



VISION & STANDARDS

Thales College is a return to what higher education was meant to be, and a fresh new take on college for the 21st century. The best of the past and the present is combined to prepare our students for their future.

The mission of Thales College is to provide an affordable Liberal Arts and Professional education so that students develop the wisdom–intellectual ability, meaningful knowledge, moral character, and professional excellence–needed to thrive in life and work. The wise person possesses sound reasoning and intuition, effective communication, accumulated and integrated knowledge, personal and moral integrity, skill in maintaining relationships, skill in making valuable, high quality goods, and effective stewardship of scarce resources.

Thales College is named after Thales of Miletus, a master of thought and one of the first ancient Greek philosophers. Thales used his knowledge to lead Miletus to success in business and to advance the best thinking of his day. Thales College aims to model his example of learning and leading in the community.

This manual outlines the policies and procedures of Thales College. Please refer to our website or contact the Academic Dean for more information.

INTRODUCTION

OUTCOMES

Based on the concept of wisdom, Thales College enables its students to acquire:

Intellectual Ability oriented to truth seeking with a firm foundation in

- Cognitive skills including logical reasoning, critical thinking, and intuition
- Non-cognitive skills including curiosity, love of learning and emotional intelligence
- Technical skills including effective communication, accounting and finance, engineering

Meaningful Knowledge to support a good life and worthwhile work, based on

- Subject matter knowledge in philosophy, literature, history, theology, mathematics, science, social science, economics, business and engineering
- Integrated understanding of humanity, society, science and technology, economics, entrepreneurship, and the philosophy of business
- Community involvement and internship experience
- Personal discernment applying career design skills and learning from faculty mentors and the masters of thought

Moral Character marked by

- Unfailing integrity to follow a sound code of ethics and exhibit ethical behavior in every situation
- Good judgment that combines sound reasoning and intuition with non-cognitive skills such as humility, perseverance and courage of conviction
- A healthy mind, body, and spirit that frees a person for optimum performance and happiness
- Relationships fostered through interpersonal and leadership skills, justice, generosity, reciprocity and friendship
- Lifelong learning that promotes wisdom, self-improvement, and positive community impact

Professional Excellence combining human understanding, professional knowledge and technical skill, reflected in

- Goods of high quality, well-adapted to customers

- Leadership qualities that serve customers, employers, colleagues and society
- Values and habits that enable businesses to build and sustain a thriving economy
- High standards for self-awareness, self-reliance, positive attitude, work ethic, teamwork and other non-cognitive skills
- Effective use of scarce resources

CURRICULUM VISION

“Scientia et Sapientia”

By integrating Liberal Arts and Professional education, the Thales College curriculum helps students acquire the wisdom and professional knowledge for a life well-lived and work well-done. Every student graduates with a Bachelor of Arts in the Liberal Arts and Sciences and a professional degree. Thales College offers two professional degrees, a Bachelor of Arts in Entrepreneurial Business and a Bachelor of Science in Mechanical Engineering.

The Liberal Arts refers to *the arts of thinking and the best of thought*. The arts of thinking are grammar, logic and rhetoric and the methods of the various intellectual disciplines, such as the scientific method and Socratic dialogue. Practicing these arts of thinking has brought about the best of thought, expressed in great works of philosophy, science, literature, theology, economics, history, technology, music, and art.

Business education at Thales College is based upon a philosophy of business encompassing human creativity, the dignity of work, virtue, technical and professional skills, entrepreneurship, the vocation of business, and free market economics. All Thales College students learn from Masters of Thought in business, acquire knowledge and technical skills in engineering or in finance and accounting, apply their business or engineering knowledge to product development and marketing, and gain hands on experience.

The curriculum teaches the rigorous search for truth by sound reasoning and methods suited to the subject being investigated. It integrates timeless principles of philosophy, which are relevant in every age, and the study of history, literature, philosophy, mathematics, science and technology throughout the ages. Students will seek to respond wisely to their moment in history, bringing positive change to their families, professions, and communities.

