, gender, religion, nature, war, work, marriage, morality, ethics) are explored through close readings of texts, written response, creative writing, and class discussion. Featured readings include short stories by Poe, Hawthorne, Melville, and Crane; essays by Emerson and Thoreau; poems by Whitman and Dickinson; slave narratives by African Americans; and novels by Wharton and Chopin. Prerequisite: EH112

**EH337 Modern American Literature- 3 credits**
Students discuss works of poetry, drama, and prose written in America since the turn of the twentieth century. Attention is given to developments in literary form and to the modern perspectives on philosophy, psychology, and societal values and issues. Writers such as Hemingway, Fitzgerald, Faulkner, Wright, Miller, Frost, Eliot, Brooks, Oliver, O’Connor, Updike, and Kesey are considered. Prerequisites: EH112

**EH338 Contemporary American Literature- 3 credits**
This course examines some of the important fiction, drama, and poetry since 1960. The readings focus on the challenges of growing up, living meaningfully, and finding happiness in contemporary America. Prerequisites: EH112
EH339 Southern Literature- 3 credits
The American South: a region, steeped in history, that conjures up images—some unsettling—of stately plantations, southern belles, magnolia blossoms, gentleman planters, sharecropper shacks, cotton crops, slave auctions, lynch mobs, juke joints, mountain folk, moonshine, swampy bayous, Spanish moss, fried chicken, hominy grits, black-eyed peas, pecan pie, rebel yells, and the Confederate flag. This course attempts to demystify the romanticism of the South by examining the realities, past and present, of this intriguing land of “Dixie.” Prerequisites: EH112

EH340 Creative Writing- 3 credits
In this course, students read widely in fiction and poetry and write short stories and poems, participating in workshop discussions of these creative pieces and producing a portfolio of their own finished work. Course focus is on grasping and effectively using the most important techniques in each genre. Students are also encouraged to conference individually with the instructor. Prerequisites: EH112 and at least one literature course

EH347/ CO347 Advanced Expository Writing and Editing - 3 credits
students refine their writing and editing skills by composing, organizing, formatting, revising, and editing documents for a variety of academic and professional purposes. Course assignments reflect students’ programs of study and professional objectives, and students pursue at least one major writing project from conception through pre-publication review. In addition, students develop skills in substantive editing and proofing by critically reviewing documents from a variety of professions and disciplines. Prerequisites: EH112

EH350 Junior/Senior Seminar: Special Topics in Literature - 3 credits
This capstone course gives students the opportunity to explore literature and topics that go beyond the subject matter of the other English course offerings and to do so in depth, applying both analytical and research skills at an advanced level. Seminar format means that students will present frequently in class and write at least one research paper of near-publishable quality. Prerequisite: EH221 and two literature courses, one of which must be a period English course; or permission of instructor.

FINANCE

FN125 Personal Finance- 3 credits
This course is designed to introduce students to important elements of personal finance, with a primary outcome being the development of a basic personal/family financial plan. Students will learn how to establish a monthly budget of income and expenses, establish good credit, be introduced to basic savings and investment strategies, and conduct efficient purchases utilizing cost/benefit and risk analysis. The management of personal loans, student loans, credit and debit card use, and checking accounts will also be covered in this course.

Students will develop financial management skills that include application of effective tax strategies, successful negotiation of mortgage and automobile loans, management of equity lines, and the evaluation of insurance options including life, health, and disability. This course will also include some basic market investment strategies, including the choice to invest in stocks, mutual funds, bonds, government securities, and other investments that entail financial risk. Finally, students will be required to develop a retirement annuity plan.

Upon completion of this course, students will be able to: Develop a balanced family budget that includes appropriate levels of savings and investment • Manage personal accounts such as checking, savings, IRA’s and annuities • Identify and exhibit the strategies to maintain a good credit rating • Judge financial risk • Plan for retirement • Apply product purchase strategies • Acquire assets using down-payment and leverage techniques, including the purchase of home and auto • Develop an loan/asset repayment plan • Purchase appropriate levels of insurance for home, auto, life and other • Be conversant in basic market investment

FN225 Business Finance- 3 credits
This course introduces students to the general principles of business finance. Topics include short- and long-term financing, ratio analysis, sources and uses of funds, leveraging techniques, financial planning and budgeting, present-value analysis, cost of capital, capital budgeting, capital rationing, and asset management.

Students completing this course will be able to: • Conduct a complete ratio analysis and track strengths and weaknesses throughout a firm’s financial statements • Evaluate capital outlay options using appropriate software tools and field methodologies, including payback period, net present value and internal rate of
return among others • Comprehend and advise on interest rate trends and other market events affecting a
time and capital • Manage company assets ethically with a comprehension of risk/return relationships. 
Prerequisites – AC112 or AC221

FN231/AC231 Personal Financial Planning- 3 credits
This course provides the informational and decision-making tools needed for planning and implementing a
successful personal financial plan. The course covers the financial planning process and strategies for
successful financial well-being. Topics covered include money management; consumer credit; real estate
as an investment; insurance and risk management; investment in stocks, bonds, and mutual funds; retirement
and pension planning; and estate planning.

Upon completion of this course, students will be able to: • Keep financial records • Plan spending for major
purchases • Perform simple tax planning • Advise on issues of consumer credit • Differentiate among
insurance options • Decide upon appropriate investments in the stock market, the bond market, mutual
funds and other financial instruments. Prerequisites – AC212 or AC221

FN/AC325 Financial Statement Analysis- 3 credits
The objective of the course is to present a realistic and organized approach to financial reporting, with
particular emphasis on the analysis of the end result of financial reporting—financial statements. Students
are required to understand and analyze actual financial reports including footnotes. Consideration is
given to current financial reporting problems, including lease presentation, pension presentation, options,
postretirement benefits, financial-instrument disclosures, deferred taxes and restructuring.

In completing this course, students will be able to: • Convey the conceptual background and analytical
tools necessary to understand and interpret business financial statements • Evaluate the financial health of a
business enterprise • Explain the meaning and apply basic financial ratios and other metrics of financial
performance • Analyze financial statements to evaluate credit worthiness, profitability, and efficiency.
Prerequisites – EC211, FN225

FN352 Financial Planning and Decision Making - 3 credits
This case-based course covers the financial evaluation and analysis of various investment and funding
opportunities. Theory and practice are merged via analysis of a variety of contemporary and historical
events in financial planning. Techniques are modeled using the latest software applications.

Students completing this course will be able to: • Demonstrate financial skills focused decisions designed
to increase shareholder value • Conduct independent research the financial management practices of
existing firms • Present options for capital asset management and investment diversification • Analyze
current capital market trends and formulate cost of capital, liquidity, and investment forecasts.
Prerequisite: EC211, EC212, FN225

FN430 Investment Management- 3 credits
Concentration is on corporate securities as investments from the standpoint of the individual investor.
Security-appraisal techniques are examined. Markets, mechanics, institutions, and instruments important to
the investment process are considered. Simulated investment management is practiced.

Students completing this course will be able to: • Demonstrate a working knowledge of the fundamentals
if investing in financial markets • Analyze and compare investment options • Track simulated investment
accounts • Propose investment options based on individual planning horizons and financial goals.
Prerequisite: EC211, EC212, FN225, or permission of instructor

FN1PE Finance Proficiency Exam - 1 credit
The purpose of this exam is to test a student’s retention of the fundamental concepts learned in Business
Finance, Financial Statement Analysis, Money and Banking, Microeconomics and Macroeconomics. The
results from the test will be used to reevaluate the instruction and learning that takes place in these courses.
Students successfully passing the test will receive one credit. The course is required of all students receiving
a B.S. degree in Finance. Failure to pass the exam will not prevent a student from receiving the degree in
Finance. Upon completion of this examination, students will be able to: • Demonstrate proficiency over
concepts in Microeconomics, Macroeconomics, Business Finance, Financial Statement Analysis and
Money and Banking
FIRST YEAR EXPERIENCE

FY110 First Year Experience- 1 credit
This course promotes the integration of the student experience as reflected in the mission of the College: to prepare students for success in their personal and professional lives and for leadership and service in the community. Through a combination of small and large group meetings, the course will introduce students to campus community expectations and promote opportunities to link their academic and co-curricular engagement. Students will be encouraged to set personal and academic goals and explore effective strategies to achieve success.

Upon completion of this course, students will be able to: Describe the College’s mission, core competencies, and resources and services; Articulate individual personal and academic goals in relation to the College’s mission, core competencies, and resources and services; Identify healthy and productive choices related to their personal and academic goals and connection to the Thomas community, and be introduced to key Thomas College traditions; Participate in initial career services, leadership development and service opportunities; Utilize myThomas resources, especially for co-curricular transcript and Guaranteed Job documentation

HISTORY AND GOVERNMENT

HG212 Modern Western Civilization- 3 credits
This course presents a survey of the history of Western culture during the nineteenth and twentieth centuries. Major attention is given to the processes of social change, the role of industrialization, and developments in political organizations. Scientific and artistic developments are covered. The course starts from the French Revolution 1789 to present.

HG221 United States History to the Civil War - 3 credits
This course covers the development of the United States from early colonization. The values of democracy, the Revolutionary Period, Jeffersonian Democracy, slavery, sectionalism, the Civil War, and Reconstruction are discussed.

HG222 United States History Since the Civil War - 3 credits
Westward expansion, industrialization, imperialism, World War I, the Twenties and Thirties, World War II, and the post-World War II period are discussed. Emphasis is on cultural, economic, and political developments.

HG227 World Geography- 3 credits
This course is designed to study the world’s major geographical features. Students examine how deserts, jungles, mountains, plains, plateaus, rivers, lakes, and oceans affect people’s lives. Economic potentials of different countries are discussed.

HG320 Genocide- 3 credits
In this course we will begin by examining debates surrounding the definition of genocide and its emergence as a crime under international law. From there we will explore different explanations as to how and why people and governments commit genocide. With this framework in place, we will then examine a series of in-depth comparative case studies of genocide drawn from around the world. Finally, we will investigate contemporary attempts by the international community to prevent future genocide. Prerequisites: Sophomore standing or permission of instructor

Upon completion of this course, students will be able to: Articulate the concept of genocide and the role that racism, prejudice, and ideology play in the origins of genocide; Using the Holocaust as an example, compare and contrast the similarities and differences between various genocides that have occurred in other parts of the world; Discuss the psychological and sociological research concerning perpetrator and bystander behavior; Analyze and evaluate the moral and ethical choices made by individuals who planned, perpetrated, witnessed, ignored, were victimized, or were rescued during genocide; Understand and evaluate the influence of diverse forces, including technological, military, social, political, economic, and ideological on individual, group, and institutional behaviors before, during, and after genocide.

HG329 History of Canada- 3 credits
This course covers the history of Canada from early settlement to nationhood. Emphasis is placed on Canada’s relationship with the United States and the structure of the Canadian government.
HG330 Maine History - 3 credits
This course surveys the history of Maine from early settlement to the present. Emphasis is placed on the geography and government of Maine.

CJ/HG/PS396 Homeland Security - 3 credits
Homeland Security is a national and international service and protection initiative that experienced significant growth following the terrorist attacks on the United States on September 11, 2001. Additionally, Homeland Security refers to the vast network of federal, state, local, and private agencies that organized and integrated after the attacks to respond to future threats to the country, its people, its infrastructure, and way of life. This course provides a student with a comprehensive examination of Homeland Security from its mission and organizational perspectives.

Upon completion of this course, students will be able to: Describe the structure and function of homeland security agencies at the state and federal levels; Describe the role of Americans in homeland security; Apply homeland security policies and procedures; Chronicle the history of homeland security movement; Interpret the impact homeland security has on American daily life and civil liberties; Explain the integration of homeland security with the criminal justice, defense, and intelligence systems; Interpret the role of the national and state governments in homeland security; Communicate homeland security threats, including homegrown and international terrorism Prerequisites: CJ121 or PS213 is recommended

HOSPITALITY

HT112 Introduction to the Hospitality Industry - 3 credits
This course presents the history and development of the hospitality industry, including food and beverage and lodging management. Background on industry structure and an overview of specialized areas relating to management in lodging, food service, and travel operations are covered.

Students completing this course will be able to: • Demonstrate an understanding of a managers role in the hospitality industry • Describe various management strategies including planning, forecasting, supervision and staffing • Identify the numerous functional departments in a hotel operation: food and beverage, accounting, rooms division, gaming, human resources and marketing • Discuss the importance of service in the hospitality industry • Introduce the various types of lodging facilities and the importance of the economy in regard to travel trends.

HT115 Management of Food and Beverage Operations - 3 credits
This course is an introduction to the principles of food and beverage management, beginning with an overview of the food service industry. Students study how to increase profits by maximizing service, efficiency, productivity, and technology. This course covers how to satisfy the food-quality and nutritional demands of today’s guests, while meeting legal, safety, and sanitation requirements. Consideration is given to menu planning, production, and quality assurance.

Students completing this course will be able to: • Prepare a menu design including pricing, design, and layout • Analyze the importance of safety and sanitation within required guidelines • Discuss and analyze the importance of feasibility studies, marketing plans, and advertising in the various types of food service • Discuss the diversity of the food service industry: commercial operations, institutional operation, hotel or free standing restaurants and franchises • Explain the process of production and service including purchasing, receiving, storing, issuing and food cost analysis.

HT212 Hotel and Restaurant Management - 3 credits
This course offers the student the opportunity to explore the broad issues which are essential in efficiently managing a hotel or restaurant. Students discuss the goals of maintenance-management systems, space allocations, workflows, and hotel/restaurant development. Industry examples and case studies are used.

Students completing this course will be able to: • Analyze Human Relation skills in recruitment, orientation, training and evaluation • Describe the steps in effective discipline and conflict resolution • Analyze and solve case studies in all areas of hotel management and the tourism industry • Demonstrate how to effectively handle productivity, labor costs, and staffing guidelines • Apply team building strategies and groups interaction activities.

HT221 Rooms Division Management - 3 credits
This course presents practices and systems utilized in the operational management of the front office, reservations, uniform service, and housekeeping areas within a hotel. Students study the relationship between the organizations’ facilities/amenities and the customer’s expectations of quality and cost. Topics also include recruiting, selecting, training, and motivating employees effectively. Focus is on three key
stakeholders: guests, employees, and owners.

Students completing this course will be able to: • Analyze the technical aspects of the room’s division operations, including equipment, software programs, departmental interfaces, and day to day operations • Demonstrate the hotel accounting process, tracking transactions, internal controls and settlement of accounts • Develop an understanding of yield management, forecasting, budgets, setting room rates, and daily operational reports • Practice interdepartmental communication skills focused around guest service and guest relations • Understand the responsibility of a front desk agent and the variety of demands placed on them depending on hotel size and staffing guidelines.

HT321 Hospitality Law - 3 credits
This course covers laws applicable to ownership and operations of hotels, restaurants, and clubs. The students consider contracts; the uniform commercial code; torts; insurance; sanitation; liabilities; rights and duties of innkeepers and restaurateurs; and civil rights. Negotiable instruments and the dealings with the various types of organizations in the hospitality are also covered.

Students completing this course will be able to: • Understand franchising and how contracts work • Describe general laws and guidelines regarding food & beverage, truth in menu laws, common law, laws of torts and negligence • Discuss the impact federal government legislation and regulations have on the hospitality industry • Analyze the industry’s liability regarding guests protection, personal property, ADA and OSHA • Identify the legal issues involving the Internet.

HT/MG/SM 439 Event Planning and Management - 3 credits
This course will provide students with the skills of a professional event manager. The course focuses on the importance of food and beverage controls, selecting the proper venue, and developing contacts and travel arrangements for events, teams, meetings and conventions. Students will gain experience in negotiating contracts, controlling food and beverage costs, calculating conference return on investment, and integrating convention and visitor bureau strategy into operational profitability. Students will learn how selling to and servicing conventions, meetings and sporting events offer opportunities for exciting and rewarding careers while analyzing how industry is responding to the increasing market demands. Topics include event administration, public relations, legal and financial safeguards, event marketing and promotion, event staffing, bidding requests for proposals, networking, sponsorship of events, risk management, entertainment licensing, and sporting event management. Prerequisite: HT112 and HT115

Students completing this course will be able to: Effectively manage meeting budgets • Develop supplier contracts and bidding proposals • Coordinate events from start to finish • Promote events, exhibits, festivals, concerts and expositions • Develop and implement a meeting plan • Prepare travel arrangements • Coordinate a professional event • Explain the need for continuous quality • Convey the importance of risk management and crowd control • Identify the various types of meetings and events ranging from entertainment functions to professional conventions

HT441 Tourism and Travel - 3 credits
Tourism continues to be one of the world’s most rapidly growing industries. This course explores the constantly changing trends in travel and tourism, while taking a global look into the economic, political and social drivers that shape the tourism industry. Students will explore the impact of regional, national and international economic and environmental issues affecting tourism. Additional topics include: social networking and internet marketing opportunities, socio-cultural effects, the role of research in tourism, measuring and forecasting demand, and the future of travel.

Students completing this course will be able to: Evaluate the changing climate of tourism development • Describe the ways technology affects the U.S. travel market • Identify the impact of terrorist acts on the tourist and travel industry • Discuss the complexities of the tourism system • Comprehend new and contemporary barriers faced by the travel and tourism industry as a whole • Describe how business people, government officials, and other travelers shape global tourism • Practice with the tools that manage tourism activities and guide industry professionals.

HT1PE Hotel and Restaurant Management Proficiency Exam - 1 credit
The purpose of this exam is to test a person’s retention of the fundamental concepts learned in Management Principles, Human Resource Management, Management of Food and Beverage Operations, Room Division Management, and Hotel and Restaurant Management. The results of this examination will be used to reevaluate the instruction and learning that takes place in the courses listed. Students successfully passing the test will receive one credit. The course is required of all students receiving a B.S. in Hotel and Restaurant Management. Upon completion of this examination, students will be able to: Demonstrate mastery of concepts learned in Management Principles, Human Resource Management, Management of Food and Beverage Operations, Room Division Management, and Hotel and Restaurant Management
HUMAN RESOURCE MANAGEMENT

HR/MG239 Human Resource Management- 3 credits
Recruitment, selection, training, HR planning, compensation management, Equal Employment Opportunity (EEO), performance evaluation, discipline, and employee health and safety are covered in the course. Students are introduced to the role of the HR executive and staff in corporate management as well as in the overall planning of the organization.

At the conclusion of this course, a student will be able to: • Discuss the importance of human resource management to the corporate culture • Understand how human resource management aids in job creation, job satisfaction, retention, and productivity • Relate how human resource management skills fuel company growth • Define human resource process • Explore the professional development of human resource personnel • Evaluate cases relating to human resource management and discuss these cases • Develop an employee manual. Prerequisite: MG224

HR/MG325 Diversity Management- 3 credits
This course examines the challenges of managing an increasingly diverse workforce. Emphasizing the various dimensions of diversity, cultural aspects that need understanding, and the special skills necessary for managers to work effectively with others different than themselves. Topics include working with persons with various disabilities, racial and gender considerations, and legal implications in an increasingly diverse workplace. Prerequisite: HR/MG239

Upon completion of this course students will be able to: • Appreciate the current diverse culture of corporate America. • Demonstrate the ability to analyze and problem-solve various cases relating to diversity management. • Understand the application of diversity strategies in relations to a corporate mission statement. • Demonstrate appropriate skills with designing and implementing a strategic diversity plan.

HR330/LS330 Law of the Workplace- 3 credits
This course explores the complex environment of legislation that protects employee interests in the workplace. Emphasis is placed on the development of workplace-related legislation and organizational management geared to minimizing litigation. Topics include age discrimination, sexual harassment, the American with Disabilities Act, discrimination based upon sexual orientation, racial discrimination, and legislation affecting minimum wage and working conditions.

Upon completion of this course, students will be able to: • Identify legal situations in the workplace, including (but not limited to) issues of race discrimination, gender discrimination, sexual harassment, affinity orientation, religious discrimination, national origin discrimination, age discrimination, and disability discrimination • Examine legal dilemmas in employment settings and propose systematic solutions to associated problems, drawing upon the vast body of knowledge and contemporary practices in the field of human resource management • Consider an employee’s right to privacy and the underlying reasons for the mandates of current law • Gain familiarity with issues of occupational safety and related regulatory requirements • Understand the relevance of labor law and its implications in the practice of management. Prerequisite: HR/MG239

HR/MG336 Employer/Employee Relations- 3 credits
This course is a study of the philosophies, attitudes, and policies toward employee-management relationships. Topics of study include dealing with workplace conflict, problem-solving, workplace “games,” diversity, and negotiations. Emphasis is also given to how employee-management issues are dealt with in other countries.

At the conclusion of this course, a student will be able to: • Recognize and understand the role of employer/employee relations and how it relates to the overall management of human relations • Understand the impact of unions on employer-employee relations both past and present • Recognize how culture affects employer/employee relations • Explain what negotiation is and how to negotiate. Prerequisite: MG224

HR/MG340 Employee Recruitment and Selection- 3 credits
Examines the processes of how organizations attract qualified candidates for employment and how choices are made from the applicant group. Issues include different recruitment strategies, legal requirements in recruiting, applicant screening and interviewing, and legal aspects of selection. Prerequisite: HR/MG239
HR/MG341 Compensation and Benefit Administration- 3 credits
This course examines both the elements and role of compensation management in the overall human resource program of organizations. Students learn about reward systems, including compensation and benefits programs. **Prerequisite: HR/MG239 and AC112 or AC221**

HR/MG342 Employee Training and Development- 3 credits
This course examines the methods used by organizations to develop and deliver effective and appropriate training. Emphasis is placed on how organizations assess needs, establish objectives, develop materials, provide training, and evaluate program success. Students design, conduct, and evaluate a training session during the course. **Prerequisite: HR/MG239**

HR/MG434 Leadership- 3 credits
This course examines the nature of leadership in organizations. Different styles of leadership are explored. A variety of readings allow students to discover both traditional and contemporary theories of leadership. Models may change year-to-year to include a number of classic and contemporary theorists. Through case studies students investigate and analyze how leaders exert influence in significant decision-making situations.

At the conclusion of this course, a student will be able to: • Be cognizant of commonly accepted leadership theories and practices • Be well-versed in the critical leadership issues affecting organizations • Perform an analysis of leadership styles and organizational fit • Be aware of leadership potential • Develop a personal leadership philosophy. **Prerequisite: Senior level status or by permission of instructor**

HR/MG443 Interpersonal Relations- 3 credits
This course examines existing empirical data and theoretical concepts of dealing with the behavior of people in all types of organizations. It also includes contemporary findings in the area of group dynamics.

At the conclusion of this course, a student will be able to: • Understand the basic human relations/organizational behavior concepts • Apply HR/OB concepts through critical thinking. • Demonstrate HR/OB skills. **Prerequisite: MG224**

HUMANITIES

HU210 Humanities and the Search for Wisdom- 3 credits
This course is organized to explore four major outlooks on life: classicism, medievalism, romanticism, and modernism. The values and beliefs of each view are explored through representative works of art, music, literature, philosophy, and film. This course introduces students to some of the great ideas of world cultures and demonstrates how those ideas can help us to live more wisely today.

HU214 Third World Cultures (Latin America, Asia, and Africa) - 3 credits
Latin American culture surveys the Indian cultures; the Spanish and Portuguese conquest and its impact; and the political, economic, and social problems facing Latin America today. African culture includes a study of political, social, religious, and economic aspects of the African tribes; their encounter with European nations; and the struggle to maintain their political, intellectual, and economic identity. Asian culture focuses on past and recent developments and interactions in the following areas: kinship and family, economic, political, social, and religious systems.

HU230 Art Appreciation- 3 credits
This course is an introduction to the techniques and forms employed in painting, sculpture, and architecture in world civilizations. Consideration is given to the developments in artistic technique and style that characterize the periods of art history.

