



Thomas

C O L L E G E

Catalog 2024-2025

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 publishing.

Catalog Number 2024-2025

Thomas College is an 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
301 Edgewater Place, Suite 210
Wakefield, MA 01880
(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 Early Elementary Teacher Endorsement 029 (Pre-K - Grade 3)
- Bachelor of Science in Elementary Education- Endorsement 020 (K-Grade 6)
- Bachelor of Science in Secondary Education (Grade 6 - Grade 12)- English-Endorsement 100S; Social Studies-Endorsement 200S; Mathematics – Endorsement 300S; Life Sciences – Endorsement 395S

Unless indicated otherwise, no program accreditation by any other agency exists.

HOW TO CONTACT US

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Toll Free: 1-800-339-7001

FAX: 207-859-1114

E-mail Address: admiss@thomas.edu

World-Wide Web Address: <http://www.thomas.edu>

OFFICE	TELEPHONE	EMAIL ADDRESS
Admissions	207-859-1101	admiss@thomas.edu
Alumni	207-859-1167	alumni@thomas.edu
Athletics	207-859-1404	athdir@thomas.edu
Career/Profess Development	207-859-1106	career@thomas.edu
Advancement	207-859-1104	iaassist@thomas.edu
Marketing and Communications	207-859-1313	pr@thomas.edu
Registrar	207-859-1108	registrar@thomas.edu
Graduate & Professional Studies	207-859-1102	gps@thomas.edu
Student Financial Services	207-859-1108	sfs2@thomas.edu
Student Affairs	207-859-1243	stuaff@thomas.edu

UNDERGRADUATE PROGRAMS OF STUDY

ASSOCIATE IN ARTS	BACHELOR OF SCIENCE
Arts and Sciences	Accounting
	<ul style="list-style-type: none"> • Forensic
ASSOCIATE IN SCIENCE	<ul style="list-style-type: none"> • Managerial
Accounting	<ul style="list-style-type: none"> • Public
Business	<ul style="list-style-type: none"> • Financial Analysis
	Applied Mathematics
BACHELOR OF ARTS	<ul style="list-style-type: none"> • Actuarial Science
English	<ul style="list-style-type: none"> • Computer Science
General Studies	Business Administration
Global Sustainability	Business Analytics
Interdisciplinary Studies	Business and the Liberal Arts
Political Science	Communications – Public Relations and Marketing
<ul style="list-style-type: none"> • Policy Studies 	Computer Information Systems
<ul style="list-style-type: none"> • Public Administration 	Computer Science
<ul style="list-style-type: none"> • Security Studies Administration 	Criminal Justice
Psychology	<ul style="list-style-type: none"> • Conservation Law Enforcement
<ul style="list-style-type: none"> • Forensic Psychology 	<ul style="list-style-type: none"> • Corrections
<ul style="list-style-type: none"> • Mental Health 	<ul style="list-style-type: none"> • Cybersecurity
	<ul style="list-style-type: none"> • Forensic Science
BACHELOR OF SCIENCE	<ul style="list-style-type: none"> • Homeland Security
Education Programs	<ul style="list-style-type: none"> • Law Enforcement
Early Childhood Education (B-5) & (PK-3)	Cybersecurity
Elementary Education (K-6)	Digital Marketing Management
Middle School Education (5-8)	Digital Media – Multimedia Design
<ul style="list-style-type: none"> • English Language Arts & Science 	Digital Media – Web Development
<ul style="list-style-type: none"> • English Language Arts & Social Studies 	Entrepreneurship
<ul style="list-style-type: none"> • Mathematics & Science 	<ul style="list-style-type: none"> • Creativity and Innovation
Secondary Education (6-12)	<ul style="list-style-type: none"> • Intrapreneurship and Corporate Leadership
<ul style="list-style-type: none"> • English Language Arts 	<ul style="list-style-type: none"> • Small Business Management
<ul style="list-style-type: none"> • Mathematics 	Environmental Science
<ul style="list-style-type: none"> • Social Studies 	<ul style="list-style-type: none"> • Policy Concentration
<ul style="list-style-type: none"> • Life Science 	Esports and Gaming Management
<ul style="list-style-type: none"> • Physical Science 	Finance
Physical and Health Education (K-12)	<ul style="list-style-type: none"> • Financial Analysis
	Human Resource Management
	International Business
	Management
	Marketing Management
	Sport Management
	<ul style="list-style-type: none"> • Sport Marketing

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ACADEMIC CALENDAR 2024-2025

Undergraduate and Graduate In-Person

Fall 2024

August	19-23	Mon-Fri	MBA TCI Course
	26-30	Mon-Fri	MBA TCI Course
	31	Saturday	Orientation/New Student Move-in
September	1	Sunday	Orientation Continues
	2	Monday	Orientation Continues/Returning Students Move-in & <u>Labor Day</u>
	3	Tuesday	Fall Classes Start
	10	Tuesday	Last Day to Add/Drop Fall Courses w/No Transcript Record
October	27	Friday	Early Warnings Due
	14	Monday	<u>Indigenous People's Day – No Classes</u>
	25	Friday	Mid-Semester Warnings Due
November	1	Friday	Last day to Withdraw from a Fall Course with a W
	11	Monday	<u>Veteran's Day – No Classes</u>
	18-22	Tue-Mon	Pre-Registration for Spring 2025
	27-29	Wed-Fri	<u>Thanksgiving Break – No Classes</u>
December	6	Friday	Last Day of Fall Classes
	9-13	Mon-Fri	Finals Week
	16	Monday	Semester Break Begins
	20	Friday	Fall Grades Due by noon

Spring 2025

January	17	Friday	Semester Break Ends
	19	Sunday	New Student Move-In
	20	Monday	Orientation, Returning Student Move-In & <u>Martin Luther King Jr. Day</u>
	21	Tuesday	Spring Classes Start
	28	Tuesday	Last Day to Add/Drop Spring Classes w/No Transcript Record
February	17	Monday	<u>President's Day – No Classes</u>
March	10-14	Mon-Fri	<u>Spring Break – No Classes</u>
	14	Friday	Mid-Semester Warnings Due
	21	Friday	Last day to Withdraw from a Spring Course with a W
April	14-18	Mon-Fri	Pre-Registration for Fall 2025
May	2	Friday	Last Day of Spring Classes
	5-9	Mon-Fri	Finals Week
	9	Friday	Spring Grades for Seniors due by Noon
	11-16	Sun-Fri	May-mester Intensives
	16	Friday	Spring Grades for non-Seniors due by Noon
	17	Saturday	Commencement
<u>Summer 2025</u>			
May	26	Monday	<u>Memorial Day</u> & Summer Term Begins
June	2	Monday	Last day to Add/Drop Summer Classes w/No Transcript Record
	19	Thursday	<u>Juneteenth</u>
July	4	Friday	<u>Independence Day</u> & Last Day Withdraw from a Summer Course w/a W
August	1	Friday	Summer Term Ends
	8	Friday	Summer Term Grades Due by noon

Graduate Online and Professional Studies

Fall I 2024

August	26	Monday	Fall I Term Begins
September	3	Tuesday	Last Day to Add/Drop Fall I Term Courses w/No Transcript Record
	27	Friday	Last Day to Withdraw from a Fall I Course with a W
October	18	Friday	Fall I Term Ends
	25	Friday	Fall I Grades Due by noon

Fall II 2024

October	21	Monday	Fall II Term Begins
	28	Monday	Last Day to Add/Drop Fall II Term Courses w/No Transcript Record
November	22	Friday	Last Day to Withdraw from a Fall II Course with a W
December	13	Friday	Fall II Term Ends
	16	Monday	Semester Break Begins
	20	Friday	Fall II Grades Due by noon

Spring I 2025

January	10	Friday	Semester Break Ends
	13	Monday	Spring I Term Begins
	21	Tuesday	Last Day to Add/Drop Spring I Term Courses w/No Transcript Record
February	14	Friday	Last Day to Withdraw from a Spring I Course with a W
March	7	Friday	Spring I Term Ends
	10-14	Mon-Fri	Spring Break
	14	Friday	Spring I Grades Due by noon

Spring II 2025

March	17	Monday	Spring II Term Begins
	24	Monday	Last Day to Add/Drop Spring II Term Courses w/No Transcript Record
April	18	Friday	Last Day to Withdraw from a Spring II Course with a W
May	9	Friday	Spring II Term Ends
	16	Friday	Spring II Grades Due by noon
	17	Saturday	Commencement

Summer I 2025

May	12	Monday	Summer I Term Begins
	19	Monday	Last Day to Add/Drop Summer I Courses w/No Transcript Record
June	13	Friday	Last Day to Withdraw from a Summer I Course with a W
July	4	Friday	Summer I Term Ends
	11	Friday	Summer I Grades Due by noon

Summer II 2025

July	7	Monday	Summer II Term Begins
	14	Monday	Last Day to Add/Drop Summer II Course w/No Transcript Record
August	8	Friday	Last Day to Withdraw from a Summer II Course with a W
	29	Friday	Summer II Term Ends
September	5	Friday	Summer II Grades Due by Noon

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 building a diverse, equitable and inclusive community that fosters professional, intellectual, and social advancement. We proudly recognize that our differences as well as our commonalities promote the integrity and resilience to prepare our students for the evolving world we serve. We are committed to providing the necessary leadership, guidance, and resources necessary to promote campus diversity, mutual respect, fairness and appreciation of differences. Thomas College pledges through its policies and procedures to support all efforts to educate its members about our goals, and to hold all members of the community to the standards found in both our Employee Handbook and the Student Conduct Code that honor the unique and valuable contributions of each individual member of our community.

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 Auxiliary Services which includes Physical Plant and Events and Conferences Services. 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.

Sukeforth Sports Center: Located at the Kennebec Savings Turf Field Complex, overlooking the Bernatchez and Smith Fields, this 18,000 square foot facility was opened in 2022 for the College's athletic and Esports programs. Inside, students, staff, and guests will find training space, coaches' offices, a strength and condition center, locker rooms, an Esports facility, and more.

For information on residence halls, see Student Services section.

UNDERGRADUATE ADMISSIONS AND FINANCIAL INFORMATION

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 term matriculation and December 20th for spring term 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.
2. An official high school transcript sent directly by the applicant's high school. Non-traditional applicants may substitute test scores from the General Educational Development Examination (GED)*.
 - a. The Office of Admissions 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.
 - b. 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. Letter of Recommendation (Optional): A letter of recommendation is not required for admission for Thomas College. However, if a student wishes to submit one, it may be provided by 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 their 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).

*A non-traditional applicant is one who was born before January 1, 1999 or is a veteran of the U.S. Armed Forces.

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 Preparatory:

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.

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 or non-U.S. resident applicants are required to provide application materials in addition to the items outlined above. These additional materials include:

1. Provide evidence that supports their English language proficiency through documentation in one of the following areas:

- a. A minimum TOEFL IBT score of 72 is recommended for admission to any degree program. Students presenting scores of 61-72 may appeal to the Provost's Office for admission to the College.
 - b. A minimum IELTS score of 5.5 is recommended for admission to any degree program. Students presenting scores of 5.0-5.5 may appeal to the Provost's Office for admission to the College.
 - c. A minimum Duolingo score of 105 is recommended for admission to any degree program. Students presenting scores of 100-104 may appeal to the Provost's Office for admission to the College.
 - d. A minimum score of 53 on the Pearson English Language Exam (PTE) is recommended for admission to any degree program.
 - e. Native speaker of English
 - f. Proof of Degree granted from English language institution.
2. Final Steps of the application process include completion of a Declaration of Financial Support. 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. This process is completed with an admissions counselor.

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. Undergraduate students will be required to live on campus for their first two years of attendance at Thomas College. Graduate students will not be required to live on campus; however, it is highly recommended. Exceptions to this policy, due to extenuating circumstances, will be made on a case-by-case basis.

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.

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 degree/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 accreditation recognized by the Department of Education, 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 3.0 or higher. 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.

Interviews And 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 \$100 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 \$50 is also required. The tuition deposit is fully refundable until May 1. After May 1, all deposits are non-refundable. Deposits paid by international students are non-refundable and the aforementioned refund dates do not apply.

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 Director 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.

New Terrier Day

A required event for accepted and committed incoming undergraduate students at Thomas College. Students and Families will meet with faculty, staff, and administration to prepare and plan for a smooth transition to collegiate life at Thomas.

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.

Accelerated Bachelor's degree

Kiest-Morgan Scholars 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 first time undergraduate college applicants who wish to complete a bachelor's degree in a three-year time frame. 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 will take at least 18 credits per fall and spring semester and may be required to complete designated summer courses to complete their degree in a three-year timeline.

Graduate Degree in One Year +1 Opt-in

Thomas College offers the option to complete a Graduate degree program in a one-year timeline. Any undergraduate student may opt into a +1-degree graduate program at any point during their undergraduate program.

+1 In-Person Master of Business Administration the In-Person M.B.A. and the M.B.A. - Accounting programs are a unique combination of courses that are completed within a ten-month timeframe. The programs 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. Current students seeking acceptance into the In-person M.B.A. should contact the Graduate and Professional Studies Office to learn more about opting-in to a +1 program.

+1 Online Master's Degree Options Thomas College offers additional master's degrees that can be completed 100% online either part-time or full time. Current students seeking acceptance into an online graduate program should contact the Graduate Division to opt-in to a +1 program or learn more about all degree offerings.

Veteran and Military Student Information

Veteran's and Military Transfers

Active and retired military, National Guard and reservists, and veterans are encouraged to become degree students. 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 enlistees 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 for an evaluation of their learning experiences during military service are encouraged to submit a Joint

Services Transcript to the Office of Admissions. Please contact your branch's local recruiter for more details.

Veteran and Military Benefits

Thomas College programs are approved by the Maine State Approving Agency for Veterans Education Programs for individuals eligible for benefits from the US Department of Veterans Affairs. Students wishing to utilize VA benefits should submit a copy of their Certificate of Eligibility to the Office of the Registrar prior to the beginning of classes. Students wishing to utilize military tuition assistance should contact the education liaison at their unit or squadron for more information on applying for tuition assistance.

Maine National Guard Tuition Assistance Program

Thomas College will participate in the Maine National Guard Education Assistance program for the 2024-2025 academic year. 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 \$400.00 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, including institutional grants and scholarships. 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). Students 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 Office of the Registrar for more information regarding 2024-2025 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.

Maine Transfer Guarantee Program Thomas College is now a participating member of the Maine Transfer Guarantee program. The Maine Transfer Guarantee is a transfer partnership between the Maine Community College System and participating four-year colleges and universities. Eligible Maine Community College associate degree graduates are able to transfer seamlessly to Thomas College with admission guaranteed. The Maine Transfer Guarantee ensures acceptance to Thomas College, and all other participating institutions, for students who meet certain criteria. Students who do not meet the qualifications to apply under the Maine Transfer Guarantee Program are still encouraged to apply through the normal transfer process. Thomas College will evaluate student transcripts for the “best fit” or intended major and review courses per the official transcript for their degree program. All transfer policies for credit evaluation will be followed. Students in the Maine Transfer Guarantee Program will engage with Admissions and Registrar staff prior to enrollment at Thomas College to discuss their academic pathway to a bachelor’s degree.

MAINE TRANSFER GUARANTEE ELIGIBILITY

- Students who have completed, or will complete, their associate’s degree from a public Maine community college
- Students must meet a minimum college grade point average (GPA) requirement of 2.5 for automatic acceptance
- Students applying to the Lunder School of Education, for any education major, must meet a minimum college grade point average (GPA) requirement of 3.0 for automatic acceptance

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 Returning Student Application form (available in the Office of the Registrar) 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.

Early College/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 contact the Senior Director or Early College 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 an 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 for Undergraduate Students

Costs for 2024–2025 per semester

\$ 15,359	Tuition
\$ 3,760	Housing
\$ 3,285	Food
\$ 235	Activity Fee
\$ 181	Health Fee
\$ 137	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 15 credits per semester) for each additional credit hour taken during the semester. 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 15 credits per semester).

All resident students enrolled in an education program who will be student teaching must make special arrangements for housing and food with Residential Life Staff prior to the semester in which they will be student teaching.

Criminal Justice Academy

Students who choose to attend the Criminal Justice Academy through Thomas College will be charged tuition and fees as regular undergraduate students. 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 and Office of the Registrar 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 undergraduate classes will enroll through Admissions and be

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

Fees and Other Expenses

Activity Fee All undergraduate students enrolled in 9 credits or more, graduate students enrolled in an in-person program, and graduate students living on-campus enrolled in an online program 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 Alternative housing is offered to students for a fee in addition to the regular GPH Residence Hall fee in Bartlett Hall, the Village, Hinman Hall and Townhouses.

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 Policies 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 Residential Life Staff for more information.

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 undergraduate students, graduate students enrolled in an in-person program, and graduate students living on-campus enrolled in an online program. 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.

Meal Plan All students residing in on-campus housing (Grant, Heath, Parks Residence Hall, Bartlett Hall, Hinman Hall, Snow Pond, the Village, Townhouses, and Snow Pond) must participate in the College's meal plan. All incoming first-year students have the option to choose between the Terrier Plus Unlimited Plan (\$6,570 per year) or the 225 Block Plan (\$6,510 per year). Transfer students (who completed at least one semester at another college) and sophomores, juniors, seniors, and graduate students have the option to choose the Terrier Plus Unlimited Plan, 225 Block Plan, or 135 Block Plan (\$5,948 per year). Undergraduate students with 75, or more, credits and Graduate students also have the option to choose the 100 Block Plan at a reduced rate of \$5,528 for the academic year.

Commuter students may choose to opt-in to a commuter meal plan and should contact Thomas College Dining Services to do so.

Meal Plans may be selected by students through their myThomas portal under "Profile". 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, Study Abroad, 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 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 undergraduate students registered for 9 credits or more, graduate students enrolled in an in-person program, graduate students enrolled in an online program living on-campus, and graduate students enrolled in online program participating in athletics 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 choose to waive insurance on their "Profile" through myThomas and complete a waiver with WellFleet prior to September 27, 2024.

Coverage is effective for a full year beginning August 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 United States based health and accident insurance 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, the preferred health insurance for international students, which will appear on the student statement. Details of the plan benefit coverage can be found at: <http://www2.crossagency.com/2024-2025/thomas.php>.

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 is a United States based, ACA compliant plan that meets, or exceeds, minimum requirements of the College. One example of a qualified US based international plan is GeoBlue, more information can be found at <https://www.geobluestudents.com/plan-options/inbound-international-travelers>. Once enrolled in a plan, international students would follow the same waiver process as described under "Student Insurance".

The waiver 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 15 credits per semester) for any credits above eighteen. Students who choose to complete the work experience position of an internship and complete the academic component during the summer will be charged full tuition based on credit hours. Financial aid is typically not available for summer as it is not an official term within the College's academic calendar. 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 students. 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: <https://thomas.ecampus.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 choose to waive the yearbook through their "Profile" on myThomas by September 27, 2024.

Transcripts All transcript requests are handled through the Office of the Registrar. The most convenient and recommended method for requesting an official transcript is to use Parchment, the trusted online transcript service, chosen by Thomas College to provide electronic and paper transcript delivery. Official transcripts are issued to the recipient chosen by the student and may be deemed unofficial if opened or forwarded to a third party. Official transcripts will not be released unless financial obligations to the College and/or federal student loans have been met, except where permissible by law. The Federal Educational Rights & Privacy Act (FERPA) requires a signature to release a transcript to be on file.

Payment

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 financial obligations outside the limits as described in Maine State Law.

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/in-person graduate 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/in-person graduate 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.

Graduate 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 Office of the Registrar. Refunds will be made as of the effective date of withdrawal acknowledged by the Office of Student Success 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:

$$\text{Percent earned} = \frac{\text{Number of days completed up to the withdrawal date}^*}{\text{Total days in the semester}}$$

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 student officially changes from commuter to resident, the housing, food 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 student changes from resident to commuter, the housing, food, and resident technology fees will be recalculated according to 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.

Board Bucks Refund Policy Meal plans, and the board bucks included in the cost of the plan, are subject to the Thomas College refund policy and student residence status changes as outlined on page 27 of the College Catalog. During this process if it is found the student has used more board bucks than the proration allows, a charge will be incurred by the student on the student statement for the difference.

Example:

- 225 Block Plan costing \$2,935, per term, includes \$325, per term, in Board Bucks
- Student withdraws after completing 50% of the term
- Student used \$300 in Board Bucks

- $\$2,935 - \$325 = \$2,610$ Meals Only Cost

Meal Plan Credit on Student Account = $\$1,305$ ($\$2,610 \times 50\%$)

Board Bucks earned = $\$162.50$ ($\$325 \times 50\%$)

Board Bucks Charge to Student Account = $\$137.50$ ($\$300 - \162.50)

Total Credit to Student Account = $\$1,167.50$

In the above example the student used $\$300$ in Board Bucks but only earned $\$162.50$, thus the student was charged for the Board Bucks used above this amount. If the student had used only $\$162.50$ the student would have been credited $\$1,467.50$, or 50% of the full meal plan cost.

Refund Policy for Campus Closure Caused by Pandemic

In the event Thomas College must cease on-campus operations due to a pandemic, the following policies will be in place.

Housing & Food Partial housing and food refunds will be available to students who are residing on campus when a closure occurs. Refund percentage will be based on the number of days remaining in the term. This number will be calculated by dividing the numbers of days remaining in the term by the total number of days in the term.

- **Housing Refund** – The refundable portion of housing cost for the term will be calculated using the proration rate explained above. This total will then be adjusted by 20 percent for any applicable ongoing fixed overhead costs for housing costs incurred by the College whether students are on or Off-campus.
- **Food Refund** – Meal plans will first be adjusted for Board Buck use. An example of “Board Buck adjustments can be found on page 27 of the 2024-2025 College catalog or may be requested from the Student Financial Services Office. The refundable portion of board cost for the term will be calculated using the proration rate explained above. This total will then be adjusted by 20 percent for any applicable ongoing fixed overhead costs for board costs incurred by the College whether students are on or Off-campus.

Housing and Food refund amounts will be applied to student billing statements. If a credit exists after the adjustments have been applied, students may request a check be issued to them through the refund system on myThomas. If a student is asked to leave campus due to a violation of institutional pandemic protocols, eligibility for any refund is forfeited.

Financial aid is determined by calculating a students’ FAFSA estimated family contribution against cost of attendance of the College. Should this cost need to be reduced due to housing and food adjustments, aid may also need to be adjusted for resident students. Aid adjustments will reflect any federal guidance on such policy at the time of campus closure.

Tuition & Fees No refund for tuition will be issued if the College shifts academic operations and continues to offer instruction in remote or online environments. Similarly, there will be no refunds for activity, health, or technology fees as these services will continue to be made available to students remotely. In the event that the College is unable to sponsor a traditional in-person commencement ceremony for all graduates, the College may choose to reduce its standard graduation fee required of all graduates. Students withdrawing from Thomas College unrelated to a campus closure due to pandemic, are subject to the refund policy as outlined on pages 27-28.

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 Loan Program, and Federal Direct Parent Loan for Undergraduate Students (PLUS). It participates in State Grant program offered in Maine, Rhode Island, and Vermont, 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 or 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, or Study Abroad Programs, 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 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 1, 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.

Fall October 15

Spring February 1

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 within 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 Ross - Executive Director of Student Financial Services
Thomas College
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 Vice President for Student Success 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 to regain financial eligibility.

Sources of Financial Assistance

New Students

Merit Scholarships

Excellence in Education Scholarship: Renewable full-tuition scholarships are awarded to two high-achieving first-time college students, residing on-campus, who meet the required GPA of 4.0. The Scholarship Committee will review students' information at the time of acceptance and the video scholarship application submission. Students who receive this scholarship must be enrolled full-time, live on-campus and maintain a minimum cumulative GPA of 2.75.

Presidential Academic Achievement Award: Renewable scholarships of \$20,000 (\$10,000 per semester) are awarded to first-time college students, residing on-campus, who meet the required GPA of 4.0. Commuter students will receive \$15,000 (\$7,500 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 2.75. This scholarship is renewable for up to a maximum of 4 years of continuous full-time undergraduate study.

Summa Cum Laude Scholarship: Renewable scholarships of \$18,000 (\$9,000 per semester) are awarded to first-time college students, residing on-campus, who meet the required GPA. Commuter students will receive \$13,000 (\$6,500 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 2.75. Students who entered between fall 2022 and spring 2024 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 full-time undergraduate study.

Magna Cum Laude Scholarship: Renewable scholarships of \$16,000 (\$8,000 per semester) are awarded to first-time college students residing on-campus, who meet the required GPA. Commuters entering fall 2024 and after 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 2.5. Commuter students who entered between fall 2019 and spring 2024 and received \$9,500 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 full-time undergraduate study.

Cum Laude Scholarship: Renewable scholarships of \$14,000 (\$7,000 per semester) are awarded to first-time college students, residing on-campus, who meet the required GPA. Commuter students entering fall 2022 or after will receive \$10,000 (\$5,000 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 2.5. Students who entered before fall 2024 are held to the same enrollment requirements and must maintain a cumulative GPA

of 2.25. This scholarship is renewable for up to a maximum of 4 years of continuous full-time undergraduate study.

Honoris 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 \$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 2020 and received \$8,000 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 \$15,000 (\$7,500 per semester) are awarded to transfer college students, residing on-campus, 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. Students who entered before fall 2022 and received \$10,000 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, full-time, undergraduate study. *Commuter students entering fall 2022, who meet the above requirements receive \$12,000 annually (\$6,000 per semester). This scholarship is not applicable to students entering fall 2024 or after.

Presidential Transfer Scholarship Renewable scholarships of \$13,000 (\$6,500 per semester) are awarded to transfer college students, residing on-campus, 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. Students who entered before fall 2022 and received \$7,500 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, full-time, undergraduate study. *Commuter students entering fall 2022, who meet the above requirements receive \$10,000 annually (\$5,000 per semester). This scholarship is not applicable to students entering fall 2024 or after.

Dean Transfer Scholarship Renewable scholarships of \$10,000 (\$5,000 per semester) are awarded to transfer college students, residing on-campus, with an overall transfer GPA of 2.75 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. Students who entered before fall 2022 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, full-time, undergraduate study. *Commuter

students entering fall 2022, who meet the above requirements receive \$8,000 annually (\$4,000 per semester). This scholarship is not applicable to students entering fall 2024 or after.

Thomas Transfer Award Renewable scholarships of \$8,000 (\$4,000 per semester) are awarded to transfer college students, residing on-campus, with an overall transfer GPA of 2.1 to 2.74 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 2.0. This scholarship is renewable for up to a maximum of 4 years of continuous, full-time, undergraduate study. *Commuter students who meet the above requirements receive \$6,000 annually (\$3,000 per semester). This scholarship is not applicable to students entering fall 2024 or after.

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. This scholarship is not applicable to students entering fall 2024 or after.

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.

Early Action Scholarship Renewable scholarship implemented for students in the fall 2021 entering class of \$2,000 (\$1,000 per semester) awarded to students who apply for admission to the College and file FAFSA, before, and including, December 15th, based on GPA range, 3.69-2.80. This scholarship is renewable for up to a maximum of four years of continuous, full-time, undergraduate study.

Promising Futures Scholarship Renewable scholarships implemented for the student entering fall 2022 of \$3,000 (\$1,500 per semester) are awarded to first-time, full-time, undergraduate students, who are residents of Maine, and show significant financial need as determined by the FAFSA. This scholarship is renewable for up to a maximum of 4 years of continuous, full-time, undergraduate study. Students must maintain a minimum cumulative GPA of 2.00.

Thomas College Esports Scholarship: Renewable scholarships beginning fall 2024 of up to \$10,000 for select students participating in Thomas College Esports. Scholarships are determined at the time of admission by the Esports Head Coach. Students who receive the scholarship must be enrolled full-time and maintain a minimum cumulative GPA of 2.00. Students who entered before fall 2024 and are receiving need-based Esports Scholarships are held to the same minimum cumulative GPA and enrollment requirements.

Thomas College Grant: Thomas College Grant is an institutional grant used to fill a partial need gap after federal and state aid has been awarded. Students must complete the FAFSA, maintain Satisfactory Academic Progress, and be enrolled at least half-time to be considered for the grant. Thomas College Grant may be adjusted based on outside scholarship assistance received by the student. Graduate students are not eligible for Thomas College Grant.

Graduate Merit Scholarship Domestic & International students accepted into the full-time in-person 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 Undergraduate 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.

Alpha Gamma Delta Endowed Scholarship Fund This scholarship will be awarded to a full-time undergraduate student in their third or fourth year who are: in good academic standing, have demonstrated financial need, and demonstrate leadership ability and achievement by participating in at least two campus organizations. First preference will be given to students who are children or grandchildren of confirmed Alpha Gamma Delta fraternity alums. Should none fit that criteria, secondary preference will be granted to students who are the children or grandchildren of alumni confirmed to have participated in other Thomas College fraternities or sororities.

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.

Brian and Earleen Phillips Family Scholarship This scholarship will be awarded to undergraduate day students, with preference given to a resident of the state of Massachusetts, with demonstrated significant financial need and who are in good academic standing.

Chuck and Maria Hays Scholarship This scholarship will be awarded to undergraduate students with demonstrated significant financial need, who might not otherwise be able to return to Thomas College, and who are in good academic standing.

The Cindy Lepley Memorial Scholarship Fund This scholarship will be awarded to a full-time undergraduate day student pursuing a degree in psychology, showing financial need. Students must retain a cumulative GPA of at least a 3.0 to be eligible for an to retain this scholarship.

David Crowell Memorial Scholarship This scholarship will be awarded to an undergraduate day student in their junior or senior year, pursuing a degree in a psychology or criminal justice, showing financial need, with preference given to a female student. Recipients must reside in or have graduated from a high school in Kennebec County. Students must retain a cumulative GPA of at least a 3.2 to be eligible for an to retain this scholarship.

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 their high school class or to a returning student with a cumulative GPA of at least 2.50.

Greenville Lakers Scholarship This scholarship will be awarded to a full-time, undergraduate day student, preference given to a graduate of Greenville High School, with demonstrated significant financial need and who are in good academic standing. Should a graduate of Greenville High School not be available any many high school student will be considered.

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.

J. Alfred Boucher Scholarship Fund This scholarship will be awarded to Maine undergraduate day students with demonstrated significant financial need and who are in good academic standing.

John & Jeanne Rowe Scholarship Fund This scholarship will be awarded to full-time, undergraduate day student(s) with demonstrated significant financial need, who might not otherwise be able to return to Thomas College, and who are in good academic standing.

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.

Kathleen A. Ryan Scholarship This scholarship will be awarded to full-time, undergraduate student(s) pursuing a degree in business, finance, entrepreneurship, or accounting. Students must be in good academic standing and have significant financial need. In the event there are two equally qualified candidates, one of whom is a woman, the donor would prefer that it be awarded to the woman.

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 Early Start at Thomas College.

The Paul J. Mitchell, Sr. Memorial Scholarship This scholarship will be awarded to full-time, undergraduate day students pursuing a degree in business and/or finance who demonstrate an interest in risk management and insurance as a career. Students will be in their sophomore, junior or senior years and agree to a paid internship with GHM Insurance Agency. Students must be in good academic standing and have significant financial need, preference given to residents of Maine.

Peoples 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.

Sebasticook Valley Federal Credit Union Scholarship This scholarship will be awarded to five (5) full-time undergraduate student(s) who are in good academic and financial standing with the College. Preference will be given to students from the Sebasticook Valley Region, including those individuals from any of the following towns: Pittsfield, Newport, Corinna, Burnham, Detroit, Dixmont, Etna, Hartland, St. Albans, Stetson, Palmyra, Plymouth, Cambridge, Dexter, Exeter, Garland, Harmony or Ripley.

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, API or GlobalLinks.

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.

Student Philanthropy Team Antonio Martinez Memorial Scholarship This scholarship will be awarded to a full-time, undergraduate day student in their sophomore, junior or senior year. Preference will be given to a resident of Florida. If there is not a suitable candidate from Florida, second preference will be given to a resident of any state other than Maine. Student(s) will be recognized as being a vibrant, caring and optimistic member of the Thomas College community, qualities Antonio displayed at Thomas College, and have made Thomas College their “second home”. Students must be in good academic standing. This scholarship will not be based on financial need.

Treetops Scholarship Fund This scholarship will be awarded to undergraduate day students who have attended for four years and graduated from Messalonskee, Waterville, Winslow, or Lawrence High School. Scholarships will be given to students demonstrating significant financial need, with first preference given to those whose parents have no college education. Students must retain a cumulative GPA of at least 2.75 to be eligible for and to retain this scholarship.

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.

Drucy’s Scholarship Fund This scholarship will be awarded to an undergraduate day student attending Thomas College who claims either Quebecois or Acadian heritage. The student must demonstrate significant financial need and be in good academic standing.

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.

Kathryn Colby-McInnis Award This scholarship will be awarded to a full-time undergraduate student who is a current freshman, sophomore, or junior in good academic standing, have demonstrated financial need, and demonstrate community service in the health field. First preference will be given to students pursuing a degree in psychology.

Dr. Nelson Madore Scholarship Fund The Dr. Nelson Madore Scholarship Fund has been established at Thomas College in honor of Dr. Nelson Madore who was a devoted member of the Thomas faculty for 40 years. This scholarship will be awarded to a full-time undergraduate student who is a current junior or senior in good academic standing (2.5 GPA or higher) and has significant financial need. Student must demonstrate leadership ability and achievement by participating in at least two campus organizations.

Nina-Lee Warnick Memorial Award This scholarship will be awarded to a full-time undergraduate student who is a current junior in good academic standing and has significant financial need. Student must demonstrate an unselfish contribution of time and energy in an effort to improve the quality of student life and to better Thomas College. Student must show a strong interest and concern for the well-being of all members of the College.

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.

Financial Aid Appeals Thomas College will consider appeals submitted by students at: <https://www.thomas.edu/admissions-aid/financial-aid/financial-aid-appeal/> or via letter containing student signature. Appeals will be based on current living status and academic performance. Should a student fail to meet satisfactory academic progress or change living status, after the initial appeal decision, funded amounts may be reconsidered by Student Financial Services. Appeal funds are renewable for up to a maximum of 4 years of continuous undergraduate study. Students must maintain a minimum cumulative GPA of 2.00, Funds may be labeled as Maine Student of Promise Scholarship, Thomas College Bright Futures Scholar, Thomas College JMG Assistance, Thomas College Grant Special.

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. Students should submit a Certificate of Eligibility to the Office of the Registrar prior to starting classes.

Military Tuition Assistance Students wishing to utilize military tuition assistance should contact the education liaison at their unit or squadron for information and deadlines on applying for Federal Tuition Assistance. Tuition Assistance funds may be used to cover tuition costs only. Assistance rules vary by military branch.

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 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 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 \$6,000 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 personal, emotional, cultural, and social growth. Student services including counseling, health, compliance, disability services, Student Senate, student accountability, and student leadership—are all under the office of the Dean of Student Affairs. Recreation and intramurals, student life and activities, and residence life are under the direction of the Assistant Vice President for Residence Life and Student Engagement. Both offices report to the Senior Vice President of Student Success. 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, social, emotional, career, health, or personal concerns.

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 Senior Coordinator of Student Activities 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 in the Ayotte Administration Building, Alfond Athletic Center, and the Spann Student Commons. Dining Services offers Commuter Meal Plans whereby students can participate in the dining center all-you-can-eat meals when on campus.

College Health Center

The College Health Center is open throughout the week with daily hours. The full time Nurse Practitioner collaborates with other community healthcare providers as needed and will refer to the two area walk-in clinics and hospitals that are just minutes away from our 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. Students who choose to waive the Thomas Student Health Insurance plan **MUST** provide proof of health and accident insurance that is ACA compliant, provides non-emergency care while in Maine, and be US based and administered. 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

Counseling Services promotes the personal, developmental, and psychological well-being of students at the College. Thomas College offers free, confidential, professional counseling services for all full-time day undergraduate and graduate students in addition to full-time online graduate students who live on campus or participate in athletics. A full-time and two part-time counselors are available on campus during the academic year. Counseling Services provides teletherapy (student must be located in Maine) as well as in person sessions. Teletherapy is provided via a HIPAA compliant platform and is chosen by students for a variety of reasons, including its convenience. 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 students eligible for services. (delete this line: 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.

Thomas College is a proud, participating member of JED. JED Campus is a nationwide initiative of the JED Foundation designed to help colleges and universities enhance emotional well-being and mental health promotion efforts, reduce substance abuse, and prevent suicide among students.