Grammar, Logic, and Rhetoric courses teach skills of logic, interpretation, and composition. Math, science, and engineering courses teach students to apply these subjects to business, to interpret and produce statistical representations, and to make economic decisions. Leadership and public speaking courses develop practical skills.

A sequence of Masters of Thought courses teaches interpretation of texts and introduces great authors from ancient to contemporary times. A sequence of Philosophy, Politics, and Economics courses teach various philosophies about human flourishing, ethics, economics, politics, culture, and leadership.

The Thales College Liberal Arts curriculum teaches the Western Tradition, its history, its interaction with other civilizations, and the place of the American experiment in that history. Thales College does not hold that the Western Tradition is the only tradition preserving great ideas in great books. It does hold, though, that the Western Tradition promotes an in-depth, comprehensive, positive view of the person, professional life, and society. Learning this tradition enables reciprocal understanding and collaboration with people from other traditions.

Although the focus upon professional preparation distinguishes the study of business and of engineering from liberal arts study, liberal and professional studies support each other. The Thales College undergraduate curriculum equips students to learn from the Liberal Arts throughout a lifetime, and it teaches students the technical skills and professional knowledge to succeed in their careers. Through Community Based Learning, students share what they learn in their communities, learn from their communities, and develop social and professional relationships.

COMMUNITY BASED LEARNING

Thales College requires and prepares students to discuss in their communities what they learn in their courses. Students connect with friends, family, students at other colleges and universities, social media connections, community and industry leaders, and colleagues in their internships, volunteer organizations, and workplaces. Their community based learning activities include interviews, reading group or meeting leadership, documentary projects, wise uses of social media/mass communication, teaching, webinars, and projects within volunteer and internship settings, and internship work itself.

Thales College students broaden and deepen their learning because students study more carefully when they must take their learning beyond assignments submitted to

their professors and conversations with fellow students. They learn from their communities what their professors and fellow students could never have taught them. They form the habits of meaningful conversation that every person naturally desires: thoughtful, honest exchange of views; positive, enduring social relationships; insight into the strengths and needs of local communities; and understanding how people's gifts and skills benefit their communities.

Community Based Learning activities are challenging and can be intimidating at first, but they are doable and highly rewarding with the ongoing preparation that Thales College provides.

THALES COLLEGE HONOR STANDARD

The Thales College Honor Standard holds every student not to lie, cheat, or steal and to hold other students to the same standard. Faculty, administrators, and staff hold themselves to the same standard. Life and work guided by this standard promotes strong personal character and professional integrity.

Members of the Thales College community presume that they can trust one another's word and the authenticity of students' academic work. They enjoy the free and honest exchange of ideas in a climate of respect for persons and for each other's property.

Students who violate this trust will be asked to leave Thales College. Potential violations of the Honor Standard are reported to the Academic Dean. Under the supervision of Thales College administration, students on the Honor Standard Committee adjudicate honor cases.

ADMISSIONS

FRESHMAN ADMISSION

To apply for admission to the College, an applicant must submit:

- An application filled out by the applicant.
- An official secondary school transcript showing academic achievement and rank in class. Since most applications are submitted during the senior year of high school, the applicant must request a final transcript to be sent after graduation. The final high school transcript must show completion of a college preparatory curriculum.

- A score from the College Entrance Examination Board Scholastic Aptitude Test (SAT), the American College Testing Program (ACT), or the Classical Learning Test (CLT). Scores for the Test of English as a Foreign Language (TOEFL) for all applicants whose native language is not English.
- The following high school academic units are required:
 - English 4 units
 - Foreign Language 2 units
 - Social Science (including History) 2 units
 - Science 2 units
 - Mathematics 3 units
 - Additional academic units 3 units
- A final high school transcript showing proof of graduation (due one month before classes begin).

ADMISSION FROM OUTSIDE THE UNITED STATES

Thales College welcomes students who are legal residents of the US, but does not accept applications from non-US citizens currently residing outside the US.

To be considered for admission, an international student must complete the Thales College application. The student must also submit an official transcript showing all work post-primary school. The transcript must be evaluated by a National Association of Credential Evaluation Services (NACES) member organization.

