



COLLEGE POLICIES

■ INTRODUCTION

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.

MISSION STATEMENT

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.

CURRICULUM VISION

“Scientia et Sapientia”

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. Practicing these arts of thinking has brought the best of thought, expressed in great works of philosophy, literature, theology, history, art, music, and technology, to name a few.

The Thales College undergraduate curriculum equips students to learn from the Tradition of the Liberal Arts and Sciences throughout a lifetime, and it teaches students the technical skills and professional competence to succeed in their careers. Through Community Based Learning, students engage with their communities, develop social and professional relationships, and use their education to promote personal, familial, and social good.

The curriculum teaches valuable goals for life and work, the virtuous pursuit of excellence, and the rigorous search for truth by sound reasoning and methods suited to the reality being investigated. It integrates the principles of perennial philosophy which are relevant in every age, and the investigation of history, literature, philosophy, mathematics and science throughout history. Students will seek to respond wisely to their moment in history and innovate to bring positive change to their families, their professions, and society.

The Thales College Liberal Arts curriculum introduces 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 one preserving great ideas in great books. It does hold 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.

Grammar, Logic, and Rhetoric courses teach skills of logic, interpretation, and composition. Math and science courses teach students the philosophical foundations of math and science and the application necessary to solve problems, to interpret and produce statistical representations, and to make economic decisions. Leadership and public speaking courses develop practical skills.

A sequence of Great Books courses teaches interpretation of texts and introduces great masters of thought from ancient to contemporary times. A sequence of Philosophy, Politics, and Economics courses teach various philosophies about what it means to be human, ethics, culture, political philosophy, and economics. Students learn how to apply the best of thought to life and professional work in a society structured for freedom and reliant on virtue.

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. Members of the Thales College community presume that they can trust one another's word and the authenticity of students' academic work. They respect each other's property. Students who violate this trust will be asked to leave Thales College.

Life and work guided by this standard promotes personal character that shapes familial, social, and professional activities throughout a lifetime. At Thales College, the Honor Standard promotes an open community, the free and honest exchange of ideas, respect for others and their belongings, and an atmosphere of mutual trust.

ADMISSION

Thales College
Office of Admissions
4641 Paragon Park Road
Raleigh, NC, 27616

Electronic materials may be sent to admissions@thalescollege.org.

FRESHMAN ADMISSION

To apply for admission to the College, a student must submit:

- An application filled out by the applicant found online at thalescollege.org
- An official secondary school transcript showing academic achievement. 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.

- One letter of recommendation
- An essay
- An admission interview
- The following high school academic units are required:
 - English: four course units
 - Foreign Language: two course units (preferably of the same language)
 - Social Science: two course units
 - Science: Three course units, including at least:
 - One life science unit (e.g., biology, ecology, zoology)
 - One non-life science unit (e.g., astronomy, chemistry, earth science, environmental science, physical science, physics)
 - One laboratory science unit
- Mathematics: three course units in any of the following combinations:
 - Algebra I, Algebra II, Geometry; or
 - Algebra I, Algebra II, and one unit beyond Algebra II; or
 - Common Core Math I, II, and III; or
 - Integrated Math I, II, III; or
 - NC Math 1, 2, 3.
- 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 applications from students residing outside the United States. 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.

DUAL ENROLLMENT ADMISSION

High school or homeschool students with exceptional academic ability may enroll in Thales College courses while in high school. Dual enrollment students must submit the following:

- An application filled out by the applicant found online at thalescollege.org

- An official secondary school transcript showing academic achievement.
- Two letters of recommendation
- An additional writing sample or math assessment may be requested depending on the course requested.

TRANSFER ADMISSION

To be considered for transfer admission into Thales College:

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.

Additionally, a prospective transfer student must submit:

- An application filled out by the applicant found online at thalescollege.org
- An official transcript from all previously attended institutions must be sent to the Office of Admissions. Official transcripts must be sent in upon term/semester completion. (Students with fewer than 12 credit hours must submit an official high school transcript to the Office of Admissions for review).
- One letter of recommendation
- An essay
- An admission interview

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 (C.L.E.P.), 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 from other regionally accredited institutions.

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 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 application to Thales College and submitting it to the Admissions Committee. 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

Non-Discrimination Statement

Thales College admits students of any race, color, national and ethnic origin, religion, and sex to all rights, privileges, programs, and activities generally accorded or made available to student as the school. It does not discriminate on the basis of race, color, national and ethnic origin, religion, sex, age, or mental or physical disability in the school. It does not discriminate on the basis of race, color, national and ethnic origin, religion, sex, age, or physical or mental disability in administration of its educational policies, and athletic and other school administered programs. Any violation of this policy should be reported to Human Resources.

Thales College makes reasonable accommodations for students with physical disabilities. Requests for accommodation should be directed to the Thales College faculty.

General Contacts

Main Campus
3121 Heritage Trade Drive
Wake Forest, North Carolina 27587
(919) 263-0422

Admissions Office:
admissions@thalescollege.org
(919) 270-9517

Communications Office
media@thalescollege.org

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 other students, the student's parent(s), or the student's guardian(s), 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:

- Application fee: \$0
- Additional fees: \$0
- Tuition: \$4,000 per term at \$266.67 per credit hour
- Total cost: \$4,000

To confirm their enrollment and reserve their place in their class, students must pay a \$100 deposit within fourteen business days of submitting their initial Thales College enrollment agreement. The College will apply this deposit to the cost of their Term 1 tuition. Enrollment continues automatically unless the student withdraws in accordance with the process required below. If students qualify for a scholarship, a separate agreement and adjusted tuition balance will be provided.