HU237 Essentials of Watching Films- 3 credits
Many people go to the movies as a means of momentary escape from everyday reality. Films, however, can lead the viewer out of the theater and back into the midst of reality, where the human spirit delights, suffers, triumphs, and fails as it encounters life. The challenge for the movie-goer is to develop an “eye” that can perceive how cinematic elements (camera shots, angles, lighting, etc.), narrative technique, and dramatic performance are employed to reveal understanding of the human condition. This course aims at helping film viewers develop eyes of perception so they can appreciate the insights into the human drama offered by the movies they watch.
HU240 Humanities: Lives and Art- 3 credits
The life stories of great artists often are records of intriguing and usually difficult journeys toward wisdom and a creative expression of that wisdom. This course introduces students to the lives, times, and works of creative spirits such as Ludwig van Beethoven, Frida Kahlo, Eduard Munch, and Ernest Hemingway. Through biographies, films, history, and original works, students explore the lives of talented creators, seeking to find in their struggles and achievements the wisdom and inspiration needed to live fully self-actualizing lives.

HU245 The Creative Mind - 3 credits
Have you heard, seen, or used something new and wondered how someone came up with the idea? How do people develop new ideas for music, advertisements, or uses of technology? Generally new ideas are developed through creative thinking and a creative process that is used to expand on the “usual” way of thinking. In this course students will study creative thinking and the creative process. Students will apply creative techniques and process to develop creative outcomes in non-arts and music related projects. No prior experience in music or creative related areas is necessary.

HU247/PS247 Exploring the Middle East: Diversity in the Arab World- 3 credits
The Middle East and North Africa is certainly an area worth studying. With a tremendous diversity of cultures, religions, languages, and economic resources in a relatively small geographical space, the Middle East is not only rich with history, but is also tremendously relevant to current global issues. This course introduces the student to the rich diversity of the Middle East through an examination of each country’s social cultures as expressed in the main religions, popular foods, music, literature, and art of the Middle East. Students will also examine the relationship between selected Arab countries and United States foreign policy and the regional and global impact of that policy.

HU250 Voices and Visions in the Modern Humanities- 3 credits
Students discuss works of art, music, literature, and film that reflect and evaluate the ways modern humans have come to understand themselves, their personal and social relationships, the universe in which they live, their thoughts on life’s meaning, and the ideals toward which they might strive. In addition to discussing the thematic content, students consider the artistic forms devised to represent the modern way of looking at human experience.

Upon completion of this course, students will be able to: Analyze works of art, music, literature, and film, explaining the modern ideas and developments in form represented in each work; Define the modern view of human experience and distinguish that view from the traditional views that preceded the modern outlook; Explain the historical, scientific, and philosophic influences that shaped the modern outlook; Write researched analytical essays on modern artistic works, exploring their thematic content and the forms used to present theme.

HU295 Exploring the Expressive Arts- 3 credits
In this course students explore personal experiences and goals through art making projects, personal art journals, theater games, rhythm and movement, mindfulness practice, and the written word. Elements and principles of visual art and relevant psychological and philosophical concepts are discussed. Students plan, prepare, and arrange a culminating public art exhibition of their work.

Upon completion of this course, students will be able to: 1. Create art works that convey an idea, a feeling, or a personal meaning and persist through difficulties in envisioning and producing their work. 2. Demonstrate understanding of the elements and principles of visual art through creating and reflecting on work in art journals, two-dimensional art projects such as paintings, and three-dimensional art projects such as clay sculpture. 3. Observe and reflect on the process and results of art making through personal Artist Statements and through meaningful participation in critique of works of art. 4. Practice mindfulness techniques such as guided imagery and Qi Gong. 5. Plan, advertise, prepare, arrange, and present student art to the public.

HU/PH335 Humanities and the Art of Living- 3 credits
How should I live my life? What will make me feel happy and fulfilled? What life goals should I pursue? What values and ethics should guide me? This course explores the answers that some of the most thoughtful humans have offered to these questions. Reading works of literature, philosophy, and religion and viewing some of the great art works of the world, the class considers the advice on the art of living offered by influential thinkers and creative talents from classical times to the present day.
Upon completion of this course, students will be able to: Analyze and evaluate the ethics, values, life-goals, and behaviors that great philosophers, religious thinkers, authors, and artists believe can contribute to the individual’s happiness and sense of fulfillment; Analyze works of philosophy, religion, literature, and art to better comprehend thematic content and to appreciate form; Compare ideas considered to form a personal outlook on how best to conduct daily behavior; Articulate perceptions regarding the art of living theme orally and in writing.

HU351 Special Topics in the Humanities- 3 credits
This course provides an opportunity to explore in depth a particular subject in the humanities. The instructor and students may investigate a cultural period, a movement in art and/or music, the lives and works of great artists and/or composers, a major theme expressed in the humanities, a particular genre (painting, sculpture, architecture, the symphony, opera, etc.), eastern humanities, and other topics. This course could also be used to allow students to explore their own talents in areas such as drawing, painting, musical composition, musical performance, and dance. Prerequisite: Any HU200 course or PH201

HU398 Advanced Seminar in the Expressive Arts- 3 credits
In this course, students work in small groups to become knowledgeable about the history, theory, and practice of integrating the expressive arts and brain research into health and well-being for personal development and professional use, as well as to help build self-confidence and resiliency in themselves. Students design and develop plans to apply their artistic media in a supportive capacity with one diverse population in a supervised setting. Prerequisite: HU295

Upon completion of this course, students will be able to: Collaborate, communicate, and develop creative problem solving skills in small groups while becoming knowledgeable and competent in two or more expressive arts strategies and techniques; Discuss, dramatize, and write about the history, theory, and practice of the expressive arts to promote self-confidence and resiliency; Integrate expressive arts, recovery-oriented philosophies, and Neurosequential Development into a hypothetical plan for the health and well-being of a specific population; Apply expressive arts strategies and techniques in a supportive capacity to the facilitation of an expressive arts health and well-being workshop within a supervised context; Demonstrate the principles of inclusion, equity, cultural awareness, social justice and empowerment in a workshop setting within a supervised context; Describe the theories of two or more expressive art forms of their choice and gain skills and competency in the utilization of these art forms.

INTERNSHIP

IN110 Career and Professional Development – 3 credits
This course is designed to introduce students to important elements of professionalism in the workplace. Topics such as career planning, workplace etiquette, culture and social responsibility, along with maintaining a professional presence will be presented. Students will develop a working knowledge of the various aspects of a professional career. In addition, the role that the career plays in regard to the stewardship of codes of conduct and values will be introduced.

IN4-3, IN4-6, IN4-9 & IN412 Internship Seminar
Internship involves placement in a supervised, professional-level work situation approved by the College. Internship assignments may be in business, government, or non-profit organizations. Students also participate in an internship seminar that requires maintaining a weekly journal, submitting reports and multimedia assignments, and demonstrating professional growth and development based upon a job-site evaluation. The seminar requires attendance at skill-building workshops, a demonstration at an Internship Expo, and a public presentation at the semi-annual Internship Forum. The course is open to students that have earned at least 60 credits in a baccalaureate program or to second-year students in a two-year program. Students are required to have a minimum 2.50 cumulative grade point average. Application to the internship program does not guarantee acceptance, and in general, a reporting relationship directly to a family member will not be approved. Internships must be approved by the site supervisor, the student’s faculty adviser, the Career Services Department, and the appropriate School Chair.

Upon completion of this course, students will be able to: Document new employment-related experiences on a resume. • Apply job-related skills and decision-making abilities. • Demonstrate networking capacities • Meet deadlines. • Seek appropriate employment opportunities
INFORMATION TECHNOLOGY MANAGEMENT

IT/CS175 Introduction to Programming Logic and Design - 3 credits
This course introduces the basics of programming logic, as well as algorithm design and development, including constants, variables, expressions, arrays, files, and control structures for sequential, iterative, and decision processing. This is done without using the syntax of any particular programming language. Students learn to design and document program specifications using tools such as flowcharts, structure charts, and pseudo code. Program specification validation through desk-checking and walk-throughs is also covered.

IT/CS218 Java Programming - 3 credits
This course introduces the student to the concepts, theory, and practice of the object-oriented programming language using Java. Concepts are reinforced with projects, reading, and testing of concepts. 
Prerequisite: A 100-level computer course or permission of instructor

Upon successful completion of this course, students should be able to: • Demonstrate an understanding and use of the Visual J# development environment and tools • Demonstrate an understanding of programming analysis and application development • Demonstrate an understanding of object oriented programming concepts • Demonstrate an understanding of classes, methods, and controls • Demonstrate and understand the object-oriented programming concepts • Be able to compare/contrast different programming languages

IT/CS225- C#.NET Programming - 3 credits
This course will introduce students to computer programming using the C#.NET programming language. The student will learn how to use effective software engineering practices, emphasizing such principles as design, decomposition, encapsulation, procedural abstraction, testing, and software reuse. This course introduces the basics of code programs from program specifications, including use of the Microsoft Visual Studio integrated development environment (IDE), the C# language syntax, and advanced debugging techniques. Students will learn to develop programs that manipulate simple data structures such as arrays, lists, and queues as well as different types of files. Structured programming will be reinforced through techniques designed to solve typical business and scientific problems. Prerequisites: CS175

In this course, students will: • Understand the syntax of the C# language • Be able to develop programs using the Microsoft Visual Studio IDE • Be introduced to the fundamentals of Object Oriented Programming • Be able to use standard data structures provided in the .NET environment • Learn how to convert a program specification into functional code • Use the Visual Studio debugging tools

IT/CS315- Databases - 3 credits
This course covers fundamental concepts necessary for the design, use, implementation, and administration of database systems. The course will stress the fundamentals of database modeling and design, the languages and facilities provided by database management systems, and some techniques for implementing and administering database systems. Topics will include the entity-relationship model, normalization of database tables, logical and physical database design, SQL, transaction management, reliability, security, and object-oriented databases. Prerequisite: CS119, CS218 or CS225

In this course, students will: • Understand how a relational database differs from other database and data storage models • Understand how to relate business data requirements into a relational database design • Be familiar with the tools and techniques used to administer database systems • Be able to create SQL queries to manipulate data in a relational database • Understand the issues of database security and reliability • Be introduced to how Object data models may be implemented using an underlying relational system

IT/CS332 Hardware/Software Concepts - 3 credits
This course provides the hardware/software technology background to help systems development personnel understand tradeoffs in computer architecture for effective use in a business environment. Prerequisite: A 100-level computer course or permission of instructor

Upon completion of this course, students will: • Understand basic computer hardware, operating systems, and application components • Be able to diagnose and repair (troubleshoot) the most common failures • Demonstrate the ability to analyze, design, install, and manage virtual hardware and software • Understand the link between computer engineering and products available today

IT/CS345 Data Communications - 3 credits
This class is intended to help students grasp the fundamental concepts of data, voice, and video
This course forms the foundation for students continuing in the Computer, Security or Information Technology curricula. **Prerequisites:** A 100-level computer course or permission of instructor.

By the end of the course, the student should: Have developed a working vocabulary in communications and networking • Be able to plan, analyze and design data communication systems from a business needs standpoint • Understand the components, protocols, topologies and system configurations involved in data communications and networking

**IT/CS350 Multimedia Development - 3 credits**
This course is an elective and is open to both IS and Marketing majors. It deals with the concepts and issues surrounding the evolving technology of multimedia without delving into programming or scripting. **Prerequisite:** A 100-level computer course or permission of instructor

By the end of the course, the student should be able to: Understand the historical context surrounding the emergence and evolution of multimedia into the primary communication medium that is today• Identify key terms within the field of multimedia and understand the characteristics that define it as a medium distinct from others • Identify the various individuals that comprise a multimedia development team, understand the processes and methods involved in multimedia production, and develop an ability to articulate concepts and challenges surrounding multimedia development • Utilize current text, photo, video editing, and multimedia authorizing software as creative tools to apply their knowledge in the generation of a variety of Multimedia products. • Manage multimedia creation, distribution, and storage especially Internet options.

**IT/CS415- Security Essentials- 3 credits**
This course provides the foundation of security principles and skills necessary for the successful management of information security in an organization. Students will understand the controls over hardware and media, as well as personnel responsible for utilizing an organization’s information assets. The student will also become familiar with auditing and monitoring for security events. The course focuses on the physical measures and their associated procedures necessary to safeguard against damage, loss and theft. The student will be able to recognize the basic concepts of cryptography including key algorithms, distribution methods, methods of attack, and the construction and use of concepts such as digital signatures. **Prerequisite:** CS345

Students completing this course will be able to: Demonstrate an understanding of active and passive information security controls; Demonstrate an understanding processes needed to identify, capture, and correlate security events, as well as the appropriate alerts to the organization about such events; Demonstrate an understanding of the threats, vulnerabilities, and countermeasures related to physically protecting the organizations information assets; Be familiar with the risk and risk avoidance for facilities, data, media, equipment, support systems, and supplies – including remote and mobile resources; Utilize necessary design skills to utilize effective cryptography applications and designs.

**IT/CS422- Applications in Information Security - 3 credits**
This course helps develop the important security concepts relative to software application development and access control that provide the knowledge and skills necessary for the successful management of information security in an organization. Students will understand the environment relevant to software design and development, including the critical role software plays in providing security to an organization’s information systems. The course focuses on software development concepts that relate to security, and how access control methodologies fit into the entire enterprise architecture. Content includes the architecture, management, control, and creation of software-related solutions. **Prerequisites:** CS345

Students completing this course will be able to: Apply principles for securing applications throughout the lifecycle management process; Demonstrate an understanding of how security principles should be incorporated into all phases of the applications development process; Demonstrate an understanding of applications software design engineering principles and how they relate to the stability of the enterprise security plan; Exhibit familiarity with how malicious software can be introduced to information systems and how prevention, detection and correction is accomplished in the overall security architecture; Evaluate effective event management and correlation techniques across multiple solutions and systems, including the implications of remote and mobile computing solutions; Demonstrate an understanding of access control concepts and methodologies.

**IT/CS424- Information Security Policy, Administration and Management - 3 credits**
This course provides the foundation of security principles and skills necessary for the successful management of information security in an organization. Students will understand the controls over hardware, media, as well as personnel responsible for utilizing an organization’s information assets. The student will also become familiar with auditing and monitoring for security events. The course focuses on the measures and their associated procedures necessary to safeguard against damage, loss and theft. Students will be able to facilitate the integration of leadership, management, and processes within an organization to
set and achieve optimal outcomes for the entire organization. The creation of security policy, including its Board approval, forms a required project. Prerequisites: CS345

Students completing this course will be able to: Demonstrate an understanding of active and passive information security controls; Demonstrate an understanding of the management, processing, and use of security events as the implications for the security of the organization; Demonstrate an understanding of the threats, vulnerabilities, and countermeasures related to protecting the organizations information assets; Demonstrate familiarity with the risk to facilities, data, media, equipment, knowledge, support systems, and supplies for organizations. Third party interactions are explicitly included within the scope; Develop and demonstrate effective methods to set, gain approval of, and execute security policy within an organization.

**IT1PE- International Technology Management Proficiency Exam- 1 credit**

The purpose of this examination is to test a student’s comprehension of the fundamental concepts learned in Introduction to Computers, Management, Hardware/Software concepts and Database Management Systems. The results from this test are used to reevaluate the instruction and learning that takes place in the above courses. Students successfully passing the test will receive one credit. The course is required of all students receiving a B.S. degree in Information Technology Management.

Upon completion of this examination, students will be able to: demonstrate proficiency over concepts in Introduction to Computers, Management Principals, Hardware/Software Concepts and Database Management Systems.

**INFORMATION SERVICES**

**IS421- Enterprise Architecture- 3 credits**

This course explores the design, selection, implementation, and management of enterprise IT solutions. The focus is on applications, infrastructure, and their fit with the business. Students learn frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, cloud computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, IT investment analysis, and emerging technologies. These topics are addressed both within and beyond the organization, with attention paid to managing risk and security within audit and compliance standards. Students also hone their ability to communicate technology architecture strategies concisely to a general business audience.

Upon completion of this course, students will be able to: Communicate the variety of frameworks for enterprise architecture analysis and decision-making to stakeholders; Evaluate the total cost of ownership and return on investment for architecture alternatives; Utilize techniques for assessing and managing risk across the portfolio of the enterprise; Evaluate and plan for the integration of emerging technologies.; Administer systems, including the use of virtualization and monitoring, power and cooling issues; Manage proliferating types and volume of content; Understand the core concepts of data/information architecture and evaluate existing data/information architecture designs; Plan for business continuity; Communicate the benefits and risks of service-oriented architecture; Communicate the role of audit and compliance in enterprise architecture; Foster the integration of enterprise systems with inter-organizational partners such as suppliers, government, etc. Prerequisite: Junior status.

**IS422- Systems Analysis and Design- 3 credits**

This course discusses the processes, methods, techniques, and tools that organizations use to determine how they should conduct their business; with a particular focus on how computer-based, technologies can most effectively contribute to the way business is organized. The course covers a systematic methodology for analyzing a business problem or opportunity, determining what role, if any, computer-based technologies can play in addressing the business need, articulating business requirements for the technology solution, specifying alternative approaches to acquiring the technology capabilities needed to address the business requirements, and specifying the requirements for the information systems solution in particular, in-house development, development from third-party providers, or purchased commercial-off-the-shelf (COTS) packages.

Upon completion of this course, students will be able to: Relate business needs and information technology-based solutions; Initiate, specify, and prioritize information systems projects and to determine various aspects of feasibility of these projects; Clearly define problems, opportunities, or mandates that initiate projects; Use at least one specific methodology for analyzing a business situation (a problem or opportunity), modeling it using a formal technique, and specifying requirements for a system that enables a productive change in a way the business is conducted; Write clear and concise business requirements documents and convert them into technical specifications; Manage information systems projects using formal project management methods; Articulate various systems acquisition alternatives, including the use of packaged systems (such as ERP, CRM, SCM, etc.) and outsourced design and development resources.; Use contemporary CASE tools for the use in process and data modeling; Compare the acquisition alternatives systematically; Incorporate principles leading to high levels of security and user experience
IS423- Strategy, Management and Acquisition- 3 credits
This course explores the issues and approaches in managing the information systems function in organizations and how the IS function integrates / supports / enables various types of organizational capabilities. It takes a senior management perspective in exploring the acquisition, development, and implementation of plans and policies to achieve efficient and effective information systems. The course addresses issues relating to defining the high-level IS infrastructure and the systems that support the operational, the administrative and strategic needs of the organization. The remainder of the course is focused on developing an intellectual framework that will allow leaders of organizations to critically assess existing IS infrastructures and emerging technologies as well as how these enabling technologies might affect organizational strategy. The ideas developed and cultivated in this course are intended to provide an enduring perspective that can help leaders make sense of an increasingly globalized and technology intensive business environment.

Upon completion of this course, students will be able to: Coordinate and apply functions and activities within the information systems area, including the role of IT management and the CIO, structuring of IS management within an organization, and managing IS professionals within the firm; View an organization through the lens of non-IT senior management in deciding how information systems enable core and supportive business processes as well as those that interface with suppliers and customers; Apply the concepts of information economics at the enterprise level; Structure IS-related activities to maximize the competitive advantage and business value of IS within and outside the company; Work with existing and emerging information technologies, the functions of IS and its impact on the organizational operations; Evaluate the issues and challenges associated with successfully and unsuccessfully incorporating IS into a firm; Carry out strategic decisions regarding acquisition of IS resources, including the ability to evaluate the different sourcing options; Communicate the role of IT control and service management frameworks from the perspective of managing the IS function in an organization. Prerequisite: Junior status.

LIBERAL ARTS

Courses that fulfill liberal arts requirements for the General Education program include: Foreign Language, History/Government, Humanities, Literature, Mathematics, Philosophy, Political Science, Psychology, Science and Sociology, as well as any course with an LA designation. Non-business majors may also select Macroeconomics.

LA120 Introduction to S.T.E.A.M.- 3 credits
This course is designed for students to thoughtfully engage in the interdisciplinary nature of STEAM (Science, Technology, Engineering, Arts, and Mathematics). Students will develop skills related to intersections between these content areas, and the construction and application of STEAM models for cross-disciplinary dialogue, inquiry, and problem solving.

In this course, students will: Develop 21st century skills that are needed in order to live successfully as a member of the global community in an increasingly complex and technologically driven world. These skills include creativity, problem solving, critical thinking, communication, self-direction, initiative, and collaboration; Be able to further develop artistic and scientific skills and have the ability to do the following: Draw on curiosity and imagination; Observe accurately; Perceive an object in a different form; Construct meaning and express one’s observations accurately; Work effectively with others; Think spatially (How does an object appear when I rotate it in my head?); Perceive kinesthetically (How does it move?)

LA135 – Explorations in STEAM - 3 credits
This course engages students in an exploration of science, technology, engineering, the arts, and mathematics (STEAM). The purpose of this course is to help students develop foundational STEAM knowledge and skills while simultaneously experiencing STEAM education as a learner. Students will engage in a series of STEAM projects that integrate the arts with science, technology, engineering, and mathematics. Projects will be designed around authentic problems, involve sustained inquiry, and culminate in a public product. In addition, students will investigate the applications of STEAM education in K-12 settings. While especially well-suited for Education majors and those students who wish to expand the breadth of their STEAM knowledge while simultaneously experiencing STEAM pedagogy, this course has broad application for students in all majors seeking the opportunity to explore and apply connections across liberal arts disciplines, and to practice the skills of integrating critical thinking and problem-solving skills.

In this course, students will: 1. Exhibit a working knowledge of selected topics within STEAM disciplines.
EXAMPLE: Earth Science & Visual Art I. Knowledge: Describe how internal earth processes drive plate motion and how that motion leads to events such as earthquakes and eruptions which shape major surface features on Earth. 2. Skills: Create an artistic representation of long-term predictions for Earth’s surface features based on multiple lines of evidence EXAMPLE: Physical Science & Music: Knowledge: Explain why certain notes played on a musical instrument sound different from each other and how the notes can be combined to form melodies. Skill: Build a working musical instrument to play a melody. EXAMPLE: Life Science & Graphic Design: Knowledge: Evaluate the claims, evidence, and reasoning that complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. Skill: Design and publish a conservation guide specific to the Belgrade Lakes Watershed. 2. Engage in critical problem solving and design oriented thinking at the intersection of the STEAM disciplines to solve problems, create products, or predict and communicate natural phenomena. 3. Demonstrate proficiency in the core science practices of arguing from evidence, modeling, and developing evidence based explanations to explain natural phenomena. 4. Develop key 21st century skills including but not limited to collaboration, communication, creativity, and persistence as demonstrated through project work and reflections. 5. Describe the key features and applications of STEAM education.

LA350 Interdisciplinary Studies Seminar – 3 credits
This course is designed for IDS majors in their junior year and upper-class students in other majors interested in exploring the interdisciplinary nature of their lives and of the future job market. Students discover and refine the interdisciplinary nature of their interests and future careers, with the expectation that understanding their interdisciplinary background will empower them as citizens. Course content depends on the majors and interests of students enrolled. For IDS majors, the course deliverables optionally include a proposal and outline for a capstone project to be developed from this course such as a senior thesis, internship, or travel abroad.

SP101 –Spanish I- 3 credits
In this course, students work on the four skills essential for mastering basic Spanish: listening, speaking, reading, and writing. Students also learn about the diverse cultures of the Spanish-speaking world. Class time involves individual participation and pair and group work, so active involvement in this course is a must; to participate effectively, students need to come to class with their homework done.

By the end of this course, students should be able to: Understand simple spoken Spanish; Say a wide range of simple Spanish sentences useful in real-life situations; Write simple paragraphs in Spanish; Understand simple paragraphs in Spanish; Identify some of the cultural aspects of the Spanish-speaking world.

SP102 –Spanish II- 3 credits
In this course, students develop the four skills essential for mastering Spanish: listening, speaking, reading, and writing. Students will also learn about the diverse cultures of the Spanish-speaking world. Class time will involve individual participation as well as pair and group work, so active involvement in this course is a must; to participate effectively, students need to come to class with their homework done. Much of this course is conducted entirely in Spanish. Prerequisite: SP101 or its equivalent.

By the end of this course, students should be able to: Understand and speak enough Spanish to carry on a conversation; Present a three-minute prepared (but not memorized) discourse to the class in Spanish; Write short paragraphs in Spanish; Understand short essays and stories in Spanish; Identify some of the cultural aspects of the Spanish-speaking world.