Disability Services

Upon receiving timely notice of need, Thomas College provides reasonable accommodations for Thomas students with documented physical, emotional, learning, dietary, and other qualified disabilities. To request an accommodation, 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 6, 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, 250+ 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 Microsoft 365, Adobe's cloud, Google Apps, Apple iCloud, e-mail, Intranet, Canvas and more. A web-based student information system (MyThomas for Students) 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 11, download/install Microsoft 365 Apps (aka Microsoft Office) and use Microsoft 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 11 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 365 Apps (Outlook, Word, Excel, Teams, PowerPoint, Publisher, Access), Adobe Creative Cloud, Visual Studio, Project, Visio, Minitab, QuickBooks and many programming languages are available campus wide. The Alfond Academic Center, GPH, Hinman, Bartlett, and Townhouse labs and clusters are accessible 24 hours a day and 7 days a week. Most services are available remotely as well.

Wi-Fi 6 wireless network access is provided throughout campus with individual network speeds up to 850Mbps. 5Ghz connections are strongly recommended, but older 2.4 Ghz connections are also available. On-campus residence hall rooms also have secure high-speed wired network connections and over 100 channels of Internet-based cable TV services. A student affairs channel is available on lobby monitors around campus.

Discounted rates are available to Thomas students for various software, hardware and services detailed on the MyThomas for Students 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 Library in the Alfond Academic Center contains computer workstations, printers, scanners, DVDs, reference materials, various types of chairs and desks, study rooms, 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 Librarian, the Academic Support and Service Desk Manager, and the Service Desk work-study staff.

The Library collection includes a wide variety of computer and audio-visual equipment available for students to borrow for course-related activities, such as, microphones, laptops, and tablets.

Reciprocal borrowing agreements through the Maine Reciprocal Borrowing Program allows direct borrowing among 59 libraries. Holders of a valid Thomas College photo ID card may directly borrow items from 59 other 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 Clery 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 <https://www.thomas.edu/about/campus/safety-security/> 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.

Dining Services

Sodexo provides food service to Thomas College. The Dining Center features stationed dining in order to provide variety and enhance the overall dining experience. Resident students are on a 225 block, 135 block (not available for first year students), or Unlimited meal plan. Undergraduate resident students with 75+ credits and in-person Graduate resident students may also purchase a 100 Block 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, hot/cold sandwiches, appetizers, and snack items. The Jeanie's Café (located in the Alford Academic Center) offers specialty coffees and drinks, pastries, soup, and lighter food options. Board Bucks (associated with the meal plan) may be used for food purchases only, at the Dining Center, Jeanie's Cafe or Dog Pound Café. Terrier Bucks (monies that students add to their ID like a debit system) may be used for any purchases in the Dining Center, Jeanie's Café, Dog Pound Café or Campus Store.

Professional and Career Development

Mission and Overview

The Thomas College Professional and Career Development Office (PCD) 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 PCD works with students to develop job-finding and career management skills needed for a lifetime of career success. PCD 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 Professional and Career Development First Year & Thereafter

Thomas students are encouraged to meet with PCD 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 PCD professionals and set up regular one-on-one meetings throughout the student's college career. In addition to scheduled appointments, PCD offers drop-in appointments every week. Please contact PCD 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 PCD 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

Professional and Career Services Sponsored Events In addition to the services and resources mentioned above, PCD provides all current undergraduate and graduate students with events and workshops that enhance the professional skills of our students. PCD sponsored events are held monthly, below is a sample list of workshops and events:

- 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, PCD 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. PCD sponsors two Internship Expositions at the end of each semester. Similar to the Career Fair, all students are encouraged to attend the Internship Expositions.

PCD Website PCD 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-services>

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 PCD 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 PCD at (207) 859-1464 or check the PCD website for additional information on how to qualify for the Guaranteed Job Program <https://www.thomas.edu/career-services/professional-career-development/guaranteed-job-program/>

PCD Works with Alumni PCD 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, PCD is here to help students and alumni through individual and personalized career exploration at every stage.

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 First Year Experience, the SSC's primary initiatives include peer tutoring, Peer-Led Team Learning, and academic coaching upon request. The SSC also hosts uniquely designed programs to support the success of entering students (Early Start) and continuing students (Ramp Up and Maymester).

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.

Peer-Led Team Learning (PLTL) PLTL utilizes collaborative workshops to increase student understanding and help all students master course concepts. During workshops, students' complete real-world problems and problem-solving exercises tied directly to course content under the guidance and support of a Peer Academic Leader (PAL). PLTL-supported courses are designated in the course schedule.

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 their learning preferences and strengths and building strategies based on those for cultivating that student's academic success.

Early Start 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.

Maymester May intensive courses provide a credit-recovery option for students who have not earned enough credits to achieve graduation in four years or who need additional credits to maintain financial aid eligibility. Students participating in Maymester hone their academic and task management skills through a structured schedule. Students also develop graduation plans with support from an academic coach.

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 develop individualized study plans. 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.

JMG (Jobs for Maine Graduates)

JMG at Thomas College supports the success and graduation of active alumni of JMG high school programs attending Thomas College by integrating the JMG model at Thomas College. JMG Specialists bridge students from high school to college through graduation, focusing especially on career and personal development and providing success coaching to meet each student's needs. Other students who identify with JMG may request participation by contacting the JMG Specialist.

TRIO Student Support Services

TRIO Student Support Services is 100% funded through the U.S. Department of Education (\$259,491 annually) 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, 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: First-generation students, students from income-eligible families, and students with identified disabilities seeking a four-year degree at Thomas College are eligible to participate in this program.

Residential Life and Housing

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 Community Assistants.

Grant, Parks, and Heath Halls (GPH) GPH is a residence complex that houses first-year and upper-class students and Quiet Floor options. 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 cable TV, and a computer hookup.

Bartlett Hall This residence offers single-sexed suite-style housing and limited number of co-ed suite options 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 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. 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.

Snow Pond Residence The residence hall at Snow Pond is contracted between Thomas College and the Snow Pond Center for the Arts. Returning residents in good academic and community standing who are also at least 21-years-old may apply for placement in the two-story building with 28 single bedrooms, shared bathrooms, a common living area, a full kitchen, and laundry facilities. Because Snow Pond is off campus, residents must have their own transportation to and from campus.

The 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. 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 single-sexed suites and a limited number of co-ed 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. Theme houses are also available including gaming and quiet/substance free houses. 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

Intercollegiate sports are an important part of the athletic program. Both men and women are encouraged to participate in the College's athletic programs: male athletes can participate in baseball, basketball, cross country, golf, lacrosse, soccer, tennis, track & field, Esports, ice hockey and rugby. Female athletes can participate in basketball, cross country, field hockey, lacrosse, soccer, softball, tennis, Esports, competitive dance, volleyball, track & field, rugby and ice hockey

Thomas College is a member of the NCAA Division III, the North Atlantic Conference (NAC), National Intercollegiate Rugby Association (NIRA), National Rugby Association (NCR), American Collegiate Hockey Association (ACHA), New England Club Baseball Association (NECBA) and the National Club Basketball Association (NCBBA).

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, softball, tennis, lacrosse and track & field teams travel annually 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

Active Minds: Active Minds at Thomas College is dedicated to saving lives and to building stronger families and communities. Through education, research, advocacy, and focus on young adults ages 14-25, Active Minds is opening up the conversation about mental health and creating lasting change in the way mental health is talked about, cared for, and valued in the United States.

Alpha Chi Honor Society: A national college honor society that admits, by invitation, the top 10% of juniors and seniors from all academic disciplines; it promotes and honors academic excellence and exemplary character.

Art Club: The Art 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: This organization 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.

CAB (Campus Activities Board): The Campus Activities Board (CAB) is a student group responsible for programming campus-wide social and cultural activities. CAB 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.

Campus Christians: The purpose of Campus Christians is to build a fun, welcoming, and passionate Christian community at Thomas. Our goal is to bless the students, professors, and employees of Thomas College and help with needs that arise. We hope to create an atmosphere of compassion and friendliness that welcomes EVERYONE.

Community Assistants: Community Assistants (CAs) are undergraduate student staff who live in the residence halls and act as peers 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 CAs are knowledgeable about the College and campus resources, make rounds within the buildings when serving as the CA on duty for their building/area, provide programming opportunities for the residents and can mediate roommate and floor issues as needed. Students must be selected to participate.

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.

Educators Rising: A space for future educators to collaborate with the campus and community through fundraisers, activities for children, and workshops that expand their knowledge in the field of education.

Gaming Club: For students who enjoy any type of gaming, whether that be console, PC-based, board and card gaming, or all of the above, Gaming Club hosts gaming hangouts and tournaments on weekends.

International Club: Open to all students wishing to share a global experience with fellow Thomas College students, the club promotes diversity and inclusion through fun and educational campus events and activities in which participants can share aspects of their cultural backgrounds.

JMG (Jobs for Maine Graduates) Club: Open to all students, regardless of JMG status, this club helps students grow their skill sets through community outreach, leadership opportunities, and volunteer work.

Orientation Leaders: Orientation Leaders (OLs) are selected in the spring to help plan and later implement the New Terrier Orientation for incoming students. OL selections are based upon a student's demonstrated potential for student leadership and involvement at Thomas College. The OL Team participates in a leadership training program during August to assist them in their development as student leaders. Students must be selected to participate.

Peer Tutors: During drop-in hours at the Student Success Center and by appointment, tutors assist students in a wide array of subjects. Peer tutors receive extensive training so they can help students develop their academic skills, prepare for quizzes and exams, and plan how to approach papers and other projects. Students must be selected to participate.

Phi Beta Lambda (PBL): Members will develop vocational competencies in business as well as civic and personal responsibility. Programming includes sponsored speakers, a joint professional conference with students at other business institutions, and regional business-teacher conferences, and the organization also contributes to the Business Education Association of Maine, promotes social events throughout the year, and maintains a liaison with area high schools.

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: The first voice and face of Thomas College, ambassadors provide a warm welcome and campus tours to prospective students, families, and alumni, sharing college facts, their personal story, and how Thomas College has provided opportunities for them to learn and grow. Ambassadors are a vital part of the Admissions staff as well as the entire college community. Students must be selected to participate.

Student Athlete Advisory Committee: Members promote a positive student-athlete image and facilitate 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 Athlete Inclusion and Diversity Committee: The Thomas College Student Athlete Inclusion and Diversity (TC SAID) Committee believes in fostering a community where everyone is welcomed. We are committed to educating and promoting inclusivity and diversity.

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 Senate: Elected annually by the student body, it is the governing body for all students. Working closely with representatives of the College administration and faculty, Student Senate members inform them of student opinions and reactions while also representing their peers in the formation and execution of policies concerning general welfare. It also assists with funding for student clubs and groups. Students must be elected to participate.

Terriers Talk: The Terriers Talk club is for students who want to learn more about the field of communications, specifically in the area of podcasting. Additionally, this club uses campus technology to provide music and disc jockey services to other clubs, groups, and departments for campus events.

Thomas College Republicans: Members of the Thomas College Republicans encourage active citizenship in the political processes that define the United States. Members will have the opportunity to meet other members of College Republicans through networking and conventions while also serving as advocates for voting and political activism s on campus.

Thomas Stage Company: The mission of Thomas Stage Company (TSC) is to promote and encourage involvement with and appreciation of the dramatic arts in the Thomas College community through theatrical events and productions.

Yearbook (The Thomasonian): Created for students by students, the yearbook 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 Thomas College experience.

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.

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:

Superior	Above Average	Average	Below Average	Failing	Other*
A (4.0)	B+ (3.3)	C+ (2.3)	D+ (1.3)	F (0.0)	P
A- (3.7)	B (3.0)	C (2.0)	D (1.0)	WF (0.0)*	I
	B- (2.7)	C- (1.7)	D- (0.7)		TR
					AU
					W
					L
					AW

*Other

P - Pass

I - Incomplete

TR/Transfer: Transfer course credit applied towards degree completion

AU - Audit: No credit awarded does not count towards degree completion

W - Withdrew: Student initiated withdrawal before withdrawal deadline, does not impact GPA

L - Stopped Attending: assigned when a student stops attending/participating before withdrawal deadline, does not impact GPA

WF - Withdrew Failing: assigned when a student participated after the withdrawal deadline but withdrew or stopped attending prior to the end of the term, impacts student GPA.

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. Students who adhere to the terms of their academic plan is considered to be making satisfactory academic progress.

Four-Year Programs

0 - .99 Cumulative GPA	Subject to academic dismissal (no appeal)
0 - 5 earned credits	Subject to academic dismissal (no appeal)
6 - 29 earned credits	Below 1.31
30 - 61 earned credits	Below 1.75
62 - 91 earned credits	Below 1.90
92 credits or above	Below 2.00

Two-Year Programs

0 - .99 Cumulative GPA	Subject to academic dismissal (no appeal)
0 - 5 earned credits	Subject to academic dismissal (no appeal)
6 - 29 earned credits	Below 1.31
30 credits or above	Below 1.75

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

Academic Dismissal, Probation, Warning

Academic Dismissal

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 they 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):

Four-Year Programs

0 - .99 Cumulative GPA	Subject to academic dismissal (no appeal)
0 - 5 earned credits	Subject to academic dismissal (no appeal)
6 - 29 earned credits	Below 1.31
30 - 61 earned credits	Below 1.75
62 - 91 earned credits	Below 1.90
92 credits or above	Below 2.00

Two-Year Programs

0 - .99 Cumulative GPA	Subject to academic dismissal (no appeal)
0 - 5 earned credits	Subject to academic dismissal (no appeal)
6 - 29 earned credits	Below 1.31
30 credits or above	Below 1.75

In addition, full-time students who earn fewer than twelve credits per semester jeopardizes their 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 student on probation 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 who is eligible to appeal may do so 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.

Students, including part-time students and those in the Graduate and Professional Studies division, 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 162.

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):

Four-Year Programs

6 – 29 earned credits	1.31 – 1.99 cumulative GPA
30 – 61 earned credits	1.75 – 1.99 cumulative GPA
Above 61 earned credits	1.90 – 1.99 cumulative GPA

Two-Year Programs

6 – 29 earned credits	1.31 – 1.99 cumulative GPA
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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. Students who fail to meet the terms of their academic plan may be dismissed from the College unless the Academic Affairs Committee makes an exception because of extenuating circumstances. A student on probation 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 Programs

Term GPA below 3.0	KM Warning
Cumulative GPA 2.75 – 2.99	KM Warning
Cumulative GPA 2.5 – 2.74	KM Probation
Cumulative GPA below 2.5	Dismissal from KM

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, they 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 their 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, The Provost 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

Gibaldi, Joseph, ed. *MLA Handbook for Writers of Research Papers*. 7th ed. NY: Modern Language Association of America, 2009.

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 Office of the Registrar's no later than January of the year in which they expect to graduate.

All candidates for graduation must:

- Successfully complete a minimum of 120 academic credits in a bachelor's degree program, 60 academic credits in an associate degree program, or at least 30 academic credits in all master's degree programs.
- Meet all the course requirements for the specific degree program in which they are 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 their 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 their 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

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.

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:

AP Examination	Thomas College Course
English Language & Composition	EH111 Composition I
English Literature & Composition	Literature Elective

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 Office of the Registrar.

Credit Overloads Whenever a student's course load exceeds 18 hours, no matter what the distribution as far as semester that student must get the approval of their adviser and the Provost. Course loads exceeding 18 credit hours in a semester will be billed accordingly.

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:

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

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.

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 The course add/drop period occurs during the first week of scheduled classes in any given term; students should refer to the Academic Calendar in the College Catalog. 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.

Course Retakes Students may, at their option, retake a class to attempt to improve their grade. Upon successful completion of the course (earning a grade other than W, L, or F) the Office of the Registrar 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.

Course Withdrawal Students are expected to attend and complete all the courses in which they enroll. Students wishing to withdraw from a course should fill out the appropriate withdrawal form. Withdrawal forms can be picked up in the Office of the Registrar. Course changes are not official until the appropriate forms are received by the Office of the Registrar. Students withdrawing prior to the 60% point of the term will be assigned a non-punitive grade of "W". Students withdrawing after the 60% point of the term will be assigned a punitive grade of "WF". Withdrawal deadlines are indicated on the Academic Calendar.

Students who miss the equivalent of two weeks of class without contacting the instructor may be withdrawn from a course. In the event a student is withdrawn from a course by an instructor, the Registrar will assign a grade based on the student's last date of attendance. A student's last date of attendance prior to the 60% point of the term will be assigned a non-punitive grade of "L" indicating the student stopped attending. A student's last date of attendance after the 60% point of the term will be assigned a punitive grade of "WF".

Students should refer to the college's refund policy for information on how withdrawing from a course may impact their bill. Any students assigned a grade for a course withdrawal will be reflected on the students' academic official transcript.

Student who fail to pass 24 credits in an academic year are at risk of losing financial aid eligibility.

The Provost's Office may approve the assigning of a grade of W without academic penalty after the official withdrawal 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.

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 school 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 Office of the Registrar) 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 or commuting schedule.

Double Majors This option is available only to students in bachelor's degree programs. 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 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 school 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.

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.

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 score of at least 500 or with prior college-level math

credit are exempt from this course requirement. Thomas offers an MS120 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 students 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.

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.

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 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 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.

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.

Withdrawal from the College Students looking to withdraw from the College should formally communicate their intent with The Office of the Registrar. A student's date of withdrawal is determined by the last date of attendance in courses at The College. Students who attend at least one class meeting during an academic term are considered attending. Students who withdraw from the college during an academic term in which they attended will be assigned a grade for each course

on their schedule per the course withdrawal policy. Withdrawals count toward a student's financial aid PACE.

Unofficial Withdrawal from the College If a student earns a passing grade in one or more of their classes offered over an entire period, Thomas presumes that the student completed the course and thus completed the period. If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire period, for Title IV purposes, Thomas considers that student has unofficially withdrawn, unless the student can document they completed the period.

Federal and institutional aid is recalculated for students determined to have unofficially withdrawn based on the last date of attendance provided by an instructor. For students who unofficially withdrew in a portion of their courses, resulting in them being less than full time, institutional billing policies concerning last date of add/drop will not be taking into consideration during this recalculation. Students with questions should discuss this policy with the Student Financial Services Office.

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 Office of Professional and Career Development 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 Office of Professional and Career Development at (207) 859-1464 or check the PCD website <https://www.thomas.edu/career-services/professional-career-development/guaranteed-job-program/> for additional information on how to qualify for the Guaranteed Job Program.

Cross-Registration Thomas College and Colby 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 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.

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.), Academic Programs International (A.P.I.) and the Council on International Educational Exchange (CIEE) to provide study abroad opportunities. Most programs are designed for students to study abroad during their junior year. For information regarding these programs, please visit the website at <https://www.thomas.edu/academics/study-abroad/>

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. 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 Professional and Career Development.

Kiest-Morgan Scholar's Program The Kiest Morgan Scholar's Program (KM) offers students the opportunity to complete their undergraduate degree in an accelerated, three-year format. Eligibility for the program is determined through the admissions process. Participation in the program generally requires students earn at least 18 credits toward their program each fall and spring term and may require students to take summer courses after their first and second year to remain on track to graduate within three years. Altering your course of study to include minors, concentrations, or double majors may impact a student's ability to graduate within three years. KM students are expected to maintain a satisfactory term and cumulative grade point average. Failure to do so may result in dismissal from the KM Program.

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.

The Center for Innovation in Education The Center for Innovation in Education was created to actualize its mission of experiencing the art and science of teaching through creative innovation. This active mission sets the platform for our undergraduate and graduate coursework, the faculty's research and teaching practice, and our professional outreach to Maine schools in three targeted areas: personalized learning pathways, STEAM, and emerging digital literacies. The Center of Innovation in Education is a distinct space that leads in providing dynamic course work, unique modeling for future and current educators through creative teaching practices; and continues to deliver targeted professional development in an effort to re-envision teacher preparation and to prepare highly skilled 21st century teachers and thinkers who have direct impact on Maine PK-12 classrooms.

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.

Course Designation	Course Name	Credits
CO245	Public Speaking	3
CS	Computer Science Elective	3
EH	Literature Elective	3
EH111	English Composition I	3
EH112	English Composition II	3
FN125/FN225/EC212	General Education Elective*	3
FY110	First Year Experience**	1
HG/PS	History/Government or Political Science Elective	3
HU/PH	Humanities/Philosophy Electives	6
LIB	Liberal Arts Elective***	3
MS	Mathematics Elective	3
MS120	Foundations of Quantitative Analysis****	3
PY/SY	Psychology or Sociology Electives	6
SC	Science Elective	3

* Business Majors are precluded from using FN125 to satisfy requirement

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

*** 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 reverts 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. For students in education certification programs the course reverts to an MS elective.

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

Course Designation	Course Name	Credits
AC111 or AC220	Accounting I or Financial Accounting	3
AC112 or AC221	Accounting II or Managerial Accounting	3
CO213	Business Communications	3
EC211	Microeconomics	3
EC212	Macroeconomics	3
FN225	Business Finance	3
LS327	Business Law	3
MG224	Management Principles	3
MG442	Business Ethics	3
MG445	Business and Management Policy	3
MK116	Principles of Marketing	3
MS301	Statistical Inference and Decision Making	3

*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.

Minors

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.

The School of Business 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:

Accounting Minor course requirements

AC111: Principles of Accounting I
AC112: Principles of Accounting II
AC223: Intermediate Accounting I
AC224: Intermediate Accounting II
Choose two Accounting (AC) courses

Coaching Minor course requirements

SM125: Introduction to Sport Management
SM229: Coaching
SM399: Coaching Management
SM226: Sport Psychology
SM431: Athletic Administration
BI311: Anatomy and Physiology

Communications Minor course requirements

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 Managing Media Projects

Cybersecurity Minor course requirements

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

Entrepreneurship Minor course requirements

AC220: Financial Accounting
MK230: Sales and Sales Management
MG347: Entrepreneurship
MG337: Marketing on the Internet
Choose two Management (MG) or Marketing (MK) electives

Finance Minor course requirements

AC111: Principles of Accounting I or AC220: Financial Accounting
AC112: Principles of Accounting II or AC221: Managerial Accounting
EC212: Macroeconomics
FN225: Business Finance
Choose two other Accounting (AC), Economics (EC) or Finance (FN) courses

Hospitality and Tourism Management Minor course requirements

MG224: Management Principles

MG112: Intro. To Hospitality Management

HT441: Travel and Tourism Management

Choose three courses from the following: MG212: Hotel and Restaurant Management, MG115: Management of Food and Beverages Operations, LS330: Law of the Workplace, MG239: Human Resources Management, MK116: Principles of Marketing, HT/SM/CO439: Event Management

International Business Minor course requirements

MG250: Principles of International Business

MG337: Managing in the Global Environment

MG325: Diversity Management

MK370: Global Marketing Management

HG227: World Geography

Choose one Management (MG) or Marketing (MK) elective

Information Technology Management Minor course requirements

CS175: Introduction to Programming Logic and Design

CS218: Java Programming

CS315: Databases

CS345: Data Communications

CS415: Topics in CIS: Security

MG444: Project Management

Management Minor course requirements

MG224: Management Principles

MG239: Human Resource Management

EC211: Microeconomics

MG443: Interpersonal Relations

Choose two Management (MG) courses

Marketing Minor course requirements

MK116: Principles of Marketing

MK325: Advertising

MK338: Services Marketing

MK433: Marketing Research

Choose two Marketing (MK) courses

Project Management Minor course requirements

MG427, MG428, 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

Sport Management Minor course requirements

SM125: Introduction to Sport Management

SM332: Sport Facility Management

SM336: Sport Marketing Management

SM431: Athletic Administration

Choose two Sport Management (SM) courses

Strength and Conditioning Training

SM1: Fundamentals of Strength and Conditioning
SM2: Fundamentals of Speed and Agility training
SM3: Physiology and Biomechanics of Movement
SM125: Introduction to Sport Management
BI260: Introduction to Nutrition
BI311: Anatomy and Physiology

Sustainability Management Minor course requirements

EV210: Environmental Issues
MG224: Management Principles
MG251: Sustainable Management
SC397: Towards a Sustainable Society
Choose two from the following: CO320: Technical Writing, BI250: Ecology, EV205: Environmental Science, EC211: Microeconomics, EC327: Environmental Economics, EC399: Environmental Economics Seminar, TB399: Introduction to Geographical Information Systems, MG430: Teams, Authority, Influence and Power

The School of 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:

Biology Minor course requirements – students are eligible for a minor in Biology or a minor in science, but not both. Students electing this minor will need 20-24 credit hours to complete the requirements.

BI111 – Principles of Cellular and Molecular Biology
BI115 – Principles of Organismal Biology
Choose four from the following: SC120 Maine Outdoors: Woods, Wildlife and Waters, BI250 Ecology, BI220 Microbiology, BI205 Contemporary Issues in Biology, BI260 Introduction to Nutrition, BI311 Anatomy & Physiology, BI350 Human Genetics, SC399 Special Topics in Science, BI411 Advanced Cell Biology, or CH111 Chemistry I

Criminal Justice Minor course requirements

CJ121: Introduction to Criminal Justice
CJ122: Policing in America
CJ223: The Corrections System
CJ333: Multicultural Issues in Criminal Justice
Choose two Criminal Justice (CJ) courses

English Minor course requirements

18 credits in EH courses at or above the 200 level.

Diversity Minor course requirements

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

Environmental Science Minor course requirements

EV205 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: CO320 Technical Writing, CO440 Managing Media Projects, CS390 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, EV205 Environmental Science, EV210 Environmental Issues, ES205 Climate Science, BI205 Contemporary Issues in Biol., ES240 Geology, ES210 Natural Disasters, SC299 Introduction to Archeology, ES305 Oceanography, SC397 Toward a Sustainable Society

Global Sustainability Minor course requirements

EC327: Environmental Economics

MG210: Sustainability Management

EV205: 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, BI250: Ecology or ES305 Oceanography, EV210: Environmental Issues, ES205: Climate Science, ES210: Natural Disasters, SY299: Environment and Society

Mathematics Minor course requirements

18 credits in MS, beginning at the 200-level or higher, not to include MS206. MS301 or MS296 may be taken, but not both.

Philosophy Minor course requirements

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

Political Science Minor course requirements

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

Choose two Political Science (PS) courses

Psychology Minor course requirements

PY111: General Psychology

PY225: Developmental Psychology

Choose four Psychology (PY) courses

Forensic Psychology Minor requirements (not available to psychology majors)

CJ121: Introduction the Criminal Justice

PY111: General Psychology

PY231: Forensic Psychology

PY445: Psychology and the Law

Choose two Psychology (PY) courses

Pre-Law Minor course requirements:

AC220: Financial Accounting
EH347: Advanced Expository Writing and Editing
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, PS230 Foundations of American Law.

Science Minor course requirements

students are eligible for a minor in science or a minor in biology, but not both.
Six courses carrying a combination of BI, CH, ES, EV, PH, FS and SC designations, four of which must be beyond the student's program and Arts & Sciences core requirements.

Sociology Minor course requirements

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 in the Arab World, PH298: Comparative Religion, HU210: Humanities and the Search for Wisdom, HU214: Third World Culture, SM227: Sociology of Sport

Writing Minor course requirements

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:

Education Minor course requirements

ED122: Foundations of Education
ED124: Teaching Process and Curriculum Design
ED232: Educational Psychology
Choose Three from the following: CS190: Educational Game Design I, ED210: STEAM: Curriculum and Instruction, ED215: Children's Literature, ED245: 21st Century Literacies, ED322 Teaching Students with Exceptional Needs in the Regular Classroom, ED324: Infant and Toddler Development, ED346: Brain Development for the Young Child, ED347: Observation, Curriculum and Assessment, ED348: Creativity and the Arts, ED349: Family, Culture and Community

Concentration A concentration is intended to afford an Accounting, Applied Mathematics, Criminal Justice, Environmental Science, Entrepreneurship, Finance, Political Science, Psychology or Sport Management student the opportunity to focus their program on a subject of interest by directing a minimum of 18 credits toward a particular area within their major. A concentration consists of a minimum of 18 specified credit hours, some of which may be internship credits. Please see specific program 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 The Office of Professional and Career Development to determine eligibility and prepare for internship search.
- Secure an internship opportunity. The Office of PCD 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 The Office of PCD.
- 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 their overall experience and development during the internship. A final presentation and participation in the Internship Expo are 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.

UNDERGRADUATE PROGRAMS OF STUDY

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 PETER AND PAULA LUNDER SCHOOL OF EDUCATION

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 – Managerial Concentration

Bachelor of Science in Accounting – Public Concentration

Bachelor of Science in Accounting – Forensic Concentration

Bachelor of Science in Accounting – Financial Analysis Concentration

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 needed to land that all-important first job.

Thomas' **Bachelor of Science in Accounting** major consists of several core accounting courses. In addition, you are allowed to tailor upper-level accounting courses to a particular area of specialization by selecting a concentration. The following four concentrations are available:

- **Managerial** – this concentration 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** – this concentration will help you 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.
- **Forensic** – this concentration combines criminal investigation with computer and accounting expertise to train you in detecting and preventing fraud and white-collar crime.
- **Financial Analysis** – this concentration 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 in-person 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 pass 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 Certified Fraud Examiner (CFE) exam. 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 including 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

Course Designation	Course name	Credits
CS	Computer Elective	3
EH111	English Composition I	3
EH112	English Composition II	3
CO245	Public Speaking	3
EH	Literature Elective	3
HU/PH	Humanities or Philosophy Elective	3
PY/SY	Psychology or Sociology Elective	3
MS120	Foundations of Quantitative Analysis	3
FY110	First Year Experience	1

BUSINESS CORE COURSES: 21 Credits

Course Designation	Course name	Credits
AC111	Principles of Accounting I	3
AC112	Principles of Accounting II	3
CO213	Business Communications	3
EC212	Macroeconomics	3
FN225	Business Finance	3
MG224	Management Principles	3
MK116	Principles of Marketing	3

REQUIRED MAJOR COURSES: 12 Credits

Course Designation	Course name	Credits
AC221	Managerial Accounting	3
AC231	Personal Financial Planning	3
AC337	Accounting & Financial Information Systems	3
AC338	Federal Personal Income Taxation	3

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 Ed Reqs)*

ELECTIVES: 12 Credits

REQUIRED MAJOR COURSES: 34 Credits (3 credits of which also meet General Ed Reqs)*

Course Designation	Course name	Credits
AC223	Intermediate Accounting, I	3
AC224	Intermediate Accounting II	3
AC325	Financial Statement Analysis	3
AC335	Cost Accounting	3
AC337	Accounting & Financial Information Sys.	3
AC338	Federal Personal Income Taxation	3
AC445	Auditing Theory & Practice	3
AC449	Advanced Accounting Theory	3
AC/FN/CS	Accounting, Finance, or Computer Elec.	3
AC/FN	Accounting or Finance Elective	3
AC1PE	Accounting Proficiency Examination	1
MS206	Math for Management & Economics	3

*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 ACCOUNTING – MANAGERIAL CONCENTRATION

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

BUSINESS CORE COURSES: 36 credits (3 credits of which also meet General Ed Req)*

ELECTIVES: 6 Credits

REQUIRED MAJOR COURSES: 40 credits (3 credits of which also meet General Ed Req)*

Course Designation	Course name	Credits
AC223	Intermediate Accounting I	3
AC224	Intermediate Accounting II	3
AC231	Personal Financial Planning	3
AC325	Financial Statement Analysis	3
AC335	Cost Accounting	3
AC336	Advanced Topics in Cost Accounting	3
AC337	Accounting & Financial Info. Systems	3
AC338	Federal Personal Income Taxation	3
AC339	Federal Partnership and Corporate Taxation	3
AC442 or AC	Accounting for Non-Profit Organizations OR Accounting Elective	3
AC445	Auditing Theory & Practice	3
AC449	Advanced Accounting Theory	3
AC1PE	Accounting Proficiency Examination	1
MS206	Math for Management & Economics	3

*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 ACCOUNTING – PUBLIC CONCENTRATION

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

BUSINESS CORE COURSES: 36 Credits (3 credits of which also meet General Ed Reqs)*

ELECTIVES: 9 Credits

REQUIRED MAJOR COURSES: 37 Credits (3 credits of which also meet General Ed Reqs)*

Course Designation	Course name	Credits
AC223	Intermediate Accounting I	3
AC224	Intermediate Accounting II	3
AC325	Financial Statement Analysis	3
AC335	Cost Accounting	3
AC337	Accounting & Financial Information Sys.	3
AC338	Federal Personal Income Taxation	3
AC339	Federal Corporate Income Taxation	3
AC442	Accounting for Nonprofit Organizations	3
AC445	Auditing Theory & Practice	3
AC449	Advanced Accounting Theory	3
AC/FN	Accounting or Finance Elective	3
AC1PE	Accounting Proficiency Examination	1
MS206	Math for Management & Economics	3

*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 – FINANCIAL ANALYSIS CONCENTRATION

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

BUSINESS CORE COURSES: 36 Credits (3 credits of which also meet General Ed Reqs) *

ELECTIVES: 9 Credits

REQUIRED MAJOR COURSES: 37 Credits (3 credits of which also meet General Ed Reqs) *

Course Designation	Course name	Credits
AC223	Intermediate Accounting I	3
AC224	Intermediate Accounting II	3
AC231	Personal Financial Planning	3
AC325	Financial Statement Analysis	3
AC335	Cost Accounting	3
AC337	Accounting & Financial Information Sys.	3
AC338	Federal Personal Income Taxation	3
AC445	Auditing Theory & Practice	3
AC449	Advanced Accounting Theory	3
AC1PE	Accounting Proficiency Exam	1
FN430	Investment Management	3
MS206	Math for Management & Economics	3
AC/FN	Accounting or Finance Elective	3

*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 CONCENTRATION

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

BUSINESS CORE COURSES: 30 Credits (3 credits of which also meet General Ed Reqs) *

ELECTIVES: 3 Credits

REQUIRED MAJOR COURSES: 55 Credits (9 credits of which also meet General Ed Reqs) *

Course Designation	Course name	Credits
CS115	Introduction to Computer Applications	3
CS345 or CS	Data Communications or CS Elective	3
CS310	Computer Forensic	3
CJ121	Introduction to Criminal Justice	3
CJ202	Criminal Law	3
CJ335	The Law of Evidence	3
AC223	Intermediate Accounting I	3
AC224	Intermediate Accounting II	3
AC/FN	Accounting or Finance Elective	3
AC325	Financial Statement Analysis	3
AC335	Cost Accounting	3
AC337	Accounting & Financial Information Systems	3
AC338	Federal Personal Income Taxation	3
AC443	Forensic and Investigative Accounting	3
AC445	Auditing Theory & Practice	3
AF/CJ	Accounting/Finance/Criminal Justice Elective	3
MS206	Math for Management & Economics	3
PY231	Forensic Psychology	3
AC1PE	Forensic Accounting	1

*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

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

Programs of Study in Applied Mathematics

Bachelor of Science in Applied Mathematics

Bachelor of Science in Applied Mathematics – Actuarial Science Concentration

Bachelor of Science in Applied Mathematics – Computer Science Concentration

Applied Mathematics Program Mission

The mission of the Thomas College Applied Mathematics Program is to prepare students for careers and life-long learning in Mathematics. The program aims to prepare students to think critically and to apply analytical and numerical solutions to problems through a variety of methods learned.

Coursework provides a thorough undergraduate mathematics program as well as a variety of more advanced applied mathematics courses that touch upon a wide array of fields such as engineering, computer science, actuarial science, business, etc. An internship is an integral part of this program as it will help students to focus on a particular area of mathematics in which they would like to acquire job-related skills.

Students electing to complete the concentration in Actuarial Sciences may begin the process of becoming Associates in the Society of Actuaries by working through the Society of Actuaries Educational Pathway. More information on this can be found at <https://www.soa.org/education/exam-req/edu-asa-req>. These requirements include, but are not limited to, examinations administered by the Society of Actuaries. The first two exams are in Financial Mathematics and Probability.

For the Financial Mathematics Exam, it is recommended that the student consider taking this exam only after having completed at minimum, MS231 – Calculus I, EC211 – Microeconomics, EC212 – Macroeconomics, and MS301 – Statistical Inference and Decision making.

For the Probability Exam, it is recommended that the student consider taking this exam only after having completed at minimum, MS231 – Calculus I, MS232 – Calculus II, MS233 – Calculus III, MS333 – Probability and, preferably, an internship at an insurance company.

Applied Mathematics Program Objectives

After completing the Applied Mathematics program at Thomas College, students will be able to:

1. Apply mathematically rigorous methods and computer algorithms to solve real-world problems.
2. Demonstrate the ability to solve a variety of mathematics problems analytically and/or numerically.
3. Present clear, concise results to their current and future customers (e.g., employer, supervisor, Board of Directors, etc.).