Students may pay the tuition balance for the current academic term in one full payment or in four \$1000 installments (less applicable deposit and scholarship award) according to the following schedule:

Installments:

- Fall Term: September 15, October 15, November 15, December 15
- Spring Term: January 15, February 15, March 15, April 15
- Summer Term: May 15, June 15, July 15, August 15

Full payment is due by the last business day of the month in August, December, and April. To remain in good standing, students must be up-to-date with their tuition payments or have an approved plan for payment.

Note: Students are responsible for their own books and supplies, which are estimated to cost \$200–400 per term. Additional expenses include transportation and living expenses and technology. All students must have access to a computer and WiFi in order to participate in online coursework. Thales College does not operate residence halls, dining services, or a bookstore.

FINANCIAL ASSISTANCE

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, and/or scholarships 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 outside, private scholarships and will assist them in applying for them.

Thales College does offer two opportunities for financial assistance through the school: The Founder's Scholarship and the Thales of Miletus Merit Scholarship. Thales College awards these scholarships to a select number of students in each class based on merit, including grade point average, standardized test scores (SAT, ACT, and/or CLT), and extracurricular involvements. The Founder's Scholarship provides 50% of the student's annual tuition for as long as the student maintains a 3.5 grade point average and good standing in the College. The Miletus Scholarship provides 25% of the student's annual tuition for as long as the student maintains a 3.0 grade point average and good standing in the College.

Applicants should submit their application for the Founder's and Miletus Scholarships at the same time as or after submitting their Thales College application. (Note: scholarship applications are separate from the admissions application but may be submitted concurrently. Students are not required to apply for the scholarships to continue in the admissions process.)

STUDENT EMPLOYMENT

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.

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 "Academics" section for more explanation. Thales College does not recommend simultaneous full-time employment and full-time study.

CANCELLATION AND REFUND

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

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 Director of Admissions. Students who withdraw and request a refund:

- Within five days (until midnight of the fifth day excluding Saturdays, Sundays, and legal holidays) of the date they sign the initial enrollment agreement will receive a full tuition refund, including any applicable deposit.
- Within the first ten scheduled class days of the current academic term will receive a full tuition refund for that term, except any deposits.
- After the first ten scheduled class days, no refund will be given.

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

WITHDRAWAL POLICY

Students withdrawing from the College during the Withdrawal Period of the first 10 school days of a term will not be charged tuition but will lose any applicable deposits. Unofficial withdrawal does not cancel an account. A status of "Withdrawn" will not be given to any student who does not fill out the proper withdrawal forms provided by Thales College. No withdrawals will be accepted over the telephone or via email. To withdraw from the College, a student must submit a withdrawal and request for refund form in writing to the Director of Admissions. Withdrawal from the College will cancel the enrollment agreement and students will receive a refund according to the refund policy above.

LICENSURE AND ACCREDITATION

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 to 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 method, 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 employees and people within their communities through their student internships and post-graduation employment.

Many 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 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.

Furthermore, the checks on standards performed by the accreditation process are largely redundant, as Thales College, like all colleges in the state, must apply for licensure by the Board of Governors at the University of North Carolina at Chapel Hill. Thales College has gone through the licensure process with the Board of Governors and has received the full status and rights of licensure to conduct postsecondary degree activities (since Thales College is a brand new institution, this status takes the form of an Interim Permit). Thales College will participate in the ongoing process of licensure review and renewal every few years.

■ THE ACADEMIC PROGRAM

Thales College offers three degrees: B.A. in Entrepreneurial Business, B.S. in Mechanical Engineering, and B.A. in Classical Education. In addition, every student receives a robust foundation in the Liberal Arts and the Great Books of the Western Tradition by taking classes in the Classical Liberal Arts Core (approximately 75 credits for business and teaching majors, 52 credits for engineers).

In order to complete a bachelor's degree, the student must complete 1) all Core courses; and 2) all courses in the student's chosen degree track.

The Thales College curriculum is unique in that the Liberal Arts courses are taken in a pre-arranged order. Students have greater opportunity to study together, take courses that interrelate in ways that are complementary, and see how one piece of knowledge builds on another.

PEDAGOGICAL MODEL

Thales College is designed as a unique education model. Five facets provide all of the necessary skills and knowledge needed to be an excellent contributor in the workplace and the broader community.

Classical Academics

Rigorous studies in the humanities and the student's preferred professional major provide a balanced curriculum. The Classical Core sequence develops the necessary thinking skills and theoretical framework for success in any field. The professional major sequences provide the career-specific knowledge needed to excel in the field of the student's choice: Entrepreneurial Business, Mechanical Engineering, or Classical Education.

Class Cohort Structure

Students are grouped in cohorts by graduation year. All of our course sequences have been carefully curated to provide a comprehensive, ordered curriculum from Term 1 through graduation. As a result, all courses have been "pre-selected" for students, with a set degree path for each major. This intentional and thoughtful approach ensures that every student receives a high quality education, with no risk of a piecemeal degree that can often be found at other institutions. At the end of their three years, Thales College graduates emerge with a well formed knowledge base and skill set developed from an intensive academic formation.

Socratic Discussions and One-on-One Mentoring

Learning demands study and conversation, which are the student's *work* at the College. Study and conversation at Thales College are arranged so that students spend mornings together on campus in seminars, tutorials, and personal study. Afternoons and evenings are free for personal study, internships and, if the student chooses, part-time employment. Thales College does not recommend simultaneous full-time employment and full-time study.

Each morning, students convene on campus for lectures and professor-led class discussions, following the Socratic Method of discussion-based learning. Seminars allow students to practice skills needed to interpret texts and to engage in a civil, meaningful dialogue. Students are encouraged to challenge each other, in a lifelong effort of discerning the truth and improving their knowledge and character. Faculty Mentors exercise discretion in adapting seminars to student needs, for example, holding a writing workshop to prepare for an upcoming writing assignment.