International students for whom English is not their primary language must also submit a valid TOEFL score. The score must be 71 or higher on the internet-based test for admission.

Upon admission, the student must also demonstrate that he or she has the ability to pay for at least the first year of study. The student may do so by paying for the entire cost of the first year or by sending valid bank statements indicating sufficient resources to pay those costs. The student must also complete a Certificate of Financial Responsibility.

Thales College will provide an I-20 form to all admitted international students. The student must complete that form, and after enrolling, must provide updated information to the College in order to ensure that the student has ongoing government permission to study in the United States.

TRANSFER ADMISSION

To be considered for transfer admission into Thales College, submit a completed online application and official transcripts from all previously attended institutions. A prospective transfer student should have a minimum 2.0 transfer grade point average (GPA) in a minimum of 12 transferable credit hours. Admission of a student whose GPA is less than 2.0 will be at the discretion of the Admissions Committee. The student must also be in good standing with previous institutions and eligible to return to the last institution. Transfer students who are accepted while attending another college or university are only accepted provisionally. They should ask the registrar of their current institution to forward an official transcript of their most recent grades to the Admissions Director of Thales College.

TRANSFER OF CREDITS

Thales College will ordinarily award course credit to students who have taken the Advanced Placement Tests of the College Entrance Examination Board and scored 3 or higher. The College also awards course credit for acceptable scores on the College Level Examination Program (CLEP), for Cambridge International Examinations (CIE), and for International Baccalaureate (IB) achievement. Credit is awarded only for courses in the College's current curriculum. A maximum of fifteen (15) academic credits will be offered for advanced placement and other college level learning acquired in non-traditional settings.

Transfer credits for courses taken at regionally accredited colleges and universities that are recognized as accrediting bodies by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education (USDE), are generally accepted. Thales College accepts transfer credit for such courses if the student earned a grade of "C" or better. With the exception of an elective course, current Thales College students should consult the Registrar about transfer classes prior to enrolling for them at another institution. Thales College ordinarily accepts a maximum of sixty (60) credit (semester) hours.

The Registrar may initiate evaluation of coursework completed outside the institution and consult with a faculty member qualified in the discipline, who evaluates the syllabus to ensure that it aligns with a course in the Thales College curriculum. The faculty member will consider the quality of the course content described in the syllabus, its relevance to the Thales College curriculum, and its correspondence with a specific course within the curriculum.

Where applicable, Thales College follows the Comprehensive Articulation Agreement between the University of North Carolina and the North Carolina Community College System.

NON-DEGREE ENROLLMENT

People who are not registered as students may not take Thales College courses alongside matriculated Thales College students. Interested persons should contact the Academic Dean.

LEAVE OF ABSENCE

A Thales College student may request a leave of absence from the College at the end of any academic term. If the student leaves in good financial and academic standing, the student may rejoin the college and re-enter the curriculum at the next occasion when the necessary courses are offered.

READMISSION TO THE COLLEGE

A student who leaves Thales College under the Leave of Absence policy must notify the College of his/her intent to return by completing the readmission process. A student who left in good standing will be able to rejoin the college at the point when his/her needed courses are offered again.

NON-DISCRIMINATION POLICY

Thales College does not discriminate on the basis of race, religion, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Name and/or Title: Grattan Brown, Academic Dean
Address: 4630 Paragon Park Rd, Raleigh, NC 27616
Telephone No.: 919-275-0226

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

AMERICANS WITH DISABILITIES POLICY

The Student Advisor is the campus representative responsible for compliance with the Americans with Disabilities Act (ADA), and manages all student requests for special access accommodations due to disabilities. An applicant with a documented disability must satisfy the regular admission requirements. The nature or existence of an applicant's disability will not affect whether he or she is admitted to the College.