BACHELOR OF SCIENCE IN APPLIED MATHEMATICS

TOTAL REQUIRED CREDITS: 121

ELECTIVES: 33 Credits

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

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

Course Designation	Course name	Credits
CS121	Intermediate Spreadsheet Applications*	3
CS175	Introduction to Programming logic and Design	3
CS2	CS218 Java Programming OR CS225 C# NET	3
FN125	Personal Finance*	3
IN4-3	Internship	3
MS205	Pre-Calculus*	3
MS226	Force Equilibrium and Vector Analysis	3
MS231	Calculus I	3
MS232	Calculus II	3
MS233	Calculus II	3
MS240	Discrete Mathematics	3
MS301	Statistical Inference and Decision Making	3
MS326	Introductory Applied Differential Equations	3
MS333	Probability	3
MS356	Partial Differential Equations	3
MS396	Linear Algebra	3
MS439	Numerical Methods	3
PI311	Physics*	3

*The following courses meet requirements of both the Major and the General Education Core: CS121 meets the general education core requirement of computer elective, FN125 meets the general education core requirement of GE elective, MS205 meets the general education core requirement of math elective, PI311 meets the general education core requirements of science elective

Applied Mathematics majors can choose to specialize in one of two 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 as listed below.

Actuarial Science Concentration Required Courses:

- MS325 Business Analytics
- EC211 Microeconomics
- EC212 Macroeconomics
- AC220 Financial Accounting
- AC221 Managerial Accounting

Computer Science Concentration Required Courses:

- CS216 Data Structures
- CS245 Programming with C++
- CS365 Software Engineering
- MS325 Quantitative Decision Theory

Programs of Study in Arts and Science

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 their advisor and the Chair of the School of Arts and Sciences.

Thomas College's 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

Course Designation	Course name	Credits
CS	CS Elective	3
EH	Literature Elective	3
EH111	Composition I	3
EH112	Composition II	3
C0245	Public Speaking	3
FY110	First Year Experience	1
GE	General Education Elective	3
HG/PS	History/Government or Political Science Elective	3
HU/PH	Humanities or Philosophy Elective	6
LIB	Liberal Arts Elective	9
MS120	Foundations of Quantitative Analysis*	3
MS	Math Elective	3
PY/SY	Psychology or Sociology Elective	6
SC	Science Elective	3

*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

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.

Course Designation	Course name	Credits
CS	CS Elective	3
EH	Literature Elective	3
EH111	Composition I	3
EH112	Composition II	3
CO245	Public Speaking	3
GE	General Education Elective	3
HG/PS	History/Government or Political Science Elective	3
HU/PH	Humanities or Philosophy Elective	6
LIB	Liberal Arts Elective	3
MS	Math Elective	3
MS120	Foundations of Quantitative Analysis	3
PY/SY	Psychology or Sociology Elective	6
SC	Science Elective	3
FY110	First Year Experience	1
IN4-3/12	Three to Twelve Credit Internship	3-12

Programs of Study in Business

Associate of Science in Business

Bachelor of Science in Business Administration

Bachelor of Science in Business Analytics

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 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.

The **Bachelor of Science in Business Analytics** program centers on capturing big data and properly interpreting the data sets to deliver strategic planning. While Data Analytics concentrates on the capture methods this degree will concentrate on the analysis, delivery and execution of the derived plans. Critical thinking, innovation and sound business theory will be the basis of the learning modules. The graduates will have a comprehensive understanding of the strategic roles business

analytics plays in business decision models. The mission of the Thomas College Business Analytics degree is to prepare students to enter the ever-expanding field of business analytics and strategic design.

Upon completion of the Business Analytics program, students will be able to:

1. Design and implement an analytics model to address a business problem.
2. Fully analyze and create two deliverables: a communication brief and a recommendation plan.
3. Evaluate current methodology utilized in the field data science inclusive of Microsoft Excel and R.
4. Demonstrate the ability to incorporate the current tools utilized and create new packages for specified problems or cases.
5. Demonstrate an understanding of how big data is utilized by companies to drive profit and efficiency.
6. Evaluate a current business strategic plan and deliver recommendations for improvement.

ASSOCIATE OF SCIENCE IN BUSINESS

TOTAL REQUIRED CREDITS: 61

ELECTIVES: 3 Credits

REQUIRED GENERAL EDUCATION COURSES: 25 Credits

Course Designation	Course name	Credits
EH111	Composition I	3
EH112	Composition II	3
C0245	Public Speaking	3
CS	Computer Elective	3
FY110	First Year Experience	1
HG/PS	History/Government or Political Science Elective	3
HU/PH	Humanities/Philosophy Elective	3
MS	Math Elective	3
PY/SY	Psychology/Sociology Elective	3

BUSINESS CORE COURSES: 24 Credits

Course Designation	Course name	Credits
AC111 or AC220	Accounting I or Financial Accounting	3
AC112 or AC221	Accounting II or Managerial Accounting	3
C0213	Business Communications	3
EC212	Macroeconomics	3
FN225	Business Finance	3
LS327	Business Law	3
MG224	Management Principles	3
MK116	Principles of Marketing	3

REQUIRED MAJOR COURSES: 9 Credits

Course Designation	Course name	Credits
MG347	Entrepreneurship	3
MG	Management Elective*	6

*Select from the following: Any EC, FN, HT, IT, MG, MK or SM Elective.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

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

ELECTIVES: 9 Credits

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

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

*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 AC, CO, EC, FN, HT, IS, IT, MG, MK, SM

BACHELOR OF SCIENCE IN BUSINESS ANALYTICS

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

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

ELECTIVES: 9 Credits

REQUIRED MAJOR COURSES: 36 Credits (3 of which also meet General Ed Requirements) *

Course Designation	Course name	Credits
CO320	Technical Writing	3
EC430	Econometrics	3
MG187	Introduction to Business Decision Making Using Analytics	3
MG260	Technology and Innovation	3
MG351	Management Information Systems	3
MG360	Quantitative Decision Making	3
MG432	Managerial Risk Analysis and Decision Making	3
MG434	Leadership	3
MG448	Applied Business Analytics	3
MG	Management Electives	9
MG1PE	Management Proficiency Examination	1

**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 AC, CO, EC, FN, HT, IS, IT, MG, MK, SM

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 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) *

Course Designation	Course name	Credits
CO111	Introduction to Communications	3
CO250	Journalism	3
CO335	Media Design Technologies	3
CO410	Communications/DMMG Senior Seminar	3
CO439	Event Planning and Management	3
CO445	Social Media	3
CO1PE	Communications Proficiency Exam	1
CO/CS	Communications or Computer Science Elective	3
CS140	Web Design	3
MG224	Management Principles	3
MG442	Business Ethics	3
MK	Marketing Electives	6
MK116	Principles of Marketing	3
MK227	Consumer Behavior	3
MK230	Sales and Sales Management	3
MK240	Public Relations	3
MK325	Advertising and Promotion	3
MK329	Business to Business Marketing	3
MK337	Internet Marketing/Marketing Analytics	3
MK433	Marketing Research	3
MK446	Marketing Management	3
MS301	Statistical Inference and Decision Making	3

*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 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) *

Course Designation	Course name	Credits
CS	Computer Elective	3
CS115	Introduction to Computer Applications	3
CS119	Introduction to Systems Engineering Using Robotics	3
CS175	Introduction to Programming Logic and Design	3
CS2	CS218 Java Programming/CS225 C#.NET	3
CS216	Data Structures & Algorithms	3
CS245	Object Oriented Programming with C++	3
CS315	Databases	3
CS316	Graphics and User Interfaces	3
CS330	Computer Design and Architecture	3
CS345	Data Communications	3
CS365	Software Engineering	3
CS420	Distributed Systems & Cloud Computing	3
CS425	Intelligent Systems	3
CS430	Social and Ethical Computing	3
CS440	Operating Systems	3
IN4-3	Internship Seminar	3
MS231	Calculus I	3
MS240	Discrete Mathematics	3
MS301	Statistical Inference and Decision Making	3
MS325	Business Analytics	3
PI311	Physics	3

*The following courses meet requirements of both the Major and the General Education Core: CS115 – meets General Education CS Elective requirement, MS231 – meets General Education Math Elective requirement MS240 – meet General Education Liberal Arts requirements, PI311 – meets General Education Science requirement

BACHELOR OF SCIENCE IN 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 Ed Reqs) **

ELECTIVES: 12 Credits

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

Course Designation	Course name	Credits
CS	Computer Elective	3
CS175	Introduction to Programming Logic and Design	3
CS2	Java Programming / C#. Net Programming	3
CS315	Databases	3
CS332	Hardware/Software Concepts	3
CS345	Data Communications	3
CS415	Security	3
IS421	Enterprise Architecture	3
IS422	Systems Analysis and Design	3
IS423	Strategy, Management and Acquisition	3
MG445	Business and Management Policy	3
IS1PE	CIS Proficiency Examination	1

*The following courses meet requirements of both the Major and the General Education Core: CS115– meets General Education CS Elective requirement, FN225 – 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) *

Course Designation	Course name	Credits
CS115	Introduction to Computer Applications	3
CS175	Introduction to Programming Logic and Design	3
CS2	Java Programming / C# . Net Programming	3
CS245	Object Oriented Programming with C++	3
CS310	Computer Forensics	3
CS315	Databases	3
CS330	Computer Design and Architecture	3
CS342	Ethical Hacking	3
CS345	Data Communications	3
CS346	Foundations of Cyber Security Defenses	3
CS415	Security Essentials	3
CS420	Distributed Systems & Cloud Computing	3
CS422	Applications in Information Security	3
CS424	Information Security Policy, Administration and Mgmt	3
CS430	Social and Ethical Computing	3
CS440	Operating Systems	3
CS450	Cyber Warfare	3
IN4-3	Internship Seminar	3
MG432	Managerial Risk Analysis and Decision Making	3
MG444	Project Management	3
MS240	Discrete Mathematics	3
MS301	Statistical Inference and Decision Making	3
PI311	Physics	3
SCD	Any 300 or 400 level CS, CY, IS, IT, MS or MS231	6
CS1PE	CISSP Proficiency Examination	1

*The following courses meet requirements of both the Major and the General Education Core: CS115 – meets General Education CS Elective requirement, MS240 – meets General Education Math Elective requirement, PI311 – meets General Education Science requirement

Programs of Study in Criminal Justice

Bachelor of Science in Criminal Justice

Bachelor of Science in Criminal Justice – Corrections Concentration

Bachelor of Science in Criminal Justice – Forensic Science Concentration

Bachelor of Science in Criminal Justice – Homeland Security Concentration

Bachelor of Science in Criminal Justice – Law Enforcement Concentration

Bachelor of Science in Criminal Justice – Conservation Law Enforcement Concentration

Bachelor of Science in Criminal Justice – Cybersecurity Concentration

These 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** 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.

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 professional.

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.

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

CRIMINAL JUSTICE AREAS OF CONCENTRATION

Criminal Justice majors have an option of pursuing an area of concentration. These areas of concentration permit a student to focus on and study in-depth potential career paths in the criminal justice field. Students who select concentrations will complete the Criminal Justice major courses, the General Education Core, and concentration specific requirements for a total of 121 credits.

LAW ENFORCEMENT CONCENTRATION		
This concentration requires six elective courses focused on Law Enforcement. Students can choose from the courses below.		
Course Number	Course Name	Credits
CJ212	Report Writing, Interview, and Interrogation	3
CJ242	Crime Scene Processing and Evidence Preservation	3
CJ331	Police Administration	3
CJ335	The Law of Evidence	3
CJ336	Criminal Investigation Procedures	3
CJ345	MCJA Pre-service Phase 1	3
CJ441	Community and Policing Partnerships	3
FS345	Forensic Science Death Investigations	3
FS348	Forensic Science Evidence Evaluation	3

CORRECTIONS / COMMUNITY CORRECTIONS CONCENTRATION

This concentration requires six elective courses focused on Corrections/Community Corrections. Students can choose from the courses below.

Course Number	Course Name	Credits
CJ212	Report Writing, Interview, and Interrogation	3
CJ240	Drugs, Addiction, and Crime	3
CJ315	Restorative Justice	3
CJ325	Victimology	3
CJ332	Community Corrections	3
CJ334	Juvenile Crime and Justice	3
PY231	Forensic Psychology	3
PY344	Psychology of Criminal Behavior	3

HOMELAND SECURITY CONCENTRATION

This concentration requires six elective courses focused on Homeland Security. Students can choose from the courses below.

Course Number	Course Name	Credits
CJ212	Report Writing, Interview, and Interrogation	3
CJ325	Victimology	3
CJ331	Police Administration	3
CJ360	Fraud Investigations and White-Collar Crime	3
CJ/SY390	Human Trafficking	3
CJ/PS396	Homeland Security	3
CJ397	Search and Detection K9's	3
CS345	Data Communications	3
CS346	Foundations of Cyber Security Defenses	3
PS229	Terrorism	3
ES210	Natural Disasters	3

CONSERVATION LAW ENFORCEMENT CONCENTRATION

The Conservation Law Enforcement concentration requires ten courses that include a mix of specific courses and focused electives which cover areas in science and conservation.

Course Number	Course Name	Credits
CJ265	Marine and Wildlife Law Enforcement (required)	3
CJ375	Environmental and Conservation Crime Investigations	3
CJ397	Search and Detection K9's	3
CJ399	Special Topics in Criminal Justice	3
BI250	Ecology	3
BI111	Principles of Cellular and Molecular Biology	4
EV205	Environmental Science	3
ES305	Oceanography	3
Conservation Law Elective	Students will select two from: EV210 – Environmental Issues, ES205 – Climate Science, BI205 – Contemporary Issues in Biology, ES210 – Natural Disasters, SC397 – Toward a Sustainable Society	6

FORENSICS CONCENTRATION

This concentration requires five specific forensics courses and one elective focused on forensics that students can select.

Course Number	Course Name	Credits
CJ242	Crime Scene Processing and Evidence Evaluation	3
CJ336	Criminal Investigation Procedures	3
BI350	Human Genetics	4
FS345	Forensic Science: Death Investigations	3
FS348	Forensic Science: Evidence Evaluation	3
Forensic Elective	<u>Choose from:</u> CJ335 – The Law of Evidence OR, FS220 – The Science of Fingerprints	3

CYBERSECURITY CONCENTRATION

The Cybersecurity concentration requires ten courses that include a mix of specific courses and focused electives which cover areas in computer science, management, and criminal justice.

Course Number	Course Name	Credits
CS310	Computer Forensics	3
CS345	Data Communications	3
CS415	Security Essentials	3
MG432	Managerial Risk Analysis and Decision Making	3
Cybersecurity Concentration CJ elective	<u>Students will choose four from:</u> CJ204-Criminal Procedure, CJ330-Transnational Crime, CJ335-Law of Evidence, CJ336-Criminal Investigation Procedures, CJ/PS396-Homeland Security	12
Cybersecurity concentration CS Elective	<u>Students will choose two from:</u> CS346-Foundations of Cybersecurity Defenses, CS/IT422-Applications in Information Security CS/IT424-Information Security Policy, Administration & Management, CS450-Cyber Warfare	6

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 Reqs) **

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

*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

Criminal Justice majors will take a minimum of five Criminal Justice electives that allow them to focus on their area(s) of interest. The following courses are options for students.

Course Number	Course Name	Credits
CJ150	Health, Fitness, and Wellness, for the CJ Professional	3
CJ204	Criminal Procedure	3
CJ212	Report Writing, Interview, and Interrogation	3
CJ240	Drugs, Addiction, and Crime	3
CJ242	Crime Scene Processing and Evidence Preservation	3
CJ245	Domestic and Family Violence	3
CJ265	Marine and Wildlife Law Enforcement	3
CJ315	Restorative Justice	3
CJ320	Comparative Criminal Justice Systems	3
CJ325	Victimology	3
CJ330	Transnational Crime	3
CJ331	Criminal Justice Administration & Organization	3
CJ332	Community Corrections	3

CJ334	Juvenile Crime and Justice	3
CJ335	The Law of Evidence	3
CJ336	Criminal Investigation Procedures	3
CJ340	Ethics in Criminal Justice	3
CJ/PY341	Serial Murderers and Their Victims	3
CJ342	Violent Offenders and their Victims	3
CJ345	MCJA Pre-Service Law Enforcement – Phase 1	3
CJ346	Pre-Service Law Enforcement (Phase 2)	6
CJ355	Police and the Use of Force	3
CJ360	Fraud Investigations and White-Collar Crime	3
CJ/PY365	Sexual Offenders	3
CJ375	Environmental Crime Investigations	3
CJ/SY390	Human Trafficking	3
CJ/HG/PS396	Homeland Security	3
CJ397	Search and Detection K9's	3
CJ399	Special Topics in Criminal Justice	3
CJ403	Careers in Criminal Justice	3
CJ441	Community and Policing Partnerships	3
CJ450	Academy Basic Law Enforcement Course	15
CJ460	Independent Research in Criminal Justice	3
PS225/CJ226	Social Science Research Methods	3
PS229	Terrorism	3
PY260	Wellness for the Helping Professional	3
PY231	Forensic Psychology	3
PY344	Psychology of Criminal Behavior	3
PY445	Psychology and the Law	3
ES210	Natural Disasters	3
FS220	The Science of Fingerprints	3
FS345	Forensic Science Death Investigations	3
FS348	Forensic Science Evidence Evaluation	3

Programs of Study in Digital Media

Bachelor of Science in Digital Media – Multimedia Design Concentration

Bachelor of Science in Digital Media – Web Development Concentration

The mission of the Thomas College **Bachelor of Science in Digital Media** Program is to prepare students for careers and life-long learning in the evolving world of digital media. The program aims to develop students' analytical, design, development, problem-solving, and critical thinking skills by cultivating their creativity, technical acumen, and ability to communicate effectively in teams of diverse backgrounds. Coursework emphasizes project-based learning, applying principles and theories to experiential opportunities throughout the degree, so graduates best meet the needs of employers, customers, and society.

Program Objectives

After completing the Digital Media Program at Thomas College, students will be able to:

1. Apply the essential elements, principles, and theories of digital design to produce effective works of digital media across a broad range of business and consumer environments.
2. Analyze, design, and develop digital, interactive, and web-based media projects that meet user requirements and industry standards.
3. Demonstrate the ability to work with industry-standard digital media tools and apply best practices to create effective artifacts of digital communication.
4. Write clear, concise technical documents that support the needs of customers and users.
5. Collaborate effectively with other designers and developers in teams on digital media projects.
6. Evaluate and critique works of digital media works in terms of aesthetics, clarity of communication, usability, and social/ethical issues.

BACHELOR OF SCIENCE IN DIGITAL MEDIA – MULTIMEDIA DESIGN CONCENTRATION

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 24 Credits

REQUIRED MAJOR COURSES: 57 Credits (6 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CO111	Introduction to Communications	3
CO213	Business Communications	3
CO250	Journalism	3
CO320	Technical Writing	3
CO330	Film and Video Production	3
CO335	Media Design Technologies	3
CO410	Communications/DMMG Seminar	3
CS115*	Introduction to Computer Applications	3
CS132	Graphic Design	3
CS140	Web Design	3
CS175	Introduction to Programming Logic and Design	3
CS265	Mobile & eBusiness Technologies	3
CS311	Vector Graphics and Animation	3
CS316	Graphics and User Interfaces	3
CS430	Social and Ethical Computing	3
EH347	Advanced Writing and Editing	3
MG430	Teams: Authority, Influence, and Power	3
MS240	Discrete Mathematics	3
MS301	Statistical Inference and Decision Making	3

*The following courses meet requirements of both the Major and the General Education Core: CS115– meets General Education computer science requirement, MS240 – meets General Education mathematics Requirement

BACHELOR OF SCIENCE IN DIGITAL MEDIA – WEB DEVELOPMENT CONCENTRATION

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 24 Credits

REQUIRED MAJOR COURSES: 57 Credits (6 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CO111	Introduction to Communications	3
C0213/C0250	Business Communications <u>or</u> Journalism	3
C0320	Technical Writing	3
C0410	Communications/DMMG Seminar	3
CS115*	Introduction to Computer Applications	3
CS132	Graphic Design	3
CS140	Web Design	3
CS175	Introduction to Programming Logic and Design	3
CS218/CS225	Java Programming or C#.NET Programming	3
CS265	Mobile & eBusiness Technologies	3
CS315	Databases	3
CS316	Graphics and User Interfaces	3
CS345	Data Communications	3
CS355	Business Application Development with C#.Net	3
CS420	Distributed Systems and Cloud Computing	3
CS430	Social and Ethical Computing	3
MS231	Calculus I	3
MS240*	Discrete Mathematics	3
MS301	Statistical Inference and Decision Making	3

*The following courses meet requirements of both the Major and the General Education Core: CS115– meets General Education computer science requirement, MS240 – meets General Education mathematics Requirement

Programs of Study in Education

Bachelor of Science in Early Education (B-K & PK-3)

Bachelor of Science in Elementary Education (K-6)

Bachelor of Science in Middle School Education – English/Science (5-8)

Bachelor of Science in Middle School Education – English/Social Studies (5-8)

Bachelor of Science in Middle School Education – Science/Mathematics (5-8)

Bachelor of Science in Secondary Education – English (6-12)

Bachelor of Science in Secondary Education – Mathematics (6-12)

Bachelor of Science in Secondary Education – Social Studies (6-12)

Bachelor of Science in Secondary Education – Life Science (6-12)

Bachelor of Science in Secondary Education – Physical Science (6-12)

Bachelor of Science in Physical and Health Education (K-12)

The mission of the Peter and Paula Lunder School of Education is to develop highly skilled 21st century teachers and thinkers, who are prepared for professional and personal success. We 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 certified by the state of Maine Department of Education and is designed to fill the 081 (Birth-Kindergarten) and 029 (Pre-Kindergarten-Grade Three) endorsement requirements. The content of this program includes coursework in diverse cultures and families, infant-toddler-child development, creativity, observation, curriculum design and assessment of early childhood environments and offers students field and training resources through the program's partnership with Educare of Central Maine.

In addition to beginning competency in the Maine Initial Teaching Standards, graduates from the early childhood program will be able to demonstrate competency in the National Association for the Education of the Young Child (NAEYC) Professional Standards and Competencies for Early Childhood Educators. Students will gain understanding and competence in the following areas:

- Child Development and Learning in Context
- Family-Teacher Partnerships and Community Connections
- Child Observation, Documentation and Assessment
- Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
- Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
- Professionalism as an Early Childhood Educator

The program in Early Childhood benefit from a long-standing relationship with Educare of Central Maine, “a high-quality learning and development center partnering with families and communities to ensure school readiness for children birth to age 5.” The early childhood education certification program is designed to prepare students to become lead teachers in the infant, preschool or early elementary (K-3) classroom. Throughout this program students will document their competencies in the Maine Standards for Initial Certification of Teachers and the National Association of the Young Child's Professional Preparation Standards, respectively.

The **Bachelor of Science in Elementary Education Program** prepares students for the (020 Endorsement) Kindergarten through 6th grade. In this program of study, students become familiar with teaching methods, the diverse learner, content materials integration, (STEAM), curriculum design, assessment, evaluation, and models of self-directed inquiry. The program also recognizes the need for tomorrow's elementary teachers to understand and use multimedia technology as a learning tool. A network of outstanding schools helps provide extensive experiences in the field. Throughout their program of study, students will demonstrate their competency in meeting the Maine Initial Teacher Certification Standards and document their learning and professional growth through the development of a portfolio, which serves as a valuable self-reflective tool. Students must earn a 3.0 GPA or above in all coursework required for state certification to apply for certification upon graduation. This program is certified by the State of Maine.

The **Bachelor of Science in Middle School Education Programs** are designed to prepare students to teach youth in grades 5-8 in two different subject areas and to fulfill the state of Maine endorsements for certification. Along with a liberal arts background and content specialization, students become familiar with teaching methods, diverse learners, integrated curriculum design, (STEAM), self-directed inquiry and proficiency assessment. Emphasis on effective and unique middle level practices are explored. A network of outstanding interdisciplinary middle schools help provides extensive experiences in the field. The program also recognizes the need for tomorrow's teachers to understand and use technology as a learning tool. Throughout their program of study, students will demonstrate their competency in meeting the Maine Initial Teacher Certification Standards and document their learning and professional growth through the development of a portfolio, which serves as a valuable self-reflective tool. Students must earn a 3.0 GPA or above in all coursework required for state certification to apply for certification upon graduation.

The **Bachelor of Science in Secondary Education Programs** are designed to prepare students to teach youth in grades 6-12 and to fulfill the state of Maine endorsements for certification. Along with a liberal arts background and content specialization, students become familiar with teaching methods, diverse learners, integrated curriculum design, (STEAM), self-directed inquiry and proficiency assessment. A network of outstanding secondary schools help provides extensive experience in the field. The program also recognizes the need for tomorrow's teachers to understand and use technology as a learning tool. Throughout their program of study, students will demonstrate their competency in meeting the Maine Initial Teacher Certification Standards and document their learning and professional growth through the development of a portfolio, which serves as a valuable self-reflective tool. Students must earn a 3.0 GPA or above in all coursework required for state certification to apply for certification upon graduation. The following Secondary Education programs are fully certified by the State of Maine Department of Education. English Endorsement (100S), Life Sciences Endorsement (395S), Mathematics Endorsement (300S), and Social Studies Endorsement (200S).

Education majors pursuing certification are encouraged to choose from the following science courses: SC125 Explorations in Science, BI250 Ecology, SC210 Science & Technology in Society, BI111 Principles of Cellular and Molecular Biology, EV205 Environmental Science, ES205 Climate Science, BI205 Contemporary Issues in Biology, EV210 Environmental Issues, ES240 Geology, ES210 Natural Disasters, BI311 Anatomy and Physiology, BI260 Introduction to Nutrition, PI311 Physics, BI350 Human Genetics, or ES305 Oceanography.

Students in the Middle School Education programs that include science certifications will require at least 9 credits in life sciences (BI250, BI111, EV205, EV210, BI205, BI260, BI311, BI350, SC397) and at least 9 credits in physical sciences (CH111, CH115, ES205, ES240, ES210, PI311, ES305)

Students in the Life Science and Physical Science programs should refer to their individual program pages to select science options specific to their area of certification and study.

Students should note when selecting courses to cover the math and science elective requirements, that the Interdisciplinary course ID211 – Scientific Data: Collection, Analysis, and Communication will not satisfy math and science requirements for state certification in Middle School Education programs.

Upon completion of the elementary, middle or secondary education programs, students will demonstrate competency in the Maine Initial Teaching Standards.

- **Learner Development** – The teacher understands 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.
- **Learning Differences** – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
- **Learning Environments** – The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
- **Content Knowledge** – The teacher understands 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.
- **Innovative Applications of Content** – The teacher understands 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.
- **Assessment** – The teacher understands and uses 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.
- **Planning for Instruction** – The teacher draws 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.
- **Instructional Strategies** – The teacher understands and uses 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.
- **Reflective and Continuous Growth** – The teacher is a reflective practitioner who uses 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.
- **Collaboration** – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- **Technology Standards for Teachers** – Effective teachers 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. All teachers will meet the following standards.

BACHELOR OF SCIENCE IN EARLY EDUCATION (B-5 & PK-3)

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 3 Credits

REQUIRED MAJOR COURSES: 87 Credits (15 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CS193*	Trends in Educational Technology and Innovation	3
ED120	Family, Culture and Community	3
ED122*	Foundations of Education	3
ED124	Teaching Process and Curriculum Design	3
ED210	STEAM Curriculum and Instruction	3
ED215	Children's Literature	3
ED232	Educational Psychology	3
ED322	Teaching Students with Exceptional Needs in the Reg. Class	3
ED323	Teaching Early Childhood Students with Exceptional needs	3
ED324	Infant/Toddler Development	3
ED327	Science for the Young Child	3
ED334	Language Development/Early Literacy	3
ED335	Numeracy for the Young Child	3
ED336	Social Studies for the Young Child	3
ED338	Advanced Field Experience	3
ED346	Brain Development for the Young Child	3
ED347	Observation, Curriculum and Assessment	3
ED348	Creativity and the Arts	3
ED447	Student Teaching/Internship	12
ED448	Senior Seminar	3
HG/PS	History/Government or Political Science Elective	3
LA135*	Explorations in STEAM	3
PY111*	General Psychology	3
PY336*	Child Psychology	3
SC	Science Elective	3
SY125	Experiencing Diversity	3

*The following courses meet requirements of both the Major and the General Education Core: CS193 meets the general education core requirement of computer elective, ED122 meets the general education core requirement of GE elective, LA135 meets the general education core requirements of Liberal Arts Elective, PY111 and PY336 meets the general education core requirement of psychology/sociology elective

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 6 Credits

REQUIRED MAJOR COURSES: 84 Credits (15 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CS193*	Trends in Educational Technology and Innovation	3
ED120	Family, Culture, and Community	3
ED122*	Foundations of Education	3
ED124	Teaching Process and Curriculum Design	3
ED210	STEAM Curriculum and Instruction	3
ED215	Children's Literature	3
ED221	Foundations of Literacy	3
ED232	Educational Psychology	3
ED235	Seminar Trauma-Informed Education and Social Emotional Learning	3
ED316	Teaching Reading in Elementary School	3
ED317	Methods of Teaching Language Arts	3
ED320	Methods of Teaching Mathematics	3
ED322	Teaching Students w/ Exceptional Needs in Regular Class	3
ED325	Methods of Teaching Science	3
ED326	Methods of Teaching Social Studies	3
ED338	Advanced Field Experience	3
ED445	Student Teaching	12
ED448	Senior Seminar	3
HG/PS	History/Government or Political Science Elective	3
LA135*	Explorations in STEAM	3
PY111*	General Psychology	3
SC	Science Elective	3
SY125*	Experiencing Diversity	

*The following courses meet requirements of both the Major and the General Education Core: CS193 meets the general education core requirement of computer elective, ED122 meets the general education core requirement of GE elective, LA135 meets the general education core requirements of Liberal Arts Elective, PY111 and SY125 meets the general education core requirement of psychology/sociology elective

BACHELOR OF SCIENCE IN MIDDLE SCHOOL EDUCATION – ENGLISH/SCIENCE (5-8)

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 3 Credits

REQUIRED MAJOR COURSES: 93 Credits (21 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CS193*	Trends in Educational Technology and Innovation	3
ED122*	Foundations of Education	3
ED210	STEAM Curriculum and Instruction	3
ED232	Educational Psychology	3
ED235	Seminar Trauma-Informed Education and Social Emotional Learning	3
ED250	Developmentally Responsive Middle School: Organizational Theory	3
ED311	Teaching and the Middle School Level	3
ED322	Teaching Students w/ Exceptional Needs in Regular Class	3
ED338	Advanced Field Experience	3
ED444	Student Teaching	12
ED448	Senior Seminar	3
EH	Literature Elective	6
EH200	Writing Elective	9
EH236*	Coming of Age: The Literature of Growing up	3
LA135*	Explorations in Steam	3
LS	Life Science Elective	9
MS296*	Statistics for the Social Sciences	3
PSC	Physical Science Elective	9
PY111*	General Psychology	3
SC	Science Elective	3
SY125*	Experiencing Diversity	3

*The following courses meet requirements of both the Major and the General Education Core: CS193 meets the general education core requirement of computer elective, ED122 meets the general education core requirement of GE elective, EH236 meets the general education core requirement of Literature elective, MS296 meets the general education core requirement of Mathematics, LA135 meets the general education core requirements of Liberal Arts Elective, PY111 and SY125 meets the general education core requirements of psychology/sociology electives.

BACHELOR OF SCIENCE IN MIDDLE SCHOOL EDUCATION – ENGLISH/SOCIAL STUDIES (5-8)

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 6 Credits

REQUIRED MAJOR COURSES: 93 Credits (21 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CS193*	Trends in Educational Technology and Innovation	3
ED122*	Foundations of Education	3
ED210	STEAM Curriculum and Instruction	3
ED232	Educational Psychology	3
ED235	Seminar Trauma-Informed Education and Social Emotional Learning	3
ED250	Developmentally Responsive Middle School: Organizational Theory	3
ED311	Teaching and the Middle School Level	3
ED322	Teaching Students w/ Exceptional Needs in Regular Class	3
ED338	Advanced Field Experience	3
ED444	Student Teaching	12
ED448	Senior Seminar	3
EH	Literature Elective	6
EH200	Writing Elective	9
EH236*	Coming of Age: The Literature of Growing up	3
HG	History or Government Elective	6
HG330	Maine History	3
LA135*	Explorations in Steam	3
MS296*	Statistics for the Social Sciences	3
PS	Political Science Elective	3
PY	Psychology Elective	3
PY111*	General Psychology	3
SY	Sociology Elective	3
SY125*	Experiencing Diversity	3
SY201	Introduction to Cultural Anthropology	3

*The following courses meet requirements of both the Major and the General Education Core: CS193 meets the general education core requirement of computer elective, ED122 meets the general education core requirement of GE elective, EH236 meets the general education core requirement of Literature elective, MS296 meets the general education core requirement of Mathematics, LA135 meets the general education core requirements of Liberal Arts Elective, PY111 and SY125 meets the general education core requirements of psychology/sociology electives.

BACHELOR OF SCIENCE IN MIDDLE SCHOOL EDUCATION – MATH/SCIENCE (5-8)

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

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

Course Designation	Course name	Credits
CS193*	Trends in Educational Technology and Innovation	3
ED122*	Foundations of Education	3
ED210	STEAM Curriculum and Instruction	3
ED232	Educational Psychology	3
ED235	Seminar Trauma-Informed Education and Social Emotional Learning	3
ED250	Developmentally Responsive Middle School: Organizational Theory	3
ED311	Teaching and the Middle School Level	3
ED322	Teaching Students w/ Exceptional Needs in Regular Class	3
ED338	Advanced Field Experience	3
ED444	Student Teaching	12
ED448	Senior Seminar	3
LA135*	Explorations in Steam	3
LS	Life Science Elective	9
MS	Math Elective	18
MS296*	Statistics for the Social Sciences	3
PSC	Physical Science Elective	9
PY111*	General Psychology	3
SY125*	Experiencing Diversity	3
SC	Science Elective	3

*The following courses meet requirements of both the Major and the General Education Core: CS193 meets the general education core requirement of computer elective, ED122 meets the general education core requirement of GE elective, MS296 meets the general education core requirement of Mathematics, LA135 meets the general education core requirements of Liberal Arts Elective, PY111 and SY125 meets the general education core requirements of psychology/sociology electives.

BACHELOR OF SCIENCE IN SECONDARY EDUCATION – ENGLISH (6-12)

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 18 Credits

REQUIRED MAJOR COURSES: 75 Credits (18 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CS193*	Trends in Educational Technology and Innovation	3
ED120	Family, Culture and Community	3
ED122*	Foundations of Education	3
ED124	Teaching Process and Curriculum Design	3
ED210	STEAM Curriculum and Instruction	3
ED232	Educational Psychology	3
ED235	Seminar Trauma-Informed Education and Social Emotional Learning	3
ED260	Applied Linguistics	3
ED310	Teaching at the Secondary Level	3
ED322	Teaching Students with Exceptional Needs in a Regular Class.	3
ED338	Advanced Field Experience	3
ED446	Student Teaching for Secondary Education	12
ED448	Senior Seminar	3
EH200	Writing Elective	3
EH221*	Introduction to Literature	3
EH332	Shakespeare and His Age	3
EH333	Classics of Modern British Literature	3
EH336	American Romanticism and Realism	3
EH337	Modern American Literature	3
LA135*	Explorations in STEAM	3
PY111*	General Psychology	3
SY125*	Experiencing Diversity	3

*The following courses meet requirements of both the Major and the General Education Core: CS193 meets the general education core requirement of computer elective, ED122 meets the general education core requirement of GE elective, EH221 meets the general education core requirement of literature elective, LA135 meets the general education core requirement of Liberal Arts Elective, PY111 and SY125 meets the general education core requirements of psychology/sociology electives.

BACHELOR OF SCIENCE IN SECONDARY EDUCATION – MATHEMATICS (6-12)

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 18 Credits

REQUIRED MAJOR COURSES: 75 Credits (18 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CS193*	Trends in Educational Technology and Innovation	3
ED120	Family, Culture, and Community	3
ED122*	Foundations of Education	3
ED124	Teaching Process and Curriculum Design	3
ED210	STEAM Curriculum and Instruction	3
ED232	Educational Psychology	3
ED235	Seminar Trauma-Informed Education and Social Emotional Learning	3
ED310	Teaching at the Secondary Level	3
ED322	Teaching Students with Exceptional Needs in a Regular Class.	3
ED338	Advanced Field Experience	3
ED446	Student Teaching for Secondary Education	12
ED448	Senior Seminar	3
LA135*	Explorations in STEAM	3
MS197*	College Algebra	3
MS205	Pre-Calculus	3
MS223	College Geometry	3
MS231	Calculus I	3
MS232	Calculus II	3
MS240	Discrete Mathematics	3
MS301	Statistical Inference and Decision Making	3
PY111*	General Psychology	3
SY125*	Experiencing Diversity	3

*The following courses meet requirements of both the Major and the General Education Core: CS193 meets the general education core requirement of computer elective, ED122 meets the general education core requirement of GE elective, MS197 meets the general education core requirement of mathematics elective, LA135 meets the general education core requirement of Liberal Arts Elective, PY111 and SY125 meets the general education core requirements of psychology/sociology electives.