Additionally, students regularly meet with a professor one-on-one for mentorship and a unique teaching style modeled after the University of Oxford's "Oxford Tutorial." In tutorials, Faculty Mentors push students to expand their learning, come to new conclusions, and more deeply understand the content being studied. This teaching style is rigorous but is well-known for fostering student self-confidence and robust critical reasoning abilities. In addition, professors offer personalized mentoring and advising to assist students in developing a fulfilling career path tailored to their unique interests and abilities.

Internships & Work Experience

Every afternoon, beginning in Term 3, Thales College students have the opportunity to participate in paid internships and work experiences throughout their time at the College. Developing real work experience and career skills is critical to success in the workplace following graduation. In addition, internships provide a low risk opportunity for students to explore a variety of careers before committing to a specific role or industry.

Networking Opportunities

Throughout each academic year, Thales College hosts successful individuals from a variety of backgrounds and industries. These individuals spend time teaching students the wisdom they have learned over the years in their respective fields, and this experience allows students to ask questions and receive guidance as they navigate their own paths in life.

FACULTY

TEACHING

In alignment with the Thales College mission and under the guidance of the Academic Dean, Thales College Professors and Instructors, also known as "Faculty Mentors", have primary responsibility for developing and teaching the Thales College curriculum, including conducting 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 at the end of each term to discuss improvements to 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 course revision. The Academic Dean (or deans) will make the final decision whether to adopt the proposal and, if adopted, will identify a qualified scholar to revise the course. (A full description of faculty roles and responsibilities is in the Appendix under “Academic Role Descriptions.”)

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 attempt to 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. 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 tutoring in the Miletus Writing Center. 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 Dean’s office. Students seeking assistance with technology should contact the Technology Systems Administrator.

INTERNSHIP SUPPORT

The College provides assistance in securing internships, which are required in the curriculum. Students may obtain their own internships and/or seek guidance from their academic advisors. Thales College expects students preparing for professional life to take initiative in seeking and, if possible, securing at least one internship aligned with their professional goals.

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. The College establishes relationships with businesses that provide valuable goods and services, exhibit organizational and leadership excellence, and provide meaningful work for interns. It is up to the student to apply for and maintain excellent performance within their internships; we support them by providing the connections to help them acquire internships. This allows students to learn the job acquisition process and build self reliance. Students seeking academic credit for internships may seek approval by discussing the matter with the academic deans.

Students are expected to be placed in an internship during Terms 3–8. If there are extenuating circumstances due to academic or personal burdens, the dean overseeing their degree track may give liberty to temporarily reduce or suspend their internship. If there has not been dispensation given and a student fails to be placed in an internship program, then their respective dean and academic advisor will work together to create a performance plan designed to place the student in an internship. Failure to meet the requirements of this performance plan can lead to consequences in the institutional standing of the student. Due to the high expectations that Thales College places upon our excellent student body, we anticipate student internship success; advising will typically only involve facilitating the eager success of the student.

PERSONAL SUPPORT

Thales College is committed to the financial well-being of its students. The Thales College campus schedule favors part-time work outside the College during the student's course of study, which provides the student with time management skills and with income to help defray the costs of attending the College. The Liberal Arts curriculum includes two fields of study essential to financial success: 1) economic principles and microeconomics, 2) reflection on the goals and conduct of life found in personal development instruction and in the Great Books tradition.

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

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 EXTRA-CURRICULAR ACTIVITIES

The College sponsors public lectures by leaders in business, politics, science & technology, the arts, 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.

Policy for Plagiarism and other Academic Honesty Violations

First Offense: The Professor will alert the Deans of Thales College that a violation has occurred. Upon alerting the Deans, the Professor will inform the student, and the student will then have a choice to make. They can: go to a meeting with the Professor and a third party mediator (who must be either a Dean or a full-time faculty member or both); OR skip this meeting and appeal immediately to the governing board of the college (this action is not the recommended action). At the mediated meeting, the Professor will lay out the evidence of the violation and propose a penalty. The student then has to agree to the following: that the Professor's version of events is accurate AND that the punishment is fair. Provided the mediator does not raise an objection to the Professor's verdict or the student's response, the case will be considered closed. At this juncture, provided the event had a positive outcome (i.e. the case was closed), Registrar will be informed in order for a note to be added to the student's internal record. Note that if the student and the Professor cannot come to an agreement over the accuracy of the events or the fairness of the punishment, the case will go to the governing board and their decision will be final.

Second Offense and Beyond: In the case that a student is accused of a violation and it is their second offense or greater, the case will go directly to the governing board of the college. If the board determines that a violation has taken place, all options for punishments will be explored, including suspension and expulsion from the college.

Policy for Non-Academic Student Conduct Violations: All potential violations of the Honor Standard are reported to the Deans of the College. In cases of non-academic violation of the Honor Standard or other student conduct violations, the deans evaluate the evidence involved and render a finding and penalty. Either the accused or the person who reported the violation may appeal the finding and/or penalty to the Thales College Board of Directors. The decision of the Thales College Board of Directors about an appeal is final. Commensurate with the seriousness of the violation, a first violation can result in a written warning, a suspension, or an expulsion. A second violation will result in a more severe penalty, up to and including expulsion from the college.

Regarding violations of the Honor Standard and of other student conduct policies, the student has the right to know the charge and evidence presented, 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.

Academic Probation: A student will be placed on Academic Probation if a student's overall grade point average is below a 2.000. Once on probation, the student must maintain a term GPA of 2.000 or higher to avoid academic suspension.

Suspension: If a student fails to achieve a term grade point average of 2.00 or higher after a full Term of Academic Probation, the student will be asked to spend one Term away from Thales College. The student will be eligible to apply for reinstatement after one Term away.

Suspension Appeal: A student has the option to appeal a suspension to the Board of Directors and return to the college without sitting out a Term. Appeals are considered where the student has otherwise demonstrated an ability to succeed at the college and the compelling circumstances that led to the poor performance have been resolved. All decisions made by the Board of Directors related to such appeals are final.