LEGAL STUDIES

LS327 Business Law- 3 credits
This course introduces students to legal issues likely to be encountered in the business world. Topics include torts, contracts, agency, partnerships, corporations, property, commercial paper, and secured transactions.

Upon completion of this course, students will be able to: • Identify actions that constitute various types of intentional torts • Identify actions that constitute unintentional torts (i.e., negligence) • Recognize strict liability and product liability issues • Understand the legal remedies that are available to people who successfully assert claims for intentional torts, unintentional torts, strict liability and product liability • Incorporate reasonable business practices in order to avoid liability for intentional torts, unintentional torts, strict liability and product liability • Understand the requirements for forming a legally enforceable contract • Create and/or identify a negotiable instrument • Become and/or identify a “holder in due course” • Understand the benefits of being a “holder in due course” with respect to collecting payment for a negotiable instrument • Create a “secured transaction” and understand the benefits thereof.
This course explores the very complex environment of legislation that protects employee interests in the workplace. Emphasis is placed on the development of workplace-related legislation and organizational management geared to minimizing litigation. Topics include age discrimination, sexual harassment, the American with Disabilities Act, discrimination based upon sexual orientation, racial discrimination, and legislation affecting minimum wage and working conditions.

Upon completion of this course, students will be able to: • Identify legal situations in the workplace, including (but not limited to) issues of race discrimination, gender discrimination, sexual harassment, affinity orientation, religious discrimination, national origin discrimination, age discrimination, and disability discrimination • Examine legal dilemmas in employment settings and propose systematic solutions to associated problems, drawing upon the vast body of knowledge and contemporary practices in the field of human resource management • Consider an employee’s right to privacy and the underlying reasons for the mandates of current law • Gain familiarity with issues of occupational safety and related regulatory requirements • Understand the relevance of labor law and its implications in the practice of management.

MANAGEMENT

MG120 Innovation and Creativity in the Marketing Product
Innovation and creativity are at the core of all new product development and are essential for business success. This course will investigate how innovation and marketing are interconnected to deliver value creation to an organization. Students will gain insights into how to identify product opportunity gaps that can lead to new product or market innovation. Students will learn how to navigate the fuzzy front-end of the development process while staying focused on the customers values and lifestyles. The process of creativity through innovation engineering, design thinking, and other current methods will be investigated. The course will rely on hands on projects and developing a vision for a product.

MG224 Management Principles - 3 credits
This is an introductory course designed to provide the student with a strong foundation in the four functions of management - planning, organizing, leading, and controlling. The focus of the course is to familiarize the student with the terminology and concepts of management. Through discussions and class activities, students will have the opportunity to examine and apply, when appropriate, various theories and concepts about managing effectively in this rapidly changing, globally competitive environment.

MG215 Funding Entrepreneurship – 3 credits
This course will introduce the student to different reasons why businesses need funding. Funding options will include various options such as bootstrapping, grants, debt, venture capital equity as well as crowdfunding. In addition, students will be introduced to Maine resources that assist all types of funding for young entrepreneurial companies. Students will be required to complete a capstone project using the funding methods taught in this course on a new entrepreneurial venture.

MG239/HR239 Human Resource Management - 3 credits
Recruitment, selection, training, HR planning, compensation management, Equal Employment Opportunity (EEO), performance evaluation, discipline, and employee health and safety are covered in the course. Students are introduced to the role of the HR executive and staff in corporate management as well as in the overall planning of the organization.

At the conclusion of this course, a student will be able to: • Discuss the importance of human resource management to the corporate culture • Understand how human resource management aids in job creation, job satisfaction, retention, and productivity • Relate how human resource management skills fuel company growth • Define human resource process • Explore the professional development of human resource personnel • Explore cases relating to human resource management and discuss these cases • Develop an employee manual. Prerequisite: MG224

MG250- Principles of International Business - 3 credits
This course exposes students to the economic, political, cultural, social, and legal context of international business management. Students will also be introduced to major theory and theorists, the relationship between international trade and economic growth, and the strategic objectives of multinational corporations.

Following completion of this course, students will be able to: • Examine international business strategy using theoretical and resource-based approaches • Explain how economic growth and comparative advantage play a role in the development of trade opportunities • Assess international business issues using
a cultural frame of reference. • Analyze bi-lateral and multilateral trade agreements and proposals • Explain the role of national and international regulatory institutions • Assess trade and investment risk at an introductory level across financial, economic, and geo-political spectrums

MG251 Sustainable Management- 3 credits
This course approaches environmental problems as entrepreneurial opportunities and sees entrepreneurs as influential in creating positive environmental, social and economic change. Students will learn about sustainable businesses, industries and creating value for all of an organization’s stakeholders. Students will work to conceive and develop an environmentally sustainable new business opportunity. Prerequisites: MG224 or EC212

MG320 Statistics for Management and Economics- 3 credits
Statistics for Management and Economics will examine concepts of statistical analysis used in business as well as methods of analyzing quantitative economic and business data. Students will be introduced to the tools and skills necessary to effectively analyze a business environment and learn how apply statistical outcomes for business research and decision making. Examples and applications are drawn from management and economics.

MG/HR325 Diversity Management- 3 credits
This course examines the challenges of managing an increasingly diverse workforce. Emphasizing the various dimensions of diversity, cultural aspects that need understanding, and the special skills necessary for managers to work effectively with others different than themselves. Topics include working with persons with various disabilities, racial and gender considerations, and legal implications in an increasingly diverse workplace. Prerequisite: HR/MG239

Upon completion of this course students will be able to: • Appreciate the current diverse culture of corporate America. • Demonstrate the ability to analyze and problem-solve various cases relating to diversity management. • Understand the application of diversity strategies in relations to a corporate mission statement. • Demonstrate appropriate skills with designing and implementing a strategic diversity plan.

MG332/MK332 Retail Management- 3 credits
The focus of this course is on retailing strategy, merchandise management, and store management. Cases are used to stimulate class discussions on current issues facing retailers. Hands-on projects and speakers are included.

At the conclusion of this course, a student will be able to: • Analyze retail situations by using basic concepts in the decision-making process • Explain career opportunities in retailing • Determine how to provide excellent customer service and an exciting shopping environment • Discuss the financial issues experienced by retailers • Discuss the legal and ethical issues facing retailers • Explain how technology has affected retailing • Discuss the globalization of the retail industry.

MG334 Quality Management- 3 credits
This course examines what it takes to create and lead an organization that is driven to achieve high levels of quality in meeting customer demands. The history of the quality movement, various quality models such as TQM, and the management of quality are some of the topics covered in the course.

At the conclusion of this course, a student will be able to: • Identify the roles Deming, Juran, Crosby, and others in forming the foundation for modern quality awareness • Identify the steps necessary to transform an organization into one prepared to achieve the highest levels of quality • Identify and explain the strategic role of quality in corporate planning • Identify and use various quality tools such as fishbone diagrams and other related tools • Explain total quality management (TQM) and how it can be implemented by an organization. Prerequisite: MG224

MG336/HR336 Employer/Employee Relations- 3 credits
This course is a study of the philosophies, attitudes, and policies toward employee-management relationships. Topics of study include dealing with workplace conflict, problem-solving, workplace “games,” diversity, and negotiations. Emphasis is also given to how employee-management issues are dealt with in other countries.

At the conclusion of this course, a student will be able to: • Recognize and understand the role of employer/employee relations and how it relates to the overall management of human relations • Understand the impact of unions on employer-employee relations both past and present • Recognize how culture affects
MG337 Managing in the Global Environment- 3 credits
Managers today, whether managing in a large corporation or a small business, need to have international managing skills. This course introduces the student to international trade theory, the economics of international trade, finance in the global economy, as well as human resource issues in cross-cultural management (offered in alternate years with Global Marketing Management).

At the conclusion of this course, a student will be able to: • Demonstrate working understanding of the various principles, concepts, theories and central ideas of managing in an international arena • Provide a global view to the environment of international business and the future directions of international business • Describe the framework for ethical conduct in management, international economics and trade • Devise a global strategy for the formulation of an organizational structure under changing conditions, for success in international competitive markets, and for the formulation of global alliances • Address contrasting world cultures, intercultural communication and the challenges of negotiating and managing in foreign cultures • Examine cross-cultural themes to in human resource management, international labor relations and expatriate management • Understand the role of cultural diversity in leadership behavior, international team development, and the development and future direction of careers in international management. Prerequisite: MG224

MG338 Operations Management- 3 credits
Analysis of systems and procedures related to production methods and control are the focus of this course. Quality and performance standards, plant outlay, material handling, and warehousing are studied. Planning and scheduling techniques, including inventory control, are also examined.

At the conclusion of this course, a student will be able to: • Identify and explain the strategic role of operations management (OM) • Explain and use basic techniques such as forecasting models, inventory models, PERT/CRM methods, project management, aggregate planning models, and others • Apply OM thinking to more complex case problems which mirror real-world situations. Prerequisite: MG224, MS206

MG/HR340 Employee Recruitment and Selection- 3 credits
Examines the processes of how organizations attract qualified candidates for employment and how choices are made from the applicant group. Issues include different recruitment strategies, legal requirements in recruiting, applicant screening and interviewing, and legal aspects of selection. Prerequisite: HR/MG239

MG/HR341 Compensation and Benefit Administration - 3 credits
This course examines both the elements and role of compensation management in the overall human resource program of organizations. Students learn about reward systems, including compensation and benefits programs. Prerequisite: HR/MG239 and AC112 or AC221

MG/HR342 Employee Training and Development- 3 credits
This course examines the methods used by organizations to develop and deliver effective and appropriate training. Emphasis is placed on how organizations assess needs, establish objectives, develop materials, provide training, and evaluate program success. Students design, conduct, and evaluate a training session during the course. Prerequisite: HR/MG239

MG347 Entrepreneurship- 3 credits
This course introduces students to Entrepreneurship inside and outside the organization. The special problems of small businesses are considered. Students study the management and marketing skills necessary to succeed as an independent business owner. This course incorporates lectures, guest speakers, case studies, and business plan preparation.

At the conclusion of this course, a student will be able to: • Define entrepreneurship and the entrepreneurial process • Discuss the importance of the entrepreneurial revolution to the U.S. economy and its impact on the nation and the world • Understand how entrepreneurs, innovators, and growing companies aid in job creation, innovation, and new industries • Relate how venture and risk capital fuels growth • Explore the workings of entrepreneurs and their financial backers • Use the skills required to become a successful business leader • Anticipate the realities that accompany most new ventures • Develop a business plan. Prerequisite: MG224 and MK116.

MG351 Management Information Systems- 3 credits
This course is designed to acquaint the student with the concepts of management information systems in public, as well as private, workplaces. From microcomputer-based applications, through shared resource
networks, to large-scale, integrated, distributed systems, the student discovers why, what, and how systems are justified, acquired, and developed. Through the use of cases and software such as Microsoft Access and QuickBooks, emphasis is placed on the impact these systems have on the organization.

At the conclusion of this course, a student will be able to: • Explain the meaning of terms used to describe common techniques and concepts in business information systems • Articulate information technology’s role in business from a managerial point of view • Describe how computers are (and will be) used in business applications, including telecommunications, electronic commerce, data warehousing and mining, expert systems, and computer-based information systems • Enumerate and explain the principles of agile systems development methods • Identify and suggest appropriate responses to managerial and organizational issues stemming from development, implementation, and use of computer-based information systems • Recognize the reality of implementing international information systems, including economic and cultural differences. • Understand the major social and ethical issues involved in the development and use of information technology • Set up a basic customer-based relational database. • Use QuickBooks or similar software to establish a basic accounting system for an organization.

MG/CS390- Intro to Geographic Information Systems- 3 credits
Geographic information systems (GIS) provide a format for spatial analysis of data and are utilized across a wide variety of disciplines including business, criminal justice, political science, education and natural resources. GIS is used to support decision-making and planning. This experiential course will utilize ArcGIS 10 ArcView or similar software to introduce the capabilities of a geographic information system. Students will become familiar with the tools, commands and processes available to analyze data in a spatial context. Students will create GIS maps, highlight attributes of interest and perform basic analyses to answer fundamental questions related to the spatial attributes of data. Students will generate reports and hard copy maps to facilitate professional presentation of information. Prerequisite: Sophomore status

MG398 Leading Change- 3 credits
This course focuses on leading change within organizations by introducing models such as Kotter & Cohen’s eight-step change model. Change models will be applied to various types of organizations (for-profit, non-profit, education, government, military, among others). The course will integrate examples such as Kotter & Cohen’s change model with the drivers of change within modern-day organization and explore the leading reasons why individuals resist change. Students will have the opportunity to incorporate and apply a change model to a “real world” setting. Prerequisites: MG224

Upon completion of this course students should be able to: Identify and apply the principles of organizational change; Utilize various strategies to effectively lead change; Develop a model demonstrating how organizational change theory supports practices which lead organizational change; Craft and integrate a strategic planning approach for organizational culture, organizational structure, and the human processes supporting the culture and structure.

MG427/428/429 Project Management Specializations –1 credit per course
These courses are intending to build applied and specialized project management knowledge by offering a range of single credit courses that fit into two categories (a) a range of specialized capabilities relating to specific industries, and (b) a range of new and advanced topics that have proven important to the project management field. Degree and certificate requirements will accept three credits from this course, subject to not repeating any course topics. Prerequisite: PMP Certification, PM minor, or approval. Existing project managers that hold a PMP would select four courses in a three-year cycle to comply with the 60 hour PDU requirement.

Upon completion of this course, students will: Deploy critical thinking enable appropriate integration within an organization’s tactics and strategy; Demonstrate strong research, analysis, and evaluation methods to synthesize improved project management processes; Evaluate and select appropriate current practices and quality research to improve project outcomes; Apply, synthesize, and evaluate generic project management abilities to the specific needs, practices, and environments of a target industry; Develop new skills aligned to new and advanced topics in the project management field

MG430 –Teams: Authority, Influence and Power 3 credits
This course builds leadership and management skills that facilitate the effective execution of objectives where stakeholders and resources come from multiple areas, locations, budgets, and organizational substructures. To facilitate the execution of projects and processes to achieve objectives, the topics include the use of persuasion, motivation, emotional intelligence, cultural intelligence, and influence to ensure the delivery of resources and processes. Students will demonstrate leadership and management of teams and groups across multiple locations, structures, and multiple levels of formal authority. The control, communication, and interaction of data, information, knowledge, and learning lead to an introduction of range of associated meta-topics Prerequisites: MG224 or MG444
MG431 Conflict Resolution and Organizational Relations Management - 3 credits
This course covers the basics of resolving conflicts: identifying interests, parties, and issues; establishing ground rules; communicating clearly; and finding agreement. Of particular interest are those ethical and other conflicts that embroil business managers; they include both traditional labor-Management disputes and arguments with government regulators and public-interest groups.

At the conclusion of this course, a student will be able to: • Identify conflict attitudes and conflict modes • Understand conflict management • Devise an improved system of communications in various managerial settings • Resolve conflicts via dispute resolution mechanisms • Establish “win-win” outcomes Prerequisites: MG224 and MG336.

MG432- Managerial Risk Analysis and Decision Making- 3 credits
Managers need to understand how they personally value risk in order to recognize the potential impact their behavior may have on organizations and stakeholders. They need to be able to foster sound processes in group environments. The course will include approaches to optimize decision-making and risk analysis to solve problems in different operating environments. This is a qualitative course covering a framework for making decisions, as well as understanding how these decisions can be used to manage risk. Contemporary techniques such as TRIZ, KT, McMaster, and others are explored. Prerequisite: Junior standing

Students completing this course will be able to: Apply risk management and decision theory models; Explore behavioral and economic implications of decision theory models; Evaluate risk analysis and assessment tools; Compare different approaches used by businesses to manage risks and make better decisions; Examine factors that influence decisions and risks in today’s global organizations; Develop models that integrate and apply the concepts learned.

MG433- Innovation, Change and Agile Organizations- 3 credits
This course provides an overview of concepts and strategies used to select optimal options for change. Management and leadership skills are employed to build broad support for change, diffuse innovation, and achieve successful execution through solid project management practices. Topics include organizational culture, innovation processes, technology forecasting, organizational development, use of technology, service-oriented architecture, joint process change, reengineering, diffusion of Innovations theory, social epidemic theory, learning organizations, and change implementation strategies. Prerequisite: Junior standing

Students completing this course will be able to: Evaluate methods, explore options, apply agile approaches, and select appropriate solutions to foster change and innovation at organizational and project levels. Develop appropriate plans and tactics to enable change, innovation, and agile responses that maximize net value creation. Manage the effective execution and control of change and innovation processes that include the ability to adapt to further change, resource limitations, or resistance. Organize the processes in such a way so that the innovation of change projects and processes achieve objectives and reach closure, while integrating to multiple or larger projects or environments. Integrate and effect change and innovation within legal, ethical, and professional standards, including sustainability and social responsibility.

MG434/HR434 Leadership- 3 credits
This course examines the nature of leadership in organizations. Different styles of leadership are explored. A variety of readings allow students to discover both traditional and contemporary theories of leadership. Models may change year-to-year to include a number of classic and contemporary theorists. Through case studies students investigate and analyze how leaders exert influence in significant decision-making situations.

At the conclusion of this course, a student will be able to: • Be cognizant of commonly accepted leadership theories and practices • Be well-versed in the critical leadership issues affecting organizations • Perform an analysis of leadership styles and organizational fit • Be aware of leadership potential • Develop a personal leadership philosophy. Prerequisite: Senior level status or by permission of instructor

MG435 Complex and Advanced Projects - 3 credits
This course intends to build on a thorough project management foundation to include detailed insight into large projects, projects with diversified stakeholders, multi-location, and international projects. Topics including portfolio theory and information economics are designed to enhance previous learning and extend to project portfolio management and project management office functions. Prerequisite: PM minor or approval
Students completing this course will be able to: Develop successful project initiation processes and linkages for complex and advanced projects. Devise appropriate plans within complex and advanced project scenarios. Manage and control the successful execution of complex and advanced projects, while limiting risks and integrating internal and external linkages. Formulate an effective closure for complex and advanced projects. Demonstrate appropriate ethical, professional, and environmental choices for complex and advanced projects.

MG/HT/SM 439 Event Planning and Management - 3 credits
This course will provide students with the skills of a professional event manager. The course focuses on the importance of food and beverage controls, selecting the proper venue, and developing contacts and travel arrangements for events, teams, meetings and conventions. Students will gain experience in negotiating arrangements, controlling food and beverage costs, calculating conference return on investment, and integrating convention and visitor bureau strategy into operational profitability. Students will learn how selling to and servicing conventions, meetings and sporting events offer opportunities for exciting and rewarding careers while analyzing how industry is responding to the increasing market demands. Topics include event administration, public relations, legal and financial safeguards, event marketing and promotion, event staffing, bidding requests for proposals, networking, sponsorship of events, risk management, entertainment licensing, and sporting event management. Prerequisite: HT112 and HT115

Students completing this course will be able to: Effectively manage meeting budgets • Develop supplier contracts and bidding proposals • Coordinate events from start to finish • Promote events, exhibits, festivals, concerts and expositions • Develop and implement a meeting plan • Prepare travel arrangements • Coordinate a professional event • Explain the need for continuous quality • Convey the importance of risk management and crowd control • Identify the various types of meetings and events ranging from entertainment functions to professional conventions

MG441/MK441 Business Consulting Practicum- 3 credits
This experience is designed to provide students with an opportunity to act as consultants to small businesses and not-for-profit organizations. Students, (under the guidance of a faculty member), operate as a consulting team to analyze problems and develop solutions (open to juniors and seniors upon approval of the SBI faculty). At the conclusion of this course, a student will be able to: • Provide a real world, complex application of consulting skills.

MG442 Business Ethics- 3 credits
This course examines business decisions and the roles businesses play in society from ethical, legal, psychological, and social perspectives. Special emphasis is placed on the ethical dilemmas faced by middle managers.

At the conclusion of this course, a student will be able to: • Understand normative theories of ethics and be able to apply these theories in a real world setting via case and film analysis • Discuss and analyze the economic and social implications of business behavior, critique the free enterprise system, and describe the role business should play in a just society • Demonstrate the ability to conduct an in-depth analysis of business ethics topics. Prerequisite: Senior or junior level status or permission of instructor

MG443/HR443 Interpersonal Relations - 3 credits
This course examines existing empirical data and theoretical concepts of dealing with the behavior of people in all types of organizations. It also includes contemporary findings in the area of group dynamics.

At the conclusion of this course, a student will be able to: • Understand the basic human relations/organizational behavior concepts • Apply HR/OB concepts through critical thinking • Demonstrate HR/OB skills. Prerequisite: MG224

MG444 Project Management - 3 credits
This course primarily uses a case study approach to apply project management models to structure and solve complex business problems. It is designed to address the full scope of issues addressed by project managers, from the idea generation and permitting stages through project scheduling and resource allocation. Prerequisite: MG224, PM Minor or permission of instructor

Objectives: At the conclusion of this course, a student will be able to: • Communicate using project management terminology • Explain and use basic forecasting models, program evaluation and review methods, and aggregate planning models • Assess the resource allocation needs of projects • Suggest appropriate applications of technology, labor, and capital in small and large-scale projects

MG445 Business and Management Policy - 3 credits
Topics include problems, methods, and analytical frameworks for building and maintaining consistent and
The student will be able to: • Demonstrate the ability to utilize strategic channels of distribution, market segmentation, pricing policies, product life cycle, and, Principles of International Business and Managerial Accounting. An analysis of consumer purchase decision processes is included in this course, along with an exploration to a new product development, characterizing relationships; • Differentiate between consumer and business markets and build upon what you have learned in previous business courses when analyzing and solving organizational problems; • Evaluate current management and leadership skills; • Function in environments characterized by ambiguity, uncertainty, and insufficient data; • Apply and further develop critical thinking in managerial settings; • Examine and develop a personal philosophy of management, with particular emphasis on the ethical and value dimensions; • Communicate through oral, written, and electronic means with clear and purposeful articulation of the issues and cogent arguments for and against specific proposals. Prerequisite: Four-year senior standing

MG449 Senior Seminar in Management- 3 credits
This capstone course in management will provide the student with an opportunity to be exposed to some of the latest research, trends, and methodologies currently being employed by effective organizational leaders. At the conclusion of this course, a student will be able to: • Integrate and build upon what you have learned in previous business courses when analyzing and solving organizational problems; • Evaluate current management and leadership skills; • Function in environments characterized by ambiguity, uncertainty, and insufficient data; • Apply and further develop critical thinking in managerial settings; • Examine and develop a personal philosophy of management, with particular emphasis on the ethical and value dimensions; • Communicate through oral, written, and electronic means with clear and purposeful articulation of the issues and cogent arguments for and against specific proposals. Prerequisite: Four-year senior standing

MG1PE Management Proficiency Examination - 1 credit
The purpose of this exam is to test a person’s retention of the fundamental concepts learned in Management, Human Resource Management, Operations Management and Interpersonal Relations. The results of this examination will be used to reevaluate the instruction and learning that takes place in the courses listed. Students successfully passing the test will receive one credit. The course is required of all students receiving a B.S. in Management. Upon completion of this examination, students will be able to: • Demonstrate mastery of concepts in Management Principles, Human Resource Management, Operations Management and Interpersonal Relations.

EN1PE Entrepreneurship Proficiency Examination - 1 credit
The purpose of this exam is to test a person’s retention of the fundamental concepts learned in Management Principles, Human Resource Management, Sales and Sales Management, Entrepreneurship and Managerial Accounting. The results of this examination will be used to reevaluate the instruction and learning that takes place in the courses listed. Students successfully passing the test will receive one credit. The course is required of all students receiving a B.S. in Entrepreneurship. Course Objective: Demonstrate mastery of Management Principles, Human Resource Management, Sales and Sales Management, Entrepreneurship and Managerial Accounting.

IB1PE International Business Proficiency Examination - 1 credit
The purpose of this exam is to test a person’s retention of the fundamental concepts learned in Management Principles, Human Resource Management, Principles of International Business and Managerial Accounting. The results of this examination will be used to reevaluate the instruction and learning that takes place in the courses listed. Students successfully passing the test will receive one credit. The course is required of all students receiving a B.S. in International Business. Course Objective: Demonstrate mastery of Management Principles, Human Resource Management, Principles of International Business and Managerial Accounting.