BACHELOR OF SCIENCE IN SECONDARY EDUCATION –LIFE SCIENCE (6-12)

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 credits

ELECTIVES: 15 credits

REQUIRED MAJOR COURSES: 78 credits (18 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CS193*	Trends in Educational Technology and Innovation	3
ED120	Family, Culture, and Community	3
ED122*	Foundations of Education	3
ED124	Teaching Process and Curriculum Design	3
ED210	STEAM Curriculum and Instruction	3
ED232	Educational Psychology	3
ED235	Seminar Trauma-Informed Education and Social Emotional Learning	3
ED310	Teaching at the Secondary Level	3
ED322	Teaching Students with Exceptional Needs in a Regular Class.	3
ED338	Advanced Field Experience	3
ED446	Student Teaching for Secondary Education	12
ED448	Senior Seminar	3
LA135*	Explorations in STEAM	3
PY111*	General Psychology	3
SY125*	Experiencing Diversity	3
LS*	Life Science Elective	12
LSLAB	Life Science Lab Elective	12

*The following courses meet requirements of both the Major and the General Education Core: CS193 meets the general education core requirement of computer elective, ED122 meets the general education core requirement of GE elective, LA135 meets the general education core requirement of Liberal Arts Elective, PY111 and SY125 meets the general education core requirement of psychology/sociology elective, LS meets the general education core requirement of science elective

BACHELOR OF SCIENCE IN SECONDARY EDUCATION –PHYSICAL SCIENCE (6-12)

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 credits

ELECTIVES: 15 credits

REQUIRED MAJOR COURSES: 78 credits (18 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CS193*	Trends in Educational Technology and Innovation	3
ED120	Family, Culture, and Community	3
ED122*	Foundations of Education	3
ED124	Teaching Process and Curriculum Design	3
ED210	STEAM Curriculum and Instruction	3
ED232	Educational Psychology	3
ED235	Seminar Trauma-Informed Education and Social Emotional Learning	3
ED310	Teaching at the Secondary Level	3
ED322	Teaching Students with Exceptional Needs in a Regular Class.	3
ED338	Advanced Field Experience	3
ED446	Student Teaching for Secondary Education	12
ED448	Senior Seminar	3
LA135*	Explorations in STEAM	3
PY111*	General Psychology	3
SY125*	Experiencing Diversity	3
PSC*	Physical Science Elective	12
PSLAB	Physical Science Lab Elective	12

*The following courses meet requirements of both the Major and the General Education Core: CS193 meets the general education core requirement of computer elective, ED122 meets the general education core requirement of GE elective, LA135 meets the general education core requirement of Liberal Arts Elective, PY111 and SY125 meets the general education core requirement of psychology/sociology elective, PSC meets the general education core requirement of science elective.

BACHELOR OF SCIENCE IN SECONDARY EDUCATION –SOCIAL STUDIES (6-12)

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 18 Credits

REQUIRED MAJOR COURSES: 75 Credits (18 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CS193*	Trends in Educational Technology and Innovation	3
ED120	Family, Culture, and Community	3
ED122*	Foundations of Education	3
ED124	Teaching Process and Curriculum Design	3
ED210	STEAM Curriculum and Instruction	3
ED232	Educational Psychology	3
ED235	Seminar Trauma-Informed Education and Social Emotional Learning	3
ED310	Teaching at the Secondary Level	3
ED322	Teaching Students with Exceptional Needs in a Regular Class.	3
ED338	Advanced Field Experience	3
ED446	Student Teaching for Secondary Education	12
ED448	Senior Seminar	3
EDSS	Social Studies Elective	12
HG221*	United State History to the Civil War	3
HG222	United States History since the Civil War	3
HG330	Maine History	3
PY111*	General Psychology	3
LA135*	Explorations in STEAM	3
SY125*	Experiencing Diversity	3

*The following courses meet requirements of both the Major and the General Education Core: CS193 meets the general education core requirement of computer elective, ED122 meets the general education core requirement of GE elective, PY111 and SY125 meets the general education core requirement of psychology/sociology electives, LA135 meets the general education core requirement of liberal arts requirement, and HG221 meets the general education core requirement of HG/PS Elective.

BACHELOR OF SCIENCE IN PHYSICAL AND HEALTH EDUCATION (K-12)

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 9 Credits

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

Course Designation	Course name	Credits
CS190*	Introduction to Educational Game Design	3
ED122*	Foundations of Education	3
ED124	Teaching Process and Curriculum Design	3
ED210	STEAM Curriculum and Instruction	3
ED232	Educational Psychology	3
ED235	Seminar Trauma-Informed Education and Social Emotional Learning	3
ED313	Health Education Methods	3
ED314	Physical Education Methods	3
ED322	Teaching Students with Exceptional Needs in the Regular Classroom	3
ED338	Advanced Field Experience	3
ED349	Family, Culture, and Community	3
ED352	Adaptive Physical Education	3
ED442	Student Teaching for Health and Physical Education	3
ED448	Senior Seminar	3
SM130/SM210	Fundamentals of Strength and Conditioning OR Foundations of Speed and Agility Training	3
SM226	Sport Psychology	3
SM305	Physiology and Biomechanics of Movement	3
SM399	Coaching Management	3
BI260	Introduction to Nutrition	3
BI311	Anatomy and Physiology	3
SC280	Public Health and Disease Prevention	3
PY225	Developmental Psychology	3

*The following courses meet requirements of both the Major and the General Education Core: CS190 meets the general education core requirement of computer elective, ED122 meets the general education core requirement of GE elective, PY111 and Sy125 meets the general education core requirement of psychology/sociology elective, LA135 meets the general education core requirement of liberal arts requirement, and BI260 meets the general education core requirement of SC Elective.

Programs 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.
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, theme, setting, and point of view) and apply these to specific texts.
4. Apply knowledge of cultural and literary periods, and/or authorial biography, to analyses of literary works.
5. Incorporate and properly document research of literary works and authors into written discussions of literature and demonstrate an understanding of, competency in, and application of MLA style.
6. Demonstrate competent expository prose, including the ability to use a variety of rhetorical techniques.
7. Write expository prose with clear and coherent sentences.
8. Demonstrate correctness with grammar, usage, and the standards of American English.

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

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) *

Course Designation	Course name	Credits
EH	Literature Electives	18
EH1	Period-Genre Electives	9
EH200	Writing Elective	3
EH221	Introduction to Literature	3
EH350	Junior/Senior Seminar: Special Topics in Literature	3

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

Programs of Study in Environmental Science

Bachelor of Science in Environmental Science

Bachelor of Science in Environmental Science – Policy Concentration

The Bachelor of Science in Environmental Science major is designed to train students in laboratory skills, field skills, and data analysis which will allow them to seamlessly enter the workforce of many STEM fields and pursue employment with nonprofits, government agencies, private labs, and consulting agencies among others. This major can also serve as a springboard to continuing student's education in various graduate programs.

The major is built upon foundational courses in environmental science, earth science, biology, and chemistry.

Program Objectives

Upon completion of the BS in Environmental Science at Thomas College, students will be able to:

- Apply an interdisciplinary perspective to think strategically about the scientific, social, and political factors that guide decisions and responses to environmental issues.
- Recognize human impacts on, and develop solutions for, environmental problems at different spatial and temporal scales.
- Apply knowledge from the foundational disciplines of chemistry, biology, and earth science to the field of environmental science.
- Demonstrate proficiency in lab and field techniques using standard lab equipment while following accepted protocols.
- Demonstrate competency in data analysis and presentation.
- Identify primary sources of scientific literature, analyze, interpret, and critically evaluate published data.
- Demonstrate effective oral and written communication skills.

BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE

TOTAL REQUIRED CREDITS: 122

ELECTIVES: 27 Credits

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

REQUIRED MAJOR COURSES: 64 Credits (15 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CO320	Technical Writing	3
CS1	CS115 Introduction to Computer Applications OR Cs121 Intermediate Spreadsheet Applications	3
CS250	Data Science Analysis	3
ESE	Environmental Science Major Electives	12
MS197	College Algebra	3
MS3	MS296 Statistics for the Social Sciences OR MS301 Statistical Inference and Decision Making	3
PS111	Introduction to Political Science	3
BI111	Principles of Cellular and Molecular Biology	4
BI115	Principles of Organismal Biology	4
CH111	Chemistry I	4
CH115	Chemistry II	4
BI250	Ecology	4
EV205	Environmental Science	3
EV210	Environmental Issues	3
ES240	Geology	4
SC4	ES410 Hydrology OR BI411 Advanced Cell Biology	4

*The following courses meet requirements of both the Major and the General Education Core: CS1 meets the general education core requirement of computer elective, PS111 meets the general education core requirement of history/political science Elective, MS197 meets the general education core requirement of math elective, MS3 meets the general education core requirement of Liberal Arts elective, BI111 meets the general education core requirements of science elective

Environmental Science Majors will take a minimum of 12 credits of major electives which will allow them to focus on their area(s) of interest. The following courses are options to meet those degree requirements:

Course Designation	Course name	Credits
CJ265	Marine and Wildlife Law Enforcement	3
CJ375	Environmental Crime Investigation	3
CS390	Intro to Geo. Info Systems	3
SC120	Maine Outdoors: Woods, Wildlife, and Waters	3
SC210	Science and Technology in Society	3
ES205	Climate Science	3
BI205	Contemporary Issues in Biology	3
ES210	Natural Disasters	3
PI311	Physics	3
ES305	Oceanography	3
SC397	Toward a Sustainable Society	3
SC4	ES410 Hydrology OR BI411 Advanced Cell Biology (if not already taken as a major requirement)	4

Environmental Science majors can choose to add a Policy concentration to their degree program. 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 indicated below.

Course Designation	Course name	Credits
EC212	Macroeconomics	3
Writing Course	EH347 Advanced Writing and Editing OR CO250 Journalism	3
PS213	American Government	3
PS218	Politics of State and Local Governments	3
PS232	Current World Problems	3
PS320	Public Policy Formation	3

Programs of Study in Finance

Bachelor of Science in Finance

Bachelor of Science in Finance – Financial Analysis Concentration

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.

Finance Programs 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.

The Bachelor of Science in Finance – Financial Analysis Concentration major emphasizes analytical and problem-solving skills as it relates to the professional environment of business and investments. It encompasses the theoretical and practical aspect of the finance profession and employment in the banking, corporate finance, investments, and personal financial planning. The program's courses provide a foundation for success in the professional field of finance. Experiential learning through internships are recommended as an integral component of the educational experience and can be included in the program.

Upon completion of the Finance-Financial Analysis program at Thomas College, Students will be able to:

1. Demonstrate the role of financial management in business firms and the essentials of corporate finance. Ability to apply the concept and mechanics of the time value of money, apply capital budgeting techniques, and apply the theory of capital structure to assess a firm's leverage and the cost of capital.
2. Apply valuation models to estimate the price of financial assets, measure risk and describe the risk-return tradeoff as expressed by the Capital Asset Pricing Model.
3. An understanding of financial markets and institutions and their roles in businesses. Apply this knowledge to current organizational operations.
4. To demonstrate a mastery of analytical problem-solving skills utilizing data, financial data and other complex information.
5. Apply valuation models to estimate the value of financial assets

Thomas College's 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 of which also meet General Education Requirements) **

ELECTIVES: 15 Credits

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

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

*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

BACHELOR OF SCIENCE IN FINANCE – FINANCIAL ANALYSIS

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: 34 Credits (3 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
AC223	Intermediate Accounting I	3
AC224	Intermediate Accounting II	3
AC338	Federal Personal Income Taxation	3
AC339	Federal Partnership and Corporate Taxation	3
EC331	International Trade and Investment	3
EC334	Money, Banking, and Financial Markets	3
FN231	Personal Financial Planning	3
FN325	Financial Statement Analysis	3
FN430	Investment Management	3
FN450	Advanced Financial Analysis	3
MS206	Math for Management and Economics**	3
FN1PE	Finance Proficiency Exam	1

*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 Sustainability

Bachelor of Arts in Global Sustainability

The Bachelor of Arts in Global Sustainability further expands the opportunity for students in Arts and Science and Education to choose a major or minor in “sustainability”, a multi-disciplinary field encompassing all disciplines offered at Thomas: science, social sciences, humanities, education, economics, as well as business.

Sustainability is multi-disciplinary. Students in Global Sustainability will explore social and management principles through the lens of triple bottom line thinking in their careers and personal lives, while also broadening their exposure to global issues and cultures, including environmental justice and social justice. Sustainability is concerned with how individuals and society can continue to thrive and grow while having a reduced impact on Earth’s resources such that these resources will be available indefinitely.

The concept of sustainability is a long-term necessity for aspects of society ranging from human health to social interactions to corporate profits. As leadership and service are key to this thinking, students will be challenged in this program to set aside preconceived notions and nurture new ways of seeing the world around them while attending Thomas – and in their careers and personal lives.

Program Objectives. Upon completion of the BA in Global Sustainability at Thomas College, students will be able to:

1. Define and explain how concepts of sustainability are connected to issues of society, environment, and economy across local, regional, and global scales.
2. 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.
3. Exhibit critical thinking skills and a systems-thinking approach to analyze complex interrelated issues related to sustainability.
4. Articulate how sustainability relates to daily life and how individual and collective actions can have significant impact on our quality of life, the economy, and the environment.
5. Describe the barriers, timeframes, costs, and savings appropriate for implementation of sustainability in their own lives and in actions they can take to influence society.
6. Separate facts from opinions, using analyses of information and data to inform decision-making.
7. Enhance critical thinking ability and communication skills.

BACHELOR OF ARTS IN GLOBAL SUSTAINABILITY

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 27 Credits

REQUIRED MAJOR COURSES: 66 Credits (18 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CO320	Technical Writing	3
CS390*	Introduction to Geographic Information Systems	3
EC211	Microeconomics	3
EC212*	Macroeconomics	3
EC327	Environmental Economics	3
HG212*	Modern Western Civilization	3
MG224	Management Principles	3
MG251	Sustainable Management	3
MG337	Managing the Global Environment	3
MS301*	Statistical Inference and Decision Making	3
PS232*	Current World Problems	3
EV205*	Environmental Science	3
EV210	Environmental Issues	3
ES205	Climate Science	3
ES210	Natural Disasters	3
SC397	Toward a Sustainable Society	3
TB299	Business Strategy for Global Sustainability	3
GSE**	Global Sustainability Major Elective	12
IN4-3	Internship Seminar	3

*The following course meets requirements of both the Major and the General Education Core: CS390 – meets General Education Computer Science Elective requirements, EC212 – meets the General Education requirements, HG212 – meets General Education History/Political Science elective requirement, MS301 – meets General Education Math elective requirement, PS232 – meets the General Education Liberal arts elective requirement, EV205 – meets General Education science elective requirement.

**Students can choose from: AC220, AC221, HG222, HG227, HU214, MG430, PS240, PS247, PS399, BI250, SC210, SC216, SY299. Students interested in corporate sustainability should take both AC220 and AC221

Programs of Study in Interdisciplinary Studies

Bachelor of Arts in Interdisciplinary Studies

Bachelor of Science in Business and Liberal Arts

The Bachelor of Arts in Interdisciplinary Studies is designed 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. This major is also well-suited as an entering major for students who are undecided because IDS allows them to focus their courses entirely on topics of interest

The IDS program provides two tracks for students interested in multiple areas of study. **Option A** allows students to enroll in an interdisciplinary program of courses that best meets their career and personal interests. **Option B allows** a student the opportunity to develop a specific program of interdisciplinary subjects within the School of Arts and Sciences and the Lunder School of Education. The student will work with a faculty adviser to create and name a unique major program. This option is ideal for the student who is 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 course content in support of career goals.

The option of naming your own major is the opportunity to make yourself uniquely marketable, combining in-depth study in different academic disciplines in ways not possible in structured majors. 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. 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.

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 one or more disciplines plus a short list of example proposed courses. 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

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 initiative 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.

The **Bachelor of Science Degree in Business and Liberal Arts** offers fundamental courses in business, environmental science, and humanities. The emphasis on ethics, global citizenship, and sound managerial decision-making will allow our graduates to engage in the modern business climate. All students will take core courses in business and the liberal arts along with specified electives. In addition, the students will be allowed to identify areas of interest to explore with the non-specified electives.

Graduates in this field of study can attain positions within the private business sector, not for profits, and governmental agencies both federal and local. This degree attempts to bridge that gap by enabling a student to hone their skills in the humanities and apply that to business practices. Innovation and creativity will be emphasized with this degree.

Program Objectives for the Bachelor of Science Degree in Business and Liberal Arts.

After completion of this degree, students will be able to:

1. Demonstrate comprehension of utilization of data by applying an interdisciplinary approach to decision making and strategy formation.
2. Express key concepts and theories related to business administration, in written form, utilizing prescribed essay criteria and identify the practical applications needed to integrate management, marketing, finance, ethics, diversity, and environmental science concepts to improve short and long-term organizational performance.
3. Recognize human impacts on and develop solutions for modern business and social issues.
4. Identify the current problems pertaining to and develop concepts of solution(s) for diversity, equity and inclusion.
5. Demonstrate comprehension of the intersection of business and societies in the stewardship of global citizenship.

BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES

TOTAL REQUIRED CREDITS: 121

REQUIRED GENERAL EDUCATION COURSES: 46 credits

ELECTIVES: 21-48 elective credits, depending on the student choosing option A or B below.

REQUIRED MAJOR COURSES: 27 to 51 credits, depending on the student choosing option A or B below.

Option A: 27 major credits/48 electives

Course Designation	Course name	Credits
LA350	Interdisciplinary Studies Seminar	3
AS300	Major Electives (Arts and Sciences) 300 level or above;	24
IN4-3-IN412	3-12 elective credits should include some form of experiential learning (e.g., internship, study abroad, or service-learning project).	

Option B: 51 major credits within one or more broad disciplines/24 electives

Course Designation	Course name	Credits
LA350	Interdisciplinary Studies Seminar	3
	Major Electives Focus Discipline 1 (Arts and Sciences)	24 upper-class credits recommended
	Major Electives Focus Discipline 2 (Arts and Sciences or Education)	24 upper-class credits recommended
IN4-3-IN412	3-12 elective credits should include some form of experiential learning (e.g., internship, study abroad, or service-learning project).	

BACHELOR OF SCIENCE IN BUSINESS AND LIBERAL ARTS

TOTAL REQUIRED CREDITS: 121

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) *

Course Designation	Course name	Credits
C0320 OR C0347	C0320 Technical Writing <u>or</u> C0/EH347 Advanced Technical Writing and Editing	3
MBUS	Major Elective in Business**	9
MDIV	Diversity Major Elective***	6
MLIB	Liberal Arts Major Elective****	12
MS206	Math for Management and Economics	3
MG343	Leadership	3

*The following course meet requirements of both the Major and the General Education Core: EC212 – meets general education requirement, MS206 – meets General Education Math Elective requirement, Diversity Major Elective meets the general education psychology/sociology requirement.

**Students can choose from: AC, CO, FN, HR, MG, MK, SM

***Students can choose from: SY/ED125, SY201, SY298, SY318, CJ333, ED322, ED323, ED232, EH237, EH238, EH323, HU214, HU/PS247, HU294, HU299, MG325, MG337, MK370, PH298, PH/PS399, PS216, PS232, PS240. Once course must be a SY designation.

****Students can choose from: EH, HG, HU, LA, MS, PH, PS, PY, SC, PY

Programs of Study in Management

Bachelor of Science in Management

Bachelor of Science in Entrepreneurship – Creativity and Innovation

Bachelor of Science in Entrepreneurship – Intrapreneurship and Corporate Leadership

Bachelor of Science in Entrepreneurship – Small Business Management

Bachelor of Science in Human Resource Management

Bachelor of Science in International Business

Bachelor of Science in Esports and Gaming Management

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.

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 program.

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 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 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: 15 Credits

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

Course Designation	Course name	Credits
MG239	Human Resource Management	3
MG338	Operations Management	3
MG351	Management Information Systems	3
MG434	Leadership	3
MG443	Interpersonal Relations	3
MG449	Senior Seminar in Management	3
MG	Management Elective***	9
MS206	Math for Management and Economics	3
MG1PE	Management Proficiency Examination	1

**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-CREATIVITY AND INNOVATION

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

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

ELECTIVES: 6 Credits

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

Course Designation	Course name	Credits
CO445	Social Media	3
MG199	Innovation and Creativity	3
MG347	Entrepreneurship	3
MG351	Management Information Systems	3
MG355	Advanced Entrepreneurial Finance	3
MG380	Business Negotiation	3
MG395	Capstone I	3
MG434	Leadership	3
MG445	Business and Management Policy	3
MG495	Capstone II	3
MG496	Capstone III	3
MK325	Advertising and Promotion	3
MS206*	Math for Management and Economics	3
EN1PE	Entrepreneurship Proficiency Exam	1

**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 ENTREPRENEURSHIP – INTRAPRENEURSHIP AND CORPORATE LEADERSHIP

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

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

ELECTIVES: 6 Credits

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

Course Designation	Course name	Credits
MG187	Introduction to Business Decision Making Using Analytics	3
MG199	Innovation and Creativity	3
MG325	Diversity Management	3
MG335	Working in Teams	3
MG347	Entrepreneurship	3
MG380	Business Negotiation	3
MG395	Capstone I	3
MG434	Leadership	3
MG443	Interpersonal Relations	3
MG445	Business and Management Policy	3
MG495	Capstone II	3
MG496	Capstone III	3
MS206	Math for Management and Economics	3
EN1PE	Entrepreneurship Proficiency Exam	1

**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 ENTREPRENEURSHIP – SMALL BUSINESS 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: 34 Credits (3 of which also meet General Education Requirements) **

Course Designation	Course name	Credits
MG338	Operations Management	3
MG347	Entrepreneurship	3
MG351	Management Information Systems	3
MG434	Leadership	3
MG443	Interpersonal Relations	3
MG449	Senior Seminar in Management	3
MK230	Sales and Sales Management	3
MK325	Advertising and Promotion	3
MK337	Internet Marketing/Marketing Analytics	3
MK433	Marketing Research	3
MS206	Math for Management and Economics	3
EN1PE	Entrepreneurship Proficiency Exam	1

**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 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 *

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

*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.

BACHELOR OF SCIENCE IN INTERNATIONAL BUSINESS

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

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

ELECTIVES: 9 Credits

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

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

*Business Core course MG445 – Business Management and Policy is not required.

**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 IN ESPORTS AND GAMING MANAGEMENT

TOTAL REQUIRED CREDITS: 121

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: 33 Credits (3 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
MG160	Introduction to Games	3
MG170	Introduction to Esports Management	3
MG239	Human Resource Management	3
MG338	Operations Management	3
MG349	Convention, Event, and Tradeshow Planning	3
MG351	Management Information Systems	3
MG358	Distribution of Games	3
MG443	Interpersonal Relations	3
MG445	Business and Management Policy	3
MG449	Senior Seminar in Management	3
MS206	Math for Management and Economics	

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

Programs 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, salesperson, 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 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) *

Course Designation	Course name	Credits
C0111	Introductions to Communications	3
C0335	Media Design Technologies	3
C0337	Internet Marketing/Marketing Analytics	3
C0410	Communications/DMMG Senior Seminar	3
CS132	Graphic Design	3
CS140**	Web Design	3
CS265	Mobile & eBusiness Technologies	3
MK440	Strategic Media Planning	3
MK	Marketing Electives***	9
MS206	Math for Management and Economics	3
MK1PE	Marketing Proficiency Examination	1

*EC212 of the business core meet the requirement of GE elective in the General Education Core.

**The following courses meet requirements of both the Major and the General Education Core: CS140- meets the requirement of computer science elective in the general education core. MS206 – meets the requirement of math elective in the general education core.

***Recommended Marketing Electives; MK227, MK240/C0240, 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) *

Course Designation	Course name	Credits
MK227	Consumer Behavior	3
MK325	Advertising and Promotion	3
MK329	Business-to-Business Marketing	3
MK338	Services Marketing	3
MK433	Marketing Research	3
MK440	Managing Media Projects	3
MK446	Marketing Management	3
MK	Marketing Electives**	9
MS206	Math for Management and Economics*	3
MK1PE	Marketing Proficiency Examination	1

*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, MK332, 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 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 (18 of which also meet the General Education Requirements) *

Course Designation	Course name	Credits
EC212	Macroeconomics*	3
EH200	Writing Elective	3
HG221	United States History to the Civil War	3
HG222	United States History Since the Civil War	3
HG227	World Geography	3
MS3	MS296 – Statistics for the Social Sciences <u>or</u> MS301 – Statistical Inference and Decisions Making*	3
PH224	Foundations of Ethical Thought*	3
PS111	Introduction to Political Science*	3
PS213	American National Government	3
PS214	Rights and Roles of Citizens	3
PS216	Comparative Political Systems	3
PS218	Politics of State and Local Governments	3
PS225	Social Science Research Methods	3
PS240	International Relations	3
PS410 or IN4-3	Contemp. Topics in Politics Policy & National Security <u>or</u> Internship Seminar	3
PS423	Political Science Research Seminar	3
PS	Political Science Elective	6
PY111	General Psychology*	3
SY113	Principles of Sociology*	3

*The following courses meet requirements of both the Major and the General Education Core: MS3 – 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, PY111 and SY113- meet the General Education PY/SY elective requirements

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.

POLICY STUDIES CONCENTRATION		
Course Number	Course Name	Credits
PS320	Public Policy Formulation	3
Policy Studies Electives	Students will select five from: CJ202 Criminal Law , CJ240- Drugs, Addiction and Crime , CJ334 Juvenile Crimes and Justice ,k 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, EV205 Environmental Science, EV210 Environmental Issues	15

SECURITY STUDIES CONCENTRATION		
Course Number	Course Name	Credits
PS310	American Foreign Policy	3
Security Studies Electives	Students will select five from: 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	15

PUBLIC ADMINISTRATION CONCENTRATION		
Course Number	Course Name	Credits
AC220	Financial Accounting	3
MG224	Management Principles	3
PS245	Introduction to Public Administration	3
PS320	Public Policy Formulation	3
PS340	Public Budgeting and Finance	3
PS450	Public Administration Capstone	3
Public Admin Electives	Students will select one from: AC221 Managerial Accounting, CO440 Managing Media Projects, EC338 Regional Economic Development , HR330/LS330 Law of the Workplace, MG/HR239 Human Resource Management, MG/HR336 Employer/Employee Relations, MG/HR434 Leadership, MG/HR443 Interpersonal Relations, MG250 Principles of International Business, MG337 Managing in the Global Environment, MG351 Management Information Systems, MG431 Conflict Resolution and Organizational Relations Management, MG432 Managerial Risk Analysis and Decision-making	3

Note: The above courses may have prerequisites that need to be satisfied.

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 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: 122

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 42 Credits

REQUIRED MAJOR COURSES: 46 Credits (12 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
MS296 OR MS301	Stats for Social Science or Statistical Inference*	3
PY111	General Psychology	3
PY225	Developmental Psychology	3
PY226	Experimental Design and Analysis	6
PY321	Advanced Experimental Design and Analysis	3
PY332	Personality	3
PY338	Abnormal Psychology	3
PY422	Physiological Psychology	3
PY	Psychology Electives	12
SCPY	Science Elective for Psychology. Students may select from: BI111 Principles of Cellular and Molecular Biology, BI260 Introduction to nutrition, BI311 – Anatomy and Physiology or BI350 – Human Genetics	3
IN4-3 OR PY475	Internship/Independent Research in Psychology**	3
PY1PE	Psychology Proficiency Exam	1

*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, SCPY – 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: 122

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 36 Credits

REQUIRED MAJOR COURSES: 52 Credits (15 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
CJ121	Introduction to Criminal Justice	3
CJ	Criminal Justice Elective	3
CS115	Introduction to Computer Applications	
MS296 OR MS301	Stats for Social Science or Statistical Inference*	3
PY111	General Psychology	3
PY225	Developmental Psychology	3
PY226	Experimental Design and Analysis	6
PY231	Forensic Psychology	3
PY321	Advanced Experimental Design and Analysis	3
PY332	Personality	3
PY338	Abnormal Psychology	3
PY344	Psychology of Criminal Behavior	3
PY422	Physiological Psychology	3
PY445	Psychology and the Law	3
FPY	Psychology Electives	3
SCPY	Science Elective for Psychology. Students may select from: BI111 Principles of Cellular and Molecular Biology, BI260 Introduction to nutrition, BI311 – Anatomy and Physiology or BI350 – Human Genetics	3
IN4-3 OR PY475	Internship Seminar/Independent Research in Psychology**	3
PY1PE	Psychology Proficiency Exam	1

*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, SCPY – meets General Education Science requirement, MS115 meets the general education Computer Science requirement

**IN4-3 is one of the criteria required for Guaranteed Job Placement eligibility.

BACHELOR OF ARTS IN PSYCHOLOGY – MENTAL HEALTH CONCENTRATION

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

ELECTIVES: 36 Credits

REQUIRED MAJOR COURSES: 52 Credits (12 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
MS296 OR MS301	Stats for Social Science or Statistical Inference*	3
PY111	General Psychology	3
PY225	Developmental Psychology	3
PY226	Experimental Design and Analysis	6
PY321	Advanced Experimental Design and Analysis	3
PY332	Personality	3
PY338	Abnormal Psychology	3
PY422	Physiological Psychology	3
PY260	Wellness for the Helping Professional	3
PY326	Marriage and Family	3
PY425	Counseling Theories	3
MPY	Mental Health Concentration Elective	3
SCPY	Science Elective for Psychology. Students may select from: BI111 Principles of Cellular and Molecular Biology, BI260 Introduction to nutrition, BI311 – Anatomy and Physiology or BI350 – Human Genetics	3
IN4-3 OR PY475	Internship/Independent Research in Psychology**	3
PY1PE	Psychology Proficiency Exam	1

*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, SCPY – meets General Education Science requirement

**IN4-3 is one of the criteria required for Guaranteed Job Placement eligibility.

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 skill in the application of the marketing mix variables to the business of sport.
5. Demonstrate the ability to create a marketing plan for a sports organization.

Thomas College's 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: 15 Credits

REQUIRED MAJOR COURSES: 34 Credits (6 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
MS206	Math for Management and Economics	3
BI311	Anatomy and Physiology	3
SM125	Introduction to Sport Management	3
SM331	Sport Information and Public Relations	3
SM332	Sport Facility Management	3
SM336	Sport Marketing Management	3
SM431	Athletic Administration	3
SM430	Sport Economics and the Law	3
SM442	Leadership and Ethics in Sport Management	3
SM445	Senior Seminar – Research Applications in Sport	3
IN4-3 or SM450	Internship Seminar or Research Project in SM	3
SM1PE	Sport Management Proficiency Examination	1

*The following courses meet requirements of both the Major and the General Education Core: MS206 – meets General Education Math Elective requirement, BI311 – meets General Education Science Elective requirement, EC212 – meets the General Education requirement

BACHELOR OF SCIENCE IN SPORT MANAGEMENT – SPORT MARKETING MANAGEMENT COCNENTRATION

TOTAL REQUIRED CREDITS: 122

REQUIRED GENERAL EDUCATION COURSES: 46 Credits

BUSINESS CORE COURSES: 36 Credits (6 of which also meet General Education Requirements) *

CONCENTRATION ELECTIVES: 9 Credits *

ELECTIVES: 6 Credits *

REQUIRED MAJOR COURSES: 42 Credits (6 of which also meet General Education Requirements) *

Course Designation	Course name	Credits
MS206*	Math for Management and Economics	3
BI311*	Anatomy and Physiology	3
SM125	Introduction to Sport Management	3
SM331	Sport Information and Public Relations	3
SM332	Sport Facility Management	3
SM336	Sport Marketing Management	3
SM431	Athletic Administration	3
SM430	Sport Economics and the Law	3
SM442	Leadership and Ethics in Sport Management	3
SM445	Senior Seminar - Research Applications in Sport	3
IN4-3 or SM450	Internship Seminar or Research Project in SM	3
CON**	Concentration Elective	6
SM2	Major Elective	3
SM1PE	Sport Management Proficiency Examination	1

**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, BI311 – 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, healthcare, 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 pursue a certificate of advanced study, master's degree, or take courses for professional development or the 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. Master of Business Administration programs are offered with focus areas in Criminal Justice Administration, Cybersecurity, Healthcare Management, Human Resources, and Project Management so that students may find the best fit for their personal and professional goals. Master of Science programs are offered in an online format in Criminology, Cybersecurity, and Education.

How to Apply

Applications for graduate programs at Thomas College are accepted year-round for candidates who demonstrate academic promise. The College invites applications from prospective degree candidates without regard to race, color, religion, gender, sexual orientation, national origin, disability, or age.

Applications are reviewed upon receipt of all materials. Students interested in pursuing a graduate degree are encouraged to apply at any time. Thomas College seniors who have opted into a +1 program and have an undergraduate GPA of 3.0 or higher are automatically admitted to their selected graduate program.

Application Materials for External Applicants

1. Submit official transcripts from all post-secondary institutions previously attended (except for previous Thomas College transcripts). Transcripts must be sent directly to Thomas from your former academic institution(s) to be considered official.
 - a. Transcripts can be sent electronically to grad@thomas.edu or mailed to the graduate office at Thomas College, Office of Graduate and Professional Studies, 180 West River Road, Waterville, ME 04901.
 - b. A college senior may apply in advance of graduation. Seniors should submit current unofficial transcripts and request that an updated official transcript be submitted after the degree is conferred.
2. Request two letters of reference from individuals who you feel are best suited to speak to your ability to succeed in a graduate program. Letters of reference must be submitted directly in the application portal.
 - a. Applicants will enter the contact information for their professional references within the online application portal which will provide their references with a personalized upload link.
3. Optional: Submit a current resume or Curriculum Vitae

4. Optional: Submit a Statement of Purpose essay outlining your rationale for pursuing advanced education in light of current educational, career, and personal goals.
- 5.

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 or non-U.S. resident applicants are required to provide application materials in addition to the items outlined above. These additional materials include:

1. Provide evidence that supports their English language proficiency through documentation in one of the following areas:
 - a. A minimum TOEFL IBT score of 72 is recommended for admission to any degree program. Students presenting scores of 61-72 may appeal to the Provost's Office for admission to the College.
 - b. A minimum IELTS score of 5.5 is recommended for admission to any degree program. Students presenting scores of 5.0-5.5 may appeal to the Provost's Office for admission to the College.
 - c. A minimum Duolingo score of 105 is recommended for admission to any degree program. Students presenting scores of 100-104 may appeal to the Provost's Office for admission to the College.
 - d. A minimum score of 53 on the Pearson English Language Exam (PTE) is recommended for admission to any degree program.
 - e. Native speaker of English
 - f. Proof of Degree granted from English language institution.
2. Thomas College requires international transcripts to be evaluated by a third party and Thomas College has partnered with SpanTran to provide this required evaluation. Applicants must submit official transcripts from all post-secondary institutions previously attended through the Thomas College SpanTran portal. The cost of a SpanTran evaluation will be deducted from the cost of tuition if an application is admitted and attends Thomas College.
 - a. Before an applicant pursues the cost of a formal transcript evaluation, if you would like to have a preliminary transcript analysis conducted by our office to see if you have completed the prerequisite coursework expected for admission, you can email an unofficial copy of your transcripts to grad@thomas.edu and request that an admissions counselor complete a preliminary review.
3. Final Steps of the application process include completion of a Declaration of Financial Support. 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. Information about submitting required forms will be provided by the Graduate Office throughout the application process.

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. Graduate students will not be required to live on campus; however, it is highly recommended. Exceptions to this policy, due to extenuating circumstances, will be made on a case-by-case basis.

Undergraduate GPA: A minimum undergraduate GPA of 3.0 is expected for graduate admittance for students entering their graduate studies immediately following graduation from an undergraduate program. Applicants who have met the program prerequisites and have an undergraduate GPA of 2.5-2.9 may submit a GPA waiver letter to the Provost for consideration of admission to an online 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.

For applicants who have been out of school for a significant period of time, Thomas College will consider years of work experience and other professional achievements as part of a holistic application review.

Course Limit Before Applying: Any individual who has completed a bachelor's degree can sign up for up to three courses at the graduate level before formally applying and matriculating into a degree program. All students who have completed 9 credits at the graduate level are required to complete an application for admission before they will be permitted to register for their next course.

Transfer Credits: 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.

Immunizations: Prior to starting courses, all students matriculated in a degree program that meets in-person and 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). Online students are NOT required to submit proof immunizations.

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
- Official transcripts from all post-secondary institutions attended
- For students attending in a degree program that meets in-person and 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). Online students are NOT required to submit proof immunizations.

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.

Tuition, Fees, Expenses and Payment

Graduate Online Division

- Enrollment in up to 9 credit hours/term for the 2024-2025 Academic Year, excluding Thomas College Institute courses:
 - Cybersecurity & Criminology - \$2,016 per 3-credit course
 - Master of Business Administration - \$2,016 per 3-credit course
 - Education - \$1,826 per 3-credit course
- Enrollment in more than 9 credit hours/term (including TCI courses) – charged the full-time graduate in-person student tuition rate.
- Students are responsible for tuition, fees, and texts.
- \$36 Technology Fee per 3-credit course.