Reinstatement: Students who apply for reinstatement after one Term away from the college after Suspension will work with the Director of Admissions to develop a personalized plan to get back into good standing upon reinstatement.

■ POLICIES

CREDIT HOUR CALCULATION

In all courses, the combination 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.”

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.

ACADEMIC STANDING

Academic standing is based on a student’s overall grade point average (GPA). A student will be considered in good standing when his or her overall GPA is at 2.000 or higher. A student will be placed on Academic Probation if a student’s overall grade point average is below a 2.000.

PERSONALIZED INSTRUCTION

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, then the instructor of the course--in consultation with the team of Faculty Mentors teaching that student--may develop a plan of Personalized Instruction that the student must complete in order to pass the course. Options for completing this work include Personalized Instruction during: 1) the next term’s coursework with the student’s cohort; or 2) part-time study. However, the option of Personalized Instruction is offered to the student at the discretion of the academic deans and the course instructor. The alternative is retaking the course when it is offered again in a future year. In rare cases, it may also be necessary or desirable to retake the entire term with a new cohort.

CURRICULUM

CLASSICAL CORE

All Thales College students complete a challenging core curriculum that spans the best minds of human history. By reviewing all that is known, students build a firm foundation of wisdom from which to base all future thinking. Our curriculum teaches the Western Tradition; its history, its interaction with other civilizations, and the place of the American experiment in that history. In addition to history and literature, students learn the fundamentals of the Trivium—writing, rhetoric, and logic; economics; personal finance; philosophy; physics; and ethics. This broad overview of important concepts ensures that every graduate is fully prepared to function well in the modern world.

Required Courses

Credit hours are listed in parentheses.

BUS 100 / HUM 150 The Mindset of Entrepreneurial Masters and Founder's Mentality (3)

BUS 110 Stocks, Bonds, Investments, and Personal Finance* (2)

ECN 150 Foundational Economic Concepts (3)

ECN 300 Philosophy of Economics and Human Action (3)

HUM 100 Life and Career Dynamics (3)

HUM 110 Introduction to Philosophy: Knowledge & Reality (3)

HUM 120 Writing & Rhetoric I (3)

HUM 140 Writing & Rhetoric II (3)

HUM 160 Western Civilization I (3)

HUM 180 Western Civilization II (4)

HUM 200 Logic (3)

HUM 220 Philosophy of Being Human (3)

HUM 240 The Literary Masters I: Ancient and Medieval* (3)

HUM 260 The Literary Masters II: Renaissance to Modern* (3)

HUM 280 Ethics (3)

HUM 300 The Philosophical Masters I: Ancient and Medieval* (3)

HUM 320 The Philosophical Masters II: Renaissance to Modern* (3)

HUM 400 Politics and Culture of a Free Society (3)

HUM 440 American History I* (3)

HUM 450 American History II* (3)

HUM 480 Virtuous Leadership in a Free Society (3)

HUM 490 Capstone* (2)

MAT 100 Introduction to Calculus† (3)

PHY 100 Introduction to Physics† (4)

* Not required for Mechanical Engineering majors

† Mechanical Engineering students take MAT 200: Calculus I (4) and PHY 200: Physics I (4)

ENTREPRENEURIAL BUSINESS

The Entrepreneurial Business program thoroughly prepares students to lead and contribute in any type of business or management role. Students learn the finer details of effective business, including decision making, the role of economics in real-world dynamics, people management, accounting, business law, and other topics. Experts, known as the “Masters,” in the field of business are studied at length, and lessons are sourced from our founder’s 45+ years of experience in entrepreneurship.

Beginning in Term 3, students intern at local firms in the greater Raleigh area to apply their knowledge in a real business setting. By sampling a variety of business organizations and roles in a low-risk environment, interns can determine the types of careers they hope to pursue. In addition, the professional connections made during the internship process allow students to secure employment more easily in the future. Thales College Entrepreneurial Business graduates are poised to succeed in any type of business role.

Required Courses

Credit hours are listed in parentheses.

- BUS 140** Accounting I (3)
- BUS 160** Accounting II (3)
- BUS 180** Philosophy of Business and Effective Management (3)
- BUS 200** Business Development and Selling Your Ideas (3)
- BUS 220** Financial Modeling in Excel (3)
- BUS 240** Corporate Finance (3)
- BUS 260** Capital Allocation: Investments for Business (3)
- BUS 320** International Finance (3)
- BUS 340** Product Design (3)
- BUS 360** Marketing (3)
- BUS 380** Business Law & Ethics I (3)
- BUS 440** Business Law & Ethics II (3)
- BUS 460** Entrepreneurial Ventures (3)
- BUS 500** Business Strategies (3)
- MSC 240** Data Analytics for Business (3)

CLASSICAL EDUCATION

At Thales College, our Classical Education major thoroughly prepares future classical teachers of all grade levels. The program teaches the history, theory, and practice that are presently being recovered within the classical education renewal movement. The lower school track (Grades K-5) teaches how to approach elementary math, reading, history, and science from a classical perspective. The upper school track (Grades 6-12) prepares future teachers to specialize in the humanities, mathematics, and/or the natural sciences. Both tracks combine academic coursework with professional mentoring to prepare students to be skilled teachers, future leaders in school culture and governance, and lifelong learners who model the classical ideal of a life well-lived.

Thales College's close alliance with Thales Academy, a rapidly growing network of classical K-12 schools throughout the Southeastern US, allows Thales College Classical Education majors to receive extensive observation and student teaching experience within a live classical education setting throughout their time at Thales College. With multiple Thales Academy schools located within 15 minutes of our campus, Thales College students will benefit from real-world classroom experience nearly every term during their time at Thales College.

Required Courses

Credit hours are listed in parentheses.