MARKETING

MK116 Principles of Marketing- 3 credits
This course provides students with an introduction to the role of marketing and the process involved in developing a marketing mix for a new product. Topics covered include marketing functions, product development, channels of distribution, market segmentation, pricing policies, product life cycle, and promotional activities. Students will complete a project developing a product that incorporates the marketing mix.

After completing this course, students will be able to: Explain the importance of building customer relationships; Differentiate between consumer and business markets; Develop a marketing mix in relation to a new product; Create an effective brand identity for a new product; Conduct an environmental scan

MK227 Consumer Behavior- 3 credits
An analysis of consumer purchase decision processes is included in this course, along with an exploration
of consumer behavior models and their strategies. The psychological, sociological, and cultural dimensions of buyer behavior and the current state of the art in consumer research are covered, as are the findings from empirical tests of buyer behavior models.
Prerequisite: MK116

Upon completion of this course, students will be able to: Apply consumer learning theories; Define and describe the needs, goals and motivations of consumers; Apply the models of consumer behavior; Identify consumer reference groups and their role in the marketing decision process; Discuss the importance of culture and the economy on purchasing behaviors; Assess the significance of the consumer adoption process

**MK230 Sales and Sales Management- 3 credits**
This course is designed to assist the student in developing an understanding of professional selling and sales management. Some of the topics include the selling process; managing the sales force; and recruiting, selecting, training, and motivating salespeople. Role-playing, sales presentations, and guest speakers are incorporated. **Prerequisite: MK116**

After completing this course, students will be able to: Discuss the history, career, rewards, and duties of the professional salesperson; Discuss the importance of the sales function to the organization’s success; Determine the social, ethical, and legal issues in selling; Acquire the necessary information that salespeople use to develop their sales presentations; Execute the selling process from prospecting to follow-up; Apply selling strategies, practices, and techniques; Explain how to properly manage a sales territory; Discuss the importance of building long-term relationships with customers; Explain how to manage salespeople

**MK240/CO240 Public Relations- 3 credits**
This course focuses on the public relations process. Important aspects of public relations will be covered, including working with various publics, producing publicity materials, and managing a crisis. **Prerequisite: MK116**

After completing this course, students will be able to: Define public relations; Discuss the functions of public relations; Demonstrate an understanding of the role of public relations professionals; Discuss ethics, honesty, integrity, and credibility in public relations practice today; Describe the role of public relations in an integrated marketing communication strategy

**MK325 Advertising and Promotion- 3 credits**
During this course, students develop an advertising and promotion campaign for a local business or organization. Topics such as selecting the media, creating and evaluating advertisements, and utilizing advertising agencies are discussed. Course work is supplemented by speakers representing organizations that create or use advertising and promotion. **Prerequisite: MK116**

Upon completion of this course, students will be able to: Explain how to create advertisements for different media; Develop an advertising and promotion campaign; Explain the creative ability and technical skills needed in advertising; Develop an integrated marketing communication; Identify the role of new technologies in marketing communications

**MK329 Business-to-Business Marketing- 3 credits**
This course examines the activities required for marketing products and services to industrial buyers, government, and various marketing intermediaries. Such goods and services are used in creating the goods and services that organizations produce and sell. There are significant differences between the business buyer and ultimate consumers. Therefore, the focus is on creating an understanding of how to develop a market-centered strategy with emphasis placed on value analysis, contracting, physical distribution, channel relationships, and pricing strategy. **Prerequisite: MK116**

Upon completion of this course, students will be able to: Articulate the differences between industrial and consumer markets; Apply the terminology, concepts, and special considerations needed when dealing with industrial markets; Apply effective tactics and strategies that would appeal to business markets; Explain the importance of building a competitive advantage

**MK332/MG332 Retail Management- 3 credits**
The focus of this course is on retailing strategy, merchandise management, and store management. Cases are used to stimulate class discussions on current issues facing retailers. The course includes hands-on projects and speakers from the field of retailing.

After completing this course, students will be able to: Analyze retail situations by using basic concepts in the decision-making process; Explore career opportunities in retailing; Develop a plan to provide excellent customer service and exciting shopping and purchase environments; Discuss the financial issues experienced by retailers; Discuss the legal and ethical issues facing retailers; Explain how technology affects retailing; Discuss the globalization of the retail industry
MK337/CO337 Internet Marketing/Marketing Analytics - 3 credits
Students examine the theory and practice of Internet marketing through readings, class exercises, and website development. Students study advantages and disadvantages of Internet marketing, techniques for effective website development, use of Internet mailing lists, and marketing with newsgroups online, among other topics. Prerequisite: MK116, and CS115

Upon completion of the course, students will be able to: Conduct a strengths, weaknesses, opportunities and threats analysis of a firm’s Internet marketing program; Design a market segmentation analysis of Internet customers; Apply principles of Internet site layout and design; Develop Internet content designed to maximize selling opportunities; Design a visually appealing website with contemporary graphics software; Synthesize the latest user interface techniques with merchandizing strategy

MK338 Services Marketing- 3 credits
This course provides students with insights into the nature of services and the special challenges to marketers. It covers service quality, strategy development, customer service, customer relationships, and the services marketing mix. Prerequisite: MK116

After completing this course, students will be able to: Discuss the vital role of services in today's economy; Differentiate services marketing strategies from product marketing strategies; Explain how to implement quality service and service strategies; Identify current technology applications in the service industry; Apply analytic tools to examine a service business

MK370 Global Marketing Management- 3 credits
Through guest speakers, case studies, and Internet projects, students learn how to apply the marketing mix in a changing global setting. Topics include cross-cultural marketing, political and economic systems, advertising, research, and distribution. Prerequisite: MK116, MG224, and MG250 or permission of the instructor.

Students completing this course will be able to: Explain systems of global marketing and the theories upon which these systems are established; Evaluate the implications of major trade agreements in cross-border marketing; Discuss global marketing in established and emerging venues within the varying contexts of small-, medium-, and large-scale operations; Discuss the impact of regional cultural, social and political norms on decisions made in the field of global product and services marketing; Prepare a basic international marketing plan

MK440 Strategic Media Planning - 3 credits
This course provides an introduction to strategic media planning. The course will cover the challenges facing strategic communicators in an era of media fragmentation and proliferation and increased audience choice and control. Students will be introduced to the basic mathematical concepts involved in media buying/planning, data sources and research used in media analysis, and the basic elements of strategic media plan, including advertising and media relations objectives, strategies and tactics. Timing, budget and marketing ROI will be discussed. Media planning software will be utilized in the design of a contemporary strategic media plan. Prerequisites: MK116 or CO111

Students will demonstrate the skills necessary to: critically evaluate media options • research audience characteristics • purchase or place strategic communications in media outlets, • schedule media weight in a manner that achieves communications goals • evaluate the impact of media on audience members • design and manage a media campaign

MK441/MG441 Business Consulting Practicum- 3 credits
This experiential course is designed to provide students with an opportunity to act as consultants to small businesses and not-for-profit organizations. Students (under the guidance of a faculty member) operate as a consulting team to analyze problems and develop solutions. The course is open to juniors and seniors upon approval of instructor.

Students completing this practicum will be able to: Consult, providing real-world, complex applications of the skills students have acquired in a variety of business classes; Practice project management in team settings

MK433 Marketing Research- 3 credits
This is an introductory course in research design and methodology. Topics include research design, questionnaire construction, data collection and analysis, sampling, and report generation. Qualitative and
quantitative methods are explored. This course concludes with a major hands-on research project. 

Prerequisite: MK116 and MS206

At the conclusion of this course, students will be able to: Conduct an independent quantitative research project; Design a qualitative research project; Prepare a professional research report; Determine the appropriate research methodology and design, depending on the research problem; Create a research questionnaire; Present research findings

MK/CO445 Internet and Social Media Marketing - 3 credits

This course approaches internet and social media marketing from two perspectives: the methods and best practices for successfully integrating marketing activities with internet – web based technologies, including the enterprise-wide prerequisites for customer relationship marketing; the techniques and tools used to critically assess the user experience of campaigns and offerings, including usability, analytics, and engagement. Students complete a series of analyses of brand, customer service and relationship management, and internet presence design (company site, social media channels and usage) for several actual organizations. Then, acting as marketing consultants to an organization of their choice, they produce a final consulting report and presentation to the firm’s executive committee detailing changes in the firm’s media presence and media marketing strategy. Students are encouraged to take CS 140, Web Design, prior to taking this course, but the course includes training in web prototyping utilities. Prerequisites: MK116 or CO111

Upon completion of this course, students will: Demonstrate their understanding of internet and social media marketing concepts and best practices through a series of analyses of actual organizations; Critically evaluate the internet and social media presence of actual organizations including a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of a firm’s Internet marketing program and their overall online presence, market segmentation analysis, and internet site layout and design; Identify and leverage the most effective (lowest risk, highest engagement) channels in social media, planning and prototyping a social media campaign; Design, document, and present a marketing make-over for a specific company designed to maximize selling opportunities, including segmentation, social media marketing strategy, and a redesigned website.

MK446 Marketing Management- 3 credits

This capstone course utilizes case-based, experiential learning to integrate previous topics in the marketing curriculum. Students work in teams to solve complex marketing problems. All elements of the marketing mix and target market are explored. Emphasis is placed on group problem-solving skills and leadership of a marketing team. Prerequisite: Senior-level marketing majors or permission of the instructor

Upon completion of this course, students will be able to: Conduct a quantitative and qualitative marketing analysis; Demonstrate integration of previous concepts learned in the marketing management major; Develop a marketing plan.

MK1PE Marketing Proficiency Exam - 1 credit

The purpose of this exam is to test a person’s retention of the fundamental concepts learned in Principles of Marketing, Consumer Behavior, Sales, Advertising and Integrated Marketing Communications, and Retail Management. The results of this examination will be used to reevaluate the instruction and learning that takes place in the above courses. Students successfully passing the test will receive one credit. The course is required of all students receiving a B.S. in Marketing Management.

Upon completion of this examination, students will be able to: Demonstrate mastery of concepts in Principles of Marketing, Consumer Behavior, Sales, Advertising and Integrated Marketing Communications, and Retail Management

MATHEMATICS

MS120 Foundations of Quantitative Analysis- 3 credits This course asks students to review fractions, percentages, decimals, word problems, linear functions (creating, graphing, and interpreting) and other mathematical concepts typically encountered in everyday life. The use of technology is incorporated when solving applied problems.

Upon completion of this course, students will be able to: Solve problems involving whole numbers and negative numbers, applying proper order of operations; Add, subtract, multiply and divide fractions; Apply ratios and rates to solve problems with proportions; Solve percent of increase or decrease and interest problems; Convert units of measurement; Determine area and volume of basic geometrical shapes; Solve linear algebraic problems with one unknown variable. This course cannot be used as a liberal arts or MS elective.

MS197 College Algebra - 3 credits

This course will place a focus on traditional problem-solving methods in mathematics. Students will be asked to solve problems modeled by various functions including linear, quadratic, absolute value,
polynomial, exponential, and logarithmic. Attention will be paid, throughout this course, to real-world applications from a broad range of disciplines such as the physical sciences and engineering, business, economics, social sciences, life sciences, health sciences, sports, and other areas of student interest. Prerequisite: MS120

MS205 Pre-Calculus- 3 credits
This course is designed to help students think effectively and analyze issues logically. Basic strategies of thought and analyses are emphasized. These strategies are designed to help students deal with real-life situations. This course is designed as a transitional course between Algebra and more advanced college mathematics, particularly Calculus I. Topics covered include: topology, exponential and logarithmic functions, trigonometric functions and identities, and an introduction to analytic geometry. Prerequisite: MS120

Upon completion of this course, students will be able to: Graph linear, polynomial, trigonometric, exponential, and logarithmic equations; Identify equations for given graphs; Determine the values of trigonometric functions; State and apply trigonometric identities; Convert between parametric and rectangular coordinates and interpret polar coordinates; Represent and solve real-world problems involving exponential growth/decay and trigonometry.

MS206 Math for Management and Economics- 3 credits
This course is an introduction to quantitative modeling in the context of business and economics. Students learn mathematical concepts, constructs and theory using the platform of spreadsheet modeling. Topics include principles of spreadsheet design, break even analysis, optimization as applied to curve fitting, cash flow analysis and time series analysis. Prerequisite: MS120

MS223 College Geometry- 3 credits
This course emphasizes Euclidean Geometry and its relationship to logic, trigonometry and coordinate geometry. The problems, proofs, constructions and graphs involve line segments, angles, triangles and polygons, parallel and perpendicular lines, conic sections, circles and similarity. Trigonometry is presented in terms of right triangle relationships; logic is the basis for deductive reasoning in proofs of theorems; and, lines and other geometric figures are graphed in the rectangular coordinate system. Prerequisite: MS120

Upon completion of this course, students will be able to: Solve common geometric applications; Classify various geometric shapes; Compute the perimeter and area of two-dimensional shapes; Compare two triangles to prove that they are either congruent or similar; Determine if a two-dimensional shape is a quadrilateral; Compute the various measurements regarding circles; Develop a formal, logical proof; Apply transformation geometry to solve geometric problems.

MS231 Calculus I- 3 credits
This course introduces the concepts and techniques of calculus. Topics covered include limits, continuity, derivatives, numerical methods, application of derivatives and sequences and series. Prerequisite: MS120

MS232 Calculus II- 3 credits
This course is a continuation of MS231. Topics include integration, The Fundamental Theorem of Calculus, integration techniques, transcendent functions, and Taylor series. Prerequisite: MS120, MS197, MS205, MS231 or permission of instructor

MS240 Discrete Mathematics- 3 credits
This course in intended to further a student’s ability to think abstractly and to develop mathematical maturity. This course should prepare the student for further courses in computer science and mathematics. Topics include mathematical reasoning, combinatorial analysis, discrete structures, algorithmic thinking, and applications and modeling. Prerequisite: MS120

MS296 Statistics for the Social Sciences- 3 credits
Statistics is the science of organizing, summarizing and making inferences from data; in essence, statistics is the science of learning from data. In an interactive learning environment, students are introduced to the tools and develop the skills necessary to conduct meaningful data analyses, interpret the outcome of basic descriptive and inferential procedures, and effectively communicate statistical findings to appropriate audiences. Examples and applications are drawn from the social sciences. Prerequisite: MS120

Upon completion of this course students will be able to: Describe the role of statistics in understanding data and making data-driven decisions; calculate, interpret and explain descriptive statistics including measures of central tendency and measures of variability; construct and interpret basic charts, graphs and tables; use correlational analyses to identify naturally occurring relationships and, based on these correlations, use simple linear regressions to make objective predictions; calculate and interpret the findings of inferential statistics including one sample and two sample (independent and dependent) hypothesis tests and chi-square
tests of independence; select appropriate statistical procedures for use in understanding a range of data sets and for addressing specific questions.

**MS301 Statistical Inference and Decision Making- 3 credits**  
This is a survey course in applied statistical analysis using both spreadsheets and a professional level statistical software package (such as Minitab or SPSS). Topics include analytical and graphical methods of collecting, summarizing and describing data; basic probability laws, rules and types; statistical inference, interval estimation, techniques for comparing two or more populations and models for prediction. This course emphasizes applications and interpretation of statistical results. **Prerequisite: MS120**

Upon completion of this course, students will minimally be able to: Summarize and Graph Data using an appropriate graph; Describe, Explore and Compare Data using Measures of Center and Measures of Variation; Compute Probabilities using Addition and Multiplication Rules as well as Complements and Conditional Probability; Apply Counting Principles; Compute and Interpret Probability for Discrete and Continuous Probability Distributions; Utilize Confidence Intervals; Calculate appropriate Sample Sizes for tests of Proportions and Means.

**MS325 Quantitative Decision Theory- 3 credits**  
Several quantitative methods used in business economics, and computer science are examined. Topics include Markov processes, sensitivity analysis in linear programming, time-series analysis, forecasting, and Monte Carlo simulations. Several methods of Business Analytics are also introduced. **Prerequisite: MS120, High School or College Algebra or its equivalent recommended, MS301**

**MS326 Introductory Applied Differential Equations – 3 credits**  
This course provides an introduction to the theory of differential equations and their applications to science, economics and mathematics. They are useful in modeling real-world phenomena involving rates of change. The course emphasizes a) the translation of problems into the language of differential equations, that is, the mathematical modeling of problems, b) the solution of the resulting differential equation subject to initial or boundary conditions, c) the interpretation of the solutions obtained. It covers a relatively small number of methods of solving differential equations applied to a large group of problems. **Prerequisite: MS231**

**MS449 Directed Studies in Mathematics- 3 credits**  
This course provides an opportunity for exceptional students to go beyond the regular curriculum and explore areas of advanced mathematics of mutual interest to student and faculty members. **Prerequisite: MS120**

**PHILOSOPHY**

**PH201 Philosophy - 3 credits**  
This course includes review and analysis of principle ideas in western philosophy and the impact of those ideas on contemporary thinking in the study of nature and human nature, political and social theory, art, theory of knowledge, philosophy of religion, and moral philosophy. Students are introduced to critical and analytical methods in order to distinguish between what a person thinks and how a person thinks.

**PH220 The Utopian Society - 3 credits**  
This course will explore images of utopian societies as depicted in works of science fiction, fantasy, poetry, music and other works, classical and contemporary. Students will gain an understanding of how the search or belief in the possibility of a utopian society affects the way we plan for our future and engage our present. The course uses a variety of media including novels, short stories, poems, movies, television programs, and music to give the student a holistic view of our successful and unsuccessful ideas of utopia.

**PH224 Foundations of Ethical Thought- 3 credits**  
This course considers some of the primary themes of ethics, such as the nature of goodness, individual rights and social responsibility, relativism vs. absolutism, sources of ethical systems and moral behavior, and the value of right behavior in both private and public realms.

**PH225 Philosophy for Counseling - 3 credits**  
This course explores the potential for applying philosophic wisdom to counseling situations and to the counselor’s own personal growth. The course first provides an overview of the ways philosophic thinking and ideas can complement traditional counseling offered to people struggling with such problems as a tragic loss, the challenges of conducting relationships, the demands of work, sense of failure, and aging
and death. The class then pursues in depth the roles that philosophy-guided counseling can play in such fundamental human activities as fostering individual growth and development, pursuing happiness, and finding meaning. The philosophers considered include such prominent thinkers as Lao Tzu, Plato, Aristotle, Kant, Hegel, James, Nietzsche, and Sartre, with a focus on providing the wisdom that anyone in a counseling setting can offer to others and to themselves as counselors and human beings seeking fulfillment and emotional stability. **Prerequisite:** PY111

**PH230- Existential Philosophy - 3 credits**

Existentialism is more than anything else a revolt against excessive abstraction in philosophy and in human life in general. Existentialists see abstraction in the “leveling down” of human life by diverse forces of homogenization, such as universal morality and rationality, mass society, and modern science. In each of these forces existentialists see a threat to human freedom, a threat to the individual’s distinctive identity and his/her ability to commit himself/herself in his/her own voice (rather than in the voice of reason or morality or custom) to a life defining commitment. Although existentialism is just as much literary and cultural as philosophical, in this course we will focus mostly on the philosophical aspect of existentialism. Existentialism is, moreover, a loose philosophical movement, rather than a school of thought. For this reason, we will be looking at several approaches to a group of problems or worries, rather than at the development of a set of doctrines. Philosophers that will be studied include, but are not limited to, some of the following: Kierkegaard, Nietzsche, Heidegger, Camus and Sartre.

Upon completion of the course students will be able to: Explain the roots of existential philosophy in each of the following: Hebraism, Hellenism, St. Augustine, St. Thomas Aquinas, Pascal, Romanticism • Explain various major themes of modern existentialism • Explain the European origins of modern existentialism • Give a thoughtful overview of the position of the following major traditional existentialists: Kierkegaard, Nietzsche, Heidegger, and Sartre, for example • Explain the seeming paradox of theist existentialism • Explain and respond to Nietzsche’s claim that “God is Dead” (atheistic existentialism) • Present a justification for and criticism of an existential ethic. Explain and appreciate major personal and social implications of the recognition of conscious human beings as “radically free”

**PH235 Philosophy in Literature - 3 credits**

The ideas of great philosophers have often influenced the creations of literary writers, whose works, in turn, have helped to demonstrate, elucidate, and evaluate the philosophic concepts. Additionally, some philosophers have written their own literary works to convey and clarify their perceptions. This course invites students to consider the interrelatedness of philosophy and literature, each unit first introducing the central ideas of a major philosopher and then second tracing the presence of those ideas in related literary works. Connections are made between such thinkers as Friedrich Nietzsche and Jack London, Jean-Paul Sartre and Ernest Hemingway, Albert Camus and Samuel Beckett, Plato and Hermann Hesse, and Gottfried von Leibniz and Voltaire.

In this course, students will be able to: Analyze and explain, orally and in writing, the central ideas expressed in texts written by major world philosophers; Analyze and explain, orally and in writing, literary writers’ representations of and responses to the pertinent philosophic idea; Explain, orally and in writing, their own appraisals of the philosophic outlooks expressed by the philosophers and literary writer; Explain in writing the relevancy of the ideas considered to their own philosophic outlook on life.

**PH298 Comparative Religion - 3 credits**

This course introduces a comparative study of the three major monotheistic world religions, Judaism, Christianity and Islam, as well as Hinduism, Buddhism and several other eastern religions. Emphases will be on both historical and contemporary influences of religions on human culture and world events; analyses of similarities and differences among religions; positive and negative impacts of belief systems on human behavior, and the importance of appreciating and respecting religious differences in a global community where diversity is seen as a vital component of both human survival and societal cooperation.

**PH320 Beyond Logic: Reasoning at Work - 3 credits**

This course examines patterns of deductive, inductive, and causal reasoning to provide students techniques for evaluating the kinds of decisions, claims, positions, and arguments they will encounter in their own professions. Special emphasis is given to how different disciplines and professions adapt principles of reasoning to produce different criteria for sound, credible arguments. At course end, students will be able to evaluate reasoning and argument in scientific, business, social, and ethical contexts, and apply the skills they have learned to their own professional discourse.

**PH/HU335 Humanities and the Art of Living - 3 credits**

How should I live my life? What will make me feel happy and fulfilled? What life goals should I pursue? What values and ethics should guide me? This course explores the answers that some of the most
thoughtful humans have offered to these questions. Reading works of literature, philosophy, and religion and viewing some of the great art works of the world, the class considers the advice on the art of living offered by influential thinkers and creative talents from classical times to the present day.

Upon completion of this course, students will be able to: Analyze and evaluate the ethics, values, life-goals, and behaviors that great philosophers, religious thinkers, authors, and artists believe can contribute to the individual’s happiness and sense of fulfillment; Analyze works of philosophy, religion, literature, and art to better comprehend thematic content and to appreciate form; Compare ideas considered to form a personal outlook on how best to conduct daily behavior; Articulate perceptions regarding the art of living theme orally and in writing

PH/PS399 Global Justice - 3 credits
This course addresses how to approach some the world's most pressing problems today by examining such topics as global poverty and inequality, labor exploitation, public health, human rights, multiculturalism, the nature of war and peace, terrorism, torture, gender equality, sexual orientation, globalization, and environmental justice. These topics involve urgent practical problems and raise fundamental conceptual, normative, theoretical, and practical questions in need of philosophical clarification, investigation, and analysis. Students study various philosophical attempts to address these matters in an effort to deepen their understanding of these important and timely issues and to enhance their development as global citizens.

Upon completion of this course, students will be able to: Outline the political and ethical issues related to global poverty, public health, human rights, the environment, globalization, labor exploitation, gender equality, multiculturalism, as well as war and plight of refugees; Critically reflect on and apply political and ethical theory to global justice issues; Develop and defend arguments on global justice issues; Apply the skills learned in this course to be better informed, responsible global citizens. Prerequisites: Sophomore standing

POLITICAL SCIENCE

PS111 Introduction to Political Science - 3 credits
An overview of the basic principles, terminology and methods used to study politics in the United States and around the world. This course also will introduce students to international politics, political thought, and the decision-making process.

