

Undergraduate Course Catalog 2014-2015



Undergraduate Programs

The University Mission

Wilmington University is committed to excellence in teaching, relevancy of the curriculum, and individual attention to students. As an institution with admissions policies that provide access for all, it offers opportunity for higher education to students of varying ages, interests, and aspirations.

The University provides a range of exemplary career-oriented undergraduate and graduate degree programs for a growing and diverse student population. It delivers these programs at locations and times convenient to students and at an affordable price. A highly qualified full-time faculty works closely with part-time faculty drawn from the workplace to ensure that the University's programs prepare students to begin or continue their career, improve their competitiveness in the job market, and engage in lifelong learning.

WELCOME TO WILMINGTON UNIVERSITY

Wilmington University is a private, non-sectarian university which offers both undergraduate and graduate degree programs in a wide range of instructional areas. The University began with a charter class of 194 students in 1968 and has grown to serve a student body of over 18,000 students of diverse backgrounds.

The program of day, evening, and weekend classes serves traditional high school graduates as well as non-traditional adult students in need of flexible scheduling. Classes are primarily offered in 15-week, 7-week, and weekend modular formats. Introduced in 2005, Fusion programs combine online and face-to-face learning. These programs are designed for students who wish to complete their degree in less time than is possible with traditional courses.

Wilmington University's main campus is located near the city of Wilmington in historic New Castle, Delaware. The campus is easily accessible by air, rail, and bus. Our central location in the northeast corridor of the United States provides students convenient access to the major cities of New York, Philadelphia, and Washington D.C. Recreational areas such as beaches and ski resorts are within easy driving distance.

Additional sites include the Wilson Graduate Center, Middletown, Dover Air Force Base, Dover, the William A. Carter Partnership Center in Georgetown, Rehoboth Beach, and Brandywine. In New Jersey, Wilmington University offers programs on the Burlington County College and Cumberland County College campuses, and the Joint Base Education Center for McGuire AFB/Fort Dix/Lakehurst Naval Air Station. In Maryland, select Wilmington University degree programs are available at Cecil College's Elkton location.

Wilmington University generally serves commuter students and does not provide student housing facilities. However, the University welcomes all qualified students and assists those needing living accommodations by providing a listing of nearby rental opportunities.

A Message from the President

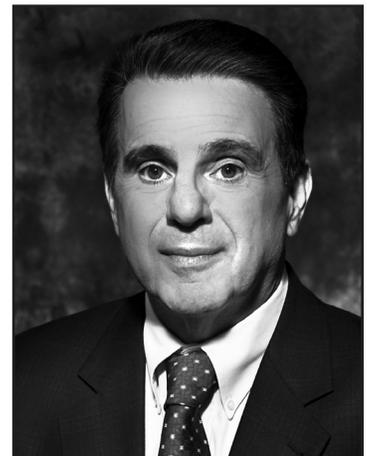
As our mission statement affirms, Wilmington University strives to offer the opportunity for higher education to all who seek it and are willing to work hard for it. We are committed to excellence in our classrooms, whether they are traditional, face-to-face units or cohorts of online learners. Our faculty design and deliver the academic rigor upon which our relevant, career-oriented programs are built. We offer these programs at an affordable price and provide caring, individual attention to our students. The enthusiastic, personal involvement of our Board of Trustees sets the bar high for our administrators, faculty, staff, and alumni to follow suit. These efforts have created a University community which reaches far beyond the state of Delaware. We have a physical presence in the surrounding states of Maryland and New Jersey, and our online programs continue to expand rapidly.

Our students are provided with the solid academic foundations, practical skills, and "real world" opportunities necessary to advance as innovators in their professions and leaders in their communities. We encourage active participation in an education that requires effort, challenges critical thinking, provides solid career preparation, instills ethical values, and inspires a commitment to lifelong learning. We encourage you to take advantage of all that we have to offer. Please explore our website, register for an information session online or face-to-face, call our University Information Center, or stop by one of our locations. We hope you will find a place here where you can begin, continue, or enhance your education.