Thomas College Institute Courses

- For the 2024-2025 Academic Year, \$2,284 per 3-credit course
- Students are responsible for tuition, fees and texts.

In-Person Graduate Programs

- Tuition and fees for the 2024-2025 Academic Year are \$31,824 for commuter students and \$45,914 for full-time resident students.
- Housing and Food may be available for some graduate students on a space-available basis. For housing and food pricing, please visit www.thomas.edu.
- Students are responsible for tuition, fees and texts.

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. 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' Assistance Thomas College is listed as an approved college by the State Approving Agency for Veterans' Education Programs for eligible veterans and dependents. Students should submit a Certificate of Eligibility to the Office of the Registrar prior to starting classes.

Military Tuition Assistance Students wishing to utilize military tuition assistance should contact the education liaison at their unit or squadron for information and deadlines on applying for Federal Tuition Assistance. Tuition Assistance funds may be used to cover tuition costs only. Assistance rules vary by military branch.

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 Graduate students are considered for Federal Loans only.

Eligibility 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, they 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 at 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 students taking on campus courses. Students with outstanding parking tickets will not be allowed to register for classes.

Selected Academic Policies and Information

Students are encouraged to refer to Academic Policies section on page 61 of this catalog for complete information regarding Academic Policies and Procedures.

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.

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.

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 Audit A regularly enrolled student may audit a course on a space-available basis. A request to audit must be made with the Graduate and Professional Studies Office 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 The course add/drop period occurs during the first week of scheduled classes in any given term; students should refer to the Academic Calendar in the College Catalog. 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.

Course Retakes Students may, at their option, retake a class to attempt to improve their grade. Upon successful completion of the course (earning a grade other than W, L, or F) the Office of the Registrar

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.

Course Withdrawal Students are expected to attend and complete all the courses in which they enroll. Students wishing to withdraw from a course should fill out the appropriate withdrawal form. Withdrawal forms can be requested from the Graduate and Professional Studies Office. Course changes are not official until the appropriate forms are received by the Graduate and Professional Studies Office. Students withdrawing prior to the 60% point of the term will be assigned a non-punitive grade of "W". Students withdrawing after the 60% point of the term will be assigned a punitive grade of "WF". Withdrawal deadlines are indicated on the Academic Calendar.

Students who miss the equivalent of two weeks of class without contacting the instructor may be withdrawn from a course. In the event a student is withdrawn from a course by an instructor, the Registrar will assign a grade based on the student's last date of attendance. A student's last date of attendance prior to the 60% point of the term will be assigned a non-punitive grade of "L" indicating the student stopped attending. A student's last date of attendance after the 60% point of the term will be assigned a punitive grade of "WF".

Students should refer to the college's refund policy for information on how withdrawing from a course may impact their bill. Any students assigned a grade for a course withdrawal will be reflected on the students' academic official transcript.

The Provost's Office may approve the assigning of a grade of W without academic penalty after the official withdrawal 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 Substitutions Course substitutions and transfer courses will be approved by the Registrar and the appropriate school chair.

Directed Study Directed Studies must be approved in advance by the Senior Director 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 Full-time study for In-Person 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. Students may be dismissed from the College whether or not they have 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. Students who are dismissed may be unenrolled from any current classes.

Students dismissed from the Graduate Division for academic reasons may appeal their dismissal by submitting a written request to the Provost after one full 8-week term has passed for online programs or one semester for in-person programs. At that time, students may present new evidence of their ability to satisfactorily continue their studies. The student may communicate 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.

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. 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 Graduate and Professional Studies 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 an 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.

Residency 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 Plan Analysis 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.

Withdrawal from the College Students looking to withdraw from the College should formally communicate their intent with The Office of the Registrar. A student's date of withdrawal is determined by the last date of attendance in courses at The College. Students who attend at least one class meeting during an academic term are considered attending. Students who withdraw from the college during an academic term in which they attended will be assigned a grade for each course on their schedule per the course withdrawal policy. Withdrawals count toward a student's financial aid PACE.

Unofficial Withdrawal from the College If a student earns a passing grade in one or more of their classes offered over an entire period, Thomas presumes that the student completed the course and thus completed the period. If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire period, for Title IV purposes, Thomas considers that student has unofficially withdrawn, unless the student can document they completed the period.

Federal and institutional aid is recalculated for students determined to have unofficially withdrawn based on the last date of attendance provided by an instructor. For students who unofficially withdrew in a portion of their courses, resulting in them being less than full time, institutional billing policies concerning last date of add/drop will not be taking into consideration during this recalculation. Students with questions should discuss this policy with the Student Financial Services Office.

GRADUATE PROGRAMS OF STUDY

In-Person Master's Degree Programs:

Master of Business Administration

Master of Business Administration- Accounting

The in-person master's degree programs include the Master of Business Administration (MBA) and the MBA-Accounting. These programs allow 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. The in-person MBA program differs from the typical MBA in that it replaces electives with courses rich in innovation, entrepreneurship, international management, and quantitative decision making. The total number of program credits varies by concentration, so consult the specific major program requirements for further information.

Online master's degree programs

Master of Business Administration

Master of Business Administration in Criminal Justice Administration

Master of Business Administration in Cybersecurity

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 Criminology

Master of Science in Cybersecurity

Master of Science in Education

Master of Science in Educational Leadership (Assistant Principal and Principal/Superintendent Tracks)

Master of Science in Educational Policy and Reform

Online 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 are offered in a set-rotation allowing you to finish in one year or two, or at your own pace. 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.

Certificates of Advanced Study Programs

Certificate of Advanced Study in Cybersecurity

Certificate of Advanced Study in Human Resource Management

Certificate of Advanced Study in Project Management

MASTER OF BUSINESS ADMINISTRATION PROGRAM

The in-person 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 pre-determined curriculum.

A cumulative undergraduate GPA of 3.0 is required for admittance. The program encourages students to have competency in statistics, economics, and accounting demonstrated by earning a "C" or better in those courses or related experience. Students in non-business majors are encouraged to apply and Open Education Resources (OER) will be available to introduce foundational knowledge, concepts, and business vocabulary prior to the start of the term.

In-person 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

Course designation	Course Name	Credits
CS550	Technology Management and Integration	3
EC656	International Economics	3
FN585	Capital Markets	3
MG551	Organizational Theory and Behavior	3
MG552	Legal Aspects of Management	3
MG554	Management of Human Resources	3
MG610	Entrepreneurship and Innovation	3
MG615	Ethical Leadership	3
MG695	Strategic Plan Analysis	3
MK551	Marketing Management	3
MS552	Applies Analytics for Business	3
MS575	Quantitative Analysis for Decision Making	3

MASTER OF BUSINESS ADMINISTRATION – ACCOUNTING

The In-person 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 In-person 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 In-person 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.

In-person MBA-Accounting Program Objectives:

Upon completion of the In-person 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

Course designation	Course Name	Credits
AC560	Advanced Fraud and Forensics	3
AC570	Advanced Regulations and Taxation	3
AC6-6	Graduate Accounting Internship	6
AC650	Advanced Financial Statement Reporting	3
CS550	Technology Management and Integration	3
FN585	Capital Markets	3
MG551	Organizational Theory and Behavior	3
MG695	Strategic Plan Analysis	3
MS552	Applies Analytics for Business	3
MS575	Quantitative Analysis for Decision Making	3

MASTER OF BUSINESS ADMINISTRATION

Master of Business Administration

Master of Business Administration - Criminal Justice Administration

Master of Business Administration - Cybersecurity

Master of Business Administration - Healthcare Management

Master of Business Administration - Human Resources Management

Master of Business Administration - Project Management

Master of Business Administration (MBA)

The online 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.

Online 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.

MASTER OF BUSINESS ADMINISTRATION

TOTAL REQUIRED CREDITS: 36

REQUIRED MAJOR COURSES: 27 Credits

GRADUATE ELECTIVES: 9 Credits

Course designation	Course Name	Credits
AC551	Accounting for Management Decisions	3
EC551	Economic Systems	3
FN551	Financial Management	3
MG551	Organizational Theory and Behavior	3
MG554	Management of Human Resources	3
MG610	Entrepreneurship and Innovation	
MG695	Strategic Plan Analysis	3
MK551	Marketing Management	3
MS552	Applies Analytics for Business	3
GRAD	Graduate Elective	9

MASTER OF BUSINESS ADMINISTRATION – CRIMINAL JUSTICE ADMINISTRATION

The MBA-CJA program provides a foundational business core rooted in managing people and the business enterprise. Students will engage with a broad curriculum that includes coursework focused on public administration, cyber risk analysis, and criminal justice operations, making this a rewarding pathway for students with undergraduate degrees in criminal justice or individuals already working in business security and asset protection. This program provides practical preparation for careers ranging from police and corrections administrators to corporate security directors to other management and leadership roles in criminal justice and security.

Master of Business Administration-Criminal Justice Administration Program Objectives

Upon completion of the MBA-CJ Admin degree program, students will be able to:

- Apply managerial and ethical concepts as well as analytical methods to organizational strategy within criminal justice systems in the larger context of social, cultural, and political arenas.
- Assess the impact of regional and national economic trends within the business spheres of criminal justice, cybersecurity, human resources, public administration, and the broader field of government and public policy.
- Apply quantitative and qualitative decision-making tools to address and solve business and social problems in criminal justice and security organizations.
- Analyze financial and organizational foundations from various criminal justice and business settings leading to the development of a strategic plan.

MASTER OF BUSINESS ADMINISTRATION CRIMINAL JUSTICE ADMINISTRATION

TOTAL REQUIRED CREDITS: 36

Course designation	Course Name	Credits
CR650	Organizational Policy & Change	3
CR651	Analysis of Criminal Justice Operations	3
CR664	Security in the 21 st Century	3
CY621	Cybersecurity Risk Analysis and Decision Making	3
FN551	Financial Management	3
HR563	Labor Relations	3
HR564	Training, Development, and Evaluation	3
MG554	Management of Human Resources	3
MG562	Introduction to Public Administration	3
MG610	Entrepreneurship and Innovation	3
MG695	Strategic Plan Analysis	3
MG552	Applies Analytics for Business	3

MASTER OF BUSINESS ADMINISTRATION – CYBERSECURITY

The Master of Business Administration – Cybersecurity program permits students with an interest in Cybersecurity to develop specific skills in Cyber, 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 Cybersecurity.

Master of Business Administration–Cybersecurity Program Objectives

Upon completion of the MBA-CY degree program, students will be able 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.
5. Devise cybersecurity solutions to protect assets, reduce vulnerabilities, and limit threats.
6. Apply quantitative and qualitative decision-making tools to solve business problems.
7. Find, retrieve, analyze, and use information relevant to the program goals.

MASTER OF BUSINESS ADMINISTRATION CYBERSECURITY

TOTAL REQUIRED CREDITS: 33

Course designation	Course Name	Credits
CS550	Technology Management and Integration	3
CY531	Foundations of Homeland Security	3
CY617	Cyber Law and Ethics	3
CY621	Cybersecurity Risk Analysis and Decision Making	3
CY656	Cyber Integration and Assurance	3
EC/AC	EC551 Economic Systems or AC551 Accounting for Management	3
IS544	Information Systems Project Management	3
MG554	Management of Human Resources	3
MG610	Entrepreneurship and Innovation	3
FN/MG	Financial Management or Organizational Theory and Behavior	3
MS552	Applies Analytics for Business	3

MASTER OF BUSINESS ADMINISTRATION – HEALTHCARE MANAGEMENT

The Thomas College Master of Business Administration with a concentration in Healthcare Management prepares students for careers in health administration, organizational leadership, healthcare 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 healthcare field.

Master of Business Administration - Healthcare 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 healthcare.
2. Apply relevant health administration principles to real-world healthcare management situations, including the legal implications of health informatics, information privacy and information security.
3. Apply technology to solve complex problems in healthcare management.
4. Demonstrate ethics and professional responsibility in the healthcare field
5. Manage healthcare supply chains and communicate and negotiate with internal and external resources.
6. Navigate the complex area of healthcare finance, insurance, and reimbursement.
7. Apply strategic planning and decision making to healthcare organizations.

MASTER OF BUSINESS ADMINISTRATION HEALTHCARE MANAGEMENT

TOTAL REQUIRED CREDITS: 36

Course designation	Course Name	Credits
AC551	Accounting for Management Decisions	3
EC551	Economic Systems	3
FN551	Financial Management	3
HC510	The United States Healthcare System	3
HC520	Healthcare Informatics	3
HC525	Healthcare Reimbursement	3
HC530	Healthcare Supply, Logistics and Procurement	3
MG551	Organizational Theory and Behavior	3
MG554	Management of Human Resources	3
MG695	Strategic Plan Analysis	3
MK551	Marketing Management	3
MS552	Applies Analytics for Business	3

MASTER OF BUSINESS ADMINISTRATION – HUMAN RESOURCE MANAGEMENT

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 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

Course designation	Course Name	Credits
AC551	Accounting for Management Decisions	3
EC551	Economic Systems	3
FN551	Financial Management	3
HR561	Compensation & Benefits	3
HR562	Recruitment and Retention	3
HR563	Labor Relations	3
HR564	Training, Development, and Evaluation	3
MG551	Organizational Theory and Behavior	3
MG554	Management of Human Resources	3
MG610	Entrepreneurship and Innovation	3
MG695	Strategic Plan Analysis	3
HR Elective	Graduate HR Elective	3

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.

MASTER OF BUSINESS ADMINISTRATION PROJECT MANAGEMENT

TOTAL REQUIRED CREDITS: 36

Course designation	Course Name	Credits
AC551	Accounting for Management Decisions	3
EC551	Economic Systems	3
FN551	Financial Management	3
MG527	Project Management Specializations	1
MG528	Project Management Specializations	1
MG529	Project Management Specializations	1
MG530	Teams, Authority, Influence and Power	3
MG532	Managerial Risk Analysis and Decision Making	3
MG533	Innovation, Change and Agile Projects	3
MG535	Complex and Advanced Projects	3
MG544	Project Management	3
MG695	Strategic Plan Analysis	3
MK551	Marketing Management	3
MS552	Applies Analytics for Business	3

MASTER OF SCIENCE IN CRIMINOLOGY

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.

MASTER OF SCIENCE IN CRIMINOLOGY **TOTAL CREDITS REQUIRED: 30**

Course designation	Course Name	Credits
CR500	Criminological Theory	3
CR515	Treatment of Offenders	3
CR520	Juvenile Delinquency & Youth Crime	3
CR610	Critical Issues in Criminology	3
CR650	Organizational Policy & Change	3
CR651	Analysis of Criminal Justice Operations	3
CR663	Corrections in the 21 st Century	3
CR664	Security in the 21 st Century	3
MG562	Introduction to Public Administration	3
MS530	Applied Statistical Analyses for the Social Science	3

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...)

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
3. Successful completion of the Thomas College proficiency assessment.

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.

MASTER OF SCIENCE IN CYBERSECURITY
TOTAL REQUIRED CREDITS: 30

Course designation	Course Name	Credits
CS550	Technology Management and Integration	3
CY531	Foundations of Homeland Security	3
CY613	Cyber Data Analytics	3
CY617	Cyber Law and Ethics	3
CY621	Cybersecurity Risk Analysis and Decision Making	3
CY630	Artificial Intelligence Implications for Cybersecurity	3
CY644	Cyber Engineering	3
CY645	Cybersecurity Operations	3
IS544	Information Systems Project Management	3
CY656	Cyber Integration and Assurance	3

MASTER OF SCIENCE IN EDUCATION

The Thomas College Master's in Education degree programs are practitioner focused and linked to research based best practice. Our guiding principles are grounded in diverse theoretical perspectives and the practice of varied pedagogical approaches.

The graduate programs in Education promote:

- Multiple theories and approaches to teaching and learning
- Active discussion and reflection
- Culturally responsive practice
- Project-based inquiry
- Evidenced based action research
- Lifelong learning
- Competency based approaches to education
- Integrated curriculum: STEAM
- Digital literacies

Courses are offered in a continuing rotation of eight-week terms throughout the year online. Students can enroll in up to 3 classes prior to officially matriculating into a program and they may enter their coursework at any point along the rotation, except in the case of the Capstone.

The Master of Science in Education program 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 key social, cultural, legal, and economic contexts of education in the United States.
2. Identify, apply, and reflect upon current methods and principles of curriculum, instruction, and assessment.
3. Identify basic educational research terms and practice(s) to support the design of an action research inquiry around a self-constructed research question and culminating in a written Capstone project.
4. Examine, understand, and apply culturally responsive education related to equity, diversity, social justice in Education.
5. Research, reflect, analyze, and communicate information relevant to program goals using a variety of digital tools.

MASTER OF SCIENCE IN EDUCATION

TOTAL REQUIRED CREDITS: 30

Course designation	Course Name	Credits
ED550	Teacher as Researcher	3
ED551	Seminar in American Schools	3
ED552	Diverse Learners, Families and Communities	3
ED553	Educational Assessment	3
ED554	Leadership and Development in Curriculum and Instruction	3
ED698	Capstone in Education	3
MSED	Graduate Education Elective	12

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 two 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 course work, teaching experience is required for final State certification.

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. Develop and articulate strategic plans, policy, and priorities to key constituencies
3. Organize tasks using teamwork and team-building functions
4. Evaluate systems and complex situations considering federal and state laws, regulations, and policies to include special education law
5. Construct, evaluate and understand key budget and finance tasks
6. Conduct research using generally accepted quantitative and qualitative measures to support the design of an action research inquiry around a self-constructed research question and culminating in a written Capstone project.
7. Examine and apply role and responsibility of a school leader in equity, diversity, social justice.
8. Demonstrate an emerging ability to supervise, manage and negotiate with staff as pertains to employment, performance, and contracts.
9. Research, reflect, analyze, and communicate information relevant to program goals using a variety of digital tools.

M.S. EDUCATIONAL LEADERSHIP- ASSISTANT PRINCIPAL**TOTAL REQUIRED CREDITS: 33**

Course designation	Course Name	Credits
ED530	Special Education Law	3
ED550	Teacher as Researcher	3
ED551	Seminar in American Schools	3
ED552	Diverse Learners, Families and Communities	3
ED553	Educational Assessment	3
ED554	Leadership and Development in Curriculum and Instruction	3
ED571	Organizational Theory, Planning, and Change	3
ED572	School Law for Administrators	3
ED573	Supervision and Evaluation of Personnel	3
ED641	Educational Leadership and Ethical Decision Making	3
ED698	Capstone in Education	3

M.S. EDUCATIONAL LEADERSHIP - PRINCIPAL/SUPERINTENDENT**TOTAL REQUIRED CREDITS: 39**

Course designation	Course Name	Credits
ED530	Special Education Law	3
ED550	Teacher as Researcher	3
ED551	Seminar in American Schools	3
ED552	Diverse Learners, Families and Communities	3
ED553	Educational Assessment	3
ED554	Leadership and Development in Curriculum and Instruction	3
ED571	Organizational Theory, Planning, and Change	3
ED572	School Law for Administrators	3
ED573	Supervision and Evaluation of Personnel	3
ED6-3	Graduate Education 15-week Internship	3
ED641	Educational Leadership or Education Leadership Exp.	3
ED642	Financial and Budget Management of Schools	3
ED698	Capstone in Education	3

MASTER OF SCIENCE IN EDUCATIONAL POLICY AND REFORM

This degree pathway blends policy, reform, and advocacy for educational stakeholders outside of classroom teaching. Students will apply research, showcase policy-analysis skills, and examine political, social, bureaucratic, and economic impacts on schools and educational systems. Students will learn ways in which policy is linked to the practice of schooling within the PK-12 and higher education system and employ advocacy skills to inform reform and promote educational equity. The culminating practicum in this program is fully customizable and is set up as an apprenticeship to ensure the applicability of skills developed over the course of the program of study.

Master of Science in Educational Policy and Reform Program Objectives:

Upon graduation, the student will be able to:

- Identify and apply research-driven content knowledge and disciplinary grounding within the field of education outside of classroom instruction.
- Showcase analytical and educational policy-analysis skills in context.
- Examine formal and informal institutions of learning and political, social, bureaucratic, and economic impacts on these schools and systems.
- Reflect upon the ways in which policy is linked to the practice of schooling within the PK-12 and higher education system.
- Employ research-driven and analytical skills in practicum setting(s) of choice, integrating advocacy skills to promote educational equity.

MASTER OF SCIENCE IN EDUCATIONAL POLICY AND REFORM

TOTAL REQUIRED CREDITS: 33

Course designation	Course Name	Credits
ED551	Seminar in American Schools	3
ED552	Diverse Learners, Families and Communities	3
ED553	Educational Assessment	3
ED575	Educational Policy and Reform	3
ED642	Financial and Budget Management of Schools	3
ED670	Educational Policy Practicum I	3
ED672	Educational Policy Practicum II	3
GRAD	Graduate Elective	12

CERTIFICATES OF ADVANCED STUDY

Certificate of Advanced Study in Cybersecurity

Certificate of Advanced Study in Human Resource Management

Certificate of Advanced Study in Project Management

Course work in a certificate program at Thomas College will allow students to expand their knowledge base and open opportunities in an exciting career field. All courses can be applied to a master's degree or be a stand-alone credential of value. Students fully accepted into a certificate program may be eligible for financial aid.

The Certificate of Advanced Study in Cybersecurity is a 15-credit program in which students will gain understanding in Cybersecurity and will provide you with a comprehensive understanding and skills to secure, protect, and defend valuable data. The program draws on current best practices, framework, 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 ACM (Security).

CYBERSECURITY

REQUIRED MAJOR CREDITS: 15

Course designation	Course Name	Credits
CS550	Technology Management and Integration	3
CY531	Foundations of Homeland Security	3
CY617	Cyber Law and Ethics	3
CY621	Cybersecurity Risk Analysis and Decision Making	3
CY656	Cyber Integration and Assurance	3

The Certificate of Advanced Study in Human Resource Management is a 15-credit program in which students will gain an understanding of Human Resource Management. The program is designed for students who wish to pursue a career in human recourse management. The courses can be used towards a MBA – Human Resource Management degree. The Society for Human Resource Management confirms that the curriculum taught in the MBA-HR program aligns with the recommended requirements for HR degree programs in the SHRM HR Curriculum Guidebook.

HUMAN RESOURCE MANAGEMENT

REQUIRED MAJOR CREDITS: 15

Course designation	Course Name	Credits
HR5	HR561 Compensation/Benefit OR HR562 Recruiting and Retention	3
HR563	Labor Relations	3
HR564	Training, Development and Evaluation	3
MG551	Organizational Theory and Behavior	3
MG554	Management of Human Resources	3

The Certificate of Advanced Study in Project Management is a 15-credit program in which students will gain an understanding of Project Management. Thomas College has over 100 years of history developing leaders with strong project management skills in business and our graduates of the project management degree are valued by employers. Students will be invited to participate in on campus and virtual networking events to advance your career.

PROJECT MANAGEMENT
REQUIRED MAJOR CREDITS: 15

Course designation	Course Name	Credits
MG527	Project Management Specializations	1
MG528	Project Management Specializations	1
MG529	Project Management Specializations	1
MG530	Teams: Authority, Influence, and Power	3
MG532	Managerial Risk Analysis and Decision Making	3
MG535	Complex and Advanced Projects	3
MG544	Project Management	3

UNDERGRADUATE COURSE DESCRIPTIONS

Accounting

AC111 Principles of Accounting I 3

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.

AC112 Principles of Accounting II 3

The second semester emphasizes the accounting principles of the corporation. Attention is given to long-term liabilities, the corporate structure, capital and treasury stock, dividends, analysis of financial statements, and statement of cash flow. A financial statement analysis case and internet research are required. Prerequisite: AC111

AC220 Financial Accounting 3

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.

AC221 Managerial Accounting 3

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 through job-order and process-costing techniques, budgeting, responsibility accounting, and transfer pricing. The fundamental accounting concepts and techniques for planning and control apply to all types and functions of organizations. Prerequisite: AC112 and OR AC220 Not available to students pursuing a bachelor's degree in accounting

AC223 Intermediate Accounting I 3

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, credit risk assessments, receivables, inventories and time-value of money are studied. Prerequisite: AC112

AC224 Intermediate Accounting II 3

The second semester continues the accounting sequence started in AC223. The required computer-simulation case expands on those areas introduced during the semester. Topics covered include investments, liabilities, stockholders' equity, earnings per share, leases, pensions, income taxes, and statements of cash flow. Prerequisite: AC223

AC225 Intermediate Accounting III 3

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 prospects. Various topics

including investments, statement of cash flows, accounting for changes/ error analysis and disclosures in financial reporting are reviewed. Prerequisite: AC224

AC231 Personal Financial Planning 3

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. Prerequisite: AC112 or AC221

AC325 Financial Statement Analysis 3

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. Prerequisite: EC211 and FN225

AC335 Cost Accounting 3

This course covers the fundamentals of cost accounting, control of materials, labor, and manufacturing overhead. Job order, process, joint and by-product and standard cost systems are studied. Excel spreadsheets are used to evaluate the costs of an integrated accounting system. Prerequisite: AC112

AC336 Advanced Topics in Cost Accounting 3

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 activity-based costing, 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. Prerequisite: AC335

AC337 Accounting & Financial Information Systems 3

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 order-entry/sales, billings/receivables/receipts, purchasing/inventory /payables, disbursements, payroll and forecasting. Prerequisite: AC112 and CS115

AC338 Federal Personal Income Taxation 3

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, with students being responsible for a tax project. Prerequisite: AC112

AC339 Federal Partnership & Corporate Taxation 3

This course is designed to acquaint students with the Internal Revenue Code pertaining to partnerships and corporations. Students gain an understanding of partnerships and corporation taxation, different types of corporations and their tax attributes, estates and trust taxation, and gift taxes. Students are responsible for a tax project. Prerequisite: AC112

AC442 Accounting for Nonprofit Organizations 3

This course examines the accounting and control considerations encountered by not-for-profit organizations and the government. 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. Prerequisite: AC112

AC443 Forensic and Investigative Accounting 3

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. Prerequisite: AC112 and CJ121 and CS115

AC445 Auditing Theory & Practice 3

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. Prerequisite: AC224

AC449 Advanced Accounting Theory 3

The purpose of this course is to develop analytical techniques in preparation for the CPA exam. Specific emphasis is placed on topics covered in the accounting-practice-and-theory section of the exam. The topics, which build on areas covered in intermediate, advanced, and cost accounting, are statement of changes in financial position, fund accounting, marketable securities, pensions, time-value of money, income taxes, leases, account changes and errors, bonds payable, and interim statements. Prerequisite: AC224 and AC335 and AC338

Biology

BI111 Principles of Cellular and Molecular Biology 4

This general biology course will cover the common characteristics of all living things from a cellular and molecular perspective. We will discuss the four biomolecules that make up all living things and how they contribute to the structure and function of cells. Topics covered will include metabolism, cellular structure, physiology, molecular biology, biochemistry, and genetics. Laboratory exercises will be aimed at familiarizing students with common biology laboratory equipment and techniques and collecting and communicating scientific data.

BI115 Principles of Organismal Biology & Lab 4

This course will cover the diversity of living things at the organismal level. Taxonomy and descriptions of living organisms ranging from prokaryotes to multicellular eukaryotes will be discussed. Topics will include ecology, natural selection, micro and macroevolution, organismal diversity, plant and animal structure and physiology. Laboratory exercises will be aimed at familiarizing students with common biology equipment and techniques, collecting, and communicating scientific data.

BI205 Contemporary Issues in Biology 3

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, STDs, alcohol, drugs, and more. The course includes lectures, slides, films, a research project, and hands on lab activities.

BI220 Microbiology & Lab 4

This course will cover the foundational concepts of microbiology, the study of microorganisms. It will focus on the ubiquity and diversity of the microbial world. The course will cover the structure and function of microbes and how they interact with their environment. This course will also discuss human pathogens,

immune defenses, and antimicrobial drugs. Laboratory exercises will be aimed at familiarizing students with common microbiology laboratory equipment and techniques and collecting and communicating scientific data.

BI250 Ecology 3

Ecology is the study of the interaction between organisms and the environment. In this course we will investigate the relationship between abiotic (nonliving) and biotic (living) components of an ecosystem. Building upon an introduction to environmental factors, we will examine the interplay between these components at the species, population, community and ecosystem levels. Throughout the course, we will discuss current ecological applications and issues, such as habitat destruction, sustainability, disease, invasive species, and global climate change.

BI260 Introduction to Nutrition 3

Introduction to Nutrition explores human nutrition through an examination of the six classes of nutrients: carbohydrates, proteins, fats, vitamins, minerals, and water. Students use the scientific method to assess dietary needs based on current scientific and medical research. The course provides an overview of the anatomy and physiology of digestion, the molecular biology of metabolism, and the impact of nutrition on human health and disease throughout stages of life.

BI311 Anatomy and Physiology 3

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.

BI350 Human Genetics & Lab 4

This course will explore the mechanisms by which DNA acts as the code for building the human body. The course will provide a broad review of the principles of human genetics including Mendelian genetics, inheritance, molecular genetics, population genetics, and gene expression. The course will focus on the application of these principles to the life of the average citizen including the concepts of genetic counseling and human health and disease. The course will also discuss the ethical implications of the role of genetics in modern social issues. Laboratory exercises will be aimed at familiarizing students with common genetics laboratory equipment and techniques and collecting and communicating scientific data. Prerequisite: BI111

BI411 Advanced Cell Biology & Lab 4

This course will apply the molecular basis of cell structure and biochemistry to understand human health and disease. Topics will include cell structure, cellular metabolism, DNA repair, membrane transport and targeting, and signal transduction. This course will develop research skills including experimental design, data collection, and technical laboratory skills. Students will develop their ability to read, critically analyze, and write primary literature style research papers. Prerequisite: BI111, Junior Status or permission of the instructor

Chemistry

CH111 Chemistry I & Lab 4

This course is the first in a 2-semester series and serves as an introduction to general principles of chemistry such as: atomic and molecular structures, periodic trends and properties of elements, chemical bonding, chemical reactions, reaction stoichiometry and the mole, and basic thermochemical concepts. Chemistry is all around us every day, every minute, perhaps some of these ideas just haven't crossed your mind yet! In the lab component of this course, we will have the opportunity to explore basic techniques accompanied with the principles from lecture. The wet lab component is meant to also develop and improve scientific communication and investigation through inquiry-based activities. This course in addition to its wet lab component total 4 credit hours. Basic mathematical skills in algebra and geometry are required to succeed in this class.

Criminal Justice

CJ121 Introduction to Criminal Justice 3

This introductory course is designed to provide the student with a critical overview of the structure, operation, goal and philosophy of the American criminal justice system to include law enforcement, prosecution, courts, and corrections. Subject areas to be covered will include the roles and responsibilities of criminal justice organizations, crime theories, criminal law, crime trends, and community justice.

CJ122 Policing in America 3

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

CJ150 Health, Fitness, and Wellness for the CJ Professional 3

A criminal justice professional encounters scores of external and internal stressors and demands during his or her daily activities and throughout his or her career. Caring for abused children, counseling victims of violent crime, working safely across long shifts, and protecting oneself from an assault are a few examples of potential job stressors. Success in dealing with and managing these stressors depends to a large part on an individual maintaining his or her health, fitness, and wellness throughout his or her career. Additionally, many criminal justice agencies expect an applicant to meet minimum health, fitness, and wellness standards before hiring. This course provides a student with an overview of the physical and mental challenges of criminal justice professions and the means of preparing for and dealing with them.

CJ202 Criminal Law 3

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 the application of the Model Penal Code. Special emphasis will include a review of established defenses to criminal liability such as insanity, self-defense and diminished capacity defenses. Prerequisite: CJ121 or permission of instructor

CJ204 Criminal Procedure 3

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, the right to counsel. Prerequisite: CJ121 and CJ202 Or permission of instructor

CJ212 Report Writing, Interview, and Interrogation 3

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: EH112, CJ121, Junior or Senior Status

CJ223 The Corrections System 3

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 or permission of instructor

CJ226 Social Science Research Methods 3

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

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 and SY113 CJ121 or SY113

CJ235 The Court System 3

This course explores the state and federal court system in the United States. Students learn about the various types of courts, including specialty courts, 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 is examined. 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.

CJ240 Drugs, Addiction and Crime 3

This course explores the 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: CJ121

CJ242 Crime Scene Processing and Evidence Preservation 3

This course introduces the student to crime scene processing and evidence collection. Students will become proficient at processing a wide range of crime scenes from indoor, outdoor, vehicles and buried remains. The course will focus on officer safety, note taking, evidence admissibility and crime scene documentation (photography, videography, mapping and sketching). Students will learn how to locate, develop and package evidence to preserve toolmarks, DNA, fire debris and fingerprints. Each class will comprise of a review of the best practices, application to mock scenes and a debrief and discussion of successes and pitfalls in real casework. Where practical, a visit to a trial where evidence is presented will be included as a field trip.

CJ245 Domestic & Family Violence 3

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. Prerequisite: CJ121

CJ250 Social Services 3

The purpose of this course is to provide a broad understanding of the social work profession and an examination of the varied forms of social service agencies available. This course focuses on understanding social work and social welfare key concepts and perspectives. This course incorporates factors at the individual, family, group, organizational, community, and societal levels. Emphasis is on the generalist practice approach and its emphasis is on client strengths, empowerment, and the promotion of social and economic justice. Prerequisite: SY113

CJ265 Marine and Wildlife Law Enforcement 3

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

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

CJ320 Comparative Criminal Justice Systems 3

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.

CJ325 Victimology 3

This course examines the field of victimology, including its theories, basic assumptions and definitions. Students learn to think critically and independently about 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: CJ230 or SY230

CJ330 Transnational Crime 3

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. Prerequisite: CJ121

CJ331 Criminal Justice Administration and Organization 3

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. Prerequisite: CJ121 and CJ122 or permission of instructor

CJ332 Community Corrections 3

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. Prerequisite: CJ121 or permission of instructor

CJ333 Multicultural Issues in C.J. 3

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. Prerequisite: CJ121 or permission of instructor

CJ334 Juvenile Crime and Justice 3

Structured to examine classical and contemporary criminological theories, this course allows students to explore the origins of juvenile delinquency and to apply criminological knowledge to juvenile delinquency as it exists today. This course is further designed to dispel myths surrounding juvenile delinquency and to provide and instill students with a well-informed and critical understanding of juvenile delinquency as a social phenomenon with historical underpinnings within the evolving context of society and knowledge. Beyond juvenile delinquencies, evolutionary considerations and in keeping with socially relevant and policy-oriented perspectives, analysis and discussion regarding juvenile delinquency, and juvenile delinquency and future trends in crime will be examined. Prerequisite: CJ121

CJ335 The Law of Evidence 3

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 involves a review of the Federal Rules of Evidence, cases pertaining to relevance, and burden of proof. Prerequisite: CJ121 and CJ122 or permission of instructor

CJ336 Criminal Investigation Procedures 3

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. Prerequisite: CJ121 and CJ122 or permission of instructor

CJ337 Forensic Photography and Digital Imaging 3

Permanent photography has been with us for over 180 years. Because of this history, many different methods and styles have come and gone. This course centers on the use of numerous photography skills to document items of evidence for comparison purposes and to aid the trier of fact in a court of law. Through theory and practical application inside and outside of the classroom, students will be provided with a basic understanding of how to operate a still single lens reflex digital camera. Other items include lens selection, lighting, color temperature, and alternative light sources. This may sound intimidating at first, but technology does not define this course. Cameras and software are tools just like a canvas and brush are to a painter. Students will appreciate that the application of their photography skills to simulated crime scenes and evidence will require flexibility and creativity. The course will end with an introduction to image processing in Adobe Photoshop. Students will learn a range of techniques to enhance their photographs using levels, curves, and exposure of the image. You will be encouraged to develop a personal style and ability to read the environment in order to be successful in dealing with a wide range of forensic examples. There will be ten projects – all are designed to enhance your critical thinking skills, as well as help you discover your own unique approach to forensic photography.