Accommodation Policy: Once accepted to the College, students who wish to receive reasonable accommodations must provide documentation of a recent medical assessment and/or psychoeducational evaluation, preferably completed in the last three (3) years. Documentation for a psychological disorder should be current within the last twelve (12) months. Documentation must define the disability according to professional standards, list the recommended accommodations, and explain the rationale for those accommodations with regard to the student's specific disability. Upon submitting proper documentation of his or her disability, the student will be informed of the accommodations that the College can provide and of the procedures for obtaining these accommodations on a term-by-term basis.

Accommodations related to coursework and classroom environments are personalized and determined on a case-by-case basis. Common accommodations include extended time on tests, a distraction-reduced testing environment, and minor modifications to methods of testing. Students with disabilities are expected to maintain the same academic standards as other students, and are expected to seek academic support if necessary.

Neither the Student Advisor nor any other official of the College may discuss the student's disability with the student's parent(s), guardian(s), or instructors without the written consent of the student. Disputes or grievances related to the College's services for students with disabilities should be submitted to the Academic Dean of the College.

EXPENSES

TUITION

Tuition at Thales College is \$4,000 per 15-week term. Thales College schedules seminars and tutorials during morning hours to facilitate student employment and internship schedules. The College strongly recommends that students who work choose part-time employment in order to leave time for study.

Additional expenses include books, transportation and living expenses, and technology. All students must have access to a computer and Internet in order to participate in online coursework. Thales College does not operate residence halls, dining services, or a bookstore.

FINANCIAL ASSISTANCE

Thales College itself does not offer need-based aid because it closely manages operating costs in order to run effectively on an affordable tuition. It does [support students who seek scholarships offered](#) by schools, employers, individuals, private companies, nonprofits, communities, religious groups, and professional and social organizations. Thales College does not participate in the [Federal Student Loan](#) program, which does not constitute financial aid when it leads to unacceptable student debt. Thales College also does not participate in the [Federal Work Study](#) program because the College is committed to help students live more independently and pay tuition through career-directed internships.

Thales College's institutional structure enables it to provide quality education at an affordable cost. Therefore, the College expects that the student's employment, family support, scholarships, and institutional financial assistance will cover the student's costs of study. Thales College does not participate in Financial Aid programs provided by U.S. Federal or State governments. Thales College encourages students to seek extramural scholarships and will assist them in applying for them.

STUDENT EMPLOYMENT

Thales College does not participate in the Federal Work-Study Program. The College does assist students with finding internships and apprenticeships and has arranged its weekly schedule to facilitate part-time employment outside the College. See the "Student Services" section of this Catalog for more explanation.

CANCELLATION AND REFUND

If the student decides to withdraw from Thales College, they must fill out the proper withdrawal forms provided by the Academic Dean. No withdrawals will be accepted over the telephone, email or other electronic means. Unofficial withdrawal does not cancel an account. A status of "Withdrawn" will not be given to any student who does not officially withdraw.

Refunds will be determined based on the student's last attendance date and will be paid within 30 days from the date that the student's withdrawal form is received by the Academic Dean.

Students who withdraw and request a refund:

- Within the first five scheduled class days of the current academic term, the Withdrawal Period, will receive a full tuition refund for that term, less any non-refundable deposits.
- During the 5 school days following the Withdrawal Period will be charged 50% tuition for the current term.
- Will not receive a refund after 10 school days into the current term.

Students who are expelled from the College for honor code or legal violations will not receive a Refund.

Thales College has filed a tuition guarantee bond with the Wake County Clerk of Superior Court.

LICENSURE AND ACCREDITATION

Thales College is licensed by the Board of Governors at the University of North Carolina at Chapel Hill.

Thales College respects the regional accreditation process for higher education but does not intend to pursue accreditation. The regional accreditation process is designed to ensure quality academic programs and instruction by documenting evidence of student learning outcomes and of institutional actions taken to address essential areas of institutional work, notably mission integrity, academic quality and improvement, administrative effectiveness, legal compliance, and financial stability. This process, however, significantly increases costs, which are ultimately borne by students and their families, and exposes faculty to tasks of marginal value for teaching and scholarship.