- CED 100** Theories of Classical Schooling (3)
- CED 120** The Moral and Intellectual Development of Young People (3)
- CED 150** Principles and Methods of Classical Pedagogy (4)
- CED 180** Principles of Classroom Culture and Direct Instruction (3)

- CED 200** History of Education (3)
- CED 240** Teaching the Historical Imagination (3)
- CED 335** Seeing Beauty in Nature, Science, and Mathematics (3)
- CED 350** Philosophy of Education (3)
- CED 370** Writing Across the Disciplines (3)

Certificate in Elementary Education

- CED 220** Teaching Elementary Reading (4)
- CED 240** Teaching Elementary Mathematics (4)
- CED 470** Great Texts for Children (3)

Humanities Concentration

- CED 160** Reading Fairy Tales and Mythology (3)
- CED 320** Teaching Economic Reasoning (3)
- CED 360** Teaching American Civics (3)
- CED 420** Studies in the Novel (3)
- CED 470** Great Texts for Children (3)
- CED 480** Independent Study (3)

Mathematics Concentration

- CED 115** Euclidean and Non-Euclidean Geometry (3)
- MAT 210** Calculus II (4)
- MAT 220** Calculus III (4)
- MAT 300** Differential Equations (3)
- CED 425** Discrete Mathematics (3)
- CED 475** Teaching the Great Experiments & Formulas (3)

Science Concentration

- BIO 100** Biology (3)
- CHE 100** Chemistry (4)
- MAT 210** Calculus II (4)
- PHY 220** Physics II (4)
- CED 235** Earth Science: Astronomy, Geology, Meteorology (3)
- CED 475** Teaching the Great Experiments & Formulas (3)

MECHANICAL ENGINEERING

The Thales College Mechanical Engineering program prepares students for a wide range of technical, sales, and industrial careers. Students develop analytical and communication skills while gaining the scientific and technical knowledge needed to be successful engineers. Fundamental principles of mechanical engineering are studied at length, including material properties, technical drawing, thermodynamics, fluid mechanics, electronics, manufacturing, and mechatronics. Classroom studies are enhanced by access to industry equipment at our partner institution, CaptiveAire, a nationwide manufacturer of commercial ventilation systems. Beginning in Term 3, students apply classroom knowledge daily through our concurrent co-op requirement, working and earning a salary in a local industry firm. Students continue working in a co-op for the remaining two years of their time at Thales College, gaining invaluable experience in an engineering role and preparing to enter the workforce as experienced team members and contributors. All Mechanical Engineering students benefit from FE exam preparation, and one year of the co-op may be applied to future PE

licensure. Thales College's engineering program has been designed to meet the requirements of ABET accreditation. Thales College will apply for ABET accreditation following the graduation of the first engineering class (ABET requires one full graduated class prior to application; if granted, ABET accreditation will be applied retroactively to the first class's degrees).

Program Objectives

Alumni of the Thales College Mechanical Engineering program will attain the following objectives within three years of graduating:

1. Be engaged in:
 1. The professional practice of engineering within traditional careers in design, manufacturing, technical sales, and other focuses associated with mechanical engineering.
 2. Graduate school for continued learning and development.
 3. A career oriented toward service, education, or some other form of community betterment.
2. Refine engineering and professional skills developed through the co-op and bootcamp application at Thales College through ongoing professional experience.
3. Provide solutions in the workplace through the application of engineering knowledge and skills.
4. Utilize communication, project management, and leadership skills to function effectively in the workplace and advance team goals.
5. Continuously improve and expand their professional skills through technical experience and a dedication to continuous learning.
6. Demonstrate a commitment to the betterment of society through service, community involvement, and professional work.

Program Admittance and Completion

Declared engineering majors are required to take MAT 200 and PHY 200 during their first and second term (compared to the respective counterparts for the general course of study: MAT 100 and PHY 100). Prospective engineering majors are encouraged to take these advanced sections. Declaration of an engineering major after completion of MAT 100 and PHY 100 may result in remedial work. Acceptance into the engineering program is contingent upon success in these initial courses. Continuance in the program is contingent upon successful completion of all courses and participation in the engineering bootcamp and internship experiences (see below). The engineering curriculum is uniform for all students and presented in table format below. Upon completion of this course sequence and associated internship programs, the student is awarded a Bachelor of Science in Mechanical Engineering. Internship Program Engineering majors at Thales College are offered the unique opportunity of receiving real-world engineering training in a modern industrial environment. A series of multi-week (term-length) programs are designed to cover a series of topics including, but not limited to, various technical skills, engineering design and layouts, process improvement, and safety training. Themes will broadly cover manufacturing, machine control, and thermal-fluid design and analysis.

Required Courses

Credit hours are listed in parentheses.

- BIO 100** Biology (3)
- CHE 100** Chemistry (4)
- MAT 200** Calculus I (4)
- MAT 210** Calculus II (4)
- MAT 220** Calculus III (4)

- MAT 300** Differential Equations (3)
- PHY 200** Physics I (4)
- PHY 220** Physics II (4)
- EGR 110** Advanced Introduction to Programming (2)
- EGR 120** Technical Drawing (3)
- EGR 140** Advanced Manufacturing and Supply Chain Logistics (3)
- EGR 160** Product Design and Development (3)
- EGR 260** Engineering Codes and Standards (2)
- EGR 280** Engineering Economics (3)
- EGR 300** Statics (3)
- EGR 305** Dynamics, Kinematics, and Vibrations (4)
- EGR 330** Material Properties and Processing (3)
- EGR 335** Mechanics of Materials (3)
- EGR 370** Transport Phenomenon (3)
- EGR 380** Advanced Thermal-Fluids (4)
- EGR 390** Thermodynamics (3)
- EGR 399** FE Exam Review (1)
- EGR 400** Capstone (3)
- EGR 405** Mechanical Design and Analysis (3)
- EGR 410** Electrical and Controls (3)
- EGR 415** Mechatronics (3)

■ APPENDIX

ARTICLES OF INCORPORATION

The name of the Corporation is: THALES COLLEGE

Article I: Purpose and mission of the Corporation

Section 1: Purpose. The purpose of Thales College is to operate a collegiate-level institution of learning, with the purpose of instructing students within the context of a classical liberal arts curriculum.