CJ341 Serial Murderers and Their Victims 3

This course provides an in-depth examination of serial murderers and their victims. The content of the course is supported by extensive data and research and aims to highlight some of the most prominent murderers of our time. The course will explore a range of serial murder types, including sexual predators, team killers, healthcare murderers and serial killers outside the U.S. Students will develop their critical thinking skills through class discussion, debate and independent exploration exercises. Prerequisite: CJ121 and PY111

CJ342 Violent Offenders and Their Victims 3

This course focuses on violent offenders who constitute a minority of offenders but are often the objects of fear, loathing and puzzlement. Also, in the course, students consider the consequences of violent crime for the victims, their families and society. Subjects include the extent and types of violent crimes, hypothesized causes of violent behavior and society's response to these offenders. Prerequisite: CJ121

CJ345 Pre-Service Law Enforcement Course (Phase I) 3

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. Prerequisite: CJ121 and CJ122 permission of the instructor

CJ346 Pre-Service Law Enforcement Course (Phase II) 6

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. Prerequisite: CJ121 and CJ122 and CJ345 Additional Fee Required permission of the instructor

CJ355 Police and the Use of Force 3

This course is a detailed analysis of the police use of force. Focus will be on the legitimate and illegitimate use of the force; policies and laws enacted to control its use; various types of force available to the police; and American policing's intimate history with force and the communities served by the police. How police use and misuse force is examined via the use of case laws, case studies, investigative commission reports, investigative media, research journals, and trade publications. Prerequisite: Junior or Senior Standing

CJ360 Fraud Investigations & White-Collar Crime 3

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.

CJ365 Sexual Offenders 3

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 CJ121 and Junior or Senior Status

CJ375 Environmental and Conservation Crime Investigations 3

This course is an examination of environmental and conservation crimes -types of crime that imperils the health, safety, and economics of citizens, communities, states and nations. It focuses on environmental and conservation crime legislation and politics as well as investigation, prosecution, and prevention. It explores environmental and conservation crime's theoretical underpinnings. Additionally, it touches upon environmental and conservation crime as a global issue. The course introduces students to several public and private careers in environmental and conservation crime investigation and enforcement. Prerequisite: CJ121 Prerequisite: CJ121 and CJ265 Junior/Senior Standing and permission of the instructor

CJ380 Sociology of Deviant Behavior 3

This course provides a theoretical and empirical overview of the nature and meaning of deviant behavior utilizing sociological concepts and processes as it relates to social control. Prerequisite: SY113 and CJ121 SY113 or CJ121

CJ390 Human Trafficking 3

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

CJ396 Homeland Security 3

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. Prerequisite: CJ121 or PS213 is recommended

CJ397 Search and Detection K9s 3

Canines (K9s) undertake multiple roles and responsibilities in criminal justice, homeland security, corporate security, forensic science, and search and rescue 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 and ethics governing the use of detector dogs and searches; and review the science behind successful canine detection. Prerequisite: CJ121 Junior/Senior standing, or permission of the instructor

CJ399 Special Topics in Criminal Justice 3

This course is a detailed analysis of a criminal justice and/or criminology topic. Focus will be on the legitimacy of the topic in CJ; an examination of the policies and laws enacted for and related to the topic; a historical review of the topic; and assessment of the political, social, and economic impacts of the topic. Prerequisite: CJ121 and SY113 CJ121 or Sy113 and Junior or Senior Standing

CJ403 Careers in Criminal Justice 3

This course reviews the types of careers that relate, directly or indirectly, to the American criminal justice system; the relationship between occupation requirements and responsibilities and individual knowledge, skills, and abilities; the value of understanding the relationship between employment theory and practice; and the employment culture in the criminal justice system. Prerequisite: CJ121

CJ441 Community and Policing Partnerships 3

This course provides the student with an opportunity to explore partnerships with law enforcement agencies and community resources. The definitions of community will be discussed and analyzed, impact of the environment on behavior, and the promises of community organizations for local empowerment. Prerequisite: CJ121 and CJ122 or permission of instructor

CJ447 Critical Issues in Criminal Justice 3

This is the capstone course in which a student demonstrates mastery of issues that impact crime, justice, and the criminal justice system through the practical application of current research, case studies, and various theoretical perspectives. Prerequisite: CJ121 Advanced Junior or Senior Standing or Permission of the instructor

CJ450 Academy Basic Law Enforcement Course 15

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 aspects of law enforcement job tasks which is expected of all Maine law enforcement officers. Prerequisite: CJ121

CJ460 Independent Research in Criminal Justice 3-6

Individualized research experience developed and implemented under the supervision of a faculty member. Prerequisite: CJ230 and PS225 Minimum of 60 credits earned toward a Bachelor of Science degree, and permission of the instructor. Can be 3 or 6 undergraduate credits.

Communications

C0111 Introduction to Communications 3

This introductory course surveys several domains in the discipline of Communications of relevance to the programs at Thomas College. Topics include: media ecology, fundamentals of research design, research literacy, visual and information design (focused on journalism and web marketing), and rhetorical analysis. The course combines empirical research with the critical and speculative approaches of culture studies to introduce students to the value of the communications perspective for professions such as journalism, public relations, marketing, organizational management, and psychology. Class projects and discussions examine how communications impacts and guides business, the social sciences, education, and some areas of information technology

C0115 Digital Media 3

Digital Media is an introductory-level class where students explore basic concepts and dig deep into the history of electronic and digital media forms. To develop and strengthen their media production skills, students use a multitude of contemporary software applications and professional strategies to create and author their own original content and portfolios in the fields of publishing, the world wide web, photography, graphic design, animation, audio, and video. Prerequisite: a mobile computing device i.e., smartphone, tablet or laptop that has a camera, a microphone and internet access.

C0213 Business Communications 3

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 resumes. Exercises in team building, case review, and decision-making complement the offerings. Prerequisite: EH111 and EH112

C0220 Audio Production and Podcasting 3

This experiential, hands-on audio production course emphasizes real-world audio storytelling that will be student-produced and published for an audience. Students gain an understanding of audio theory as well the best practices of audio productions with an emphasis of producing podcasts. Students will develop technology skills of operating audio production equipment along with the interpersonal skills of working in a highly collaborative production workflow. As active members of a production team, students will also create author projects from scratch taking their creative ideas from concept, through development, planning, execution, post-production editing, and final publication. Prerequisite: C0115

C0245 Public Speaking 3

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, and some sections also include scenes from plays.

C0250 Journalism 3

In this course, students examine the principles and practices of writing news for print and electronic media. They develop stories from start to finish, initiating news concepts and then gathering news through research and interviews, evaluating these sources, checking facts, weighing ethical considerations, writing, and revising stories. Students produce actual news pieces (local and sporting news, as well as an in-depth feature piece). Prerequisite: EH111 and EH112

C0320 Technical Writing 3

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. Prerequisite: EH112 Junior/Senior Status or permission of the instructor

C0330 Film and Video Production 3

This experiential, hands-on video production course emphasizes real-world single-camera visual story telling outside of the studio. Students gain experience in theory and practice of moving image productions along with the requisite skills of operating video production equipment. Best practices of working in a highly collaborative production environment are emphasized. As members of a production team, students will create several projects from scratch taking their creative ideas from concept, through development, execution, editing, and publication. Prerequisite: C0115

C0335 Media Design Technologies 3

In this professional preparation course students will gain proficiency in the terminology, techniques, and technologies of media design and will produce effective and engaging material for both print and digital presentation. Students will learn about the aesthetic components of design (for example, unity, contrast, balance) and the techniques for producing good designs, typography, color management, imagery, and information design. Students will incrementally develop their design skills in a series of short projects, some of which will be presented to the class for critique, and then produce a final project / portfolio piece relevant to their own Program and professional goals showcasing their design skills. Prerequisite: C0111

C0337 Internet Marketing/Marketing Analytics 3

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 CS140 or permission of the instructor

C0347 Advanced Writing and Editing 3

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. Prerequisite: EH112

C0410 Communications/DMMG Senior Seminar 3

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. Prerequisite: C0335 or permission of instructor

C0439 Event Planning and Management 3

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: CO111

CO440 Managing Media Projects 3

This course addresses the project planning aspect of media-based marketing campaigns. Traditional marketing objectives – advertising and media relations objectives, strategies and tactics – are addressed in the context of cross-organizational project planning. Students will learn fundamental skills of project management (scope, work-breakdown structures, cost, resource management, and communication) and apply what they have learned in a series of exercises and projects that reflect their Program's goals and their personal interests. Prerequisite: MK116 or CO111

CO445 Social Media 3

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. Prerequisite: CO111 or MK116, Previously Titled: Social Media

Computer Science

CS115 Introduction to Computer Applications 3

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).

CS119 Introduction to Systems Engineering Using Robotics 3

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.

CS121 Intermediate Spreadsheet Applications 3

Many business and professional settings require the use of word-processing and spreadsheets tools to analyze and present complex data sets. This course provides students with the ability to move beyond the introductory level of data entry and to develop expertise to apply a variety of communication tools with a focus on spreadsheet applications such as Excel in order to represent, analyze and present data in a professional setting.

CS132 Graphic Design I 3

This course introduces students to the universal principles of 2D design and their application in the world of digital media and commercial graphic design. Students learn the components of good design and develop design skills in both commercial and non-commercial settings through a variety of readings, project-based

exercises, critiques, and discussions. Students are introduced to the design capabilities of general use software such as Microsoft Office as well as more advanced design software such as Adobe Creative Cloud. Students complete a final project consistent with their Programs and professional goals that showcases their design capabilities.

CS140 Web Design 3

This course introduces 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 & Design 3

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.

CS190 Introduction to Educational Game Design 3

This course is an introduction to educational game design from two perspectives: the game designer and the curriculum designer. In this class, students will work with a contemporary game design tool such as Unity 3D to learn techniques for creating engaging educational games for the K-12 level. Students will learn how to design curriculum combining technology, creativity, and imagination in building immersive game environments and game narratives. As game designers, students will be 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 will be 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.

CS193 Trends in Educational Technology & Innovation 3

This course prepares preservice educators to incorporate 21st century skills and technology within the frame of best practice and current technology trends. This course is updated every time it is taught with the newest educational technology trends, focused on how to bridge learning and technology effectively using models such as SAMR (substitution, augmentation, modification, redefinition) and TPACK (technological pedagogical content knowledge). Learners will come away with a conceptualization of what innovation in PK-12 education looks like, how to apply it, and how to connect the uses of technology on a budget with effective learning practices. Furthermore, preservice educators will gain a working knowledge of how to use and apply foundational programming skills within the field of PK-12.

CS216 Data Structures & Algorithms 3

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

CS218 Java Programming 3

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

CS225 C#.NET Programming 3

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. Prerequisite: CS175

CS245 Object Oriented Programming with C++ 3

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: CS218 or CS225 & CS216

CS250 Data Science and Analytics 3

Raw data can be collected from almost everywhere. Data science is the study of turning that data into useful information. This course introduces processes, tools, and mechanisms to acquire, analyze, and visualize data to reveal meaningful patterns in the data. Students will learn how to build models that describe relationships between variables in data and use these models to support managerial decision making through inference and prediction. Datasets from many domains will be explored, demonstrating how data science can be applied in all fields, including business, science, healthcare, government, and cybersecurity. Analysis of the data from a practical viewpoint remains the focus. Instruction will use or discuss popular languages such as R, SQL, Python, TensorFlow, and Splunk. Experience in computation is not required. Prerequisite: MS and CS Students must take MS120 OR MS197 OR MS206 and CS115 OR CS121 to enroll in the course

CS265 Mobile & eBusiness Technologies 3

This course provides students with an overview of mobile devices, platforms, and applications, as well as how users interact with them 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. Prerequisite: CS140

CS310 Computer Forensics 3

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

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: CS218 or CS225

CS316 Graphics and User Interfaces 3

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: CS175

CS330 Computer Design and Architecture 3

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: CS119 OR CS175

CS332 Hardware/Software Concepts 3

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

CS342 Ethical Hacking 3

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

CS345 Data Communications 3

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 CIS or CM curricula. Prerequisite: A 100-level computer course or permission of instructor

CS346 Foundations of Cyber Security Defenses 3

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. Prerequisite: Prior or concurrent completion of CS345 - Data Communications

CS355 Business App Development with C#.NET 3

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: CS315 & CS218 or CS225

CS365 Software Engineering 3

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 and CS225 CS218 or CS225, and junior status

CS390 Intro to Geo. Info Systems 3

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 standing

CS415 Security Essentials 3

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

CS420 Distributed Systems & Cloud Computing 3

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 (e.g. shared state, hardware abstraction, scheduling, file systems, timing, authentication) to a networked setting. In this course, students will explore the different architectures, algorithms, and technologies used to design, build, and evaluate distributed computer systems. Prerequisite: CS345 and Junior Level status

CS422 Applications in Information Security 3

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. Prerequisite: CS345 and CS346

CS424 Information Security Policy, Administration, and Management 3

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. Prerequisite: CS346 & Senior level status

CS425 Intelligent Systems 3

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

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

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: CS245 and CS330

CS444 Emerging Technologies 3

Students identify, research, discuss, and evaluate emerging technologies. Topics are relevant to current technological developments. Prerequisite: CS321

CS450 Cyber Warfare 3

Cyber Warfare includes attacks on all organizations from global adversaries. This course reviews the origins of cyber threats, motivation, and their organization. Analysis and review include defense organizations available within the US and globally, to provide an environment to position a defense mechanism for individual organizations. Learning includes an understanding of traditional warfare, terrorism, and highly organized global arrangements. These structures may support similar aims to lead to Cyber Warfare. From the forgoing foundation, appropriate defense and offence options are designed within strategic, operational, tactical, and preemptive arenas. The implied need leads to the inclusion of introductory learning related to reputational defenses and crisis management. Prerequisite: CS346 & Senior level status

Earth Science

ES205 Climate Science 3

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. Prerequisite: A prior science course is preferred but not required. Students will be expected to have a basic prior understanding of chemistry and physics.

ES210 Natural Disasters 3

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

ES240 Geology & Lab 4

Introduction to Earth's materials, surface and internal geologic processes, plate tectonics and geologic time. Includes practical experience in rock and mineral identification, topographic maps, soil properties and identification, stream processes, and applied problems in geology.

ES305 Oceanography 3

This course is an introduction to oceanography and marine ecology as well as fisheries management of marine ecosystems. The course focuses on the Gulf of Maine. This course is appropriate for those interested in recreational opportunities in marine and estuarine environments, as well as introducing students to content needed for a wide variety of careers related to resource management and environmental protection in state or federal jobs, non-profit organizations, and environmental consulting. These career opportunities include game warden, marine patrol officer, state and federal agency environmental management officer, local code enforcement officer, Maine Guides, park ranger, environmental educator, adventure guide, and harbormaster. Prerequisite: A prior science course such as Ecology or Environmental Science is suggested but not required. Students are expected to have a basic understanding of ecology or biology from high school.

ES410 Hydrology 4

This course provides an introduction to hydrology, with a focus on surface processes and watershed responses. We will cover topics ranging from precipitation, evaporation, infiltration, runoff, streamflow, water quality, groundwater flow and flood processes. The course will deal with both pure and applied aspects of hydrology, with a mixture of both descriptive and quantitative methods. Students are expected to be able to use fundamental math, algebra, and spreadsheet skills. Prerequisite: MS197, Junior Status

Economics

EC211 Microeconomics 3

This course examines the economic theories and practices of individual market structures. Topics discussed are a review of the basic economic concepts, product pricing and resource allocation in the product market, factor pricing and income distribution in the resource market, and the effects of public policy on market structures. Prerequisite: MS206 and CS121 or permission of the instructor

EC212 Macroeconomics 3

This course is a comprehensive study of economic principles and the interactions of the various sectors in the United States economy. Topics discussed are the economizing problems; the development of American capitalism; the distribution of income, employment, and fiscal policy; money, monetary policy, and economic stability; and domestic economic problems.

EC327 Environmental Economics 3

This course examines basic economic approaches to environmental issues, including cost/benefit analysis, externalities theory, and the tragedy of the commons. Prerequisite: EC212 or permission of instructor

EC331 International Trade & Investment 3

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 current events which empowers the student to understand the major workings of the international economic system and its impact on domestic economy and business. The course also acquaints students with modern international economic strategies in both the public and private sectors of the economy. Prerequisite: EC212

EC334 Money, Banking, and Financial Markets 3

A study of the essentials of the domestic monetary system and 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. Prerequisite: EC211 and EC212

EC430 Econometrics 3

This course introduces the student to the regression methods for analyzing data in economics. This course emphasizes both the theoretical and the practical aspects of statistical analysis, focusing on techniques for estimating econometric models of various kinds and for conducting tests of hypotheses of interest to economists. The goal is to help you develop a solid theoretical background in introductory level econometrics, the ability to implement the techniques and to critique empirical studies in economics.

Education

ED110 Professions in Early Childhood 3

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 Early Childhood Management majors.

ED122 Foundations of Education 3

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 Teaching Process and Curriculum Design 3

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 difference. This will be a project-based class with both individual and team projects.

ED125 Experiencing Diversity 3

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.

ED190 Introduction to Educational Game Design 3

This course is an introduction to educational game design from two perspectives: the game designer and the curriculum designer. In this class, students will work with a contemporary game design tool such as Unity 3D to learn techniques for creating engaging educational games for the K-12 level. Students will learn how to design curriculum combining technology, creativity, and imagination in building immersive game environments and game narratives. As game designers, students will be 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 will be 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.

ED205 Managing the Inclusive Classroom 3

Preservice teachers taking Managing the Inclusive Classroom will come away with a set of research-driven pedagogical strategies to create equitable, well-managed and inclusive classrooms. Topics in this course include creating a personal classroom management plan, interpersonal relationships, classroom climate,

home and parent involvement, conflict resolution, restorative discipline, classroom-based action research, and providing opportunities for student voice.

ED210 STEAM Curriculum and Instruction 3

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

ED215 Children's Literature 3

This course familiarizes students with 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 perm of instructor

ED221 Foundations in Literacy 3

This course functions as an introduction to literacy foundations applicable to all education majors and minors. The major concepts of the course cover applied linguistics, language development, and current literacy practices across content areas.

ED232 Educational Psychology 3

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. Prerequisite: PY111

ED235 Seminar Trauma-Informed Education and Social Emotional Learning 3

This course prepares preservice educators to incorporate trauma-informed educational frameworks into their future classrooms. The course is structured in a way where students will come away with foundational knowledge in order to assess, implement, and engage with social emotional learning. Preservice teachers taking this course will learn about the adverse childhood experiences (ACEs) that commonly affect the Maine K-12 student population and will learn classroom management techniques centered around best practices in trauma-informed and social emotional skill education.

ED240 The Multidimensionality of Play 3

This course prepares preservice educators to explore the phenomenon of play as a lived experience of relationship, meaning making, embodiment, and interaction with materials. Students will examine how individual, social, and cultural constructs, environments, perceptions, and systems influence play in conjunction with how play is a link to development and learning including language, mathematics and science and as an invitation to integrating pedagogy, curriculum, and assessment.

ED250 Developmentally Responsive Mid School: Organizational Theory 3

This foundational course prepares preservice teachers through a deep dive into This We Believe, which provides the historical, practical, organizational, and theoretical knowledge necessary to become an effective and responsive middle level educator. This "theory to practice" course allows for both a historical look at the middle level but also the opportunity for preservice teachers to consider ways in which to exemplify theory in their teaching practice.

ED257 Childhood Trauma: Hope and Resilience 3

This course will explore ways in which traumatic childhood events impact and shape an individual's brain development, health and well-being, relationships, educational trajectories and involvement with the justice system. We will investigate traditional practices, policies and structures found within a variety of organizations and critically analyze how they impact the success of youth and adults who have experienced childhood trauma. Furthermore, through community engagement, we will learn from and work with professionals in the field who implement trauma-responsive practices and examine case studies that illuminate trauma-informed practices in education, health care, social services, and in the foster care and justice systems. Based on these real world and academic experiences, students will apply concepts of transformation, social responsibility, and sustainability Prerequisite: PY111

ED260 Applied Linguistics 3

This course will cover the basics of grammar, usage, dialectology (nuances in language, particularly geographic and cultural differences), diction (in the form of vocabulary development), and semantics. The course is geared towards education majors but is broad enough for anyone interested in the English language and linguistics.

ED310 Teaching at the Secondary Level 3

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. Prerequisite: ED124 and ED122 and ED232 and LA135

ED311 Teaching at the Middle School Level 3

This course prepares preservice educators to teach using developmentally responsive, challenging, empowering, and equitable pedagogical strategies at the middle level (grades 5-8). Preservice teachers will come away from this course being able to illustrate unique characteristics of teaching at the middle level, including co-teaching designs and interdisciplinary instruction, as well as utilize up-to-date research such as This We Believe to create and implement effective lessons and units for middle level learners.

ED313 Health Education Methods PK-12 3

Preservice teachers taking health methods will come away with a set of research-driven lesson plans and pedagogical strategies to engage PK-12 students in a range of topics covering the promotion of health and wellness. Topics in this course include differentiating lessons across elementary, middle, and high school specific to health concepts, articulating the research in both education and health/wellness to rationalize lessons, using research to develop funding plans for the health classroom, and developing a communication strategy for the promotion of health and wellness beyond the classroom and for colleagues and the surrounding school community.

ED314 Physical Education Methods PK-12 3

Preservice teachers taking physical education methods will have the opportunity to bridge content-related theory to teaching practice while building out a repertoire of PK-12 lesson plans specific to the physical education classroom. In this course, preservice teachers will create lesson plans, align lesson plans with developmental and motor skills for various grade levels, learn communication strategies for working with students, parents, colleagues, and the community at large, and recognize equitable practice as well as physical materials needed for an effective physical education classroom.

ED316 Methods of Teaching Elementary Reading 3

This course is designed for preservice teachers nearing their student teaching to prepare to teach reading in the kindergarten through 6th grade classroom. Topics will include research-driven practice such as the Science of Reading, critical thinking skills, relationships between reading and writing, vocabulary acquisition,

reading assessment, the use of shared and guided reading, morphology, phonics, phonetic awareness, fluency, prosody, and phonology. Prerequisite: ED124 and ED122 and ED221 and ED232

ED317 Methods of Teaching Elementary Language Arts 3

This course is designed for preservice teachers nearing their student teaching to prepare to teach English Language Arts in the Kindergarten through 6th grade classroom. We will explore the intersections of reading and writing in this course, but will focus deeply on writing, grammar, speaking, and listening standards required in K-6 classrooms. Topics will include Science of Reading, spell-to-learn methods, morphology, orthography, phonics, vocabulary acquisition, dictation, copy work, syntax, and semantics. Prerequisite: ED124 and ED122 and ED221 and ED232

ED320 Methods of Teaching Mathematics 3

This course is designed for elementary education majors to acquaint them with 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 aligns with the Maine Learning Results. Prerequisite: ED124 and ED122 and ED232 60 credits/Junior Standing

ED322 Teaching Students with Exceptional Needs in the Regular Class 3

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. Prerequisite: ED124 and ED122 and ED232

ED323 Teaching Early Childhood Students with Exceptional Needs 3

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. Prerequisite: PY111

ED324 Infant and Toddler Development 3

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. Prerequisite: PY111 and ED232 OR Concurrent enrollment in ED232 with permission of the instructor

ED325 Methods of Teaching Science 3

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 developmentally appropriate. Prerequisite: ED124 and ED122 and ED232

ED326 Methods of Teaching Social Studies 3

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: ED124 and ED122 and ED232

ED327 Science for the Young Child 3

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. Prerequisite: 12 Credits in Education Coursework and GPA of 3.0 in State Certification Courses OR permission of the instructor

ED334 Language Development/Early Literacy 3

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. Prerequisite: 12 Credits in education coursework and GPA of 3.0 in State Certification Courses OR permission of the instructor

ED335 Numeracy for the Young Child 3

This course focuses on developmentally appropriate mathematics curricula and instruction for children Birth through 8. Students will apply their learning through creating and utilizing concrete materials with young children. Prerequisite: 12 Credits in education coursework and GPA of 3.0 in State Certification Courses OR permission of the instructor

ED336 Social Studies for the Young Child 3

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. Prerequisite: 12 Credits in education coursework and GPA of 3.0 in State Certification Courses OR permission of the instructor

ED338 Advanced Field Experience 3

This junior level field experience provides students with 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. Prerequisite: ED124 and ED122 and ED232

ED346 Brain Development for the Young Child 3

This course blends recent research on brain development in early childhood with practical applications for designing and enriching the learning experiences and environments for the young child. Students will be actively involved in hands-on activities, observations, and topic related classroom discussion.

ED347 Observation, Curriculum and Assessment 3

The focus of this course is the practical task of designing a classroom ready early childhood curriculum. Students apply observational approaches and methods in early childhood settings. After examining several theories of early learning and development students will concentrate on a particular philosophy of practice and will incorporate these research informed principles into an original curriculum, which will include a statement of philosophy, application of developmentally appropriate digital technologies, disciplinary content, activities, connection to MITGS, MELDS, or MCS, in addition to the NAEYC DAP Guidelines for Birth to 8 years. Finally, students will explore and incorporate assessment methods, measures, and techniques in their curriculum.

ED348 Creativity and the Arts 3

This course is designed for those students interested in creativity in early childhood, Birth to 8 years. Students will explore the ways in which a variety of cultures describe and recognize creativity and the ways in which creativity can be nurtured and expressed in developmentally appropriate learning environments. Creativity

will be examined through reading research articles, team activities, reflective papers, and student designed arts-based projects

ED349 Family, Culture and Community 3

This course will emphasize an ecological view of early childhood which includes a focus on the interdependence of family, culture and community. Special themes will be local/regional communities, concepts of culture and the development of appropriate strategies for communicating and collaborating with families of young children.

ED350 Child Care Management: Advocacy and Ethical Leadership 3

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 childcare. This course is required for Early Childhood Management majors. Prerequisite: PY336 permission of the instructor

ED352 Adaptive Physical Education 3

Preservice teachers taking the Adaptive Physical Education course will come away with knowledge on laws and regulations linked to working with students in the physical education (PE) classroom and physical spaces beyond the PE classroom. The course will include an in-depth review of appropriate accommodations, misconceptions of PE for those with disabilities, and developmental as well as motor skill development for grades PK-12.

ED412 Teaching Assistant Practicum 12

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

ED442 Student Teaching for Health and Physical Education 12

The culminating student teaching experience in the PK-12 Physical Education and Health certification acts as a capstone internship for preservice teachers to apply their theoretical knowledge into the physical education and health classroom full-time under the supervision of a mentor teacher and college supervisor.

Prerequisite: Completion of all required education courses and GPA of 3.0 in State Certification Courses

ED444 Student Teaching for Middle School Education 12

This is an internship for senior Middle School 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. Prerequisite: Completion of all required education courses and GPA of 3.0 in State Certification Courses

ED445 Student Teaching for Elementary Education 12

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. Prerequisite: Completion of all required education courses and GPA of 3.0 in State Certification Courses

ED446 Student Teaching for Secondary Education 12

Secondary Education students with strong teaching skills and a depth of content knowledge in the discipline they wish to teach are provided with experience in a partner school or schools. 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 by the cooperating teacher. Students must select a major or concentration in: English, history, or mathematics. A Thomas College Supervisor will observe student teachers in the classroom, confer with the cooperating teachers, and take part in evaluation of the student teacher's performance. Student teaching, as the culminating an opportunity to synthesize academic knowledge, educational theory, and prior field experiences to facilitate learning for all students and to develop professional attitudes of confidence, initiative, adaptability, comfort, and responsibility in the classroom. Prerequisite: Completion of all required education courses and GPA of 3.0 in State Certification Courses

ED447 Student Teaching for Early Childhood Education 12

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. will be taken concurrently. Prerequisite: Completion of all required education courses and GPA of 3.0 in State Certification Courses

ED448 Senior Seminar 3

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 teaching portfolios with the college community. Scheduling will be arranged. Prerequisite: Completion of all required education courses

ED450 Child Care Management: Licensure & Policy 3

In this course students will be introduced to the state regulatory statutes, operating procedures, requirements and agencies that are connected to infant and early childcare in the state of Maine. Students are encouraged to consider the role and responsibilities quality childcare 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 Early Childhood Management majors. Prerequisite: ED324 and LS327 and ED347 permission of the instructor

ED499 Internship in Early Childhood Education 12

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 of 2.50 cumulative grade point average. Internships must be approved by the student's adviser and school chair. Prerequisite: GPA of 2.5 with approval of advisor and School 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

"The unexamined life is not worth living." Students in this course will be challenged to identify the origins of their values and beliefs. Discussion will focus on controversial topics to inform students' 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 examples, incidents and anecdotes to support their assertions.

EH111 Composition I: Cultural Contexts of Sport 3

Through readings and discussion, we explore the cultural values, ideas, and pressures that lie behind a variety of sports 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

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

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

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

This course—multicultural and multidisciplinary in scope—introduces students to a plethora of voices and viewpoints from across our nation 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

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

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

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

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

What's hip? Who's cool? This course explores adolescent experiences, 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.

EH112 Composition II: Writing in the Sciences 3

This course helps prepare students to read, to write, and to present scientific/technical information in both professional and non-professional settings. To improve reading comprehension and document development, students will: be introduced to structural patterns of several genres in 'scientific writing'; gain experience designing and performing research; produce documents in several genres that meet genre-specific standards for structure, diction, and content. Students will read and critique examples from three common formats in scientific writing (the research summary, the professional scientific report, and the science-focused feature story or blog) and develop their own material in two of these genres.

EH129 Grammar and Usage 1

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 to foster their students' language skills. Additionally, the course challenges the students to develop creative activities for teaching grammar and usage

EH221 Introduction to Literature 3

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 is examined. Prerequisite: EH111

EH222 Literature and Society 3

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. Prerequisite: EH111

EH228 Art and Craft of Poetry 3

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. Prerequisite: EH112

EH235 The American Short Story 3

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. Prerequisite: EH111

EH236 Coming of Age: The Literature of Growing Up 3

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. Prerequisite: EH112

EH238 Women's Literature 3

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. Prerequisite: EH112

EH239 Exploring Popular Literary Genres 3

This course explores three genres of popular literature: fantasy, science fiction, and detective fiction. Through readings of classic and modern works, the course focuses on the distinguishing characteristics of each genre and the insights each offers into such topics as human nature, social values, justice, scientific discovery, life's meaning, and possible futures for humanity. The works are considered in light of such critical literary approaches as close reading, genre analysis, archetypal interpretation, and cultural-context study. Prerequisite: EH111

EH241 Human Relationships in Literature 3

This course explores a variety of significant bonds, attachments and connections (and disconnections) within families, marriages, friendships; among mothers, fathers, daughters, sons, brothers, sisters, grandparents,

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 Prerequisite: EH112

EH243 Exploring Fiction and Creative Nonfiction 3

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

EH250 Journalism 3

In this course, students examine the principles and practices of writing news for print and electronic media. They develop stories from start to finish, initiating news concepts and then gathering news through research and interviews, evaluating these sources, checking facts, weighing ethical considerations, writing, and revising stories. Students produce actual news pieces (local and sporting news, as well as an in-depth feature piece). Prerequisite: EH111 and EH112

EH260 Applied Linguistics 3

This course will cover the basics of grammar, usage, dialectology (nuances in language, particularly geographic and cultural differences), diction (in the form of vocabulary development), and semantics. The course is geared towards education majors but is broad enough for anyone interested in the English language and linguistics.

EH330 Life Writing 3

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 and to peel away the layers of the self, while becoming acquainted with the intricate and artful process of life writing. Prerequisite: EH112 and at least one literature elective

EH332 Shakespeare and His Age 3

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. Prerequisite: EH112

EH333 Classics of Modern British Literature 3

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. Prerequisite: EH112

EH334 The Modern European Tradition 3

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

EH335 Autobiography and Memoir: Life Stories in Literature and Film 3

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 life stories in literature and film, students arrive at a deeper understanding of this evolving genre. Course material focuses on stories of trauma, adversity, survival, and resilience, along with individual, cultural, racial, religious, sexual, and gender identity. Specific topics include racism, mental illness, addiction, prison, child abuse, family dynamics, unconventional lifestyles, and falling in love. Students are encouraged to examine their own life experiences and connect them to the readings. The semester culminates in a research project based on an autobiography or memoir of the student's choice. Prerequisite: EH112

EH336 American Romanticism and Realism 3

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, and 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

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. Prerequisite: EH112

EH338 Contemporary American Literature 3

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. Prerequisite: EH112

EH339 Southern Literature 3

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." Prerequisite: EH112

EH340 Creative Writing 3

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 also conference individually with the instructor. Prerequisite: EH112 and at least one literature course

EH347 Advanced Writing and Editing 3

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. Prerequisite: EH112 permission of the instructor

EH350 Junior/Senior Seminar: Special Topics in Literature 3

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 course (EH332, EH333, EH336, EH337); or permission of the instructor

Environmental Science

EV205 Environment Science 3

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 waste.

EV210 Environmental Issues 3

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.

Finance

FN125 Personal Finance 3

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. Course not available to business students.

FN225 Business Finance 3

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, and asset management. Prerequisite: AC112 and AC221 AC112 or AC221

FN231 Personal Financial Planning 3

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. Prerequisite: AC112 OR AC221

FN325 Financial Statement Analysis 3

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. Prerequisite: EC211 and FN225

FN430 Investment Management 3

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. Prerequisite: EC211 and EC212 and FN225

FN450 Advanced Financial Analysis 3

This course covers material related to the conceptual framework associated to financial analysis. The topics include ethical and professional standards, quantitative methods, economics, financial reporting and analysis, corporate finance, portfolio management, equity investments, fixed income, derivatives and alternative investments. Prerequisite: EC331 and FN231 and FN325 and FN430

FN1PE Finance Proficiency Exam 1

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

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.

Forensic Science

FS220 The Science of Fingerprints 3

A thumb print left at the scene of a grisly murder. Fingerprints taken from a getaway car used in a bank robbery. A palm print recovered from the shattered glass door of a burglarized home. Indeed, where crimes are committed, careless perpetrators will invariably leave behind the critical pieces of evidence most likely in the form of fingerprints needed to catch and convict them. But the science of fingerprint identification isn't always as cut and dry as detective novels and movies make it out to be. This course will allow students to examine every facet of the discipline, from the history of friction ridge identification and its earliest pioneers and researchers, skin growth in the embryo, structure of skin, scarring and histology, the chemistry of sweat and other secretions, to the scientific method and the various cognitive steps of the identification process. The structure and growth of friction skin and how it can leave latent or visible prints are examined, as well as advanced identification methods in ridgeology, including Poroscopy, Edgeoscopy, Pressure Distortion and Complex or Problem Print Analysis. Students will learn how to process porous and non-porous items for friction ridge detail and how to preserve these impressions. Students will take known impressions and practice comparing developed impressions to these known exemplars.

FS345 Forensic Science: Death Investigation 3

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.)

FS348 Forensic Science: Evidence Evaluation 3

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.)

History and Government

HG210 Roots of Western Civilization 3

The purpose of this course is to provide the student with the necessary information to understand the evolution of Western Civilization from the Dawn of Humanity up to the Early (Dark) Middle Ages. In this course students will learn to think historically by entering a dialogue with the past and some of its more interesting personalities while at the same time reflecting on what the past can teach us about our world today. Thus, this course will examine Paleolithic and Neolithic life as well as the society, culture, religion, and politics of the Sumerians, Babylonians, Hebrews, Egyptians, Greeks, Romans, as well as the growth of the Islamic Empire and Christendom. Prerequisite: Sophomore standing or permission of instructor

HG212 Modern Western Civilization 3

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.

HG219 History of The Labor Movement 3

In this course we will explore the history of the American Working Class in the United States and as it relates to the world economy. Special emphasis will be paid to the changing nature of work, the rise of labor unions, social movement models, theories of the labor movement, class culture, the impact of industrialization and capitalism. The time period of 1866 to 1947 will be emphasized and highlight the intersection of labor and politics.

HG221 United States History to the Civil War 3

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. (Offered in alternate years with History of Canada.)

HG222 United States History Since the Civil War 3

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. (Offered in alternate years with Maine History.)

HG223 The Decade That Changed America 3

as an experimental course offering: The 1960s and early 1970s represented a period of large-scale protest in United States history. Recognizable movements during the period included the anti-Vietnam War campaign, the civil rights movement, the environmental movement, women's liberation, the student movement, and last, but not least, the counterculture. These waves of protest sparked landmark changes throughout the nation. This course will begin with the assassination of John F. Kennedy and end with the U.S. troop withdrawal from Vietnam. Between these two pivotal events, students will examine the major happenings that led to profound political, environmental, and social change in America.

HG227 World Geography 3

a. World Geography is an introduction to the physical and political geography of the world. It explores how the physical features, natural resources, and climate connect with economics and politics to shape the various human cultures on this planet. The major world geographic regions will be explored.

HG320 Genocide 3

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. Prerequisite: Sophomore standing or permission of instructor

HG330 Maine History 3

This course surveys the history of Maine from early settlement to the present. Emphasis is placed on the geography and government of Maine. (Offered in alternate years with U.S. History II.)

HG345 Conversations on Race and Community 3

The historical community experiences of Black and White Americans are often told in a separate and unequal manner and has thus failed to reflect the intersectional histories of these communities. This course introduces students to the critical examination and analysis of this intersectional history and its impact on significant American social, political, and economic laws and policies from 1619 to the present.

HG396 Homeland Security 3

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.