Thales College will provide quality instruction, will evaluate student performance, and will regularly review its academic and administrative activities for improvement. It will demonstrate the quality of its educational program in the design of its curriculum, in the content of its courses, in its teaching methods, and in the qualifications of its faculty, which will be publicly available on the Thales College website. Above all, it will demonstrate its value in its students, who will communicate what they learn not only to their professors and fellow students, but also to people within their communities through Thales College Community Based Learning, including internships.

Some colleges, universities and other institutions include a bachelor's degree "from an accredited institution" among their academic credit transfer and graduate program or employment application requirements. Therefore, Thales College's decision not to pursue accreditation could pose an obstacle for a Thales College student who would like to transfer course credit to another institution or who is applying for employment or for graduate school admission. As anyone would expect, however, admissions committees and employers already examine far more than whether an applicant previously studied at an accredited institution. They base their decisions on actual student achievement, syllabi for transfer courses, interviews, examples of the student's academic work, standardized tests (for graduate school), previous employment and internship experience, faculty recommendations, and demonstrated professional integrity. Thales College prepares students for excellence in all of these areas.

THE ACADEMIC PROGRAM

Aligned with its mission, Thales College integrates Liberal Arts and Professional education. All students work toward a Bachelor of Arts in the Liberal Arts and Sciences and either a Bachelor of Arts in Entrepreneurial Business or a Bachelor of Science in Mechanical Engineering.

The combination of Liberal Arts and Professional education prepares students not only to lead thoughtful, happy lives, but also to enter any number of professions, including engineering, business, education, law, law enforcement, civil service, military, or religious ministry.

Thales College curriculum is unique in that courses are taken in a pre-arranged order. Thus, students have greater opportunity to study together and form bonds of friendship. It allows Thales College to interrelate courses in the same term and better prepare students for courses in the next term.

COURSE OF STUDY

The courses of study are available on the Thales College website.

PEDAGOGICAL MODEL

Learning demands study and conversation, which are the student's work at the College. Thales College schedule enables students to spend mornings together on campus in seminars, tutorials, and personal study. Afternoons and evenings are free for personal study, Community Based Learning activities, internships and, if the student chooses, part-time employment. Thales College does not recommend simultaneous full-time employment and full-time study.

Cohort Structure: Students are grouped in cohorts, and their courses are taught by a team of faculty members.

Hybrid Course Format: Thales College courses and instruction are delivered in a hybrid (blended learning, flipped classroom) format. Course materials, including readings and video-recorded lectures, are developed by qualified Ph.D. Course Creators (Subject Matter Experts) and delivered online. Faculty Mentors use the online course content to instruct students and:

- Ensure mastery of course materials
- Challenge students to extend learning beyond the online course content
- Prepare students to apply their learning in their community life and internships.

In-Person Faculty Instruction: Faculty Mentors draw upon their own expertise to instruct the students beyond the baseline course content. Faculty Mentors create assignments and use or adapt assignments in online course content, including Community Based Learning assignments.

Seminars: Each week Faculty Mentors lead students in seminars in which they practice skills needed to interpret texts, to engage in a civil, meaningful dialogue, and apply what they learn to life and work. Faculty Mentors exercise discretion in adapting seminars to student needs, for example, holding a writing workshop to prepare for an upcoming writing assignment. They also exercise discretion in assigning individual students to attend particular seminars and to work in particular groups.

Tutorials: In tutorials, Faculty Mentors ensure mastery of course content, challenge the student's reasoning and rhetorical skills, and mentor the student toward personal academic goals. The Thales College tutorial method follows the traditional Oxford approach. Thales College faculty require the student to demonstrate mastery of the thought of leading authors on a topic and to argue for a position.

Personalized Instruction Plan: In-person faculty instruction and a cohort structure favors each student's completing every course. However, if a student's performance falls below standard in a course or courses, then the student's Faculty Mentor team will develop a plan of Personalized Instruction that the student must complete in order to pass the course(s). Options for completing this work include Personalized Instruction Plan during: 1) the next term's coursework with the student's cohort; or 2) part-time study. It is also possible to retake the term with a new cohort.