Section 2: Mission. The mission of Thales College is to provide a Liberal Arts and Sciences education to students in their communities so that they develop the wisdom--intellectual ability, moral courage, subject knowledge and professional competence—needed to thrive in life and work. Thales College’s institutional structure enables it to provide a high quality, affordable education.

Article II: The Corporation

Section 1: Name. The name of the corporation is Thales College and is referred to as “Thales College” or “the College” in these articles of incorporation.

Section 2: Office. The address of its registered office in the State of North Carolina is: Office of the President, THALES COLLEGE, in the City of Wake Forest, Wake County, North Carolina.

Section 3: Fiscal Year and Parliamentary Year. The fiscal year of the corporation begins on July 1 of each calendar year. The parliamentary year begins at the Annual Meeting of the corporation.

Section 4: Duration. The duration of the Corporation is perpetual. Its business or objects shall be to conduct and maintain the institution, which is now established in Wake Forest, in the County of Wake and State of North Carolina, and is known as Thales College and which is now hereby incorporated, and all of the rights, powers, privileges, franchises, property and immunities of Thales College, to confer the degrees usually conferred by such institutions; and to have and exercise all the rights, powers, privileges, franchises and immunities conferred by the laws of North Carolina on corporations not for pecuniary profit.

Section 5: Officers. The President of the College, the Chair of the Advisory Board, and the Academic Dean shall be the President, Vice-President, and Secretary of the Corporation.

Article III: Affiliations

Section 1: External Affiliations. Thales College will be affiliated with Thales Management Corporation.

Article IV: The Advisory Board

Section 1: Membership. The Advisory Board of Thales College shall be made up of a minimum of 6 and a maximum of 10 voting members, referred to herein as “Trustees.” The Advisory Board shall also include the President of Thales College, who is a non-voting member of the Advisory Board. Those persons who are deemed trustees of the Advisory Board shall continue as such only so long as they hold such official positions as Trustees.

Section 2: Purpose. The Advisory Board shall make and revise the Bylaws of Thales College and establish rules and regulations for the proper conduct of the work of the Advisory Board. The Advisory Board is also responsible for the election of Trustees; the selection and evaluation of the President of Thales College; the establishment of the College's strategic direction; the fiduciary management of the College; and the furtherance of all matters promotive of the interests of this organization and not in conflict with the laws of the State of North Carolina.

Section 3: Authority in operational matters of the College. The Advisory Board shall work only through the president and shall not work alongside any faculty or other employees. The Board will approve new academic programs, the annual budget of the College, capital expenditures of more than one-hundred thousand dollars, any actions that require the college to take on debt, and any revisions to the articles of incorporation, the bylaws, the mission, the vision, or the legal status of Thales College.

Section 4: Method of decision making. The Advisory Board shall make decisions by vote of the voting members when a quorum of 50% plus one of the voting members are present. Votes to amend the Bylaws of Thales College require a 2/3 approval. All other voting decisions are taken by majority vote.

Section 5: Officers. The Advisory Board will elect a Chair and Vice Chair from among the voting members of the board. The terms of the Chair and Vice Chair shall last for two years. Both the Chair and Vice Chair can be re-elected for up to three consecutive terms.

Article V: Meetings of the Advisory Board

Section 1: Frequency. The Advisory Board shall meet four times annually: in October (the Annual Meeting), January, April, and June. The Advisory Board may meet on other occasions as necessary. Extraordinary meetings of the board may be called at the request of a majority of the board or by mutual decision of the Chair and Vice Chair. Extraordinary meetings must be announced at least one week prior to the date, and an agenda for the meeting must be provided to all board members at least one week prior to the meeting of the board.

Section 2: Presence. If approved in advance by the Chair of the Advisory Board, members may participate in a meeting of that Board by means of conference telephone or similar communications equipment as long as all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section shall constitute presence in person at such meeting. Any action which may be taken at a meeting of the Advisory Board may be taken without a meeting if all Members of the Board consent thereto in writing (including by electronic transmission), and the writing (or electronic transmission) is filed with the minutes of the Advisory Board.

Article VI: Expectations of the Advisory Board

Section 1: Terms of Service. The number of Directors shall not be less than 6 or more than 10 elected members as the Board shall determine from time to time. At each annual meeting of the members, Board members shall be elected to fill the offices of the members whose terms expire at said annual meeting, to serve for terms of three years and until their successors are named and have assumed offices as members of the Advisory Board; provided further that nothing herein contained shall prevent any member from being elected to succeed himself or herself in said office.

Section 2: Duties. No substantial part of the activities of the College shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the College shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 3: Conflict of Interest. A trustee of the Advisory Board may have a conflict of interest if a trustee has financial interests which impair her/his independence of judgement on matters related to Thales College, or if a trustee's immediate family has similar interests which may impair independent judgement. Trustees must disclose such potential conflicts of interest when they arise and recuse her/himself on matters that may be influenced by such conflicts. Minutes of meetings must record this disclosure of potential conflict.

The prohibition on conflicts of interest shall not be understood to forbid trustees or family members from offering the college reasonable terms on needed goods and services to the college. Any such offer, though, must be disclosed to the Advisory Board.

Section 4: Compensation. No part of the net earnings of the College shall inure to the benefit of, or be distributable to its Members, officers, or other private persons, except that the College shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Bylaws. The Member shall not receive compensation for their services as such but may be reimbursed by the Corporation for any authorized expenses incurred by them in the performance of their duties as Trustees of the Advisory Board.