PS213 American National Government - 3 credits
This survey course provides an introduction to the organization and functions of American government. Topics covered include the principles of the U.S. Constitution, and the powers and limitations of the executive, legislative, and judicial branches of the federal government.

PS214 Rights and Roles of Citizens - 3 credits
This course examines the various rights and political behavior of American citizens. Topics include civil rights and civil liberties, elections and voting, political parties, the media, and interest group politics.

PS216 Comparative Political Systems - 3 credits
This course considers the different types of political systems around the world to gain a more systematic understanding of different nations and the political process more generally. Special emphasis is placed on analysis of different ideologies, governmental structures, and the relationship between the state and market. Various countries from industrialized and developing regions are explored.

PS218 Politics of State and Local Governments - 3 credits
This course examines the structure and function of state, county, municipal, and local leadership as it relates to political problem solving and policymaking. The impact of decisions made by the executive, legislative and judicial branches on local governments is stressed.

PS225 Social Science Research Methods - 3 credits
This course provides an introduction to various methods of inquiry and analysis used throughout the social sciences. Students will become familiar with the basic steps of empirical research, research design principles, several data collection methods, and the process of writing a research proposal.

PS229 Terrorism: A New World Disorder - 3 credits
This course introduces the student to the evolving world of international terrorism and trans-global political violence. The psychologies, ideologies, and theologies of terrorists are identified and evaluated. The history and evolution of terrorism is also explored as well as the philosophical, political, religious,
Topics include: the evolution of terrorism, political terrorism, religious terrorism, international terrorism, terrorism and the media, terrorism in the United States, terrorism and weapons of mass destruction, cyber-terrorism, terrorism and U.S. foreign policy, counter-terrorism, and international conflict resolution. 

*Prerequisites: Sophomore standing or permission of instructor*

**PS230 Foundations of American Law - 3 credits**
This course provides an introduction to the American legal system including its roots, the purposes it serves, and the conflicts inherent in the system. It examines the roles the judiciary, legislature, administrative agencies, and private parties play in the process. It examines the structure of the legal system, including the courts, the legal profession, administrative regulation, criminal justice, civil rights and civil liberties. It also examines American legal culture, and the interaction between the legal system and American society.

Upon completion of this course, students will have a basic familiarity with the legal system of the United States and its development; students will understand key terms, core principles, and basic concepts of constitutional law, criminal law, torts, property law, business law, and family law. Students will gain an understanding of the legal process, and legislative and administrative developments in the law.

**PS232 Current World Problems - 3 credits**
This course explores contemporary global and regional issues. Special attention is paid to the challenges and controversies associated with globalization. The course covers a wide array of topics, including global inequality, the environment, population migration, human rights, terrorism, weapons proliferation, and ethnic conflict.

**PS240 International Relations- 3 credits**
This course presents a survey of the typical components in international relations. Geopolitics, the role of commercial concerns, systems of economic development, deterrence, polycentrism, international organizations, war and diplomacy and other dynamics are discussed.

**PS247/HU247 Exploring the Middle East: Diversity in the Arab World - 3 credits**
The Middle East and North Africa is certainly an area worth studying. With a tremendous diversity of cultures, religions, languages, and economic resources in a relatively small geographical space, the Middle East is not only rich with history, but is also tremendously relevant to current global issues. This course introduces the student to the rich diversity of the Middle East through an examination of each country’s social cultures as expressed in the main religions, popular foods, music, literature, and art of the Middle East. Students will also examine the relationship between selected Arab countries and United States foreign policy and the regional and global impact of that policy.

**PS250 Politics and Film - 3 credits**
An examination of the interrelationship between politics and film. This course explores film as a medium for political discourse and socialization. Film topics range from American politics and government to war and genocide. Classic and contemporary political films will be examined.

At the conclusion of this course, a student will be able to: • Identify the key political issues of a film’s narrative and relate it to political thought • Draw connections between various political concepts, such as power, sovereignty, social justice and ethics, and reality • Draw conclusions about the ways a film impacts the public agenda and political behavior • Analyze a film from an ideological perspective • Demonstrate an understanding of various significant political events and political topics, including the U.S. presidency, legislative behavior, activism, foreign policy, war and political violence • Critically evaluate the political content and implications of a film

**PS310 American Foreign Policy - 3 credits**
The process of American foreign policy making and the substance of American foreign policy are explored. The course provides students with an understanding of the contemporary global policy environment and the structure of the international system of states within a historical framework. Current and past players in American foreign affairs are highlighted as well as their decisions, outcomes, and contrasting visions. The current and future role of the United Nations, the International Monetary Fund, and other international governing bodies are contrasted with national trends in policy leadership.

*Prerequisite: PS111*

**PS320 Public Policy Formulation - 3 credits**
This course provides an introduction to public policymaking in the United States. In the first part of the course, students examine political and economic factors that influence the policymaking process, such as
democratic representation, special interests and lobbying, the influence of media, and budgetary considerations. In the second part of the course, students apply models of policymaking to specific policy areas, including climate and environment, health, and education. The course primarily examines policymaking at the national level, but examples at the state and local level are considered as well. Students develop skills to analyze problems and formulate solutions.

**PS330 Public Administration - 3 credits**
This course offers students a hands-on introduction to public administration, the field of study concerning the implementation of public policy. Starting with a brief history of public administration and an introduction to organization theory, this course then provides students with an overview of some of the roles and functions of public management including principles of program design, program evaluation, human resources, emergency management, budgeting, administrative law and ethics.

Upon completion of the course students will be able to: • Identify key aspects of the historical development and context of American public administration. • Describe the basic functions of public administration and how public administrators carry them out • Explain the significance of public administrators for the implementation of national, state and local policy

**PS/CJ/HG396 Homeland Security - 3 credits**
Homeland Security is a national and international service and protection initiative that experienced significant growth following the terrorist attacks on the United States on September 11, 2001. Additionally, Homeland Security refers to the vast network of federal, state, local, and private agencies that organized and integrated after the attacks to respond to future threats to the country, its people, its infrastructure, and way of life. This course provides a student with a comprehensive examination of Homeland Security from its mission and organizational perspectives.

Upon completion of this course, students will be able to: Describe the structure and function of homeland security agencies at the state and federal levels; Describe the role of Americans in homeland security; Apply homeland security policies and procedures; Chronicle the history of homeland security movement; Interpret the impact homeland security has on American daily life and civil liberties; Explain the integration of homeland security with the criminal justice, defense, and intelligence systems; Interpret the role of the national and state governments in homeland security; Communicate homeland security threats, including homegrown and international terrorism Prerequisites: CJ121 or PS213 is recommended

**PS/PH399 Global Justice - 3 credits**
This course addresses how to approach some the world's most pressing problems today by examining such topics as global poverty and inequality, labor exploitation, public health, human rights, multiculturalism, the nature of war and peace, terrorism, gender equality, sexual orientation, globalization, and environmental justice. These topics involve urgent practical problems and raise fundamental conceptual, normative, theoretical, and practical questions in need of philosophical clarification, and analysis. Students study various philosophical attempts to address these matters in an effort to deepen their understanding of these important and timely issues and to enhance their development as global citizens. Upon completion of this course, students will be able to: Outline the political and ethical issues related to global poverty, public health, human rights, the environment, globalization, labor exploitation, gender equality, multiculturalism. Critically reflect on and apply political and ethical theory to global justice issues; Develop and defend arguments on global justice issues; Apply the skills learned in this course to be better informed, responsible global citizens Prerequisites: Sophomore standing

**PS410 Contemporary Topics in Politics, Policy, and National Security - 3 credits**
Advanced and special topics in politics and policy are surveyed. Prerequisite: PS111 or permission of instructor

**PS423 Political Science Research Seminar - 3 credits**
This research seminar will provide students with a through exploration of major literature in the field of politics. Topics include current problems in national and international policy making, world trade, comparative economics and political economy, the role of peace and conflict, intelligence issues, infrastructure development, and global financial markets to name a few. The course prepares students interested in pursuing graduate studies in national and world politics and in the field of law. Prerequisite: By permission only

**PS Internship 3-12 credits**
Students gain professional experience through a placement in their chosen field of study. Organized and ongoing internships include programs at the state capitol and in Washington, D.C., but students may also serve as interns on campaign teams, special interest groups, in the judiciary, and a number of other relevant posts. A series of academic seminars are required previous to the placement. See IN4-3/IN412 for details. Prerequisite: By permission only
PSYCHOLOGY

PY111 General Psychology - 3 credits
This course introduces the scientific study of behavior. It deals with such topics as learning, memory, motivation, consciousness, emotions, perceptions and experience, personality, interpersonal relations, conflict, and research methods.

PY222 Social Psychology - 3 credits
This course introduces the psychological study of humans in the social context. Topics include attitudes and persuasion, leadership, group productivity, aggression, social perception, and social attraction. (Offered in alternate years with Organizational Psychology.) Prerequisite: PY111

PY225 Developmental Psychology - 3 credits
This course explores our physical, cognitive, moral, and psychosocial development throughout the life span from prenatal development through adulthood. At each stage, we seek to understand the developmental tasks and abilities, as well as challenges and problems. The course will focus on practical applications for parenting, teaching, and working with people of all ages in business and in relationships.

PY226 Experimental Design and Analysis - 6 credits
Psychology is the scientific study of behavior and mental processes. In this course students learn skills critical to being an informed consumer of research and an adept producer of research-based knowledge in psychology. The course addresses issues of research design, data analysis, and modes of communication within the scientific field of psychology. Prerequisites: PY111

Upon completion of this course students will be capable of: reading scientific papers, identifying their major contributions to the scientific body of knowledge and critically evaluating the internal and external validity of the research reported; synthesizing information from multiple sources and reporting out consistencies, inconsistencies, and emergent findings in concise, well-organized literature reviews; developing focused research questions and constructing hypotheses appropriate for addressing the research questions; designing an experiment adequate to test a hypothesis including specification of independent and dependent variables and the use of appropriate control measures to insure internal validity of the study; Understanding the typical patterns of scientific prose and their applications in the documents for this course; writing a coherent, logical research proposal that addresses the reason for the study, the method of implementation of the study, and the manner in which data from the study will be used to test hypotheses and ultimately inform the research question.

PY231 Forensic Psychology - 3 credits
This course introduces students to the various ways psychology relates to the law and its systems and processes. The course focuses on the role of the forensic psychologist in the criminal justice system as well as the tools and responsibilities of a forensic psychologist. Upon completion of this course, students will be able to: Apply psychological principles to legal settings.

To define forensic psychology. To identify the responsibilities and tools of a forensic psychologist. To understand the relationship between forensic psychologists and other professions in the criminal justice system. To understand forensic assessment, treatment and consultation. To analyze issues surrounding providing expert testimony. To understand the role of forensic psychologists in criminal investigations. To examine issues regarding psychopathy, violence risk assessment and sexual offenders. To understand how correctional psychologists evaluate and treat juvenile and adult offenders. To examine mental health laws regarding criminal responsibility, competence and commitment. Prerequisite: PY111

PY240- Drugs, Addiction and Crime - 3 credits
This course explores relationship between substance abuse and criminal behavior. Students learn about the introduction of various psychoactive substances, from tobacco to cocaine, to the United States, the history of efforts to control their use by legislation, and current efforts to regulate illegal drug distribution by law enforcement. The process of addiction is reviewed, as well as the short-term and long-term effects of the use of psychoactive drugs. Students learn the difference between addiction and crime, and methods of treatment for substance abuse are discussed. Prerequisite: PY111

PY321 Advanced Experimental Design and Analysis - 3 credits
Advanced survey of psychological research methodology with emphasis on experimental design, computer-assisted statistical analysis, and writing APA style empirical reports. The course will focus on experimental designs with multiple independent variables. Laboratory experiences are an integral part of this course. Prerequisite: MS296 or MS301 and PY226
PY326 Marriage and Family- 3 credits
Using brief lectures, discussions, class activities, learning exercises, case studies, verbatims, short video segments, genograms, sociograms, and family maps, this course provides students with practical information about the family that they can use in their own families. Covering topics such as family-systems theory, gender socialization, relationships and intimacy, sexuality, pregnancy and childbirth, developmental stages within the family, the impact of addiction and trauma, communication and conflict-resolution skills, family violence, the impact of divorce and loss on the family, and the changing family relationships resulting from work patterns, this course seeks to deepen the student’s understanding of family issues and to provide students with skills that can be used to build healthy families.

PY327 Psychology of Human Potential- 3 credits
This course explores what human potential is, how we develop our potential, and what factors hinder or block our potential. We study different forms of intelligence and creativity and how we can encourage growth in these areas. Case studies are analyzed to examine how others have developed their potential. Students are encouraged to become aware of their own potential and how they can develop their talents. Prerequisite: PY111

PY332 Personality- 3 credits
A theory-oriented course with opportunities for class discussion, this course examines the major theories of personality such as psychoanalytic, trait, behavioral, cognitive, and humanistic. Prerequisite: PY111

PY335 Adolescent Psychology- 3 credits
This course provides information on the physical, cognitive, emotional, and moral development of adolescents and explores how they grow within the contexts of their families, peer relationships, schools, and culture. How adolescents develop their identities, achieve, and decide on career options is examined. Information on common psychological problems is presented. Prerequisite: PY111

PY336 Child Psychology- 3 credits
This course provides information on the physical, cognitive, emotional, and moral development within the contexts of their families, peer relationships, schools, and culture. Students learn about common psychological problems of childhood and some basic counseling and play therapy techniques that can be used with children. Prerequisite: PY111

PY338 Abnormal Psychology- 3 credits
This course helps student gain a more compassionate and practical understanding of people who suffer from a variety of psychological problems. Using case studies, video clips, lectures, and group work, students study the causal factors, symptoms, and possible treatments for such psychological problems as anxiety disorders, mood disorders, personality disorders, schizophrenia, developmental disorders, learning disabilities, attention deficit disorder, dementia and Alzheimer’s. Finally, the course seeks to provide information on coping and staying psychologically healthy. Prerequisite: PY111

PY344 Psychology of Criminal Behavior- 3 credits
This course explores the causes of criminal behavior and covers topics including static and dynamic risk factors, criminogenic needs, psychopathy, and genetic predispositions. Psychological theories of criminal behavior, including social learning, cognitive-behavioral, psychodynamic, and developmental theories will be analyzed. Typologies of offenders, including those who commit sexual offenses, violent offenses, property crimes, economic crimes and acts of terrorism, will be reviewed. Prerequisite: PY111

At the completion of this course, students will be able to: Critically evaluate theories of criminal behavior.
• Analyze current research in the area of static and dynamic risk factors. • Evaluate and apply the risk/need/responsivity principle. • Distinguish among various types of offenders. • Analyze current research regarding psychopathy and genetic predispositions to criminal behavior.

PY348 Psychological Testing - 3 credits
This course introduces students to the principles, applications, and issues of psychological testing. This course will involve a review of the more prominent psychological tests, when and where they are used, and how they are developed. Prerequisite: PY111

PY/CJ360 Junior Seminar in Psychology - 3 credits
This course allows students to develop knowledge or skills through intensive readings, discussions, and projects in areas of psychology of interest to a small group of students. Prerequisite: PY111
PY/CJ365 Sexual Offenders- 3 credits
This course explores the incidence, prevalence and causes of sexual offending. Students learn about historical perspectives on sexual behavior and how perceptions of deviant behavior have changed in the 20th and 21st centuries. The types and typologies of sexual offenders are discussed, and special groups of offenders, including juveniles, women and those who offend within institutional settings, are analyzed. Societal responses to sexual offenders are explored, including assessment and treatment, management and supervision of sex offenders in the community, and the incapacitation of sex offenders in prison. Finally, special laws regarding sex offenders, as well as the effects of sexual offending on victims, are reviewed. Prerequisite: PY111 or CJ 121 and Junior or Senior status

PY422 Physiological Psychology- 3 credits
This theory-based course will explore the biological basis of behavior at the cellular, synaptic, and neural network levels as well as the functional anatomy of the brain. Students will gain insights on how biological mechanisms interact with psychological, and environmental factors to cause psychological problems and how these problems can be treated at the biochemical level. Prerequisites: PY111 and SC321

PY425 Counseling Theories- 3 credits
This course provides a practical survey of basic counseling skills and theories. Students will practice effective listening skills through role playing. Case studies will be used to help students gain skills in assessing problems and in applying psychological theories in developing plans to help the client. Students will also be given the opportunity to practice some of the basic skills of group counseling, play therapy, and family counseling. Prerequisites: PY111, PY338 or permission

PY442 Cognitive Psychology- 3 credits
An exploration of human cognition, this course addresses the areas of perception, attention, memory, and decision-making through lecture and hands-on experiences. Students will become familiar with the current state of cognitive psychology as well as the research methods that underlie its achievements. Prerequisite: PY111 and PY321

PY445 Psychology and the Law- 3 credits
This is the capstone course for the forensic psychology major and provides an in-depth look at the application of psychology to the judicial system. Students review and evaluate current research on topics such as detecting deception, eyewitness identification, false confessions, psychopathy, risk assessment, the insanity defense and competency to stand trial. Prerequisite: PY111 and PY 231 and junior or senior status

At the completion of this course, students will be able to: Critically evaluate research in the field of forensic psychology. • Analyze issues involved in determining competence and criminal responsibility. • Evaluate various deception detection methods. • Analyze issues regarding eyewitness identification and false confessions. • Distinguish among risk assessment methods and evaluate their applicability to various populations • Evaluate the role played by psychologists in jury selection and other trial strategies.

PY449 Seminar in Dementia- 3 credits
In this course, students complete a 360 examination of dementia. Adopting a biopsychosocial approach to understanding dementia, the class examines various neurological pathologies that may give rise to dementia, evolving cognitive impairments associated with disease progression, and role of and impact upon caregivers of individuals with dementia. Particular attention is given to best practices in the care and treatment of individuals with dementia. Prerequisite: PY422

Upon completion of this course, students will be able to: define dementia and distinguish among the various diseases and disorders that may give rise to dementia.; describe the major components involved in the evaluation of dementia; identify the general principles of dementia care and will be familiar with best practices in dementia care; identify ways in which care providers can support both patients with dementia and their families; describe pharmacological and nonpharmacological treatments for neuropsychiatric symptoms associated with dementia; discuss early detection methodologies and putative prevention strategies; recognize the ethical and legal issues that arise in the care and treatment of individuals with dementia.

PY475 Independent Research in Psychology- 3 credits
Individualized research experience developed and implemented under the supervision of a faculty member. Prerequisite: PY321 and consent of instructor
RAMP UP

RM101 Psychology For Success - 1 credit
In this course, students will improve their overall academic skills including study strategies, understanding the process of learning, time management and organization, and goal setting.

SCIENCE

SC125 Explorations in Science - 3 credits
This course provides an introductory exploration of the basic branches of science including Physics, Chemistry, Biology, Earth Science and Astronomy. It includes lectures, demonstrations, discussions, and hands on labs and activities. The course is designed to give students a general appreciation and understanding of each of the basic sciences, and is especially well suited for Elementary Education majors, and those students who wish to expand the breadth of their science knowledge.

After completing this course, students will be able to: 1. Articulate the importance of conserving biodiversity. 2. Summarize the importance of the ecosystem. Describe population characteristics and summarize the concept of carrying capacity. 3. Identify components of ecosystems and summarize their importance in pursuing truth in science. Summarize natural selection. 4. Explain how different basic sciences relate to and support each other. E. Foster an enduring interest and curiosity about science and the world around us.

SC201 Environmentalism: Philosophy, Ethics, and History - 3 credits
This examines how our senses of being a part of (rather than apart from) our environment and of our responsibility to the environment have arisen, in part by studying the history of the environmental movement. It emphasizes that the “Green Ethic” is only in part a matter of ethics; it is also a matter of humanity’s self-preservation.

After completing this course, students will be able to: 1. Explain why humans cannot be considered to be independent of the natural world 2. Explain why the environment matters to individuals, businesses, and society 3. Describe the philosophical roots of environmental problems 4. Outline the history of the environmental movement 5. Describe main threads in environmentalist thinking 6. Explain how understanding the past may help humanity solve present problems.

SC204 Ecology - 3 credits
By carefully examining the basic components, functions, balances, and interactions of the natural world, this course emphasizes how the world works and lets students investigate a life-enhancing, ethical approach to the environment.

After completing this course, students will be able to: Describe the scientific method and explain its importance in pursuing truth in science. Summarize natural selection’s influence on evolution of the species. Identify components of ecosystems and summarize the flow of energy and matter through an ecosystem. Describe population characteristics and summarize the concept of carrying capacity. Summarize the importance of competition, predation, symbiosis and succession in communities. Summarize the components of aquatic ecosystems and explain the functions and values of wetlands. Articulate the importance of conserving biodiversity.

SC210 Science and Technology in Society - 3 credits
A survey of the role played by science and technology in modern society, this course covers the basics of the scientific approach to knowledge, the value of science and technology both as a way of identifying previously unsuspected problems and as a source of solutions to pressing problems, the reaction of society to the risks posed by new technologies, and ethical questions raised by new abilities in biology and medicine. Students who complete the course are better prepared to deal with the world both as it is and as it will be during their post-graduate lives.

After completing this course, students will be able to: 1. Explain the nature of science and technology; 2. Explain the sources of technological change; 3. Explain the restraints on science and technology in modern society; 4. Explain how science and technology affect the conditions of human life.

SC215 Cellular Biology - 3 credits
This is an introductory course with an emphasis on general biology at the cellular level. Topics will include parts and functions of the cell, human fetal development, genetics and protein production, and DNA structure and function. This course combines lectures, in-class activities, and discussion readings from scientific journals.
After completing this course, students will be able to: 1. Develop a working knowledge of cellular structure and function. 2. Discuss cellular energy utilization and the inter-relatedness of plants and animals. 3. Discuss genetics and the unity of living organisms. 4. Appreciate the cellular basis of human physiology. 5. Foster an enduring interest and curiosity about science and the world around us.

SC216 Anthropology - 3 credits
This course is designed to acquaint students with the origins of the human species. It covers basic evolution and genetics, population biology, primate anatomy and behavior, and the sequence of forms which marked the transformation of apelike creatures to ourselves.

After completing this course, students will be able to: • Explain how evolution works • Describe the ways in which humans differ from other animals • Describe the ways in which humans resemble other animals • Explain why scientists found hard to accept the early discoveries of human ancestors • Describe how the precursors of human beings differed from and resembled modern humans • Describe how the precursors of human beings lived and adapted to their environment • Summarize the evolution of humanity

SC219 Environmental Science - 3 credits
The theme stressed throughout this course is that all systems involving life depend on maintaining balances. Topics investigated include population, land use, and energy policies; resource depletion; pests and pest control; and disposal of domestic and industrial wastes.

After completing this course, students will be able to: Demonstrate the scientific method. Diagram the processes of photosynthesis and respiration. Explain the flow of energy and nutrients through an ecosystem. Discuss the value of biodiversity. Summarize the sustainability and environmental impacts of agriculture. Summarize the sustainability, value and environmental impacts related to forest resources. Summarize the environmental impacts of global climate change.

SC225 Climate Science - 3 credits
Earth’s climate has changed in the past, is changing now, and will change in the future. Climate science and misleading statements about climate change, including humankind’s effects on climate - figure prominently in the news and popular culture. However, the factors controlling climate are poorly understood by the public. This lack of understanding originates partially because climate science is complicated and interdisciplinary, and partially because successfully addressing climate change requires changes in the global energy economy, most of which will turn out to be smart long-term decisions. This course will address facets of atmospheric processes, climate science, and related energy policies and trends that are well established. The course will differentiate established science from uncertainty and use these contrasts to discuss the scientific method as well as illustrating the sometimes-complicated intersection of science and society.

SC227 Contemporary Issues in Biology - 3 credits
This course is designed to give students an in depth understanding of the biologic basis of life by engaging them in investigating the biologic principles behind current popular topics of interest. Students explore science related current events in the news such as HIV/AIDS, evolution, biotechnology, cloning, stem cell research, Mad Cow disease, global warming, etc. This class also strives to make biology more relevant to students by addressing the biologic principles underlying common concerns and interests in their daily lives such as stress & relaxation, sex, contraception, STD’s, alcohol, drugs, and more. The course includes lectures, slides, films, a research project, and hands on lab activities.