Grading Standard: The typical grading standard for Thales College is A 90–100, B 80–89, C 70–79, D 60–69, F below 60.

WEEKLY STUDENT SCHEDULE

Students meet on campus each morning for seminars and tutorials scheduled by Faculty Mentors. When they are not participating in seminars and tutorials, they are expected to study on campus on their own or in groups unless they have a reason for departing from campus.

In the afternoon, students work at an internship or part-time employment.

Evenings and weekends include occasional cultural activities, including public lectures related to current courses, musical, poetry readings, and theatrical activities.

FACULTY TEACHING

In alignment with the Thales College mission and under the guidance of the Academic Dean, Faculty Mentors have primary responsibility for developing and teaching the Thales College curriculum. They teach the course content delivered online and, based on their experience teaching it and their scholarship, periodically improve upon and add to or replace existing online course content. The Academic Dean normally assigns each faculty member to a team of Faculty Mentors, who teach a cohort of students in the

courses of a given term. Faculty Mentors are grouped so that their combined expertise covers the content in those courses, which have been created individually by qualified Course Creators.

Using the online course content as a starting point, Faculty Mentors conduct weekly seminars and tutorials to ensure and evaluate student mastery of course content, to help students interpret course content, and to challenge students to apply course content. Faculty Mentors meet weekly to discuss student progress and useful feedback for individual students, and if necessary, to adapt existing seminar plans to student needs. Faculty Mentors pace their weekly evaluations so that every student receives feedback from the weekly team meeting every 2–3 weeks. Weekly team feedback also informs ordinary feedback given in Seminars and Tutorials.

Faculty Mentors meet at the end of each term to discuss improvements to online course content and, if desirable, a course revision proposal to the Academic Dean. The Academic Dean will respond to the Faculty Mentors' recommendations and may introduce other recommendations for revision. The Academic Dean and Faculty Mentors should come to an agreement about the online course revision. The Academic Dean will make the final decision whether to adopt the proposal and, if adopted, will identify a qualified scholar to revise the course.

SCHOLARSHIP

All faculty are expected to demonstrate expertise in their area of responsibility, to maintain an individual program of scholarship, and to become model scholars to their students. As scholars, Thales College faculty do with their minds what they teach students to do with theirs. A faculty member's scholarship represents a daily task and should both support their teaching role and develop the faculty member's personal expertise and scholarly ability. However, a faculty member's primary responsibility is teaching their students; professional development should never take precedence over teaching and student formation. Faculty members take responsibility for their development as teacher-scholars, participate in all professional development activities arranged by the Academic Dean, and seek extracurricular professional development opportunities.

STUDENT SERVICES

ACADEMIC SUPPORT

Thales College faculty are the primary source of academic support. In addition, Thales College provides writing and math tutors. Students who properly demonstrate the need for academic accommodations will receive them. Any student who would like to request accommodations should submit the appropriate documentation to the Academic Dean's office. Students seeking assistance with technology should contact the Technology Systems Administrator.

Thales College is not a residential college and does not offer health care services.

INTERNSHIP SUPPORT

The College provides assistance in securing internships, and multiple internships are expected of all students. Students may obtain their own internships and/or seek guidance from the Community Based Learning Mentor, who is the main point of contact for internship opportunities. Thales College expects students to take initiative in seeking and if possible securing at least one internship aligned with their professional goals. Community Based Learning course activities help students develop the kind of social and professional relationships that assist them in securing internships and employment.

By virtue of its relationships with local businesses and schools, Thales College maintains a list of current and possible internship sites that meet the curriculum requirements of the college, though internship sites are not limited to organizations on that list. Thales College helps students contact organizations and secure internships. It tracks student placements and performance and visits each internship site once a term to ensure the quality of the placement.

The NC Board of Governors provides contact information with which students may file complaints directly with the Board of Governors: studentcomplaints@northcarolina.edu; 919-962-4558.

STUDENT ACTIVITIES AND CONDUCT

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

Culture: The College sponsors public lectures by leaders in business, politics, and culture.