Section 5: Limited Liability. Trustees and officers of the Corporation shall be immune individually from civil liability for monetary damages for any act, or failure to act, arising out of such service, except for those specific instances with respect to which the laws of the State of North Carolina expressly provide that the personal liability of trustees or officers shall not be eliminated or limited.

Section 6: Removal of Members. If any Members by death, refusal, resignation, removal or inability fails to serve as a Member, the board shall, at the next annual or special meeting, select a successor Member of the board to fill the unexpired term of office so vacated.

Article VII: Management of the Advisory Board

Section 1: Leadership. The management of the Advisory Board shall consist of a Chairperson and a Vice Chair.

Upon any vacancy in the position of Chairperson of the Board, the Vice Chair of the Board shall become the Chairperson of the Board and, unless otherwise provided by the Board of Directors at the regular or special meeting of the Board first occurring after such vacancy first occurs, shall serve as Chairperson for the remainder of the current fiscal year of the Corporation and for the following two (2) fiscal years.

Upon any vacancy in the position of Vice-Chair of the Board, the Advisory Board may elect a replacement Vice Chair to serve until the conclusion of the term of the then-current Chairperson, and then to become the Chairperson as provided above.

Notwithstanding the foregoing, the Advisory Board may at any time remove a Chairperson or a Chairperson-elect from such position upon a vote of two-thirds (2/3) of the Board members present at a regular or special meeting of the Board, with or without cause. Also notwithstanding the foregoing, the Board by a similar two-thirds (2/3) vote may shorten the term of any Chairperson or Chairperson-elect.

If at any time the Chairperson or Chairperson-elect, because of resignation, removal or any other reason, ceases to be a member of the Advisory Board, that person shall also cease to be the Chairperson or Chairperson-elect as appropriate. In addition to the Standing Committees described below, the Chairperson of the Board may from time-to-time appoint such committees and task forces

to provide guidance and support to the Board and the staff of the Corporation in the financial, academic, development and other functions of the Corporation; may appoint the members of all such committees and task forces; and may also appoint Chairpersons or others to leadership positions on all committees and task forces. Members and leaders of such committees

and task forces need not be members of the Board or of the staff of the Corporation. The Chairperson may also remove any such committee and task force members or leaders from time-to-time.

The Advisory Board shall from time-to-time elect the Secretary and the Treasurer, and may also elect such other Officers of the Corporation (specifically including but not limited to an Assistant Secretary and/or an Assistant Treasurer) as the Board shall consider appropriate, with such Officers to serve for such terms as shall be designated from time-to-time by the Board. Any number of offices may be held by the same person, except that the President may not also be the Secretary or the Treasurer.

Section 2: Standing Committees. The Standing Committees shall be the Academic Affairs Committee, the Finance Committee, the Development Committee, and the Mission & Trusteeship Committee.

Article VIII: Officers of the College

Section 1: President. The President of the College shall be chosen by the Board, and shall serve for such term as shall be designated by the Board, and may be removed at any time by the Board with or without cause. The President shall administer the business, academic and other affairs of the Corporation, subject to the direction of the Board, and shall perform such other duties as shall be designated from time to time by the Board. The President shall be an ex officio member of the Board and shall participate in all deliberations of the Board except in those sessions concerned with the presidential office itself. The Board shall conduct an annual review of the President.

Section 2: Other Officers of the College. The President shall from time-to-time designate a Vice President of Academic Affairs who shall serve as the Chief Academic Officer of the College, and a Vice President of Business Affairs who shall serve as the Chief Financial Officer and may also designate one or more additional Vice Presidents to perform such functions designated by the President, and such Vice Presidents shall serve at the pleasure of the President.

The President of the Corporation shall have the power, subject to restrictions that may be imposed from time-to-time by the Advisory Board, to appoint such additional administrators as are necessary for the administration of the affairs of the Corporation.

Article IX: Process for Giving Notices

Any notice of any meeting or other matter shall be considered sufficiently given on the earliest to occur of the following:

- a. When the notice is actually delivered in person to the recipient, or to the then-current address of the recipient on file with the Corporation (specifically including but not limited to actual delivery by hand-delivery, courier, certified or registered mail confirmed by the date shown on a return receipt);
- b. When the notice is actually delivered by email at the email address of the recipient on file with the Corporation; or
- c. Three mail-delivery days after the notice is deposited in the United States mail, sent by first class, certified or registered mail, postage pre-paid, addressed to the then-current address of the recipient on file with the Corporation.

Article X: The Corporate Seal

The Corporate seal of the Corporation shall have upon it the name “Thales College,” and shall be in the form adopted from time-to-time by the Board.

Article XIII: Amendments of the Bylaws

Any amendment of these Bylaws may be made by a vote of two-thirds (2/3) of the Members present at a meeting of the Board, subject, however to the laws and regulations of the State of North Carolina.

ACADEMIC ROLE DESCRIPTIONS

Academic Dean

Under the guidance of the President and in accordance with the Mission of Thales College, the Thales College Academic Dean (AD) will develop and direct the realization of the Thales College educational vision, in consultation with the faculty and staff of the College. The AD assists the President in maintaining the relationships in society at large that integrate engagement with the community and student internships with the Thales College curriculum. The AD recruits faculty and academic staff, evaluates every faculty member and promotes the professional development of each faculty member as a scholar and teacher, according to their role. The AD ensures that all faculty possess adequate credentials and, if necessary, training for their responsibilities. The AD provides for the professional development of faculty, including ongoing instruction in methods of seminar and tutorial based learning.

The AD is, in addition to being an administrator, also a member of the faculty of Thales College. As such, the AD’s work with the faculty on curriculum, assessment, and improvement should be cooperative in nature. All such curriculum work is to be shaped by and in accordance with the mission of Thales College

The AD will formally commission all courses by engaging Thales College faculty or contracting with a qualified scholar to serve as Course Creator (or Subject Matter Expert). The AD will review and approve the final electronic version of the course.