Human Resource Management

HR239 Human Resource Management 3

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. Prerequisite: MG224

HR312 Developing Human Capital 3

This course will introduce you to the importance of developing human capital using various well-known leadership concepts. Some of the strategies that students will explore will include emotional intelligence, positive psychological, psychological capital, and conflict resolution.

HR325 Diversity Management 3

Examines the challenges of managing an increasingly diverse workforce. Emphasizes 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: HR239 or MG239

HR330 Law of the Workplace 3

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. Prerequisite: HR239 or MG239

HR336 Employer-Employee Relations 3

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 Prerequisite: MG224

HR340 Employee Recruitment and Selection 3

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: HR239 or MG239

HR341 Compensation and Benefit Administration 3

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: HR239 and AC112 or MG239

HR342 Employee Training and Development 3

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: HR239 or MG239

HR434 Leadership 3

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 and a variety of films, students investigate and analyze how leaders exert influence in significant decision-making situations. Prerequisite: Senior level status or by permission of instructor

HR443 Interpersonal Relations 3

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. Prerequisite: MG224 and HR239 or MG239

HR449 Senior Seminar in Human Resource Management 3

This capstone course in human resource 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.

Hospitality

HT112 Intro to the Hospitality Industry 3

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.

HT212 Hotel and Restaurant Management 3

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.

HT439 Event Planning and Management 3

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

HT441 Tourism and Travel 3

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. Prerequisite: HT112 and HT115

Humanities

HU210 Humanities and the Search for Wisdom 3

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, film, and philosophy. The 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 3

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

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 in art history.

HU237 Essentials of Watching Films 3

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

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

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 Exploring the Middle East: Diversity in the Arab World 3

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

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.

HU294 The History of Jazz 3

The course is a survey of jazz music from its origins to the present. It focuses on jazz's historical as well as musical developments in the United States and on those musicians who have lead in shaping jazz's musical, cultural, social, and political significance.

HU295 Exploring the Expressive Arts 3

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.

HU335 Humanities and the Art of Living 3

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.

HU351 Topics in Humanities: Being Mortal in the times of AI 3

As artificial intelligence (AI) becomes more ubiquitous and commonplace, it has impacted the way that we communicate, learn, and even think. It will continue to have impacts on our personal and professional lives that are unprecedented. In this course, we'll explore how humanity has reacted in moments of extreme societal transformation in the past, such as during the age of Renaissance, and compare it to the ways society will be transformed again by artificial intelligence. We'll read and explore texts and interviews from ancient philosophers and contemporary thinkers, reflect upon the ways in which humans communicate change through artwork and literature, and engage with critical AI theory in a way that helps us come to terms with the complex ethics and implications of what living with AI means for human future. We'll ask questions like: What does it mean to be mortal? How does mortality impact knowledge? How does AI impact mortality? If AI thinks like a human, who are we? Are we advancing knowledge or is knowledge receding from us? How will AI change how we understand humanity? How will AI impact human perception, thinking, and communication? Do we need to engage in critical thinking if critical thinking can be done by AI for us? How is learning transformed by AI?

HU351 Topics in Humanities: History of EDM and Hip-Hop Music Production 3

This course will critically examine the history, evolution, on-going developments, and creative expressions found in electronic dance music (EDM) and hip-hop. The course will focus on the contributions both genres of music have had on the cultural, social, and political environments of various marginalized groups throughout history. The course will also explore production tools and techniques utilized by both genres of music. Students will experiment with Digital Audio Workstations (DAW) to create the iconic sounds of EDM and Hip Hop.

Interdisciplinary

Courses with the ID designation provide students the opportunity to enroll in courses which earn credit in two unique subject areas by combining subjects through an interdisciplinary curriculum.

ID211 Scientific Data: Collection, Analysis and Communication 6

This course will provide students a hands-on experience in the process of scientific research. The course is team-taught by faculty in science and mathematics. Students will propose a question related to the content area proposed by the instructor, research their topic, develop a hypothesis, design experiments, and collect data. Students will use their own collected data to apply appropriate statistical analyses, assess the quality of their data, and formulate reasonable conclusions. Students will learn to appropriately represent their data in a visually appealing and accessible way, and communicate their findings, both written and orally, to a broad audience. This course will also utilize case studies from scientific literature and mainstream media sources, to develop skills for critically evaluating data students may encounter in their everyday lives with the goal of becoming responsible and critical consumers of information. This is a 6-credit course: 3 credits in science and 3 credits in mathematics. In this course students will complete a hands-on semester long project to engage students in both science and mathematics simultaneously in an interdisciplinary manner.

Internship

IN4-3, IN4-6, IN4-9, IN412 Internship Seminar 3-12

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 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. Open to eligible juniors and seniors in a four-year program and 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. Students are also selected on the basis of character reference and previous work experience. Internships must be approved by the student's adviser and department chair. Prerequisite: Junior or senior status permission of the instructor.

Information Systems

IS421 Enterprise Architecture 3

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. Prerequisite: Junior status.

IS422 Systems Analysis and Design 3

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. Prerequisite: Junior status.

IS423 IS Strategy, Management and Acquisition 3

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, aid 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. Prerequisite: Junior status.

Liberal Arts

Courses that fulfill liberal arts requirements for the General Education program include History/Government, Humanities, Literature, Mathematics, Philosophy, Political Science, Psychology, Sciences 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

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.

LA135 Explorations in STEAM 3

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.

LA241 Media Representations of Crime and the Criminal Justice System 3

This course examines the human experience of crime perpetration and victimization through various media in society throughout the 20th Century and to present day. Crime and the criminal justice system provide rich material for our multimedia and entertainment industries. A variety of movies, television crime dramas, true-crime shows, talk radio programs, newspapers, magazines, blogs, vlogs, podcasts, graphic novels, crime fiction novels and true-crime novels dedicate around-the-clock coverage, commentaries and/or representation to both crime and the criminal justice system. This extensive coverage begs several questions. "How accurately do these media outlets depict crime and the criminal justice system?" "What, if any, are the impacts of these portrayals to our social, cultural, political, and legal realms?" "Has there been change(s) in how the media depicts crime and the system over time?" This course provides an overview of the relationship between crime and the criminal justice system and their portrayal in the media; various crimes, criminal theories, and system components are examined and compared to their media depictions; and accuracy and trustworthiness are analyzed.

LA350 Interdisciplinary Studies Seminar 3

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.

Legal Studies

LS327 Business Law 3

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.

LS330 Law of the Work Place 3

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.

Management

MG112 Intro to the Hospitality Industry 3

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.

MG125 Financial Preparedness in a Sharing Economy 3

This course focuses on the principles of personal finance in an e-commerce society. An overview of business and technology topics, budgeting, social media marketplace, and social innovation and successful financial strategies will be explored. Students will build their own e-commerce and personal finance strategies. Attention to developing an online presence in the e-commerce marketplace will be explored leading to a portfolio.

MG160 Introduction to Games 3

This course is offered through the LCMC partnership with Rize Education. Enrolled students participate and complete this course through learning platforms separate from Thomas College. Games sit at the intersection of technology, art, and culture, so success within the games industry requires you to understand all three. This course explores why we love games, what role they play in society, and the industry that produces them. You'll also learn the basics of game development.

MG170 Introduction to Esports Management 3

This course is offered through the LCMC partnership with Rize Education. Enrolled students participate and complete this course through learning platforms separate from Thomas College. Esports is one of the fastest growing industries, attracting 450 million viewers and generating over \$1bn in revenue in 2020. This course will introduce you to the history of competitive gaming and will explore its ecosystem. You will learn to navigate Esports leagues, teams, players, publishers, tournament operators, media and affiliate organizations. Furthermore, you'll get firsthand experience in analyzing the space.

MG187 Introduction to Business Decision Making Using Analytics 3

This course examines current business problems. The student will assume an analyst role by identifying, modeling, and presenting solutions. Students will unearth data from various sources and will develop solutions set that the students will then guide the solution sets through the steps of the managerial decision-making process. Current software packages will be explored.

MG190 Technology Use in a Modern Society 3

The interplay between technology and society is a subject of profound significance, often encapsulated by the theoretical framework known as technological determinism. At its core, technological determinism posits that technology exerts a formative influence on societal structures. Historical instances, such as the transformative impact of industrial technologies like the steam engine on feudal social relations, illustrate this paradigm. Similarly, the advent of the automobile facilitated the decentralization of urban centers, giving rise to the phenomenon of suburbia. In the contemporary landscape, the Internet, particularly through social media, has collapsed global distances, echoing the dynamics of a tightly knit village. The rise of automation technologies, including AI, holds the promise of expanding leisure time but concurrently raises concerns about widespread unemployment. Navigating the terrain of technological determinism proves intricate, with manifestations ranging from more pronounced and direct links between technology and society to subtler connections. The resultant societal outlook engendered by technology can oscillate between utopian ideals, envisioning an end to disease and famine, and dystopian fears, contemplating the creation of weapons of mass destruction or the erosion of human skills and discretion. Contrasting this perspective is a sociological approach to technology, which challenges the foundational assumptions inherent in technological determinism. This viewpoint directs attention to the active role of society in shaping both the impact of technologies on societal structures and the very development of technology itself. In essence, the study of technology and society under this lens transcends the examination of technologies in isolation, emphasizing the integral study of social relations within the technological milieu. Academic exploration in this field delves into the intricate dynamics between society and technology, acknowledging the reciprocal influence each exerts upon the other.

MG195 Responsible Use of AI in Business Operation 3

This course is designed to provide business students with a comprehensive understanding of the responsible use of Artificial Intelligence (AI) to enhance efficiency in various business operations. Students will explore the ethical considerations, strategic implications, and practical applications of AI in a business context.

Through case studies, hands-on projects, and discussions, participants will develop the knowledge and skills necessary to leverage AI responsibly and ethically within organizational settings.

MG199 Innovation and Creativity 3

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 products 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.

MG210 Introduction to E-Commerce 3

This course is intended to add to the study of management as it relates to the technological advantages of running an Internet business. This exploratory course will allow students to discover the benefits of buying or selling products/services over the Internet has for business.

MG215 Funding Entrepreneurship 3

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.

MG224 Management Principles 3

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. While 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.

MG239 Human Resource Management 3

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. Prerequisite: MG224

MG240 Fundamentals of Fundraising 3

This course is designed to provide students with a thorough foundation in the principles and practice of fundraising. This course examines the various aspects of the fundraising process as carried out by nonprofit organizations. These aspects include the art of building relationships with potential donors, the structuring of fundraising plans, understanding donor behavior, the art of solicitation and stewardship, and the management of the fundraising process. The course will include fundraising research, the examination and analysis of current practice, proposal of practice standards, and discussion of ethical problems.

MG250 Principles of International Business 3

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.

MG251 Sustainable Management 3

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. Prerequisite: MG224 and EC211

MG260 Technology and Innovation 3

This Course is designed to provide an introduction to business intelligence systems specifically the role of technology for communications, decision making, managerial control and strategic planning. The use of technology in various business scenarios to drive effective and efficient business practices will be explored. The role of globalization for all size business will be emphasized. The role of innovation linked to desired outcomes along with design innovation engineering will be introduced.

MG310 Lean Operations Management 3

This class will focus on what "lean" means in production, service, and hospital settings as well as how to practically implement this management philosophy. Lean is a way of continuous improvement in many organizations and has lead organizations from mediocre to world class status based on the Toyota Production System. The TPS system encompasses 14 principles that will be looked at in detail including the building blocks of lean, lean tools for success, and strategies for building a culture of continuous process improvement in the organization. Prerequisite: Junior or Senior Status

MG320 The Marketing Environment 3

This course provides students with an in-depth understanding of the external forces and institutions outside the organization for which the firm has no control over but must address to deal with opportunities and threats that can impact future plans and current operations.

MG325 Diversity Management 3

Examines the challenges of managing an increasingly diverse workforce. Emphasizes 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: MG239

MG330 Brand Management 3

This course is designed to introduce students to important elements of the management of an organization's assets related to their brand and branding. Brand name, identity, image, and reputation are amongst an organization's most valuable assets. The appropriate management and strategies to maintain or grow these assets will be explored. The correlation of long-term brand management and financial success will be demonstrated.

MG332 Retail Management 3

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.

MG334 Quality Management 3

This course examines what it takes to create and lead an organization which 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. Prerequisite: MG224

MG336 Employer-Employee Relations 3

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. Prerequisite: MG224

MG337 Managing in the Global Environment 3

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.) Prerequisite: MG224

MG338 Operations Management 3

An analysis of systems and procedures related to production methods and control is 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. Prerequisite: MG224 and MS206

MG340 Employee Recruitment and Selection 3

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.

MG345 Women and Leadership 3

This course is designed as an exploration of the challenges that confront women as they enter the leadership arena. Following an investigation of the historical context of women and leadership, we will consider women in the different contexts within which power, authority and influence are exercised. They include different sectors (business, government, education) as well as different cultures and nations. We will explore the differences between men and women as leaders and the difficulties in achieving work/ life balance. These issues affect not just women, but also their partners and the organizations that employ them.

MG347 Entrepreneurship 3

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. Prerequisite: MG224 and MK116 and junior status

MG349 Convention, Event, and Tradeshow Planning 3

This course is offered through the LCMC partnership with Rize Education. Enrolled students participate and complete this course through learning platforms separate from Thomas College. Esports and Gaming companies rely heavily on conventions for marketing. Shows like TGS, PAX and E3 attract audiences from 60,000-300,000 and are tremendous opportunities for companies to generate excitement and drive sales. This course will teach you how to turn a gaming convention into a big win. By the end of this course, you'll understand how to handle planning, marketing and logistics for a corporate presence at a major convention. This online course has optional live sessions. Prerequisite: MG160

MG351 Management Information Systems 3

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. This course is available as an elective for non-CIS majors only. Prerequisite: CS121 and MG224

MG355 Advanced Entrepreneurial Finance 3

The economic value of new enterprises to local, state, and national economies has been well established. Financing and cultivating a new venture require not only a strong concept but financial viability. This course introduces entrepreneurial finance, both for finance specialists seeking to learn more about entrepreneurial finance and for entrepreneurs seeking to learn more about the financial aspects of innovation and business growth. Based on an understanding of all the financial areas of entrepreneurial business, we apply the tools and analytic techniques of these areas to the new venture creation and growth processes with a local to global perspective. Prerequisite: MG224 and AC221 or AC112

MG358 Distribution of Games 3

This course is offered through the LCMC partnership with Rize Education. Enrolled students participate and complete this course through learning platforms separate from Thomas College. Prerequisite: MG160

MG360 Quantitative Decision Making 3

This course introduces students to the quantitative analytical tools, models, and concepts which aid the managerial decision-making process with a practitioner focus. Learning reviews data acquisition from silos through enterprise data and then extends to external data sources, extending to big data. Analysis of the data from a practical business viewpoint remains the focus and it includes data visualization and proactive alerts. Students review solutions including Sequel, SAS, Excel, and R among other platforms, while extending to practical use of larger data sets using tools such as Splunk. This is a practitioner course.

MG380 Business Negotiation 3

This course provides students with the foundational knowledge and skills needed to negotiate. Designed around a series of research-based negotiation exercises, the course exposes students to a variety of negotiation situations that help them to understand two fundamental approaches to negotiation. Students develop an awareness of their personal negotiation style, including its strengths and weaknesses. By the end of the course, students will be able to negotiate in an effective, ethical, and culturally appropriate manner. Prerequisite: EH112 and CO213

MG390 Intro to Geo. Info Systems 3

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 standing

MG395 Capstone I 3

A study in the management of the new business from its birth to its early adulthood, this course develops students' skills as a general management and entrepreneurial leader. The concepts of creativity, innovation, and design are explored. A systems approach including design thinking, innovation engineering, and fail fast fail cheap are explored. The course also involves an introduction to operating, financing, and marketing new ventures.

MG427/428/429 Project Management Specializations 3

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.

MG430 Teams: Authority, Influence and Power 3

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: MG224 or MG444 permission of the instructor

MG432 Managerial Risk Analysis & Decision Making 3

Managers need to understand how they personally value risk 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 Status permission of the instructor

MG433 Innovation, Change, and Agile Organizations 3

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 Status permission of the instructor

MG434 Leadership 3

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 and a variety of films, students investigate and analyze how leaders exert influence in significant decision-making situations. Prerequisite: Senior level status or by permission of instructor

MG435 Complex and Advanced Projects 3

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. permission of the instructor

MG442 Business Ethics 3

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. Prerequisite: MG224, Junior level status

MG443 Interpersonal Relations 3

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. Prerequisite: MG224

MG444 Project Management 3

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: MG224 PM minor, or approval.

MG445 Business and Management Policy 3

Topics include problems, methods, and analytical frameworks for building and maintaining consistent and effective policy in the business enterprise. Students prepare written and oral analyses of comprehensive cases, encompassing the major functions within business organizations. Team and individual reports are required. Prerequisite: Senior level status

MG448 Applied Business Analytics 3

The course covers managerial statistical tools in descriptive analytics and predictive analytics, including regression. Other topics covered include forecasting, risk analysis, simulation, data mining, and decision analysis. This course provides demonstrates how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decision. Emphasis is placed on applications, concepts and interpretation of results, rather than theory and calculations. Students use a computer software package for data analysis. Case analysis will form the basis of coursework which result in a deliverable product for a business problem.

MG449 Senior Seminar in Management 3

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. Prerequisite: Senior level status

MG450 Tourism and Travel 3

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.

MG495 Capstone II 3

Current research indicates that many new ventures fail from a lack of planning and execution in the infancy of the business. This course is designed to examine the viability of bringing a new venture to the market. Topics include startup costs, time value, building the structure, testing the concept, and the do-learn-act feedback loop. Prerequisite: MG395

MG496 Capstone III 3

The launching of a new venture or a new project is the essential step towards a successful outcome. This course prepares the student to launch their project/enterprise. Marketing and onboarding of people is fully explored. Concept testing and prototyping is used to finalize the product/service/project. Prerequisite: MG495

MG1PE Management Proficiency Examination 1

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:

EN1PE Entrepreneurship Proficiency Examination 1

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

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

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.

MK199 Innovation and Creativity in Marketing 3

Prerequisite: 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

MK227 Consumer Behavior 3

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

MK230 Sales and Sales Management 3

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

MK240 Public Relations

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

MK245 Marketing Through Sport 3

This course examines how non-sport corporations are successfully targeting the sport consumer through the sponsorship of teams, events, and advertisements. It includes an introduction to sponsorships and how they relate to segmentation, sponsorship fit, and forms of sponsorships (e.g. celebrity endorsements, venue naming rights, and licensing). Students will be given the opportunity to review, analyze and evaluate real world sponsorship proposals. Prerequisite: MK116

MK320 The Marketing Environment 3

This course provides students with an in-depth understanding of the external forces and institutions outside the organization for which the firm has no control over but must address to deal with opportunities and threats that can impact future plans and current operations.

MK325 Advertising and Promotion 3

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

MK329 Business to Business Marketing 3

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

MK330 Brand Management 3

This course is designed to introduce students to important elements of the management of an organization's assets related to their brand and branding. Brand name, identity, image, and reputation are amongst an organization's most valuable assets. The appropriate management and strategies to maintain or grow these assets will be explored. The correlation of long-term brand management and financial success will be demonstrated.

MK332 Retail Management 3

The focus of this course is on retail 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.

MK337 Internet Marketing/Marketing Analytics 3

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 CS140 or permission of the instructor

MK338 Services Marketing 3

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

MK370 Global Marketing Management 3

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 and MG224

MK433 Marketing Research 3

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. Prerequisite: MK116 and MS206

MK440 Managing Media Projects 3

This course addresses the project planning aspect of media-based marketing campaigns. Traditional marketing objectives – advertising and media relations objectives, strategies and tactics – are addressed in the context of cross-organizational project planning. Students will learn fundamental skills of project management (scope, work-breakdown structures, cost, resource management, and communication) and apply what they have learned in a series of exercises and projects that reflect their Program's goals and their personal interests. Prerequisite: MK116 or CO111

MK445 Social Media 3

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. Prerequisite: CO111 or MK116

MK446 Marketing Management 3

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 instructor

MK1PE Marketing Proficiency Exam 3

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**

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.

MS197 College Algebra 3

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, economic, social sciences, life sciences, health sciences, sports, and other areas of student interest. Prerequisite: MS120 or equivalent

MS205 Pre-Calculus 3

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, MS197 or Algebra at the high school level is recommended.

MS206 Math for Management and Economics 3

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, Cs115 or Cs121

MS223 College Geometry 3

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 or equivalent

MS226 Force Equilibrium and Vector Analysis 3

This course includes the study of force systems and equilibrium, structural models, friction, and distributed forces, solved by means of scalar and vector analysis. Dot Products and Cartesian Products will be computed. Prerequisite: MS231

MS231 Calculus I 3

This course introduces the concepts and techniques of calculus. Topics covered include limits, continuity, derivatives, numerical methods, applications of derivatives, sequences and series. Prerequisite: MS120 and MS197 College Algebra or Algebra 1 & 2 at the high school level

MS232 Calculus II 3

This is a continuation of MS231. Topics include integration, the Fundamental Theorem of Calculus, integration techniques, transcendental functions, Taylor series. Prerequisite: MS231 MS120, MS197 and MS205

MS233 Calculus III 3

Prerequisite: MS232 This course builds upon concepts learned in MS231 and MS232 (Calculus 1 and 2). The distinct feature of this course is its focus on multi-dimensional analysis. Topics will include Parametric Equations and Polar Coordinates, Vector-Valued Functions and Motion in Space, Partial Derivatives, and Multi-Variable Integrals.

MS240 Discrete Mathematics3

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. Topics include: topology, set theory, logic, geometry and probability. Prerequisite: MS120 or equivalent

MS296 Statistics for the Social Science 3

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 or equivalent

MS301 Statistical Inference and Decision Making 3

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 and Cs115 or Cs121

MS325 Business Analytics 3

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: MS301 MS120, High School or College Algebra or its equivalent recommended

MS326 Introductory Applied Differential Equations 3

This course introduces 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

MS333 Probability 3

This course is an introduction to the study of uncertain events, when the likelihood of an event to occur can be measured using several techniques. The distribution of random variables is covered for several stochastic processes, patterns that can be analyzed statistically but may not be predicted precisely. Random versus deterministic processes are described and treated. Distributions of continuous and discrete random variables, bivariable and multivariable are also covered. Prerequisite: MS231 and MS301

MS356 Partial Differential Equations 3

Methods to solve differential equations of multivariable functions and their partial derivatives are presented. Some of the techniques to solve the equations involve the use of Fourier series and Laplace transforms as well as techniques brought from single valued differential equations. Emphasis is placed on deeper concepts of physical mathematical models, physical interpretation and visualization of results, when possible, by means of computer technology. Prerequisite: MS326 and MS233

MS396 Linear Algebra 3

This course provides the foundation of matrix operations and their applications. The following areas will be covered. Operations with vector and linear combination of vectors. Solutions of linear system of equations. Vector spaces and subspaces, Orthogonality, determinants, linear transformations, numerical solutions of systems of linear equations, eigenvalues and eigenvectors, and selected applications. Prerequisite: MS231

MS439 Numerical Methods 3

Numerical methods are a set of techniques used to approximate solutions to otherwise difficult or impossible explicit solutions to mathematical problems. Computers and programming languages are the fundamental tools to find the approximate solution of the problems. The course covers discretization of continuous variables, solution of linear and nonlinear equation using iterative methods, numerical differentiation and integration, differential equations and methods of finite differences, as well as errors and their propagation. Prerequisite: MS232

MS449 Advanced Topics in Mathematics 3

This course provides an opportunity for exceptional students to go beyond the regular curriculum and explore areas of advanced mathematics of mutual interest to students and faculty members. Prerequisite: MS120 or equivalent or Permission of instructor

Philosophy

PH201 Philosophy 3

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

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

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.

PH235 Philosophy in Literature 3

The ideas of great philosophers have often influenced the creations of literary writers, whose works, in turn, have helped to demonstrate, elucidate, and evaluate 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.

PH249 Objectivist Philosophy 3

Objectivism is a philosophical system that rejects the concept of collective rights and argues that an individual's self-interest, leading to self-happiness, as the moral purpose of life according to the founder of this philosophical approach, Ayn Rand. This course will focus on the four main branches of philosophy: metaphysics, epistemology, logic, and ethics. In addition to those pillars of philosophy, this course will add political philosophy and aesthetics. In addition to Rand, this course may explore the works of Leonard Peikoff, Tibor Machan, Harry Binswanger, Tara Smith, and others.

PH297 Existential Philosophy 3

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 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.

PH298 Comparative Religion 3

This course includes a comparative study of the three major monotheistic world religions, Judaism, Christianity and Islam, as well as Hinduism, Buddhism and several eastern religions. Emphasis 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.

PH325 Convergences: Philosophy, Science, & Culture 3

The Worldview approach to history introduced in this course assumes that all human activity occurs within an evolving ecological system of physical, spiritual, technological, and philosophical constraints, which are also evolving. The course begins with an historical overview of distinct periods in the evolution of scientific method and the forces behind that evolution (philosophy, theology, politics, technology, etc.). We will then focus on contemporary philosophy of science and its struggle with modern issues (induction, prediction, verification, reductionism, scientific revolutions). The last segment of the course looks at contemporary scientific discoveries and theories (e.g., systems theory) that may signal the end of the current period and the beginning of a new one. Prerequisite: PH and SC Completion of a PH and SC course OR PY226

PH399 Global Justice 3

Discussion and debate surrounding the idea of global justice can be found not only at the center of contemporary moral and political philosophy but among world organizations, nations, and individual citizens as well. This course will address 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 will 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.

Physics

PI311 Physics 3

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.

Political Science

PS111 Introduction to Political Science 3

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

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

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

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

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

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: The New World Disorder 3

This course examines the evolving philosophical, political, and psychological components, strategies, and tactics of terrorism. Students will become familiar with the theories of leading terrorist analysts as they examine the domestic and international threat of terrorism and basic security issues. Prerequisite: Sophomore standing or permission of instructor

PS230 Foundations of American Law 3

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.

PS232 Current World Problems 3

This course explores contemporary global and regional issues with a focus on major categories of significant world problems: catastrophe, poverty, environmental degradation, war and genocide. Upon completion of the course students will be able to: critically examine significant, current world events identify common features of different categories of world events identify major international organizations and actors ? identify ways that private individuals can work to affect positive change in connection with world events

PS240 International Relations 3

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.

PS245 Introduction to Public Administration 3

This course is offered through the LCMC partnership with Rize Education. Enrolled students participate and complete this course through learning platforms separate from Thomas College. If you've ever wondered how the vast apparatus of government keeps society on its rails, this course will answer your questions by introducing you to the field of public administration. By the end of this course you'll understand how governmental administration works, become familiar with public sector management issues and understand how government administrators turn policy into process. Prerequisite: PS213 or PS216

PS247 Exploring the Middle East: Diversity in the Arab World 3

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

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.

PS320 Public Policy Formulation 3

This course introduces 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. Prerequisite: PS111

PS327 Environmental Policy and Law 3

This course will introduce you to environmental policy and law in the United States. The course will cover topics including: the condition of the environment today, environmental values, the crafting of environmental policy, the role of different political institutions, pollution and its control, natural resource issues, environment and economics, environmental justice, environmental law, and the future of environmental protection in the U.S. A myriad of topics will be introduced in an effort to provide a broad grounding of environmental policy and law for students. Prerequisite: Recommended completion of PS320

PS335 U.S. Monetary and Fiscal Policy: History and Practice 3

The course discusses macroeconomic policies in the United States, with a particular emphasis on responses to economic crises since the creation of the Federal Reserve System. This case-based course will examine theoretical considerations, behavior and actions of the President, Congress, and the Federal Reserve in the face of changing economic conditions. Political party and candidate platform positions will also be examined. Prerequisite: EC212 and PS213

PS340 Public Budgeting and Finance 3

This course is offered through the LCMC partnership with Rize Education. Enrolled students participate and complete this course through learning platforms separate from Thomas College. Explores fiscal and budgetary policies and practices in the public sector and governmental organizations. Prerequisite: PS213, PS320, PS245, AC220 OR PS216

PS396 Homeland Security 3

After the devastating attacks of September 11th, the United States realized that it needed to strengthen the security of its homeland and its interests abroad from asymmetric threats. This course will explore the evolving national security mission by examining the threats, the actors, and the organizational structures and resources required to defend the American homeland.

PS399 Global Justice 3

Discussion and debate surrounding the idea of global justice can be found not only at the center of contemporary moral and political philosophy but among world organizations, nations, and individual citizens as well. This course will address how to approach some of 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 will 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.

PS410 Contemporary Topics in Politics, Policy, and National Security 3

Advanced and special topics in politics and policy are surveyed. Prerequisite: PS111 Permission of instructor

PS423 Political Science Research Seminar 3

This research seminar will provide students with a thorough exploration of major literature in the field of politics. Topics include current problems in national and international policymaking, 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

PS450 Public Administration Capstone 3

This course is offered through the LCMC partnership with Rize Education. Enrolled students participate and complete this course through learning platforms separate from Thomas College. Project-based course that requires students to work in groups with a public sector organization. Prerequisite: PS213, PS320, PS245, PS340, AC220 or PS216

Psychology

PY111 General Psychology 3

This course introduces the scientific study of behavior and mental processes. Employing a biopsychosocial approach, the course addresses topics such as learning, memory, motivation, consciousness, emotion, perception, personality, and interpersonal relations.

PY222 Social Psychology 3

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 alternate years with Organizational Psychology.) Prerequisite: PY111

PY225 Developmental Psychology 3

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, Analysis and Communication 6

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. Prerequisite: PY111

PY231 Forensic Psychology 3

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. Prerequisite: PY111

PY240 Drugs, Addiction and Crime 3

This course explores the 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

PY255 Psychology of Motivation 3

This course offers a review of foundational theories of behavior and relationships as practically applied to motivation and interpersonal communication. The course reviews concepts including emotional intelligence and relationship awareness, as they connect with key variables including motivation and values, interpersonal communication, conflict resolution, team management, and leadership. Application of motivational principles are studied as an intervention toolset for leaders, influencers, and team-members.

PY257 Childhood Trauma: Hope and Resilience 3

This course will explore ways in which traumatic childhood events impact and shape individuals brain development, health and well-being, relationships, educational trajectories and involvement with the justice system. We will investigate traditional practices, policies and structures found within a variety of organizations and critically analyze how they impact the success of youth and adults who have experienced childhood trauma. Furthermore, through community engagement, we will learn from and work with professionals in the field who implement trauma-responsive practices and examine case studies that illuminate trauma-informed practices in education, health care, social services, and in the foster care and justice systems. Based on these real world and academic experiences, students will apply concepts of transformation, social responsibility, and sustainability. Prerequisite: PY111

PY260 Wellness for the Helping Professional 3

This course explores the physical, emotional and psychological effects of working in the helping profession. Students learn about the concept of vicarious trauma, or how working with those in pain can alter our own brain structure as well as lead to problems like depression, anxiety, and addiction. Characteristics of those drawn to helping professions are examined, including those that may make them prone to internalizing the pain of others. Sources of stress and how they affect one's life and work performance are reviewed, as well as how to monitor and modify those effects. Students evaluate a variety of stress management strategies and develop, implement, and analyze their own individual stress management plan. Prerequisite: PY111

PY270 Applied Psychology: Principles of Behavior Change 3

This course invites students on a comprehensive journey through the multifaceted realm of behavior change, integrating educational, individual, and societal perspectives. Students will delve into the psychological underpinnings of how behaviors are formed, altered, and solidified within diverse contexts. A significant focus of the course will be on the empirical investigation and practical application of theories and models of behavior change. Prerequisite: PY111

PY321 Advanced Experimental Design & Analysis 3

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: PY226 and MS296 or MS301

PY326 Marriage and Family 3

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.

PY332 Personality 3

This is a theory-oriented course with an opportunity for student discussion. The major approaches to personality, psychoanalytic, dispositional, phenomenological, and behavioral--are examined. Prerequisite: PY111

PY335 Adolescent Psychology 3

This course provides a general introduction to the study of adolescent psychology by presenting current issues, theories, research, and methodology in the field. Topics include an overview of physical, cognitive, language, social and emotional development in adolescence. In addition, an introduction to disorders, contemporary perspectives on the etiology of disorders, as well as assessment and treatment of various disorders will be presented.

PY336 Child Psychology 3

This course provides a general introduction to the study of child psychology by presenting current issues, theories, research, and methodology in the field of child psychology. Topics include an overview of physical, cognitive, language, social and emotional development in infancy and early childhood. In addition, an introduction to disorders, contemporary perspectives on the etiology of disorders, as well as assessment and treatment of various disorders will be presented.

Prerequisite: PY111

PY338 Abnormal Psychology 3

This course helps students 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

PY341 Serial Murderers and Their Victims 3

This course provides an in-depth examination of serial murderers and their victims. The content of the course is supported by extensive data and research and aims to highlight some of the most prominent murderers of our time. The course will explore a range of serial murder types, including sexual predators, team killers, healthcare murderers and serial killers outside the U.S. Students will develop their critical thinking skills through class discussion, debate and independent exploration exercises. Prerequisite: CJ121 and PY111

PY344 Psychology of Criminal Behavior 3

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

PY365 Sexual Offenders 3

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 CJ121 and Junior or Senior Status

PY422 Behavioral Neuroscience 3

Physiological psychology is a course designed to familiarize students with the anatomical organization and physiological functioning of the human nervous system. Throughout the course, the relationship between neural/physiological functioning and behavior/cognition will be explored. Prerequisite: PY111

PY425 Counseling Theories 3

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. Prerequisite: PY111 and PY338 or permission of instructor

PY442 Cognitive Psychology 3

An exploration of human cognition, this course will address the areas of perception, attention, memory, and decision making through lectures 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

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 PY231 and junior or senior status

PY475 Independent Research in Psychology 3-6

Individualized research experience developed and implemented under the supervision of a faculty member. Prerequisite: PY321 and permission of instructor

PY1PE – Psychology Proficiency Exam 1

The purpose of PY1PE is to assess retention of the fundamental concepts learned in Developmental Psychology, Personality, Abnormal Psychology, Behavioral Neuroscience, Experimental Design & Analysis, and Statistics. The resultant data will be used to evaluate 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.A. in Psychology, Psychology-Forensic, or Psychology-Mental Health. Prerequisite: PY225, PY226, PY321, PY332, PY338, PY422 and MS296 OR MS301.

Ramp Up

RM101 Psychology for Success 1

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. Required for student on academic probation

Science

SC120 Maine Outdoors: Woods, Wildlife, and Waters 3

This course is designed to introduce students to multiple scientific disciplines, including biology, geology, geography, hydrology, and ecology, through topics relevant to Maine and the surrounding New England states. Course content is integrated to allow students the opportunity to use multiple scientific disciplines to understand the natural world in which they live. Weekly in-class exercises will be used to provide students with hands-on learning experiences that are directly related to the topics covered in lecture and may include field experiences.

SC125 Explorations in Science 3

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.

SC210 Science & Technology in Society 3

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.

SC216 Anthropology 3

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. Not to be taken by Education majors seeking teacher certification

SC299 Introduction to Archeology 3

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.

SC397 Toward A Sustainable Society 3

The concept of sustainability draws on environmental, social, and economic aspects of science, culture, and business. As a result, the goal of sustainable communities requires careful assessment of local culture, economic conditions, and environmental realities at various spatial and temporal scales. This interdisciplinary course explores the theory and application of sustainability to real-world issues through the examination of case studies presented in class and undertaken by students. We will connect sustainability to topics such as human population carrying capacity, quality of life, food, water, energy, transportation, and urban planning. Prerequisite: One science course or permission of instructor

SC399 Special Topics in Science 1-4

Special Topics in Science is a flexible course with content and approach designed to meet the specific needs and interests of students and faculty. Special Topics courses may arise as a response to contemporary events and can incorporate a variety of current materials and perspectives, demonstrating the real-world applications of the scientific method, qualitative and quantitative reasoning and problem-solving skills. Because the content will change with each offering, this course can be repeated by a student for credit. Since Special Topics is intended primarily as a directed study, the capacity for independent work is an expectation for any student in the course.

Sociology

SY113 Principles of Sociology 3

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.

SY125 Experiencing Diversity 3

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.

SY188 Criminal Justice in American Society 3

From myths about crime and punishment to dangerous misunderstandings about the administration of justice, this course will expose students to, and aims to correct, many of the society's misconceptions about the criminal justice system. Designed to stimulate critical thinking, this course not only provides students with a deeper understanding of crime and criminal justice but will also encourage them to question generally accepted beliefs more broadly.