After completing this course, students will be able to: A. Develop a general understanding of biology and life on earth. B. Comprehend the biologic issues underlying science related current events. C. Appreciate and utilize the biologic principals underlying everyday life experiences. D. Understand the Scientific Method and how research is done. E. Foster an enduring interest in science and a curiosity about life.

SC240 Introduction to Geology - 3 credits
Introduction to Earth Science provides an overview of the Earth’s structure and chemical make-up; processes that operate within the Earth and on Earth’s surface; and the rocks that give us the story of such interactions. It is in large part a history course, covering the range of a processes that operate over a few minutes to changes that have happened over a few billion years. Students will learn about rocks and minerals; about weathering, transport, and deposition of sediments; about the influence of glaciation on the Maine landscape; about the forces that fold and rupture continents; about economic geology (e.g. metals, minerals, and gravel); and about the interactions between rocks, atmosphere, climate, and water on the surface, including natural geologic hazards. A prior science course such as SC 125 Explorations in Science is preferred but not
In this course, students will: Demonstrate an understanding of the methods used to explore natural phenomena including observation, hypothesis development, and evaluation of evidence; Develop an appreciation of the influence of geology in everyday landscapes; Develop an awareness and of how geological systems influence human activities because we are inextricably dependent to the Earth for survival; Explain how natural resources are used to produce what we consume, such as the food we eat, the water we drink, and the energy we use; Exhibit critical thinking skills and a systems thinking approach to analyze complex interrelated issues over different spatial and temporal frames.

SC250 Natural Disasters- 3 credits
This course analyses the causes, aftermath, and minimization of risks from catastrophic geo-hazards, such as volcanic eruptions, earthquakes, tsunamis, landslides, floods, hurricanes, tornadoes, and avalanches, including the frequent scenario when one event triggers another to intensify the risk. The course provides an overview of the fundamental geologic and meteorological processes responsible for natural disasters, as well as the human role in magnifying the risks.

In this course, students will: Understand the earth’s structure and atmosphere and the resulting geologic processes (and atmospheric processes) responsible for natural hazards, including earthquakes, tsunamis, volcanic eruptions, landslides, flooding, tornadoes, hurricanes; Learn to identify the areas susceptible to natural hazards and the frequency which these hazards become natural disasters; Appreciate the substantial role that poor choices by society magnify the risk from natural disasters; Gain an understanding of practical ways to minimize or mitigate the effects of natural disasters.

SC260 Planetary Science- 3 credits
Planetary science is the study of planets and moons in our solar system, and objects such as comets and asteroids that visit our solar system periodically. The course provides an overview of the structure, composition, processes, and evolution that have formed these objects, as well as the dynamics still at work. Topics include current events in exploration of our solar system, including new missions and discoveries such as researching recent missions of robotic spacecraft and the challenges and plans for future human spaceflight. After completing this course, students will appreciate interrelated influences of physics, chemistry, geology, and meteorology in our solar system; understand the information collected in recent interplanetary missions; and appreciate the uncertainties of our understanding of the solar system.

SC292 Introduction to Nutrition
Introduction to Nutrition explores human nutrition through an examination of the six classes of nutrients: carbohydrates, proteins, fats, vitamins, minerals, and water. Students will learn how to examine their dietary intake and make appropriate changes to meet the guidelines of the My Pyramid food recommendations. The course will also examine the impact of alcohol, food safety, food borne illnesses, fitness, weight management, and examine special needs of the body through the lifespan.

SC299 Introduction to Archeology- 3 credits
A discussion of the techniques, methods and concepts used by archeologists for developing insights into the behavior of past societies; introduces perspectives from archeology on the long-term history of the diversity and dynamics of human life.

SC321 Anatomy and Physiology- 3 credits
This course is designed to acquaint students with the structure and function of the human body. An integrated presentation of the anatomy and physiology of the organ systems is given. Lectures are included.

After completing this course, students will be able to: Describe the major organ systems of the human body; Explain how those organ systems work; Explain how many disease processes interfere with normal function; Explain how the body defends against disease; Identify and explain the inter-relatedness of the body’s system; Identify the structure and function of the human body and to causes of some major diseases.

SC223 Environmental Issues- 3 credits
This course surveys current issues related to the environment (sustainable development, energy, population, pollution, regulation, and more), focusing on the debates over the issues and considering solutions may lie.

Upon completion of this course, students will be able to: Explain how people disagree on environmental issues; evaluate evidence for all sides of an environmental issue and summarize the opposing arguments. Discuss the precautionary principle; articulate the concepts of sustainable development, Pricing ecosystem services, Biodiversity protection, the drilling for offshore oil, global warming, energy supply, pollution control, nuclear power and waste disposal, population, food supply, and toxic chemicals.
SC330 Physics - 3 credits
This course offers a survey of modern physics emphasizing concepts essential to a thorough understanding of the underpinnings of modern technology, particularly in the computer sciences. Topics include mechanics, light, sound, electricity and magnetism, as well as an introduction to the concepts of atomic theory and relativity.

After completing this course, students will be able to: 1. Explain where scientific knowledge comes from; 2. Outline the atomic theory of matter; 3. Describe Newton’s Laws of motion and gravity; 4. Describe the nature of energy and the laws of thermodynamics; 5. Describe the nature of light, electricity, and magnetism; 6. Outline relativity and quantum theory; 7. Explain why the nature of the atomic nucleus makes it possible to release large amounts of energy.

SC345 Forensic Science: Death Investigation - 3 credits
This course provides an in depth study of Forensic Science, focusing primarily on Forensic Pathology. This course covers a variety of forensic topics including Forensic Pathology, Forensic Medical Evaluation, Forensic Anthropology, Estimating Time of Death, Wounds, Blood Pattern Interpretation, Fire & Explosion Investigation and more. Classes include lectures, slides, films, hands on lab activities, and guest speakers. The class is appropriate for students majoring in Criminal Justice, Political Science, or Pre-Law. Non-majors will also find the course interesting and informative. (Please Note: Due to the extremely graphic nature of some of the material covered, students should use their discretion in electing to take this Forensics course.)

SC348 Forensic Science: Evidence Evaluation - 3 credits
This course provides an in depth study of Forensic Science, focusing primarily on Forensic Laboratory Analysis. This course covers a variety of forensic topics including Fingerprints, DNA Identification, Firearms, Ballistics, Trace Evidence, Toolmarks and more. The class is appropriate for students majoring in Criminal Justice, Political Science, or Pre-Law. Non-majors will also find the course interesting and informative. Classes include lectures, slides, films, hands on lab activities, and guest speakers. (Note: This forensics course does not include graphic material.)

SC350 Fish and Wildlife Science – 3 credits
This course is an introduction to inland, coastal, and marine ecology as well as fisheries and wildlife management of both marine and terrestrial ecosystems. The course focuses on northern New England and the Gulf of Maine. This course is appropriate for those interested in recreational hunting and fishing as well as introducing students to content needed for a wide variety of careers related to resource management and environmental protection, including game warden, marine patrol officer, forest ranger, state and federal agency environmental management officer, local code enforcement officer, Maine Guide, park ranger, environmental educator, and harbormaster. Prerequisites: A prior science course such as Ecology or Environmental Science is suggested but not required. Students will be expected to have a basic understanding of ecology and biology.

SOCIOLOGY

SY113 Principles of Sociology - 3 credits
This course introduces the principles and concepts necessary for understanding the nature of society and culture. Special emphasis is placed upon the structure of economic, political, familial, religious, and other societal organizations.

SY/ED125 Experiencing Diversity - 3 credits
In this course, students combine theoretical inquiry with hands-on experience to examine the impact of many different cultures existing in Maine upon their communities, schools, and businesses. By examining their own cultural backgrounds and values, the class becomes a forum in which each member explores means by which to get along with people of wide-ranging backgrounds including cultural, ethnic, social, racial, and sexual orientation.

SY201 Introduction to Cultural Anthropology - 3 credits
This course introduces students to the anthropological study of different cultures, including ways of comparing and contrasting the structures of social relationships and belief systems that operate in different cultural settings. We explore ways of trying to understand the world-views and belief systems of other peoples by studying each of those systems in their particular contexts, and then comparing and contrasting different cultures and the contexts in which they are situated.
SY215 Social Justice- 3 credits
This course examines the meaning of social justice from the perspectives of philosophy, religion, social identity, politics and economics. Social justice will be discussed in the context of complex issues including diversity, human rights, and poverty and will be examined in relationship to power, social change, advocacy and the common good.

Upon completion of this course, students will: Critically evaluate social justice, power, and the common good from multiple perspectives and assess the interpretations in light of who benefits; Compare and contrast historical examples of injustice with contemporary examples, including the analysis of root causes; Integrate theories and concepts of diversity, power, economic justice and globalization within social change movements

SY318 Contemporary Social Issues- 3 credits
The course examines the causes and consequences of two types of social problems: such as alcohol and drug abuse, delinquency and crime, mental disorders, and prostitution; and those generated more directly by the social structure itself, such as ethnic prejudice and discrimination, aging, sex roles, and urban and rural poverty. Prerequisite: SY113

SY323 Business and Society- 3 credits
This course studies the relationship between business and its external environment: social, political, physical, economic, and intellectual. The influence of non-market factors upon business and the impact of business upon society are included as well as historical developments, trends, and current issues.

SY/CJ390 Human Trafficking- 3 credit
This course examines the issues of human trafficking to include sex trafficking, labor trafficking, and organ trafficking. The course explores the issues of human trafficking from an historical perspective, both international and domestically. It investigates human trafficking as an international crime, a transnational crime, as well as a domestic crime. The course looks at the criminological aspects of human trafficking as well as the victimological theories of international victims compared with domestic victims. Additionally, it explores the differences in domestic trafficking victimology between areas in the United States. This course examines the response to human trafficking by the Criminal Justice System, the Human Services System, the non-governmental organizations (NGOs), the medical system, the school system, and the business community. Students will learn to think critically and independently about the issues of human trafficking. Prerequisite: At least sophomore standing, or permission of instructor

Upon completion of this course, students will be able to: study the history of human trafficking internationally and domestically; discover the scope of human trafficking today; identify the different types of human trafficking; examine the sociological factors which drive human trafficking; thoroughly discuss the legislative response to human trafficking; differentiate the issues of victimization of human trafficking; recognize the roles that various professionals have in anti-trafficking efforts.

SPORT MANAGEMENT

SM125 Introduction to Sport Management- 3 credits
This is an introductory course for students enrolled in the Sport Management Program. Students will be taught the basic principles of administrative and management concepts associated with an athletic department. This course examines the areas of public relations; liability; facilities; financial management and budgeting; and the purchase, care, and security of equipment. Introduction to Sport Management is the prerequisite for all other Sport Management course offerings.

Upon successful completion of the course, students will be able to do the following: • Identify factors affecting career choices • Describe career opportunities available in sport and fitness management • Apply sport management theory and practice to diverse populations • Identify and demonstrate critical professional skills, including career planning, stress management, writing, speaking, and etiquette • Identify professional associations, publications, and certifications and explain their significance • Articulate the importance of research-based information and decisions • Explore how the above dimensions will change in the coming years • Approach a sport management professional preparation program with heightened awareness and maturity of purpose.

SM226 Sport Psychology- 3 credits
This course is designed to help students better understand the issues of starting and maintaining health-related physical activity and the psychological outcomes of regular physical activity. This course will also help students understand the psychological aspects of sport and athletic performance (offered on a three-year rotating basis).
After completing Sport Psychology, the students should be able to: • Show how psychological factors influence involvement and performance in sport, exercise, and physical education settings • Demonstrate how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved • Relay skills and knowledge about sport and exercise psychology that can be applied as a coach, teacher, athletic trainer, or exercise leader • Demonstrate an understanding of the participants in sport and exercise, including personality, motivation, and stress and anxiety • Apply performance enhancement strategies in sport and exercise psychology, including psychological skills training, arousal regulation, visual imagery, self-confidence, goal setting, and concentration • Demonstrate an understanding of the behavioral aspects of exercise, including the psychological benefits, exercise adherence, intrinsic motivation, burnout, overtraining, and substance abuse • Demonstrate an understanding of the psychological nature of athletic injuries, including rehabilitation adherence, injury coping, psychological reaction, psychological interventions. Prerequisites: PY111 and SM125

SM227 Sociology of Sport- 3 credits
This course is designed to create an awareness of the social implications and significance of contemporary sport. It provides an understanding of the social aspects that influence sport all over the world. Acquainting students with the social sciences pertaining to sport and fostering an appreciation for research in the sport sciences are goals in this class (offered on a three-year rotating basis).

Following completion of Sociology of Sport, the student will be able to: • Demonstrate how sociology can be used to study sports in society • Demonstrate an understanding of the social significance of sport • Examine sport as a social organization and explore the role of athletes at various organizational levels • Think critically about sports had how sport relates to their social environment • Demonstrate an understanding of sports in terms that go beyond performance statistics and competitive outcomes and deal with issues of power and power relations in society. Prerequisite: SY113 and SM125

SM228 Sport History- 3 credits
This course is designed to deepen the student’s knowledge of the history of sport and to help them realize the physical culture of mankind. This course will give students the background necessary to make decisions in the sport arena and to be successful in the field of sport management (offered on a three-year rotating basis).

Students completing this course will be able to: • Assess and think critically about historical issues and the interpretation of those issues • Analyze historical data and reach informed conclusions about those data • Develop an appreciation of sport as a spectacle, social event, recreational pursuit, business, and entertainment • Develop an adequate knowledge of history, rules and strategy to facilitate one’s role as a spectator for a variety of sports • Recall the stages of development in sports as we know them today • Interpret the technological, material, social, and cultural forces that induces sport development • Fully appreciate the relationship between sport, society, and culture.

SM229 Coaching- 3 credits
This course helps provide the student with a broad foundation of sport science and management, and the techniques and tactics involved in coaching. Students develop a coaching philosophy, gain knowledge of motor development, and study sport psychology, sport pedagogy, and sport physiology.

At the conclusion of this course, students will be able to: • Develop a personal coaching philosophy • Interpret the major objectives of coaching and factors that are involved in selecting a coaching style • Be familiar with principles for coaching with character, for developing good character and sportsmanship in athletes, and for coaching athletes who have diverse backgrounds, characteristics, and abilities • Apply psychological principles for effectively communicating with and listening to athletes, for optimally motivating athletes, and for managing behavior problems in a positive and effective manner • Recognize and apply information and methods in using the games approach for teaching technical and tactical skills • Develop instructional plans for team practices and plans for an entire sport season • Plan, organize, staff, and direct functions that are commonly considered a coach’s responsibility • Apply methods for effective team management, for managing interpersonal relationships in coaching, and for protecting athletes from risk and coaches from liability problems Prerequisite: SM125 or permission of instructor.

SM233 Recreational Management- 3 credits
This course examines the social context of recreation and leisure. Emphasis is placed on recreational activities and services, participants, and programming. The course also provides information regarding the different classifications associated with leisure-service programs. Class discussions include, but are not limited to, the community, industrial, commercial, institutional, and college or university recreational programs.
After completing this course, students will be able to: • Analyze the organizational structure of the leisure field • Develop a program contingent to the needs of special populations • Develop a planning sheet to organize and staff recreational services • Develop a database of community services • Demonstrate a knowledge of the social ramifications of leisure throughout ones life. Prerequisite: SM125

SM331 Sport Information and Public Relations- 3 credits
This course provides an overview of the art of marketing sport-related businesses, including product, price, promotion, and public relations. The role of the Sport Information Director is also covered, including statistics, sports publications, and media relations.

This course is designed to allow the learner to: • Use a relevant software system to develop a media guide • Write basic press releases, fact sheets, and press kits • Use methodology common to a Sports Information Director's position to plan a contest, beginning with the pre-event, the event itself, and the post-event • Control a press conference • Report news and work with appropriate personnel • Create and maintain an athletic department web site • Recognize the importance of public relations in the world of sport management. Prerequisite: SM125 or permission of instructor

SM332 Sport Facility Management- 3 credits
Organization and administration of sport facilities are outlined in this course. This course will examine overall programming, operation, maintenance, development of, and the enhancement of aspects of a comprehensive sport facility. Special emphasis will be placed on issues such as affirmative action, gender equity, ADA, and the relationship between the private and public sector.

Upon completion of this course, students will be able to: • Recognize the role of facility manager • Understand the complexity involved in planning • Assess facility and equipment needs • Develop a facility and equipment management plan • Manage a facility • Understand the role of marketing, advertising, and public relations in a facility setting • Coordinate a successful event operation plan • Plan the construction of a facility. Prerequisites: SM125 or permission of instructor

SM336 Sports Marketing Management- 3 credits
This course explores the art of marketing a sports-related business or organization. Various marketing strategies, including product identification, product delivery, and exchange are covered. Sport-related attitudes, activities, frequencies, and intensities are also studied.

After completing Sport Marketing Management, the students will be able to: • Apply knowledge, skills, and practical understanding of the nature, contexts and dynamics of sports • Critically explore and assess the economics, sociology and politics of sports, and their influence on sports marketing • Recognize the many stakeholders and diverse interests in and around sports business and their dynamic and interactive impact on sports business practice and performance • Assess contemporary methods and practices in sports businesses apply methods and practices from conventional business that can be applied to enhance performance in the business of sport • Recognize the strategic marketing process as applied to the sports industry • Describe market forces in the management of sport marketing • Demonstrate an understanding of basic marketing principles as they apply to sport marketing, including consumer behavior, segmentation, research, branding, pricing, promotion, place, product, sales, public relations, the marketing mix, and basic legal issues • Critically evaluate planning related to positioning a sport-related product or service • Develop an appropriate promotional approach for a sport product or service • Recognize and assess various aspects of consumer behavior in the field • Appreciate the importance of branding and its role in sport marketing. Prerequisite: SM125 and MK116

SM399 Coaching Management- 3 credits
Coaching Management: Coaching Management is a course designed to examine the principles and theories underlying the profession of coaching at all levels. This course will provide the student with theoretical information necessary for the successful coaching of all sports as well as skill analysis, drill development, tactics, strategies, coaching techniques, motor development and team management skills.

SM431 Athletic Administration - 3 credits
This course presents information that helps students better understand and administer various sports programs. A background of budgeting, promotions, public relations, and administration of the front office is included. This prepares the student for an administrative position in sports from youth sports through sports at the professional level.

Upon successful completion of the course, students will be able to: • Discuss the importance of planning and how to achieve goals • Recall and fully understand the principles of effective management practices
SM435 Legal Liabilities in Sports - 3 credits
This course helps the sports manager better understand the legal risks associated with sports operations by addressing daily issues in athletics. Students review case studies as an integral part of this course.

Upon completion of this course, students will be able to: • Work with basic legal concepts • Apply legal concepts sport management and athletics • Fully appreciate the many different ways in which the law influences or affects athletics • Analyze the various legal issues generated by athletics.

Prerequisite: SM125

SM439 Event Planning and Management - 3 credits
This course will provide students with the skills of a professional meeting manager. The course focuses on the importance of food and beverage controls, selecting the proper venue, and developing contacts and travel arrangements for events, meetings and conventions. Students will gain experience in negotiating contracts, controlling food and beverage costs, calculating conference return on investment, and integrating convention and visitor bureau strategy into operational profitability. Students will learn how selling to and servicing conventions and meetings offer opportunities for exciting and rewarding careers while analyzing how the industry is responding to the increasing market demands. Topics include: Event administration, public relations, legal and financial safeguards, event marketing and promotion, event staffing, bidding requests for proposals, networking, sponsorship of events, risk management, licensing, and sporting event management.

Students completing this course will be able to: Effectively manage meeting budgets • Develop supplier contracts and bidding proposals • Coordinate events from start to finish • Promote events, exhibits, festivals, concerts and expositions • Develop and implement a meeting plan • Prepare travel arrangements • Coordinate a professional event • Explain the need for continuous quality • Convey the importance of risk management and crowd control • Identify the various types of meetings and events ranging from entertainment functions to professional conventions

SM442 Leadership and Ethics in Sports Management - 3 credits
This course examines the ethical issues individuals face in Sport Management settings. Emphasis is placed on ethical dilemmas sport managers encounter in the daily operation of commercial, recreational, and educational athletic programs. In addition, students study leadership behavior and its effects on employee motivation in an athletic setting (offered in alternate years with College Athletics).

Upon completion of this course, students will be able to: • Build and critically analyze personal beliefs regarding ethical theory and its application to sport • Critically analyze the place of ethics in sport management and characteristics of social responsibility • Study and evaluate the concepts of values with emphasis on the need for definitions and clarity of language, both written and oral • Investigate and critically analyze some of the “major” ethical theories • Investigate and evaluate the specific moral duties of those within sport and sport management industry including athletic directors, athletes, coaches, managers and the media • Review the need for professional ethics and the value of social responsibility in the sport industry • Review, analyze, and critique models and sample codes of ethics • Examine and critically analyze the relationships existing between job functions and ethics in various sport settings • Review and evaluate ethical models of decision making in sport with an emphasis on moral problems in sport environments • Examine and critically analyze obligations of the sport manager to consumers with an emphasis on the ethical issues related to advertising • Examine and critically analyze the relationships existing between job functions and ethics in various sport settings • Review and evaluate ethical models of decision making in sport with an emphasis on moral problems in sport environments • Examine and critically analyze obligations of the sport manager to consumers with an emphasis on the ethical issues related to advertising. Prerequisites: SM125 and Junior standing.
SM443 College Athletics- 3 credits
This course includes an analysis of the management of a collegiate athletic department. College Athletics examines the similarities and differences between existing athletic governing bodies including the National Collegiate Athletic Association (NCAA), and the National Association of Intercollegiate Athletics (NAIA). Particular attention is given to rules and legislation (offered in alternate years with Leadership and Ethics in Sports Management).

Upon completion of this course, students will be able to: • Understand the history of the NCAA • Apply knowledge of NCAA rules and regulations • Identify the differences between a governing body’s constitution, operating bylaws, and administrative bylaws • Use the NCAA Manual as a decision making tool • Recognize the differences between the NCAA, the NAIA and other governing bodies.
Prerequisite: SM125

SM444 Sport Finance- 3 credits
This course is designed to help students understand the role of finance in the sport enterprise. The purpose of the course is to demonstrate to the prospective sport manager the importance of a basic understanding of the theory and practice of financial management as it relates to sport. The course will help the student understand the sport manager’s position and the business environment in which he or she must perform. The student will learn and apply the fundamental concepts of economic theory, financial strategies, and accounting as they relate to sport organizations and businesses. Emphasis will be directed toward budgeting, financial planning, revenue production, expense management, and economic theory.

Upon successful completion of the course, students will be able to: • Assess the structure of the legal and financial requirements of sport industry • Apply basic financial concepts in various sport settings • Demonstrate an understanding of fundraising theories • Differentiate among the different motives of those who donate to athletic programs • Recognize the economic impact of a sport franchise on the community • Identify the financial challenges which face sport administrators • Understand the processes for implementing a public-private partnership • Develop sport sponsorships for specific sporting events.

SM445 Senior Seminar - Research Applications in Sports - 3 credits
Students in this course will be introduced to the principles of business research, focusing on the application of these principles as they relate to sports and sports related organizations. The primary focus of the course will be on a balanced presentation for both research theory and its application. This course will include instructor’s lectures, student presentations, and group discussions.

After completing Senior Seminar-Research Application in Sport, the student will be able to: • Synthesize and evaluate knowledge and concepts from previous courses in the program in order to thoughtfully consider significant problems related to the management of sport and sport-related topics • Compare and contrast the sides of major issues related to sport management • Apply current and newly acquired knowledge related to the field of sport management to an issue and identify and discuss its implications • Critically analyze perspectives on an issue within the field • Determine and assess the implications of individual deficiencies related to professional pursuits and prepare a course of action to ameliorate the deficiencies • Evaluate the implications of developing trends related to sport management.
Prerequisite: SM125, senior year or permission of instructor.