The AD will have oversight responsibility for the curriculum as a whole, and work jointly with the faculty on the development and revision of curriculum.

For certain periods of time in the life of the college, the duties of the AD may be divided among several deans, who will each have oversight over an area of the school and answer directly to the President of the College.

FACULTY ROLES

Faculty Mentors in the Humanities, Math/Sciences, or Professions

Thales College faculty mentors are responsible for in-person instruction in their area of expertise: humanities, math/sciences, or professions. They typically will possess the doctorate in a humanities discipline (e.g., philosophy, literature, theology, history, economics, classical and modern languages), math/science (e.g., mathematics, physics, chemistry, biology), or the masters and adequate professional experience in a professional field (accounting, finance, engineering, teaching). Their main role is to ensure that the student both develops intellectual skill and virtue and progresses in subject matter understanding. They prepare weekly seminars and tutorials for the courses for

which they are responsible. They should have an ability and take enjoyment in collaborating with fellow faculty. They should have the interest and ability to maintain personal scholarly projects in their discipline in order to share the results of their scholarship with their community and to help students develop the habit of scholarship.

Course Creators

Thales College Course Creators (subject matter experts) develop course content in their area of expertise, e.g., humanities or math/science. They must possess the doctorate (or terminal professional degree) and have produced excellent scholarship in the discipline of the course they are developing. They are often leading scholars in their field, need not be Thales College full-time faculty, and as such are not members of the Faculty Assembly. The syllabus includes reading assignments, scholarly notes to mentors, potential writing assignments, and potential community based learning topics and assignments. They must be willing to develop their course in alignment with the Thales College mission and curriculum vision and in conversation with the College's Academic Dean and mentors. In developing a syllabus, the Course Creator considers how the course interacts with other courses in the curriculum. The Course Creator will work with a Course Format Designer to produce an electronic version of the course. The Course Format Designer will gain approval from the Course Creator and submit the course to the Academic Dean, who will review the course with the faculty, and give final approval or recommendations for revision.

Full-time Faculty Contracts

Full-time Faculty are hired on initial one-year contracts. After successfully completing three one-year contracts, faculty may be switched to two-year rolling contracts. All faculty, though, serve at-will. Adverse financial performance for the College, continued poor teaching performance, or material breach of contract may result in immediate dismissal of faculty. Faculty who are dismissed mid-contract have the right to appeal their dismissal to the President of Thales College. Faculty may not appeal non-renewal of contract.

FACULTY COMMITTEES

Faculty Assembly

The Faculty Assembly is composed of all full-time Faculty Mentors. The AD is an *ex officio* member of the Faculty Assembly. Proposed changes to course content or the curriculum come to the faculty assembly for discussion and approval. The Faculty Assembly has responsibility for recommending changes to the curriculum and the addition or deletion of courses. As curriculum changes and the creation of new courses have implications for the mission, vision, and finances of Thales College, changes to the curriculum and the addition or deletion of courses require approval of the AD and President.

Faculty Appointment and Promotion Committee

The Faculty Appointment and Promotion Committee is a five member committee of qualified faculty composed of two faculty members elected by the Faculty Assembly, two faculty members appointed by the Academic Dean, and one faculty member agreed upon by the Faculty Assembly and the Academic Dean.

The appointment and promotion committee has three key roles. First, it provides feedback to the AD about the performance of faculty which will inform the AD's annual evaluation of all faculty. Second, it makes recommendations to the AD and President about the on-going appointment of current faculty, under the contract system of Thales College. Third, the committee makes recommendations to the AD, President, and Board about the promotion of faculty.

All full-time Thales College faculty carry the title of Professor (unless they also are appointed chair of a department or dean of an area of the school). Part-time teaching faculty and those hired to teach a specific course carry the title of Instructor.

Faculty Search Committees

Faculty Search Committees are established by the Academic Dean, after defining the faculty position needed and obtaining authorization from the President to hire a new faculty member. Each Faculty Search Committee is composed of at least three faculty members, one appointed by the Academic Dean, one elected by the Faculty Assembly, and one or more faculty member/s agreed upon by the Faculty Assembly and the Academic Dean. The Committee drafts a position description in alignment with the mission of Thales College and the definition of the faculty position needed. The Committee reviews applications, interviews candidates, and recommends three candidates to the Academic Dean.

Admissions Committee

The Admissions Committee is composed of the Admissions Director (ex officio) and faculty members appointed by the Academic Dean. This committee meets as needed to review applications and extend offers of admission to the College.

Faculty Appointment Process

Appointments to the faculty are based upon an assessment of the following:

- The faculty member's demonstrated professional competence in relation to role in faculty (e.g., faculty mentor, course creator);
- Potential for future contribution to Thales College; and
- Institutional needs and resources.

FACULTY**Peter Forrest, DPhil**

Dean of Humanities

B.A., English, Yale University

M.A.R., Philosophical Theology, Yale University

BPhil, Philosophy, Oriel College, Oxford University

DPhil, Philosophy, Wolfson College, Oxford University

Phillip Johnson, Ph.D.

Dean of Engineering

B.S., Mechanical Engineering, Union University

Ph.D., Chemical Engineering, Washington University in St. Louis

Joshua Herring, Ph.D.

Professor of Classical Education

B.A., History, Hillsdale College

M.Div., Southeastern Baptist Theological Seminary

Ph.D., Humanities (Literature), Faulkner University

Sydney Leonard, M.A.

Professor of Humanities

Student Life Coordinator

B.A., English and History, University of Rochester

M.A., English, George Washington University

Steve Wilcenski, M.S., M.B.A.

Assistant Professor of Science and Engineering

B.S., Material Science and Engineering, North Carolina State University

M.S., Chemistry, Clemson University

M.B.A., North Carolina State University