The College encourages students to form clubs around shared interests. Official Thales College clubs must have a faculty sponsor, be described in writing and receive administrative approval. The College encourages clubs or other activities that express an aspect of Liberal Arts or Professional education or that have a positive impact on the community.

Note on athletics: Thales College encourages all students to maintain physical fitness, to participate in the sport of their choice, and to organize athletic activities, but the College does not sponsor athletic teams or organize intramural sports.

Thales College does not sponsor Fraternities and Sororities.

STUDENT CONDUCT

The Liberal Arts tradition promotes a joyful recognition of goodness, truth, and beauty that is reflected in a person's conduct of life and work. The vocation to business is to serve society by producing valuable goods and services in a way that supports the well-being of the employees' families. A person's conduct of life strongly influences that person's ability to learn, to perform well in a profession, to maintain good relationships, and to pursue happiness in life.

For all these reasons, Thales College students are expected to conduct themselves in ways that sustain mental acuity and sound decision-making, that promote their own learning and the learning of other students, that demonstrate respect for other people and a professional attitude in classroom and business settings, and that do not discriminate against other students on the bases of religion, race, gender, disability, or intellectual outlook. Students are expected to abide by local, state, and national laws and to adhere to the conduct policies of Thales College.

Academic honesty is essential to learning. The Thales College Honor Standard beckons its students into responsible adulthood and calls them to a higher moral standard than what is generally expected of their peers outside of the College. The Thales College academic honor standard prohibits practices such as lying, cheating, plagiarism, copying, manipulation of grades, and stealing. In addition, faculty may include particular course-based policies which students must follow in order to stay in compliance with the academic honesty policies of the College.

HONOR STANDARD VIOLATIONS

Process: Potential violations of the honor standard are reported to the Academic Dean. The Academic Dean refers violations to the student-led Honor Standard Committee. The Committee evaluates the evidence involved in the potential violation of the honor standard and renders a finding and penalty. The Academic Dean reviews the work of the Committee and either confirms its finding and penalty or asks the Committee to respond to the deficiencies found in the Committee's work until the Academic Dean can confirm the Committee's finding and penalty.

Appeal: Either the accused or the person who reported the violation may appeal the finding and/or penalty of the Honor Standard Committee to the Academic Dean, if it is an academic violation, or to the Thales College President, if the matter concerns a non-academic violation. The decision of the Academic Dean or President, respectively, about an appeal is final.

Student Rights: Regarding violations of both the Honor Standard and of other student conduct policies, the student has the right to know the charge and evidence presented, to respond to charge and to present evidence, and to appeal the judgment and penalty imposed. If the investigation includes testimony from witnesses, the student may be present to hear that testimony and to ask questions of the person providing testimony. The student may be accompanied at any meeting about violations of the conduct policy by a faculty or staff advisor. At any hearing that may result in suspension or expulsion from the college, the student may be accompanied by a representative from outside the college—i.e., a parent or other counsel.

Penalty: A first violation generally results in a written warning and a penalty commensurate with the seriousness of the violation. A second violation will result in a more severe penalty, up to and including expulsion from the college.

STUDENT COMMITTEES

HONOR STANDARD COMMITTEE

The Honor Standard Committee reports to the Academic Dean and consists of five students elected by the student body and confirmed by the Academic Dean. This committee receives and examines information about possible violations of the Honor Standard, maintains confidentiality, deliberates and communicates to the Academic Dean its finding about whether a violation of the Honor Standard has occurred. If it judges that a violation has occurred, it

may recommend that the student be asked to leave the College, be warned that the student will be asked to leave the College upon a second violation, or be suspended for a determined length of time not to exceed one academic term. This committee also reviews the case in light of reasons and evidence presented in an appeal, and communicates its judgement to the Academic Dean.

POLICIES

CREDIT HOUR CALCULATION

In all courses, the combination of hybrid course delivery, tutorial, seminar, community-based learning, and personal study will be designed to satisfy the standard credit hour definition:

“Credit hour: Except as provided in 34 CFR 668.8 (k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or

At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