SY190 Technology Use in a Modern Society 3

The interplay between technology and society is a subject of profound significance, often encapsulated by the theoretical framework known as technological determinism. At its core, technological determinism posits that technology exerts a formative influence on societal structures. Historical instances, such as the transformative impact of industrial technologies like the steam engine on feudal social relations, illustrate this paradigm. Similarly, the advent of the automobile facilitated the decentralization of urban centers, giving rise to the phenomenon of suburbia. In the contemporary landscape, the Internet, particularly through social media, has collapsed global distances, echoing the dynamics of a tightly knit village. The rise of automation technologies, including AI, holds the promise of expanding leisure time but concurrently raises concerns about widespread unemployment. Navigating the terrain of technological determinism proves intricate, with manifestations ranging from more pronounced and direct links between technology and society to subtler connections. The resultant societal outlook engendered by technology can oscillate between utopian ideals, envisioning an end to disease and famine, and dystopian fears, contemplating the creation of weapons of mass destruction or the erosion of human skills and discretion. Contrasting this perspective is a sociological approach to technology, which challenges the foundational assumptions inherent in technological determinism. This viewpoint directs attention to the active role of society in shaping both the impact of technologies on societal structures and the very development of technology itself. In essence, the study of technology and society under this lens transcends the examination of technologies in isolation, emphasizing the integral study of social relations within the technological milieu. Academic exploration in this field delves into the intricate dynamics between society and technology, acknowledging the reciprocal influence each exerts upon the other.

SY201 Introduction to Cultural Anthropology 3

This course introduces students to the anthropological study of different cultures, including ways of comparing the structures of social relationships and belief systems that operate in different cultural settings. We explore ways of trying to understand the worldviews 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

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.

SY250 Social Services 3

The purpose of this course is to provide a broad understanding of the social work profession and an examination of the varied forms of social service agencies available. This course focuses on understanding social work and social welfare key concepts and perspectives. This course incorporates factors at the individual, family, group, organizational, community, and societal levels. Emphasis is on the generalist practice approach and its emphasis is on client strengths, empowerment, and the promotion of social and economic justice. Prerequisite: SY113

SY298 Sexual Identity, Difference and Inequality 3

This course will explore the social construction of difference and inequality with particular focus on gender, sexuality, and sexual orientation. This course will examine systems of inequality, domination, privilege and oppression. The intersections of race, class, and sexual diversity among men and women are also investigated as they relate to social phenomenon such as identity and social change. This course will equip students with the ability to evaluate dominant ideology and develop an understanding of how systems of inequality impact everyone's daily lives. Students will also explore avenues for positive social change and justice.

SY318 Contemporary Social Issues 3

The course examines the causes and consequences of two types of social problems: those involving deviant behavior, 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

SY345 Women and Leadership 3

This course is designed as an exploration of the challenges that confront women as they enter the leadership arena. Following an investigation of the historical context of women and leadership, we will consider women in the different contexts within which power, authority and influence are exercised. They include different sectors (business, government, education) as well as different cultures and nations. We will explore the differences between men and women as leaders and the difficulties in achieving work/ life balance. These issues affect not just women, but also their partners and the organizations that employ them.

SY380 Sociology of Deviant Behavior 3

This course provides a theoretical and empirical overview of the nature and meaning of deviant behavior utilizing sociological concepts and processes as it relates to social control. Prerequisite: SY113 and CJ121 SY113 or CJ121

SY390 Human Trafficking 3

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

Sport Management

SM125 Introduction to Sport Management 3

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.

SM130 Fundamentals of Strength and Conditioning 3

This course is designed to introduce concepts and techniques associated with strength training and conditioning. Emphasis will be placed on the knowledge base and skills necessary to develop and administer strength and conditioning programs for athletes. Upon completion, students will be able to apply and explain the body's adaptations or responses to strength and conditioning techniques. Prerequisite: SC321

SM210 Foundations of Speed and Agility Training 3

The ability to change speed and direction of movement and appropriately react to all given stimuli is often the difference between injury and safety or success. Improving speed, change of direction and reaction time is possible through proper training strategies known as speed, agility and quickness or SAQ training. This comprehensive course provides students with a general understanding of SAQ training concepts and the knowledge to develop training protocols for athletes.

SM226 Sport Psychology 3

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). Prerequisite: PY111 and SM125

SM227 Sociology of Sport 3

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). Prerequisite: SY113 and SM125

SM228 Sport History 3

This course is designed to deepen the students knowledge of the history of sports and to help them realize the physical culture of mankind, which has had a significance in history. 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.

SM229 Coaching 3

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. Prerequisite: SM125 or permission of instructor

SM240 Fundamentals of Fundraising 3

This course is designed to provide students with a thorough foundation in the principles and practice of fundraising. This course examines the various aspects of the fundraising process as carried out by nonprofit organizations. These aspects include the art of building relationships with potential donors, the structuring of fundraising plans, understanding donor behavior, the art of solicitation and stewardship, and the management of the fundraising process. The course will include fundraising research, the examination and analysis of current practice, proposal of practice standards, and discussion of ethical problems.

SM245 Marketing Through Sport 3

This course examines how non-sport corporations are successfully targeting the sport consumer through the sponsorship of teams, events, and advertisements. It includes an introduction to sponsorships and how they relate to segmentation, sponsorship fit, and forms of sponsorships (e.g. celebrity endorsements, venue naming rights, and licensing). Students will be given the opportunity to review, analyze and evaluate real world sponsorship proposals. Prerequisite: MK116

SM305 Physiology and Biomechanics of Movement 3

This course is designed to introduce concepts and techniques associated with movement analysis. Special attention will be paid to muscular and skeletal actions of sport associated activities. Muscle bioenergetics and metabolism will be explored. Upon completion of the course, the student will be able to identify the anatomical structures utilized in movement.

SM331 Sport Information and Public Relations 3

This course provides an overview of the art of marketing sport-related businesses, including product, price, promotion, and public relations. The role of the Sports Information Director is also covered, including statistics, sports publications, and media relations. Prerequisite: SM125 or permission of instructor

SM332 Sport Facility Management 3

Organization and administration of sports facilities are outlined in this course. This course will examine overall programming, operation, maintenance, development of, and the enhancement of assets 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.

Prerequisite: SM125 or permission of instructor

SM336 Sport Marketing Management 3

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. Prerequisite: SM125 and MK116

SM390 Research Project in Sport Management 3

In this course, students will conduct an independent research project in Sport Management under the supervision of the assigned Sport Management faculty member. Prerequisite: Permission of Instructor

SM399 Coaching Management 3

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.

SM430 Sport Economics and the Law 3

This course will provide a comprehensive introduction to the economics of sports, delving into various aspects of the sports industry. We will explore fundamental concepts such as sports economics stylized facts, the operational dynamics of sports businesses, and the organizational structure of sports leagues and entities. Additionally, the course will examine crucial economic decisions faced by firms within the sports sector, including pricing strategies, advertising techniques, and the broadcasting of sporting events. Addressing a range of economic challenges prevalent in sports leagues, topics will encompass antitrust issues, insurance, and risk management, as well as concerns related to cheating and gambling. This course will also explore legal aspects concerning the industry, touching upon issues such as contracts, players' unions, and the role of sports agents. Sports law plays a pivotal role in regulating the relationships and transactions within the sports world, ensuring fairness, legality, and ethical conduct among athletes, teams, and other stakeholders. Prerequisite: FN225

SM431 Athletic Administration 3

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. Prerequisite: SM125 Junior standing or permission of instructor

SM435 Legal Liabilities in Sport 3

This course helps the sport manager better understand the legal risks associated with sport operations by addressing daily issues in athletics. Students review case studies as an integral part of this course. Prerequisite: SM125

SM439 Event Planning and Management 3

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.

SM442 Leadership and Ethics in Sport Management 3

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.) Prerequisite: SM125 Junior standing

SM444 Sport Finance 3

Sport Finance 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 in 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. Prerequisite: FN225

SM445 Senior Seminar Research Applications in Sport 3

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 this course will be on a balanced presentation of both research theory and its application. This course will include instructor's lectures, student presentations, and group discussions. Prerequisite: SM125 Senior level status or permission of instructor

SM450 Research Project in Sport Management 3

In this course, students will conduct an independent research project in Sport Management under the supervision of the assigned Sport Management faculty member.

SM1PE Sport Management Marketing Concentration Proficiency Exam 1

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 Topics

TB225 Topics in Business: Sport Media Production 3

Sport media professionals are expected to write their own scripts, produce their own content, and distribute that content on multiple digital platforms. Sport Media Production is designed to combine media management with production work in digital media, video, and photography. This course examines many of the current distribution platforms (Twitter, Facebook, Youtube, blogs, mobile applications) and the tools to create media

for these outlets. In this course, students will create media using Adobe Photoshop, Adobe InDesign, and current video-editing software. Prerequisite: SM331

TB299 Topics in Business: Business Strategy for Global Sustainability 3

This course will introduce the student to how businesses develop and implement various strategies to incorporate global sustainability. The roles and responsibilities of sustainable managers and the process of developing strategic initiatives will be examined. The application and control of the initiatives to derive profit will be highlighted. Students will demonstrate an understanding of the leadership skills needed to promote a forward-thinking approach to global sustainability from an organization's perspective.

TB397 Topics in Business: Reinventing Event Planning 3

This project-based course will work with a company to transition a previous traditional event to an virtual (online) format. The student will explore and research ways to develop and host an effective program. The student will create content, plan sessions, prepare presenters, develop surveys, and meet with the instructor for ongoing feedback and support.

TB548 Topics in Business: Managerial E-Commerce 3

This course is intended to add to the study of management as it relates to the technological advantages of running an Internet business. This exploratory course will allow students to discover the benefits of buying or selling products/services over the Internet has for business.

GRADUATE COURSE DESCRIPTIONS

Accounting

AC551 Accounting for Mgmt Decisions 3

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.

AC560 Advanced Fraud and Forensics 3

This course is specifically designed to enhance understandings of the discovery of complex fraud tactics using advanced investigative techniques, forensic auditing practices, and the latest technology and software applications. White-collar crime, cyber-crimes, and contemporary issues of fraud investigation are examined using case-based analysis. Advanced methods of forensic accounting are explored. Prerequisite: AC223 and AC224 and AC443 and AC449 AC223, AC224, AC443, AC449 or equivalents and 3 Graduate Credits

AC570 Advanced Regulations and Taxation 3

This course covers material related to the professional and legal responsibilities of accountants, as it relates to business law and taxation. The topics include ethics, professional responsibilities, and federal taxes related to property, individuals and entities. Prerequisite: AC223 and AC224 and AC338 and AC339 and LS327 AC223, AC224, AC338, AC339, LS327 or equivalents

AC6-6 Graduate Accounting Internship 6

The Graduate Accounting 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. Requires 300 internship hours

Prerequisite: permission of the instructor

AC650 Advanced Financial Statement Reporting 3

This course covers material related to the standards and presentations of financial statements as prescribed by the AICPA and FASB. The topics include the recognition, measurement, valuation of financial statement and

transactions for businesses, governmental and not-for-profit entities. Prerequisite: AC223 and AC224 and AC449 AC223, AC224, AC449 or equivalents and 3 Graduate credits

Criminology

CR500 Criminological Theory 3

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 include, 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

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

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

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
Prerequisite: CR500

CR650 Organizational Policy & Change 3

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 Criminal Justice Operations 3

This course analyzes the strategies and programs utilized in modern criminal justice operations, while remaining cognizant of the history leading to their current structures. Students will examine the relevant research and contemporary methods for assessing best practices of criminal justice organizations to include law enforcement agencies; correctional institutions such as jails and prisons; court systems; juvenile justice programs; and community corrections agencies. Prerequisite: Acceptance into degree program: MS Criminology or MBA - Criminal Justice Administration

CR663 Corrections in the 21st Century 3

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

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

CR690 Graduate Thesis / Practicum 3

Thesis Option The student must choose to complete a graduate thesis or a practicum. The graduate thesis option requires the successful completion of a minimum of three (3) hours of credit on an original thesis. This research-oriented option is designed for students who anticipate pursuing a career in research, private activism, or public sector change agent. Students electing this option must form a thesis committee. A minimum committee consists of a committee chair who holds a dissertation-based doctoral degree and two additional faculty members. A successful oral defense of the thesis is required. **Practicum Option** The student must choose to complete a graduate thesis or a practicum. The graduate practicum option is a faculty-supervised experience in an integrative criminology-related agency (this may include agencies in the fields of criminology, political science, psychology, or sociology). Students are expected to work at least one-hundred, fifty (150) hours in the agency to complete the three (3) credit practicum. The practicum includes academic reflection on work experience at the agency.

Computer Science

CS550 Technology Management and Integration 3

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.

CY531 Foundations of Homeland Security 3

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.

CY611 Cyber Investigations 3

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

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

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 influences on privacy that and cybersecurity defenses.

CY621 Cybersecurity Risk Analysis and Decision Making 3

Cybersecurity, information assurance, and computer security deal with virtual and remote risks that continue to evolve rapidly. Losses frequently remain undetected for a year, even in sophisticated environments across most industry sectors. An incident can sweep through an organization gaining access to thousands of assets within minutes. Technologists, managers, and leaders need to make use of leading techniques, to deploy defenses and respond to incidents quickly, and prepare for new adversaries on a continual basis. They need to convince their Board to provide appropriate resources to manage risk within a general enterprise risk strategy.

CY630 Artificial Intelligence Implications for Cybersecurity 3

Students will learn about how artificial intelligence will make major changes to the methods that organizations create value, support ethical standards, and defend themselves from local and global digital aggression. Learning includes the current and predicted technologies that make up important AI solutions and options. Conceptual and practical learning will include the ability to establish the implications of AI adoption, reducing risks, and the implications for organizations. Learning about relevance will show how existing protection methods can reduce incidents, and protection be performed faster, and more effectively while reducing the cost of current protection. Students will also experiment with new techniques to overcome new threats enabled using AI to protect organizations. Using a hands-on approach, students will develop an AI solution that addresses common challenges experienced in the organization

Prerequisite: This course will require that students have completed the Cybersecurity scripting/coding proficiency test or equivalent academic coursework.

CY644 Cyber Engineering 3

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

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 includes related incident response, crisis management, business continuity, and disaster recovery.

CY656 Cyber Integration and Assurance 3

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.

Education

ED502 Topics in ED: Computer Science Principles 3

In this course educators will build the knowledge and skills to confidently teach Computer Science Principles in their classrooms. This course is designed for educators working in public/private schools and informal educational settings.

ED503 Topics in ED: Computer Science Discoveries 3

In this course educators will build the knowledge and skills to confidently teach Computer Science Discoveries in their classrooms. This course is designed for educators working in public/private schools and informal educational settings. Computer Science Discoveries is an introductory computer science course for 6 - 10th grade students. Prerequisite: Completed Bachelor's Degree

ED504 Topics in ED: AP Computer Science A 3

In this course educators will build the knowledge and skills to confidently teach AP Computer Science A in their classrooms. This course is designed for educators working in public/private schools and informal educational settings. Prerequisite: Completed Bachelor's Degree

ED516 Teaching English as a Second Language 3

This course acts as an introduction to concepts and teaching practices associated with teaching English as a second language across the K-12 grade span in the mainstream classroom. Concepts covered include theories and applications of best practice in working with those who are learning English as a second language, culturally sustaining pedagogy, and applied linguistics. Students will take away theoretical foundations in what works with ELLs in the classroom that can be applied to the classroom settings.

ED530 Special Education Law 3

Participants will gain an understanding of federal and Maine special education law. This course is designed and intended for teachers and special education administrators, principals, assistant superintendents and superintendents. The course includes review current cases and trends in special education law with an opportunity for case analysis.

ED540 Best Practices in Literacy Curriculum 3

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.

ED543 Teaching and Learning through the Mathematical Practices 3

In this course, participants will analyze student artifacts and students engaging in mathematical practices. They will reflect on best practices for designing activities that incorporate mathematics practices and how the National Council of Teachers of Mathematics? (NCTM) effective teaching practices align with this research. They will utilize learning progressions to formatively assess student understanding and design, analyze, and modify materials to incorporate mathematical practices and NCTM?s effective teaching practices. Students will implement, or prepare to implement, lessons or units in a teaching context and reflect on implementation.

ED544 Secondhand Trauma Strategies for Educators 3

This course will examine childhood trauma, its causes, symptoms and the strategies that can be applied to support children and educators. Course topics will include identifying the effects of second-hand trauma on educators; strategies that can assist in responding and managing second-hand trauma, skills to employ in coping with its short/ long term effects. School leaders will find this course helpful in initiating training in the areas of educator self -care and wellness.

ED545 Best Practices in Literacy Instruction 3

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.

ED550 Teacher as Researcher 3

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

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 Diverse Learners, Families and Communities 3

This course examines the educators' roles in addressing the many needs of diverse learners and families. Various diverse populations are identified and explored. Focus areas include implications for school transformation programs, individual academic and social interventions, referrals to community agencies, and examining diverse populations and how poverty may impact them. Upon completion of this course, a student will have knowledge about the different kinds of stresses children and families are under which impact school performance. Practical, hands-on experiences combined with pedagogical research will allow teachers to reflect on how to best meet the needs of our most vulnerable learners. Our work together will help us to be reflective practitioners who synthesize and analyze research.

ED553 Educational Assessment 3

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 Leadership and Development in Curriculum and Instruction 3

This course examines past, current, and possible future teaching strategies and curriculum approaches to ensure instruction meets appropriate trends for content and learning goals while simultaneously systematically addressing students' diverse needs, abilities, and experiences. Situated as a survey course that bridges curricular theory to instructional practice, learners will experience a deep dialogue rather than conclusive answers, as is the nature of shifting trends and teaching expectations.

ED556 Psychology of Learning 3

This survey course is designed to offer foundational knowledge in concepts in educational psychology. In this course, learners will investigate learning theories and recent cognitive science on learning. We'll explore the ways in which sociocultural phenomena, both past and present, have impacted learning and cognitive science, diving into topics like trauma, poverty, increased screentime, and AI use. Learners will take away a foundational knowledge of cognitive, social, and linguistic development from infancy to adulthood, reflect upon how learning theories impact pedagogical paradigms, and, finally, investigate a topic of their choosing within the realm of learning differences, assessment, or memory through a theoretical analysis.

ED560 Teaching & Learning with the Brain in Mind 3

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.

ED565 Children's Literature 3

The purpose of Children's Literature 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. In addition, participants will plan the literature curriculum, use literature within content areas, and analyze the current research in children's literature.

ED571 Organizational Theory, Planning and Change 3

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 organization 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

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

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 evaluation. We will examine the foundations of a teacher supervision and evaluation system which includes emphasis on adult learning theory, classroom supervision/coaching, supervision which promotes professional growth, principles/standards for effective teacher evaluation and performance-based approaches to teacher development/school improvement.

ED575 Educational Policy and Reform 3

This course prepares educational stakeholders to identify and enact ways in which they can collaborate with and create advocacy plans for involvement at the educational policy and reform level of the field of education. In this course, students will learn key policies and reform movements, ways in which current social movements impact policies, and how research-driven practice informs (and does not inform) reform movements.

ED589 Content Area Literacy and Related Standards 3

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.

ED591 Topics in ED: Dev an INO approach to CS Edu in K-6 Class 3

The course will target developing approaches to integrating computer science in K-6 classrooms. This course will address the content of the Computer Science Teachers Association (CSTA) standards as well as relevant standards to integrated lesson content areas (NGSS, Common Core ELA/Math, etc). The course addresses three key goals: (1) developing a deep understanding of computer science and computational thinking concepts and the best practices in the integration of CS/CT practices in the classroom, (2) gaining skills in creating integrated CS lesson plans and assessing student learning in both computer science and integrated content areas, (3) increased confidence in devising strategies for increasing capacity for adopting integrated approaches to teaching CS/CT concepts

ED593 Topics in Education: Educational Entrepreneurship 3

This course is designed to strengthen the K-12 teachers' skills in incorporating innovation and entrepreneurial thinking within the classroom curriculum. Students will analyze leadership characteristics of educational entrepreneurs, a new term to the field and one that includes building unique learning opportunities using emerging technologies, developing innovative instructional approaches, and exploring entrepreneurial theory and its practical applications in a project-based environment.

ED594 Topics in Education: Creativity 3

This course will explore questions including: What is creativity? Who is the creative person? How can creativity be developed? Why is creativity important? How do I conduct a creative classroom, and encourage it in my students? Intended to awaken and encourage creativity in you personally and in your classroom, students will explore questions and research in an open ended seminar format, highlighting ideas and practice that can be applied in varied learning environments.

ED596 Innovative Leadership 3

In this asynchronous course, students will have access to online activities and conversations, weekly assignments, interviewing practicing educators, and research how change effects and impacts the brain. As students become innovative leaders~ they will learn, think, lead and model in order to support agile, effective, and resilient learning experiences for staff members and students. This will then have a domino effect? thus creating a culture of sustained innovation. The final project for the course will include creating an innovative plan to overcome a challenge that they are currently facing in their school and/or place of business.

ED597 Innovative Mindset Pilot Design 3

The Innovative Approaches to Rural Education is a summer session divided between course time and individual time. Course time will occur in three 2-day sessions and will be designed as a deep dive into design thinking for teams of rural teachers, administrators and community partners to engage, ideate and develop a plan for implementing innovative practices and partnerships to support and deepen student engagement in their rural schools. The final product of this course meets eligibility criteria to apply for the Department of Education's RREV grant, although there is no commitment to apply for the grant at the conclusion of the course. School teams will identify a target population, examine current programming and systems/impacts, and develop an implementation plan for a specific innovative remote learning strategy, program or practice aimed at increasing student and community engagement. The remote learning strategies, as outlined by the MDOE include outdoor education, multiple and flexible pathways, extended learning opportunities, online learning, or innovations yet to be imagined.

ED599 Topics in ED: Curriculum & Instruction at the Middle School 3

This interactive seminar-style course is dialogue and application based. You'll meet, network, and discuss teaching at the unique middle level with the Maine Association for Middle Level Education board of directors, all of whom have a stake with middle school students and learning, whether it be in the form of administration, teaching, or teacher preparation. In engaging in this unique course, you'll come away with the philosophies integral to teaching at the middle level, but more importantly, the bridge from theory to practice in applying effective middle level instructional techniques with this unique adolescent stage of development.

ED6-3 Graduate Education 15-week Internship 3

The Graduate Education 15-week 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.

Prerequisite: permission of the instructor

ED610 Writing Development and Instruction 3

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. Prerequisite: Graduate Standing

ED611 Reading Development and Instruction 3

Through current research and best practices, reading development and instruction across a variety of texts and contexts from early childhood through adolescence will be explored in this course. Students will assess and implement a variety of instructional strategies to address the literacy acquisition process of students from diverse backgrounds. Prerequisite: Graduate Standing

ED612 Literacy Assessment 3

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. Prerequisite: Graduate Standing

ED615 Literacy for the Special Learner 3

In this course, students will explore the cognitive, neurological, and emotional characteristics which impact the literacy development of students, focusing on 1.) the unique needs of students with developmental impairments and 2.) for English as a second language learners. Students will evaluate literacy performance for the special learner, and adapt, apply and assess teaching interventions for learners with diverse needs. Prerequisite: Graduate Standing

ED641 Educational Leadership and Ethical Decision-Making 3

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 Budget Management of Schools 3

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.

ED650 Grant Writing 3

This course prepares graduate students to research, write, and apply for different forms of grants in a variety of sectors. The course content is project-based, and the culminating project is a completed grant letter and application to a grant entity of choice. Throughout the process, students will learn the art and rhetoric of writing grants, hone their academic writing skills, and engage in interdisciplinary collaboration with their peers in seeking out appropriate and applicable grant funding for a project of their choice.

ED670 Educational Policy Practicum I 3

This course prepares educational stakeholders through an active internship in an educational policy and reform field or career pathway. This internship is flexible and co-designed with the instructor of the course.

The goals of the internship center around providing experience and an opportunity to shift from theory to practice for the student as they take on an active role in a career pathway of their choice.

ED672 Educational Policy Practicum II 3

This course prepares educational stakeholders through an active internship in an educational policy and reform field or career pathway and builds upon the experience students gained in their first practicum. This internship is flexible and co-designed with the instructor of the course. The goals of the internship center around providing experience and an opportunity to shift from theory to practice for the student as they take on an active role in a career pathway of their choice.

ED688 Clinical Experience: Teaching Learners with Literacy Challen 6

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 and ED611 and ED612 ED615 or comparable work

ED698 Capstone in Education 3

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. All core classes must be completed, and this must be one of the last three courses. Prerequisite: ED550

Finance

FN551 Financial Management 3

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.

FN585 Capital Markets 3

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.

Healthcare Management

HC510 The United States Healthcare Systems 3

This course describes the organization and delivery of healthcare in the United States. Topics include an introduction to healthcare finance, public and private operations, healthcare law and the regulatory environment. Additional topics include healthcare reimbursement, innovation and change, access, information privacy and security, quality, affordability, and policy trends.

HC520 Healthcare Informatics 3

Reliable and valid information sources and accurate data bases inform healthcare decisions. This course offers a best-practices framework to the integration of information technology with healthcare administration. Topics include hardware and software applications, data extrapolation and manipulation, and other strategic approaches to information services.

HC525 Healthcare Reimbursement 3

The complexity of today's healthcare 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.

HC530 Lean Supply Chain Logistics Management 3

This course examines the breadth of the value chain, including all critical players and elements. Strategic procurement and the management of supply chains are a critical function in the daily delivery of quality customer centric services. Efficient practices require analytical interpretations, communication and negotiating skills, as well as the organizational skills necessary to manage input/supplier matrices using the concepts from lean management.

Human Resource Management

HR540 Leading Different Cultures 3

Students will explore leadership practices in multiple cultures and how our increasing interactions with these diverse leadership styles have changed our conception of leadership in the U.S. This course will help students determine the skills they will need to take on a leadership role in a global society.

HR561 Compensation and Benefits 3

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.

HR562 Recruitment and Retention 3

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.

HR563 Labor Relations 3

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

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.

HR567 Conflict Management 3

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

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.

Information Systems

IS544 Information Systems Project Management 3

The course addresses the need for technology managers and leaders. need to cope with complex systems that continue to evolve while under development and during deployment. Unlike traditional project management, technology projects require one to incorporate continuous change and accept scope creep. Sound processes are greater flexible, include a more focus on teams, efficiency, and better communication. Frequently, servant leadership approaches are advantageous.

Management

MG520 Lean Supply Chain Logistics Management 3

This course examines the breadth of the value chain, including all critical players and elements. Strategic procurement and the management of supply chains are a critical function in the daily delivery of quality customer centric services. Efficient practices require analytical interpretations, communication and negotiating skills, as well as the organizational skills necessary to manage input/supplier matrices using the concepts from lean management.

MG527/528/529 Project Management Specializations 3

These courses are intended 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,

MG530 Teams: Authority, Influence and Power 3

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: permission of the instructor

MG532 Managerial Risk Analysis and Decision Making 3

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: Graduate Standing permission of the instructor

MG533 Innovation, Change, and Agile Projects 3

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: Graduate Standing permission of the instructor

MG535 Complex and Advanced Projects 3

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: MG532 and MG544 and MG530 and MG533 permission of the instructor

MG544 Project Management 3

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: Permission of the instructor

MG551 Organizational Theory and Behavior 3

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.

MG552 Legal Aspects of Management 3

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

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

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

MG557 Managerial Communications 3

This course begins with a review of strategies and techniques for effective oral and written communication. Students will then apply these skills in several projects designed to improve their flexibility and effectiveness communicating in different, challenging, realistic environments. Projects range from internal, team-level oral communication (e.g., mentoring, announcing layoffs) to external, consumer-focused multi-media outreach (e.g., marketing, or public relations campaigns on social media). Students will be encouraged to adapt project assignments to their own workplaces and personal goals and will receive constructive reviews and feedback from both peers and the instructor throughout the course.

MG559 Leadership of People and Organizations 3

The purpose of this course is to study leadership behavior and its effects on employee motivation and productivity.

MG560 International Business Management 3

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.

MG562 Introduction to Public Administration 3

This course explains the political, legal, and social settings which shapes public administration. Also, examine is public administration accountability and responsiveness to elected executives, legislatures, the judiciary, the media, interest groups, and the public.

MG566 Advanced Leadership 3

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.

MG568 Change Management

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.

MG599 Topics in Business - Nonprofit Management 3

This course seeks to provide a framework for how nonprofit leaders have used business management tactics and techniques to run their organizations. We will explore several different types of nonprofit organizations with the goal of understanding the issues with respect to different industries within the sector. This course specifically will focus on growth of nonprofit organizations to scale, the strategies for doing so, and the implications for growing nonprofit organizations like a business.

MG6-3 Graduate Business Internship 3

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. Requires 150 internship hours

Prerequisite: Instructor Permission Required permission of the instructor

MG610 Entrepreneurship and Innovation 3

This course is designed to strengthen the students 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

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.

MG650 Grant Writing 3

This course prepares graduate students to research, write, and apply for different forms of grants in a variety of sectors. The course content is project-based and the culminating project is a completed grant letter and application to a grant entity of choice. Throughout the process, students will learn the art and rhetoric of writing grants, hone their academic writing skills, and engage in interdisciplinary collaboration with their peers in seeking out appropriate and applicable grant funding for a project of their choice.

MG695 Strategic Plan Analysis 3

This course will investigate complex business situations. The analysis will be centered on five areas: financial health, marketing effectiveness, internal environment of the organization, external environment of the organization and industry outlook. The company and industry analysis conducted will culminate in a set of recommended strategies to be presented in an executive report format. Various industry and company analytical tools will be utilized such as a PESTLE analysis, Porter's Five forces.

Prerequisite: All MBA core courses completed and must be one of the last three classes completed in the program.

Marketing

MK551 Marketing Management 3

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.

MK552 Marketing for Nonprofit Organizations 3

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.

MK553 Global Perspectives in Marketing 3

Through the use of videotapes, case studies, and discussion, students examine the political, economic, educational, and sociocultural 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.

Mathematics

MS530 Applied Statistical Analyses for the Social Sciences 3

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. Prerequisite: This course is designed for students who have completed an elementary statistics course that included descriptive statistics, correlation, linear regression, and the logical foundations of inferential statistics.

MS552 Applied Analytics for Business 3

This course concentrates on the application of quantitative decision-making to business problems. Emphasis will be placed on the use of model formulation and interpretation using realistic business problems that will be analyzed by a managerial perspective. Prerequisite: Undergrad statistics and understanding of computer

MS575 Quantitative Analysis for Decision Making 3

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. Prerequisite: This course introduces students to the quantitative analytical tools, models, and concepts

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Good Shepherd Food Bank
Augusta, Maine

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Senior Vice President/Director of Talent, Diversity, and Inclusion
Bangor Savings Bank

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Retired
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Susan B. Lavenson, B.S., M.S., D.S.B.A.
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Susan S. Roche, B.A.
Boston, Massachusetts

ADMINISTRATIVE OFFICES

PRESIDENT'S OFFICE

Laurie G. Lachance, B.A., M.B.A., President
Tom Warren, B.S., Chief Operating Officer
Leta Bilodeau, B.S., Executive Assistant/Office Manager

ACADEMIC ADMINISTRATION

Thomas Edwards, B.A., M.A., Ph.D., Provost
Donald Cragen, B.S., M.S., M.B.A., D.S.M., School of Business Chair
John Majewski, B.S., M.A., Ph.D., School of Arts & Science Chair
Ekaterina Rybakova, B.A., M.S., Ph.D., School of Education Chair
Kelly Stevens, B.A., M.B.A., Assistant Director for Academic Operations

INNOVATION AND PROFESSIONAL AND CAREER DEVELOPMENT

Mike Duguay, B.A., Vice President of Innovation
Amanda Wrigley, B.S., Director of Professional and Career Development
Matt Gilley, B.A., Program Director for the Centers in Innovation
Kerry Smart, B.A., Program Coordinator of HAIBI and Professional and Career Development
Kiara Goggin, B.A., Program Coordinator for Professional and Career Development

GRADUATE AND PROFESSIONAL STUDIES

Mikaela Ziobro, B.S., MS. Ed., Senior Director of Business Development
Kristin Bishop, B.A., M.B.A., Assistant Director of Graduate Recruiting
Jesika Vick, B.S., Program Coordinator

ADMISSIONS

Luke Shorty, B.A., M.S., Executive Director of Strategic Initiatives
Corey Pelletier, B.S., MBA., Senior Director of Early College
Abby Dooley, B.S., MBA., Director of Admissions
Nicole Smith, B.S., Associate Director of Admissions
Ryan Kappelmann, B.S., MBA, Assistant Director of Admissions
Brooke Haskell, B.S., Assistant Director of Admissions
Trevison Clark, B.S., Admissions Counselor
Andrew Lamb, B.A. Admissions Counselor
Pape Lukk, B.S., M.A., Admissions Counselor
Alexandra Kriegel, B.A., MBA, Regional Admissions Counselor
Lucas Christiani, B.S., CRM Administrator
Caitlyn Hamilton, B.S., Campus Visit Coordinator

ATHLETICS

Chris Parsons, B.S., Vice President of Intercollegiate Athletics
Andrea Thebarga, B.S., MBA., Associate Athletic Director/Head Field Hockey Coach
Deb Biche-Labbe, B.S., M.S., Associate Athletic Director/Head Women's Soccer Coach
MacKenzie Oberholzer, B.A., Sports Information Director/Athletic Communications
Thomas Marshall, B.S., M.S., LAT, ATC, Athletic Trainer

Finn Ducker, B.S., M.S., Head Strength and Conditioning Coach
Jennifer Plourde, B.S., Head Softball Coach
Bill Scott, B.S., M.Ed., Head Men's Lacrosse Coach
Ray Bernier, B.S., MBA, Head Baseball Coach
Joey Waraskevich, Head Ice Hockey Coach
Ian Wilson, B.A., Head Coach Track and Field
Rob Disch, B.S., Head Men's and Women's Tennis Coach
Kyle Fletcher, B.A., Head Men's Soccer Coach
Marquis Mason-Pollard, B.A., Head Men's Basketball Coach
Jason Coleman, B.S., Head Women's Basketball Coach
Alanna McDonough, B.A., M.S., Head Men's and Women's Cross-Country Coach
Kaitlyn Daly, B.A., Head Women's Lacrosse Coach
Owen Vining, B.S., Head Esports Coach
Jonathan Middour, B.S., Esports Coach
Farrah Douglas, B.A., M.A., Head Women's Rugby Coach
Antonio Solis, Head NCR Men's Rugby Coach
Tara Kelley, A.A., M.A., Head Women's Volleyball Coach
Tony Staffiere, B.A., M.Ed., Head NCBBA Men's Basketball Coach
Rob Dippner, Head NECBA Baseball Coach
Gavin Kane, B.S., Head NCBBA Women's Basketball Coach
Bill Boardman, B.A., Head ACHA Women's Ice Hockey Coach
Don Roberts, B.S., Head Golf Coach

AUXILIARY SERVICES

Monica Woodside, B.S., MBA, Assistant VP of Auxiliary Services
Shawn Knox, B.S., MBA, Director of Physical Plant
Caitlin Labbe, B.S., MBA, Office Manager for the Physical Plant
Cathy Dumont, A.S., B.S., MBA, Director of Events and Conference Services
Darren Forkey, B.S., MBA, Events and Conference Services Assistant
Sue Goddard, B.A., Campus Services Coordinator
Christopher Santiago, B.S., M.S., Director of Safety and Security
Paul Heath, Assistant Director of Safety and Security
Reginald Davis, Safety and Security Officer
Jeff Fleming, A.A., Safety and Security Officer
Steven Brown, Safety and Security Officer
George Pumphrey, Safety and Security Officer
Jody Pelotte, Director of Dining Services

FINANCIAL AND HUMAN RESOURCE SERVICES

Alicia Gardiner, B.S., M.S., CPA, Vice President of Financial Affairs and CFO
Michelle Joler-Labbe, B.A., M.Ed., SPHR, SHRM-SCP, Vice President of Human Resources and Diversity
Nina Brickett, A.S., B.S., M.B.A., Controller
Lisa Nolon, B.S. M.B.A., SHRM-CP, HR Generalist
Patricia Goodnow, B.A., Accounting Clerk/Administrative Assistant
Nick Marchesi, A.S., Payroll Coordinator

INFORMATION SERVICES

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Tom Toner, B.S., Director of IT Services
Mark Kleinschmidt, B.A., M.B.A., Programmer Analyst
David Smith, B.A., M.L.I.S., Associate Director of Library Services
Brian Darr, B.A., Academic Support and Service Desk Manager
Taylan Thomas, B.S., Systems Administrator
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ADVANCEMENT

Erin Merrill, B.A., M.A., Associate Vice President for Advancement
Jeff Bateman, B.S., JD, Assistant Vice President for Advancement
Seth Reed, B.A., Assistant Director of Alumni and Family Relations
Maddie Rock, B.A., Assistant Director of Annual Giving
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REGISTRAR/STUDENT FINANCIAL SERVICES/ VETERANS AFFAIRS

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Sydney Plourde, B.A., Assistant Director of Financial Aid
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STUDENT SUCCESS

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Kaitlyn Draper, B.A., TRIO Support Services Coordinator
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STUDENT AFFAIRS

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FACULTY

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FACULTY EMERITI

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