SM11PE Sport Management Proficiency Exam - 3 credits
The purpose of this exam is to test a person’s retention of the fundamental concepts learned in Introduction to Sport Management, Sport Information and Public Relations, Sport Facility Management, and Legal Liabilities in Sport. The results of this examination will be used to reevaluate the instruction and learning that takes place in the courses listed. Students successfully passing the test will receive one credit. The course is required of all students receiving a B.S. in Sport Management. Upon completion of this examination, students will be able to: Demonstrate mastery of concepts in Introduction to Sport Management, Sport Information and Public Relations, Sport Facility Management, and Legal Liabilities in Sport.

SMM11PE Sport Management Marketing Concentration Proficiency Exam - 3 credits
The purpose of this exam is to test a person’s retention of the fundamental concepts learned in Introduction to Sport Management, Sport Information and Public Relations, Sport Facility Management, and Legal Liabilities in Sport, Sport Marketing Management and Principles of Marketing. The results of this examination will be used to reevaluate the instruction and learning that takes place in the courses listed. Students successfully passing the test will receive one credit. The course is required of all students receiving a B.S. in Sport Management- Marketing Management Concentration. Upon completion of this examination, students will be able to: Demonstrate mastery of concepts in Introduction to Sport Management, Sport Information and Public Relations, Sport Facility Management, and Legal Liabilities in Sport, Sport Marketing Management and Principles of Marketing.
SPECIAL OPTIONS

TB449 Topics in Business - 3 credits
Students’ work independently on a topic of interest in one of the following areas: accounting, economics, finance, hospitality, information technology management, management, marketing or sport management. Course objectives are unique to the topic.
GRADUATE COURSE DESCRIPTIONS

ACCOUNTING

AC551 Accounting for Management Decisions - 3 credits
This course analyzes the use of accounting as a managerial tool. Topics include budgeting, systems building and evaluation, inventory valuation, fixed asset valuation, and analysis and interpretation of financial reports from internal and external sources. Upon completion of this course, a student will be able to: Analyze, interpret, and evaluate the financial statements of an organization and assess its financial position. Evaluate internal financing decisions from an investment standpoint utilizing such concepts as time value of money, and financial statement analysis. Prerequisite: AC112 or accounting background

AC652 Managerial Cost Analysis - 3 credits
This course investigates management control systems as they relate to the accounting and profitability goals of an organization. Topics include analysis of controls relating to goals, information, responsibility centers, transfer pricing, budgeting, financial performance reporting, and special situations. A management case approach will be used. Prerequisite: AC551 or cost accounting background

COMPUTER SCIENCE

CS550 Technology Management and Integration – 3 Credits
This course is designed to provide a graduate-level introduction of corporate information systems, including investigations in the role of technology for communications, decision making, management, and planning. Students will demonstrate competency in utilizing information technologies on the managerial level and adapt technology to business scenarios and leadership decisions

CS551 Information Systems in Organizations - 3 credits
This course examines current use of hardware and software in modern businesses. Hardware considered includes microcomputers, time-sharing systems, and distributed systems; software includes operating systems (MS DOS and OS/2), electronic mail, expert systems, and relational databases. User-related issues such as training and maintenance are also discussed. Prerequisite: Understanding of computers or CS115

CS552 Database Systems - 3 credits
This course provides an in-depth look at database management systems, one of the widest applications of computer technology today. Emphasis is balanced between database theory and design and the use of database systems. Topics covered include relational databases, entity-relationship diagrams, normal forms (1st through 5th normal form), and use of the query languages. Prerequisite: Understanding of computers or CS115

CRIMINOLOGY

CR500 Criminological Theory - 3 credits
This course examines the philosophical underpinnings of criminology and the various theories that exist in the field of criminology. Additionally, we will examine the major methods of measuring crime. The course will allow the student to think critically and independently about theories behind criminology as well as their contextual understanding and applicable issues relating to crime and victimization. This will includes but is not limited to: Classical School; Positive School; Chicago School; Differential Association; Anomie; Subculture Theories; Labeling; Conflict Theory; Social Control; Social Learning; Rational Theories; Strain Theories; and Feminist Theory.

CR515 Treatment of Offenders – 3 credits
This course focuses on treatment and rehabilitative programs and the treatment methods that are the basis for these programs. Programs and techniques used in community and institutional programs will be studied. The standard of best practices will be used to illustrate which programs are most likely to result in positive outcomes and the main ideas and methods used in these programs.
CR520 Juvenile Delinquency & Youth Crime – 3 credits
This course provides a comprehensive overview of relevant 21st century challenges faced by the juvenile justice system and the philosophical shift toward restorative justice. Trends will be identified and contemporary issues such as detention, waivers, mental health and substance abuse, risk assessment, family-based treatment, gangs, childhood abuse, gender and racial disparities, and institutional influences will be analyzed.

CR610 Critical Issues in Criminology – 3 Credits
This course examines the current critical issues in criminology and the methods to analyze those issues in relation to the various theories that exist in the field of criminology. By their nature, the critical issues will change from time to time, depending upon the public sentiment, scientific discoveries, and technological advances. The criminological theories will be consistent with those examined in Criminological Theory.

CR650 Organizational Policy & Change – 3 credits
This course focuses on the process of organizational planned change. Students will learn about how planned change is proposed and implemented through policy development and/or change in criminal justice agencies. They will also learn that implementation of change involves acceptance by employees, clients and the agency as a whole. They will then assess evaluative research on the effects and longevity of change.

CR651 Analysis of Police Operations – 3 credits
This course analyzes the strategies and programs utilized in modern police operations, while remaining cognizant of the history leading to the current day. Students will examine the relevant research and contemporary methods for assessing the effectiveness of determining best practices for the future of policing.

CR663 Corrections in the 21st Century – 3 credits
This course focuses on the agencies and processes of the corrections system. Students will learn about community and institutional corrections. They will also learn about organizational structure and management. Current issues in corrections will be considered, as will the effects of technology on correctional agencies, personnel and offenders. Students will explore current research and methods within the fields of community-based and institutional corrections to determine their efficacy. Students will work on policy improvement initiative to inform the future of corrections stakeholders.

CR664 Security in the 21st Century – 3 credits
This course examines the important issues and challenges in security today. Students will explore the history of private security and its interconnectedness with public law enforcement and private industry. Students will examine current security threats and challenges including financial, physical, or cyber-threats, in practical and theoretical terms. Based on their research and active involvement with professionals in the security industry, students will evaluate the efficacy of current and emerging practice to determine best practices for the future of security in its various forms.

CYBERSECURITY

CY531 Foundations of Homeland Security – 3 credits
This course is designed to provide a graduate-level introduction of corporate information systems, including investigations in the role of technology for communications, decision making, management, and planning. Students will demonstrate competency in utilizing information technologies on the managerial level and adapt technology to business scenarios and leadership decisions.

CY611 Cyber Investigations – 3 credits
Provides a foundation in digital forensics and investigations in general. The course includes forensics acquisition methods for computers (physical as well as virtual), mobile devices to include cell phones, network intrusions, and cloud storage. It will include forensic analysis and validation, examine e-mail, social media investigations.

CY613 Cyber Data Analytics – 3 credits
Analyzes exceptionally large volumes of confidentiality, integrity, and availability data that is crucial in determining issues and invoking defenses. Analytics extends to complex correlation and using knowledge bases to enable operations and system protection, while also enabling incident and response management. This forward-looking course studies the integration of diverse data and knowledge assets to create a holistic system that is capable of extremely fast actions and automated knowledge systems. The course includes a review of specific solutions and promising trends, including the implications of machine learning.
CY617 Cyber Law and Ethics – 3 credits
Examines legal and ethical challenges relevant to cyber operations professionals confront in the public and private sectors. Coverage extends to include the specific cyber extensions including the implications of ethical hacking, limitations on defensive strategies, and avoiding collateral damage. The course then reviews the statutes and regulations that provide the government with the authority to conduct cyber operations, as well as the limits that the statutes impose. In addition, students investigate the interaction between public-sector and private-sector cybersecurity and the resulting the influences on privacy that and cybersecurity defenses.

CY644 Cyber Engineering – 3 credits
Provides an understanding of the technology used to deliver safer hardware, software, and external links. Technologies includes IoT, cloud computing, asset control, authentication, access controls, models, controls and countermeasures, assessment of vulnerabilities in the light of threats and their mitigation, cryptography. The diverse areas lead to solution designs, practical execution of security assessments, and comprehensive solution testing strategies.

CY645 Cybersecurity Operations – 3 credits
Addresses the delivery of ongoing protection of the organization by deploying appropriate planning, processes, and tactics. Operations integrates controls relating to events, provisioning, maintaining, changes, and updates to systems from internal and external sources. It includes the systems and processes needed to monitor, inform, respond to outages, and restore operations. Content incudes related incident response, crisis management, business continuity, and disaster recovery.

CY656 Cyber Integrations and Assurance – 3 credits
Provides knowledge and capabilities to extend general risk postures of an organization to the cyber areas. It aligns enterprise views, policy formulation, together with legal compliance, acquisition considerations, and principles relating to integration with external parties. In addition, the course integrates technology and strategy within the cybersecurity arena with threat modeling, with all other areas of the firm, and extended information stakeholders beyond the firm’s boundaries.

ECONOMICS

EC551 Economic Systems - 3 credits
This course presents a survey of relevant current economic trends in the rapidly changing modern world. The subject matter is divided into three broad areas including macroeconomic issues, microeconomic issues, and analysis of emerging global systems. The method of analysis combines the use of economic history, theory, and development with a critical analysis of current economic issues and events. The objective is to learn to assess the impact of regional, national, and global economic trends on business and society. Upon completion of this course, a student will be able to: Assess the impact of regional, national, and global economic trends on business and society.

EC555 State and Local Economic Development - 3 credits
This course examines business expansion programs that are interconnected with state, regional, and local economic development. It is designed to build a basic understanding of best practice methods used by businesses and entrepreneurs to access government incentives through the development of an understanding of the public policy arena and the increasingly complex interrelationships between business and government. Topics include but are not limited to the following: enterprise zones, tax increment financing districts, business equipment investment incentives, community development block grant programs, business incubators, loan insurance and guaranteed financing, infrastructure strategies, and the role of comprehensive planning.

EC656 International Economics - 3 credits
This course focuses on international economic issues and theories basic to the analysis of the global economy. By integrating theory, current events, and policy, students can use international economics as a tool to understand the global marketplace. Successful completion will provide students with an understanding of the impact of international economics on the domestic economy and specific sectors of business. **Prerequisite: An undergraduate macroeconomics course or equivalent**
EDUCATION

ED6-3 or ED6-6 Graduate Internship - 3-6 credits
The Graduate Education Internship is graduate-level learning experience placing students in a supervised, professional level work environment. Internship assignments are approved by the College. Under the direct supervision of an education professional and a Thomas College internship coordinator, students will observe and engage with professional responsibilities and outcomes.

ED510 Next Generation Science Teaching and Learning – 3 credits
The goals of this course are aimed at preparing classroom teachers, instructional coaches, teacher leaders, and administrators to understand and implement the changes in science teaching and learning. In this course, participants: (1) experience NGSS designed lessons and units; (2) analyze student artifacts from NGSS designed lessons and units, (3) develop and modify NGSS designed instructional materials, (4) prepare for, implement, and reflect on NGSS designed lessons and units, and (5) examine what the research says about best practices for NGSS designed teaching and learning.

ED535 Educational Ethics – 3 credits
In this course, students explore the concept of professional educator ethics. Students develop their own code of ethics to guide their work as professional educators. Through case studies, students practice ethical decision making.

ED550 Teacher as a Researcher – 3 credits
This course functions as an introduction to action research methods and will help students prepare for their capstone thesis.

ED551 Seminar in American Schools - 3 credits
This class will provide a broad background for thinking about issues of education in historical and philosophical context. As the introductory course in the Thomas College Masters of Education program, it will help prepare students for subsequent courses in the areas of curriculum, instruction, and assessment of learning.

Students will have the opportunity to begin to identify questions about teaching and learning that will help focus their research throughout the remainder of the program.

ED552 Students and Families at Risk - 3 credits
This course examines the educators’ roles and duties in addressing the needs of students at risk. Various “at risk” categories are identified and explored. Focus areas include implications for school improvement programs, individual intervention, and referrals to community services.

ED553 Educational Assessment - 3 credits
This course provides an introduction to the concepts, principles, and practices related to designing and administering effective assessments in education. Teacher-designed assessments and standardized achievement tests are examined.

ED554 Trends in Curriculum Development - 3 credits
This course examines problems and issues of curriculum development common to all content areas and educational levels. It is designed to provide opportunities to acquire concepts and skills that may be applied to the curriculum development process in local schools.

ED555 Trends in Instruction - 3 credits
This course examines current teaching strategies to ensure that instructional materials meet appropriate mandates for content and learning goals, and which also address students’ diverse needs, abilities, and experiences.

ED557 Theories in Learning - 3 credits
An exploration of human learning, this course will address the behavioral, cognitive, social, and physiological bases of learning. Through individual and group projects, students will apply course content to everyday experiences.

ED558 Educational Statistics - 3 credits
This is a technologically intensive course requiring student familiarity with the Microsoft Windows system and Excel Spreadsheets. Students will learn how to use The Minitab System (a professional level statistical software package) and discover how its use compares and contrasts with the use of Excel spreadsheets. In this course, students will learn the difference between description and inference; between
ED560 Teaching & Learning with the Brain in Mind - 3 credits
Though classroom instructional strategies should clearly be based on sound science and research, knowing when to use them and with whom is more of an art. This course presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students using the brain research. The author of one of the texts, Robert Marzano, articulates his framework in the form of 10 questions that represent a logical planning sequence for successful instructional design.

ED561 Collaborative Peer Coaching - 3 credits
In school professional learning communities teachers have collegial, instructional leadership roles. The emphasis in this class is on a peer coaching model where the coach – who can be a new teacher, experienced, or in-between - supports best teaching practices and encourages self-direction for the inviting teacher. Other professional learning community activities such as Critical Friends Groups are discussed or demonstrated. Field work in a school is required. Prerequisite: Current teaching or administrative work in a K-12 school.

ED564 Teaching and Assessing Writing - 3 credits
This is a course where participants will learn about effective approaches for teaching and assessing the process of writing in the classroom. There are certain characteristics that make the writing work including ideas, organization voice, word choice, sentence fluency, conventions and presentations. In addition, teachers and their students need to use a shared vocabulary for speaking about and working with texts they create.

ED565 Children’s Literature - 3 credits
The purpose of this courses is to examine the literature, including the historical perspective, used for pre-kindergarten to the early adolescent (grades pre-K to 8). This course will emphasize current children’s literature and award-winning prose and poetry, using best practices in literacy along with instructional strategies and techniques that motivate students; planning the literature curriculum, using literature within content areas; and an analysis of the current research in children’s literature.

ED566 Tools for Teaching: Strategies for Classroom Management - 3 credits
What are the basic principles of effective classroom and behavior management? This course will provide students with the opportunity to examine the topics of instruction, motivation, and discipline with the goal of developing strategies to synthesize these elements into an effective classroom management style.

Each class meeting, interactive strategies will be explored that prepare participants to create a culture within their classroom that allows students to grow and learn while spending less time on discipline.

ED568 Native American Literature - 3 credits
This course will offer an intensive, challenging look at the universes created by the leading native writers. The course will require extensive readings from novelists Michael Dorris, Louise Erdrich, and Leslie Marmon Silko and poets Luci Tapahonso and Simon Ortiz, as well as a number of short story writers. The course will examine closely the storytelling devices used by these writers, the way in which they incorporate their world view into their storytelling and the use of English instead of their native language.

ED587 Arts Integration for Education and Bully Prevention - 3 credits
The goal of this course is to teach an expressive arts model that can be offered to a wide range of diverse students to engage and inspire them to learn both academic subjects and bully prevention techniques. This flexible model is an integration of four major components: the visual arts, the theatre arts, the performing arts and small group, reflective interviews.

Upon completion of this course, students will be able to: 1. Describe and illustrate an understanding of the integrated arts model and discuss its application to multiple subject areas. 2. Clearly demonstrate the application of the integrated arts model to transforming the bullying cycle. 3. Show personal and professional growth in the use of inquiry and higher order thinking skills, meaningful risk-taking, and competency in the arts integration process for both academic and bully prevention purposes. 4. Analyze, synthesize, and evaluate the congruence between the arts and content goals for academic and bully prevention units.
ED589 Content Area Literacy and Related Standards - 3 credits
Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Edward M. Glaser, An Experiment in the Development of Critical Thinking). This course targets how we cultivate students thinking to become more informed, impartial, and open-minded. Using critical thinking skills throughout the whole curriculum helps students to become more independent and self-motivated.

ED698 Capstone in Education - 3 credits
This capstone course is designed to give students opportunities to take on the role of researcher by reflecting and applying theory to practice, a process known as action research. According to Sapp, action research is “a practical experience in systematic problem solving designed to result in positive change” (1994). This type of research method requires the student to identify and document the existence of a problem in his/her own setting. Based on a scholarly review of current literature, the student must then propose and implement a plan to solve or improve the problem. This results in the researcher developing a system to evaluate the effectiveness of his/her solution. Prerequisites: All core classes must be completed and this must be one of the last three courses. The course is offered spring and summer 1 trimesters only.

EDUCATIONAL LEADERSHIP

ED531 Innovative Approaches to Education: Proficiency-Based Education, STEAM, and Digital Learning in the K-12 Classroom - 3 credits
This course is scaffolded in a way that moves from comprehension of research-driven practice in proficiency based education (PBE), STEAM curriculum, and digital learning. PBE and digital components are modeled through the course structure, and explicit attention is paid to all three innovative educational practices throughout the course. In Module One (Foundations of Innovative Educational Practices), learners will gain a strong foundation in PBE, STEAM, and digital learning by engaging in analysis and discussion of research articles and by engaging in lesson analysis activities. In Module Two (From Research to Practice), learners will utilize the skills and knowledge gained in Module One to build out their own lesson plans focused on the three foci of innovative practice in this course, and finally, in Module Three (Implementation and Analysis of Innovative Educational Practices), learners will be asked to revise, refine, and implement their lesson series in their own classrooms or field experience placements. Further, learners will engage in video analysis of their own lessons. After taking this course, learners will come away with a better comprehension of what it means to be innovative in education, what that looks like in practice, and, most importantly, how to negotiate and navigate these practices using research-driven practices.

ED571 Organizational Behavior and Change in Schools - 3 credits
This course is about understanding schools as organizations and how to change them to improve learning for all. It draws on literature about organization theory, organizational behavior, culture, change, leadership, and professional learning communities. It is designed to promote critical thinking about and planful action toward creating schools that are true learning organizations. The course begins with an overview of diverse models of organizations and moves to a focused examination of culture and its impact on organizational behavior. Frameworks for understanding organizational change and resistance to change are then explored, followed by critical examination of leadership capabilities and skills necessary to lead successful school change efforts, including shared vision, inquiry-based use of data, and broad-based involvement and collaboration.

ED572 School Law for Administrators - 3 credits
This course provides a working knowledge of Maine and Federal school law as it applies to major issues that have affected and continue to impact public education. Discrimination, first amendment rights, due process, and academic freedom will be addressed. Through classroom activities, conversations, weekly assignments and research of relevant case law, students will explore the theoretical underpinnings of social reform and public policy. School law students will consider their rights and responsibilities as educators, the rights of students and families, as well as the scope and limitations relating to public policy relating to public schooling in the U.S.

ED573 Supervision and Evaluation of Personnel - 3 credits
This course provides an overview of supervisory practice in public schools and includes a review of Maine State Law regarding hiring and dismissal practices, just cause, contract issues, dismissal, non-renewal, progressive discipline, and compliance investigation. Additionally we explore how leaders can promote growth in teachers and improve student achievement through formative supervision and
ED641 Educational Leadership- 3 credits
This course introduces students to the principles of school leadership. It provides learners with the wherewithal to lead departments, school units and regional districts to achieve an organization’s mission, goals and objectives. It is based on the theory that leadership skills can be learned and assimilated.

ED642 Financial and Business Management of Schools- 3 credits
This course considers the key dimensions of a school’s financial manager as well as the principles and practices associated with school budgets. The generation of financial statements and the management of inflows and expenses, line items, payroll, and the appropriate management of key budget personnel are discussed. The role of the school budget in yearly planning and control are explored within the context of the leadership function of a school’s chief financial officer.

ED644 Leadership Experience- 3 credits
The Leadership Experience course is a year-long learning experience partnering with the Maine Development Foundation. This course requires co-registration with the Maine Leadership Institute (MLI) or the Education Leaders Experience (ELE) offered through the Maine Development Foundation. In addition to MLI or EDE requirements, students in the Leadership Experience course will meet regularly with a Thomas College faculty member, and will be responsible for supplemental readings, discussion, and research. Students register for the Leadership Experience in the Summer I term following their MLI or ELE year.

LITERACY EDUCATION

ED540 Best Practices in Literacy Curriculum- 3 Credits
This course will give participants an opportunity to develop a balanced literacy framework addressing reading, writing, speaking and listening. It is designed to provide opportunities to acquire concepts and skills for application to the literacy curriculum development process in schools. The strongest elements of a balanced literacy program guide students toward proficient and lifelong reading; consequently, participants will engage in inspecting and evaluating several literacy curricula and planning elements for the individual classrooms, school and whole district.

Upon completion of this course, students will be able to: Explain and interpret approaches to literacy curriculum theory and practice; • Analyze the political, social and cultural factors that influence literacy curricula; • Examine the values, beliefs, and assumptions that guide and inform their own literacy curricular decision making; • Examine standards-based education and what this means for literacy curriculum; • Identify resources available to assist in literacy curriculum development and implementation; • Acquire the practical skills for applying course concepts in their classroom and school system.

ED545 Best Practices in Literacy Instruction- 3 credits
Students will analyze instructional methods that help all children learn and progress using a variety of approaches, including guided reading and writing, “read-alouds” and other word study opportunities in the classroom, small group and one-to-one settings. A comprehensive balanced literacy approach addresses reading, writing, speaking and listening. According to the National Reading Panel’s findings the five essential areas of literacy instruction include the teaching of phonemic awareness, phonics, comprehension, fluency and vocabulary. Students will have the opportunity to build their knowledge base in these areas and implement strategies and instructional techniques in their own classrooms.

Upon completion of this course, students will be able to: Explain and interpret approaches to best instructional practice in literacy based on the recent research; • Analyze the political, social and cultural factors that influence instruction methods; • Examine standards-based education (CCSS) and what this means for instruction; • Acquire the practical skills for applying course concepts in their classroom and school system.

ED589 Content Area Literacy and Related Standards- 3 credits
Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Edward M. Glaser, An Experiment in the Development of Critical Thinking). This course targets how we cultivate students thinking to become more informed, impartial, and open-minded. Using critical thinking skills throughout the whole curriculum helps students to become more independent and self-motivated.
ED610 Writing Development and Instruction- 3 Credits
In this course students will explore the development of writing from early childhood through adolescence. Students will use a variety of instructional strategies to address the writing acquisition process of students from diverse backgrounds.

Upon completion of this course, students will be able to: Demonstrate understanding of the linguistic, cognitive, and technical challenges children face in writing acquisition and development including the interplay between cognition, analysis, and writing; • Demonstrate understanding of the influences that language, cultural background, and geographical setting have on writing development; • Analyze the connection between oral and written communication; • Demonstrate the ability to adapt writing development strategies to a variety of audiences; • Examine and use writing exemplars to help students assess their own writing.

ED 611 Reading Development and Instruction- 3 credits
In this course, reading development and instruction will be explored across a variety of texts and contexts from early childhood through adolescence, through exploration of current research and best practices. Students will use a variety of instructional strategies to address the literacy acquisition process of students from diverse backgrounds.

Upon completion of this course, students will be able to: Recite the developmental stages of reading; • Explore and utilize effective reading programs and the research that supports them; • Work within individual reading development frameworks that include the first language, cultural background, and geographical setting; • Evaluate materials for reading instruction; • Demonstrate instructional strategies; • Provide historical perspectives on policies that have influenced literacy programs and practices.

ED612 Literacy Assessment- 3 credits
Students in this course will investigate how to effectively implement a comprehensive literacy assessment approach and to link assessment results to the day-to-day instruction in the classroom. Students will gain theoretical knowledge as well as experience in application, design and architecture of the RTI model, and RTI implementation (including instructional practices) for literacy improvement.

Upon completion of this course, students will be able to: Be conversant in the background of assessment in America; • Discern between various literacy assessment methods; • Apply literacy assessment methodology to classroom situations; • Use pedagogical research to establish assessments at the elementary, middle, and high school levels.

ED615 Literacy for the Special Learner- 3 credits
In this course students will explore the diverse cognitive, neurological and emotional characteristics which manifest in learners' literacy development. Focusing on the development and educational needs of students who experience difficulties in acquiring the literacy skills of listening, speaking, reading and writing, this course will provide an overview of the individual assessment of student literacy performance and teaching interventions.

Upon completion of this course, students will be able to: Exhibit expertise in understanding the reasons that a learner's literacy development might be impaired; • Adapt and apply assessment tools to the special learner; • Utilize available resources to intervene and provide effective strategies in literacy development for special learners.

ED688 Clinical Experience: Teaching Learners with Literacy Challenges 6 credits
Teachers will participate in a clinical model (small group and 1:1 setting) to help transition developing readers into literate learners. Participants will assess and assist children in grades K-8 who are having difficulties in orchestrating literacy processes to be effective readers and writers. There will be an emphasis on research-based assessment practices/analysis and implementing interventions that focus on how students process, which will result in an increase in student achievement in text level data over the course of six weeks. Prerequisite: ED610, ED611, ED612, ED615 or comparable coursework.

Upon completion of this course, students will be able to: • Develop a multi-pedagogical approach in teaching, learning, and research that will increase student achievement data of children who are developing readers and writers; • Focus on the literacy behaviors of children in order to create an intervention that will allow children to begin to orchestrate the various skills and processes needed to be an effective reader; • Develop a school-based system in which the literacy specialist/interventionist is a teaching and learning partner with classroom teachers and administrators; • Utilize the reflective process and inquiry by collaborating with colleagues with the primary focus of improving teaching and learning within a school framework; • Create a comprehensive school-wide intervention model focused on student achievement; •
Develop a system for tracking school-wide literacy data of students to be used for instructional purposes, school goal-setting, and professional dialogue among all stakeholders within a school.

FINANCE

**FN551 Financial Management - 3 credits**
This course focuses on financial decision-making by the firm. Topics include financial analysis and planning, valuation and the cost of capital, capital budgeting, capital structure and dividend policy, long-term financing, and working capital management. Emphasis is placed on case studies of practical business problems using computer electronic spreadsheet programs. Upon completion of this course, a student will be able to: Assess internal financing decisions made by organizations by applying concepts such as cash flow analysis and ratio analysis.

**FN554 Investment Analysis - 3 credits**
Financial investments from the standpoint of investors are examined. Course topics include security markets and institutions, portfolio management, and security analysis. Emphasis is placed on available opportunities, their associated risks, and evaluation of investment alternatives.

**FN585 Capital Markets – 3 Credits**
This course provides an in-depth look at modern capital markets and the related role of financial intermediaries. The course considers both domestic and international sources of capital, including recent innovations in equity and debt markets. Short and long-term debt is introduced through an examination of rating methodologies and agencies, risk analysis, asset leverage, cost of capital, yield curve analysis and other related tools. Corporate and government bond markets are thoroughly explored. Equity market analysis includes strategies for equity capital acquisition as well as an in-depth look at stock markets, stock market indices, and advanced methods of dealing with market instability. Emphasis is placed on electronic market platforms.

**FN653 Advanced Financial Management - 3 credits**
This course expands upon the financial analysis and planning, current asset management, capital budgeting, and corporate financing methodologies covered in the basic financial management course, FN551. Additional topics include mergers and acquisitions and pension fund management. Case studies of practical business problems using computer spreadsheet programs are a central focus of the course. 
*Prerequisite: FN551*

HEALTH CARE MANAGEMENT

**HC510 The United States Health Care System- 3 credits**
This course describes the organization and delivery of Health Care in the United States. Topics include an introduction to health care finance, public and private operations, health care law and the regulatory environment. Additional topics include health care reimbursement, innovation and change, access, information privacy and security, quality, affordability, and policy trends.

At the conclusion of this course, students will be able to: Describe basic issues pertaining to health insurance in the United States; • Work with reimbursement systems in the health care field; • Discuss basic characteristics about the hospital, physician, and pharmaceutical drug industries; • Consider access to care for low-income and elderly individuals; • Assess the impact of policy proposals on access to care and affordability.

**HC520 Health Care Informatics- 3 credits**
Reliable and valid information sources and accurate databases inform health care decisions. This course offers a best-practices framework to the integration of information technology with health care administration. Topics include hardware and software applications, data extrapolation and manipulation, and other strategic approaches to information services.

At the conclusion of this course, students will be able to: Discuss the ways that data impact health care decisions; • Extrapolate and interpret data that match health care decision objective; • Improve patient outcomes though the application of reliable data streams; • Determine appropriate data storage strategies; • Assess data security needs; • Lead regulatory compliance initiatives.

**HC525 Health Care Reimbursement- 3 credits**
The complexity of today’s health care reimbursement and payment systems requires an in-depth
understanding of health insurance mechanisms, public funding sources, managed care functions, and the wide array of reimbursement options. This course includes a required, function-specific research project.

At the conclusion of this course, students will be able to: Discuss prospective and retrospective reimbursement systems; • Be familiar with standards of ethical coding; • Be familiar with insurance plans, including employer-based, private, and Blue Cross/Blue Shield; • Work with Medicare, Medicaid, and managed care systems; • Engage in revenue cycle management.

HC530 Health Care Supply, Logistics, and Procurement - 3 credits
This course examines the breadth of the health care value chain, including all critical players and elements. Strategic procurement and the management of health care supply chains are a critical function in the daily delivery of quality health care. Efficient practices require communication and negotiating skills, as well as the organizational skills necessary to manage input/supplier matrices.

At the conclusion of this course, students will be able to: Manage supplier relationships; Optimize supply quantities in light to storage and cost containment constraints; Negotiate price and manage the cost of inputs; Manage group and bulk purchasing.

HUMAN RESOURCE MANAGEMENT

HR561 Compensation and Benefits - 3 credits
This course introduces students to the planning, administration, and design of compensation programs, including legal compliance fundamentals. The course also provides a comprehensive overview of the design and administration of private-sector benefit programs. Prerequisite: MG551

HR562 Recruiting and Retention - 3 credits
This course introduces students to the recruitment and selection process. Beginning with work force and job analysis, students will learn how to develop a total selection process. Students will develop selection criteria and participate in the selection process for a model organization. Prerequisite: MG551

HR563 Labor Relations - 3 credits
Students are exposed to the principles and techniques of collective bargaining. Topics include references to national and state statutes and cases of precedential value, preparation for bargaining, scope of the bargaining process, use of impasse procedures, unfair labor practices, and the role of the grievance procedure under a collective bargaining agreement.

HR564 Training, Development, and Evaluation - 3 credits
A major function of human resource departments is to ensure that employees are properly trained to perform their assigned tasks. This course introduces students to the training and development process. Additionally, performance review and evaluation is discussed as part of the overall career development plan. Prerequisite: MG551

HR565 Health, Safety, and Security - 3 credits
This course introduces students to the issues and challenges of providing a safe, healthy, and secure work environment.

HR566 Employment Law - 3 credits
This course introduces students to the legal environment in which human resource managers must operate.

HR567 Conflict Management - 3 credits
This course examines conflict and how to deal with conflict in problem solving, decision-making, and interpersonal communication. Emphasis is placed on the various processes to prevent or to resolve conflict.

HR568 Managerial and Organizational Ethics - 3 credits
This course examines the ethical issues individuals face in organizational and managerial settings. Questions of economic policy and business practices intertwine with ethical, moral, legal, social, and psychological issues. Emphasis is placed on dealing with ethical dilemmas.

HR569 Career Management - 3 credits
This course will examine developing and managing a career, both from an individual and an organizational perspective. It will touch upon the traditional “career for life” with one organization and the more contemporary reality that most individuals change jobs every 3 to 5 years.
MANAGEMENT

MG6-3 or MG6-6 Graduate Internship- 3-6 credits
The Graduate Business Internship is graduate-level learning experience placing students in a supervised, professional–level work environment. Internship assignments are approved by the College. Under the direct supervision of a business professional and a Thomas College internship coordinator, students will observe and engage with professional responsibilities and outcomes.

MG515 Multinational Management – 3 Credits
This course introduces students to the multinational business environment. Through case studies and the analysis of various organizational designs, students will investigate topics such as international competition, multinational leadership and communication, and multinational corporate responsibility.

MG532 Managerial Risk Analysis and Decision Making
Managers need to understand how they personally value risk in order to recognize the potential impact their behavior may have on organizations and stakeholders. They need to be able to foster sound processes in group environments. The course will include approaches to optimize decision-making and risk analysis to solve problems in different operating environments. This is a qualitative course covering a framework for making decisions, as well as understanding how these decisions can be used to manage risk. Contemporary techniques such as TRIZ, KT, McMaster, and others are explored.

MG540 Leading in Different Cultures - 3 Credits
In this course students will explore leadership practices across multiple cultures and how increasing interactions with diverse leadership styles have changed our conception of leadership in the United States. Students will identify leadership and management concepts and practices specific to their native culture, explore the cultural norms of other regions, and analyze strategies for effectively leading/managing clients, direct reports, and peers in a multi-cultural environment.

MG541 Leading & Managing the Nonprofit Organization - 3 Credits
This course will familiarize students with the management of a nonprofit organization. Students will explore topics such as the mission of the nonprofit, marketing and funding, effective strategies for developing relationships, and performance. Students will apply leadership and management concepts and practices to nonprofit organizations to gain an understanding of the complexities and challenges of managing not-for-profit organizations.

MG551 Organizational Theory and Behavior - 3 credits
This course surveys the major areas within the field of management, examining structures and processes on both group and organizational levels. Both traditional and contemporary organizational theories are analyzed and applied to business operations. Upon completion of this course, a student will be able to: Apply managerial and ethical concepts to organizational strategy, structure, and culture.

MG552 Legal Aspects of Management - 3 credits
This course investigates the partnership and corporate laws that directly affect the line officer and managerial policy-making. Other topics include powers and responsibilities of shareholders, officers, and directors; liabilities of the corporation and its officers under criminal law; and government constraints and implications for the private enterprise system. Prerequisite MG551

MG554 Management of Human Resources - 3 credits
This course involves a comprehensive analysis of behavioral theory and practical, analytical techniques for dealing with day-to-day problems in work situations. The specific objective is to develop the action-taking ability and the administrative capacity and know-how to handle the human problems of organizations within an appropriate policy framework.

MG555 Environments of Business - 3 credits
This course examines the way business enterprises relate to their external audiences in terms of a set of influences – political, social, economic, and ecological; a set of constituencies—governments, communities, pressure groups, and minority groups; and a set of issues – pollution disclosure, consumerism, and discrimination. Prerequisite: MG551

MG556 Contemporary Management Problems - 3 credits
Students analyze and present cases involving broad management problems in a contemporary setting from the view of top management.

MG557 Management Communications - 3 credits
Students review the various methods of communication used in a management setting. Special emphasis is placed on establishing an effective communication climate, mastering interpersonal communication
MG559 Leadership of People and Organizations - 3 credits
The purpose of this course is to study leadership behavior and its effects on employee motivation and productivity.

MG560 International Business Management - 3 credits
This course introduces the international dimensions of managerial decision-making for multinational business operations. Topics covered include contemporary issues in global business, cross-cultural management, and export-import management. The emphasis of the course is on the proactive management of internal factors and international environment issues for firms engaged in overseas business. Prerequisite: MG551

MG561 Production Management - 3 credits
This is a case-oriented course on production methods, systems, and control problems. Topics include planning and scheduling techniques, setting and implementing quality and performance standards, materials handling and inventory control, and plant layout analysis. Prerequisite: MG551 and MS552

MG562 Introduction to Public Administration - 3 credits
This course explains the political, legal, and social settings which shapes public administration. Also, examined is public administration accountability and responsiveness to elected executives, legislatures, the judiciary, the media, interest groups, and the public.

MG563 Environmental Risk Assessment and Management - 3 credits
This course covers the identification, evaluation, and management of environmental risks in the business setting, for purposes of aiding internal safety planning and community emergency response, reducing liability, and serving corporate social responsibility. It also addresses the nature of scientific or technical uncertainty and the ethical-political-social difficulties inherent in environmental decision-making.

MG566 Advanced Leadership - 3 credits
The purpose of this course is to study leadership behavior and its effects on the organization and environment. Historic and contemporary theories and issues will be explored. Prerequisite: MG551

MG568 Change Management - 3 credits
This course will bring in components of managing the organizational change process, along with making the transition from average performance to outstanding performance as a company. The course will have a significant component on corporate consulting and also cover the stress on individuals caused by change. Current business trends, including acquisition, the knowledge work generation, outsourcing, working from remote locations, and the temporary workforce will also be covered. Prerequisite: MG551

MG570 The Art of Managing from the Middle - 3 credits
This course addresses the role of middle managers in the strategic and decision-making process, as well as the many challenges faced by those forced to lead from the middle. Topics include leading from the middle, cleaning up the ‘messy’ nature of middle management, planning and executing strategy, and managing from a distance. The course will consider the many pressures placed on middle managers from all directions, as well as the phenomenon known as “plateauing.”

MG571 Enterprise Development - 3 credits
This course explores the journey of a new venture from drawing board to boardroom. Whether entrepreneurial or entrepreneurial in nature, most significant projects follow a similar path and face similar hurdles to completion. The course will examine current strategic issues, such as developing a blue ocean strategy and shifting paradigms from closed innovation to open innovation. The course will also address the importance of supporting ideas with appropriate business models, as well as accessing venture capital to fund them. Troubleshooting and problem solving common issues related to growth of the new entity will be investigated as well. It is designed to develop knowledge and skill in starting and growing a business. New business opportunity is the engine that will drive our economy in the 21st century. It begins with the emergent idea and expands into creating a business plan, obtaining financing, and ultimately into managing the firm well.

MG572 Managing Customer Relations - 3 credits
This course enables students to build skill in developing, managing, and maintaining outstanding customer service to internal and external customers. It includes a technology component, addressing how companies can use technology accelerators to build customer intimacy through data mining, point-of-purchase systems, and Customer Relationship Management (CRM) systems. There is also a significant human component, as that is a crucial part of customer service. The value of customer loyalty and the importance
of communications and emotional intelligence to providing exceptional customer service are addressed. Additional areas of emphasis will include developing a customer-centered culture, as well as the use of customer service as a way to differentiate your organization from the competition.

**MG610 Entrepreneurship and Innovation – 3 Credits**
This course is designed to strengthen the student’s skills in business leadership as related to the confluence of innovation, enterprise development and entrepreneurship. This course will provide a framework for understanding organizational issues underlying creative and entrepreneurial success. Students will critically analyze leadership characteristics of entrepreneurs and investigate means of adding value to organizations. Students will develop skills leading to effective communication and management for an evolving organization, including patent management, recognition of potential funding sources, target markets, and other challenges in the entrepreneurial environment. Students will explore entrepreneurial theory and business principles in order to maximize the chances of a successful new business start-up.

**MG615 Ethical Leadership  3 Credits**
This course addresses advanced issues in ethical leadership to provide the student with tools to recognize and address social and ethical issues as they arise in the corporate setting. Emphasis is placed on corporate social responsibility and global business citizenship as well as ethical decision making with institutional stakeholders.

**MG605 Strategic Planning - 3 credits**
Complex business situations are analyzed in this course, with particular attention given to the development and analysis of strategic business plans. Upon completion of this course, students will be able to apply financial, economic, organizational, human resource, quantitative and qualitative concepts and theories to comprehensive business problems. Prerequisite: MBA core courses must be complete and this must be one of the last three (3) classes completed. The course is offered in the spring and Summer I trimesters.

**PROJECT MANAGEMENT**

**MG527/MG528/MG529 Project Management Specialization- 1 credit per course**
These courses are intend to build applied and specialized project management knowledge by offering a range of single credit courses that fit into two categories (a) a range of specialized capabilities relating to specific industries, and (b) a range of new and advanced topics that have proven important to the project management field. Prerequisite: PMP Certification, PM minor, graduate-level status, or approval.

**MG530 Teams: Authority, Influence, Power - 3 credits**
This course builds leadership and management skills that facilitate the effective execution of objectives where stakeholders and resources come from multiple areas, locations, budgets, and organizational substructures. To facilitate the execution of projects and processes to achieve objectives, the topics include the use of persuasion, motivation, emotional intelligence, cultural intelligence, and influence to ensure the delivery of resources and processes. Students will demonstrate leadership and management of teams and groups across multiple locations, structures, and multiple levels of formal authority. The control, communication, and interaction of data, information, knowledge, and learning lead to an introduction of range of associated meta-topics. Prerequisite: MG551 or MG544

Students completing this course will be able to: Devise appropriate methods and objectives to deliver organizational value through the optimization of organizational relationships, teams, groups, and projects; • Construct plans and structures to enable the effective achievement of objectives through efficient use of organizational relationships, teams, groups, and projects; • Appraise the optimal execution and adapt for required adjustments to achieve outcomes within resource plans through organizational relationships, teams, groups, and projects; • Organize the process to achieve proper closure and integrate relevant parties and resources to achieve this aim; • Evaluate all actions so that the processes and outcomes maintain ethical, professional, and legal compliance for all organizational relationships, teams, groups, and projects.

**MG532 Managerial Risk and Decision Making - 3 credits**
Managers need to understand how they personally value risk in order to recognize the potential impact their behavior may have on organizations and stakeholders. They need to be able to foster sound processes in group environments. The course will include approaches to optimize decision-making and risk analysis to solve problems in different operating environments. This is a qualitative course covering a framework for making decisions, as well as understanding how these decisions can be used to manage risk. Contemporary techniques such as TRIZ, KT, McMaster, and others are explored. Prerequisite: PM Major or approval
Students will gain an understanding and establish sound web creation processes and skills that will include: Apply risk management and decision theory models; Explore behavioral and economic implications of decision theory models; Evaluate risk analysis and assessment tools; Compare different approaches used by businesses to manage risks and make better decisions; Examine factors that influence decisions and risks in today’s global organizations; Develop models that integrate and apply the concepts learned.

**MG533 Innovation, Change and Agile Projects- 3 credits**
This course provides an overview of concepts and strategies used to select optimal options for change. Management and leadership skills are employed to build broad support for change, diffuse innovation, and achieve successful execution through solid project management practices. Topics include organizational culture, innovation processes, technology forecasting, organizational development, use of technology, service-oriented architecture, joint process change, reengineering, diffusion of innovations theory, social epidemic theory, learning organizations, and change implementation strategies. Prerequisite: PM Major or approval

Students will gain an understanding and establish sound web creation processes and skills that will include: Evaluate methods, explore options, apply agile approaches, and select appropriate solutions to foster change and innovation at organizational and project levels; Develop appropriate plans and tactics to enable change, innovation, and agile responses that maximize net value creation; Manage the effective execution and control of change and innovation processes that include the ability to adapt to further change, resource limitations, or resistance; Organize the processes in such a way so that the innovation of change projects and processes achieve objectives and reach closure, while integrating to multiple or larger projects or environments; Integrate and effect change and innovation within legal, ethical, and professional standards, including sustainability and social responsibility.

**MG535 Complex and Advanced Projects- 3 credits**
This course intends to build on a thorough project management foundation to include detailed insight into large projects, projects with diversified stakeholders, multi-location, and international projects. Topics including portfolio theory and information economics are designed to enhance previous learning and extend to project portfolio management and project management office functions.

Upon completion of this course, students will be able to apply the latest techniques and research to complex and advanced projects, including global projects; Develop successful project initiation processes and linkages for complex and advanced projects; Devise appropriate plans within complex and advanced project scenarios; Manage and control the successful execution of complex and advanced projects, while limiting risks and integrating internal and external linkages; Formulate an effective closure for complex and advanced projects; Demonstrate appropriate ethical, professional, and environmental choices for complex and advanced projects. Prerequisite: MG532, MG544 at least one PM specialization course and one of the following: MG530 or MG533

**MG544 Project Management- 3 credits**
This course builds on introductory project management skills to form a solid grounding in the nine project management knowledge areas and five process groups as detailed by the Project Management Body of Knowledge (PMBOK). Topics include the following: initiating, planning, executing, monitoring and controlling, closing, integration management, scope management, time management, cost management, quality management, human resource management, communication management, risk management, and procurement management. Cost, scope, quality, and procurement receive special emphasis in this course. Students will align topics to attain project objectives within resource constraints. The course is relevant to any project management field. Prerequisite: PM Major or approval

Students will gain an understanding and establish sound web creation processes and skills that will include: Communicate using project management terminology; Interact with organizational leaders, executives, and managers to improve outcomes; Explain and use basic forecasting models, program evaluation and review methods, and aggregate planning models; Assess the resource allocation needs of projects; Suggest appropriate applications of technology, labor, and capital in small and large-scale projects; Apply critical thinking and synthesis to devise routes to optimal outcomes.

**MARKETING**

**MK51 Marketing Management - 3 credits**
This course analyzes marketing functions, institutions, and policies dealing with consumer and industrial products and services in both profit and non-profit organizations. Strategic marketing plans are formulated by students through the use of case analysis. Decision-making, dealing with product/service development, pricing strategies, distribution methods, and promotional activities are stressed.
Upon completion of this course, a student will be able to: Apply marketing concepts and case analysis tools to create recommendations for improvements to business problems. Prerequisite: Understanding of marketing or MK116

MK552 Marketing for Nonprofit Organizations - 3 credits
This course is an intensive study of modern marketing fundamentals applied to non-profit organizations. Emphasis is placed upon the identification and productive use of specific market factors. Some attention is given to developing a market-oriented approach to the management of non-profit organizations. Prerequisite: MK551

MK553 Global Perspectives in Marketing - 3 credits
Through the use of videotapes, case studies, and discussion, students examine the political, economic, educational, and socio-cultural factors that serve as catalysts for the development of global markets. Additional topics covered include market-entry strategies, international marketing research, advertising and promotion in foreign markets, and distribution channels. Prerequisite: MK551

MATHEMATICS

MS530 Applied Statistics Analyses for Social Science- 3 credits
This course provides a brief review of elementary statistics and introduces students to more advanced analyses appropriate for data-driven decision making in the social sciences. Analyses include independent and repeated measures one-way ANOVAs, completely between, completely within, and mixed 2-way and n-way ANOVAs, and multiple regression. The selection of appropriate analytical procedures and the interpretation of analytical output are emphasized.

MS551 Data Analysis and Statistics - 3 credits
This course concentrates on the analysis of data to solve significant business problems. Qualitative and quantitative analysis are explored and applied to contemporary management issues. Computerized statistical analysis is introduced.

MS552 Operations Research Techniques - 3 credits
This course concentrates on the application of quantitative decision-making to business problems. Emphasis is placed on linear programming, transportation problem analysis, waiting line theory, PERT/CPM project management, and inventory control techniques.

Upon completion of this course, a student will be able to: Apply marketing concepts and case analysis tools to create recommendations for improvements to business problems Prerequisite: Undergraduate statistics, algebra and an understanding of computers and Excel.

MS575 Quantitative Analysis for Decision Making – 3 credits
This course introduces students to the quantitative analytical tools, models, and concepts which aid the managerial decision-making process. Topics include statistical hypothesis testing, sampling distributions, regression analysis, decision theory, and risk analysis.

POLITICAL SCIENCE

PS650 Organizational Policy & Change – 3 credits
This course focuses on the process of organizational planned change. Students will learn about how planned change is proposed and implemented through policy development and/or change in criminal justice agencies. They will also learn that implementation of change involves acceptance by employees, clients and the agency as a whole. They will then assess evaluative research on the effects and longevity of change.

SPECIAL TOPICS

TB599 Topics in Business - 3 credits
Students work independently or in a seminar setting on a topic of current interest in one of the following areas: accounting, information technology, economics, finance, health care management, project management, marketing or management. Course objectives are unique to the topic. Prerequisite: Matriculation into degree program or permission of the Provost is required.
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STUDENT SUCCESS
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