This is our mission, and we invite you to become a part of it.

Jack P. Varsalona

Dr. Jack P. Varsalona
President



Accreditation

Wilmington University is accredited by the Commission on Higher Education of the Middle States Commission on Higher Education, a non-governmental, nationally recognized organization whose members comprise approximately 500 collegiate institutions. The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.

Middle States Commission on Higher Education

3624 Market Street
Philadelphia, PA 19104-2680
215.662.5606

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

Wilmington University programs have been approved for training of eligible veterans and international students.

Nondiscrimination Policy

It is the policy of Wilmington University not to discriminate on the basis of sex, disability, race, age, color, religion, national or ethnic origin, marital status, or sexual or affectional preference in its educational programs, admission policies, employment practices, financial aid, or other school-administered programs. This policy is enforced by federal law under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Wilmington University actively supports the rights of students with disabilities to have equal access to education. Wilmington University makes every reasonable effort to accommodate the needs of students with disabilities.

Students who have a disability are asked to notify the Office of the Vice President of Student Affairs as soon as possible and prior to registration. Early notification prevents delay in initiation of services and ensures the student access to educational activities.

Students with disabilities that affect learning, including but not limited to Learning Disabilities (LD) and Attention Deficit Disorder (ADD), are required to provide the office with recent documentation from diagnostic testing. The Office of the Vice President of Student Affairs, after consulting with the student, will prepare an accommodation plan that will authorize services for the student and inform the appropriate offices on campus.

University Sites

To obtain information, please call, write, or fax the following Wilmington University sites:

Brandywine

3509 Silverside Road
Talley Building, Suite 100 302.478.2491
Wilmington, DE 19810 FAX: 302.478.2609

Burlington County College

3331 Route 38 856.222.9311 x2115
Mt. Laurel, NJ 08054 FAX: 856.222.9232

Cecil College

107 Railroad Avenue 877.967.5464
Elkton, MD 21921

Cumberland County College

3322 College Drive 856.691.8600 x1551
Vineland, NJ 08360 FAX: 856.690.0008

Dover

3282 N. DuPont Highway
Building A 302.734.2594
Dover, DE 19901 FAX: 302.734.2618

Dover Air Force Base

436 FSS/FSDE 302.674.8726
261 Chad Street FAX: 302.674.5034
Dover Air Force Base,
DE 19902-6639

Georgetown

21225 College Drive
Carter Partnership Center 302.856.5780
Georgetown, DE 19947 FAX: 302.856.5787

Gloucester County

1400 Tanyard Road 856.464.5228
Sewell, NJ 08080 FAX: 856.468.7023

Joint Base McGuire-Dix-Lakehurst

4 School Road
Building 3829, Room 302 609.723.2790
Joint Base MDL, NJ 08641 FAX: 609.723.4053

Middletown

651 N. Broad Street
Suite 306 302.378.0360
Middletown, DE 19709 FAX: 302.378.0367

New Castle Campus

Office of Admissions
320 N. DuPont Highway 302.356.4636
New Castle, DE 19720-6491 FAX: 302.328.5902

Rehoboth Beach

41 Rehoboth Avenue 302.227.6295
Rehoboth Beach, DE 19971 FAX: 302.227.6705

Salem Community College

460 Hollywood Avenue (856) 351.2636
Carneys Point, NJ 08069 FAX: (856) 351.2618

Wilson Graduate Center

31 Read's Way 302.295.1117
New Castle, DE 19720 FAX: 302.295.1123

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ACADEMIC INFORMATION

Wilmington University reserves the right to change curriculum and/or policies should an immediate need arise. In those cases, all affected students will be informed.

Academic Awards

Academic awards are given to students completing requirements for a bachelor's degree. These awards are described below:

College of Arts and Sciences

This award is given to a bachelor's degree recipient from the College of Arts and Sciences. The award is granted to a student with a distinguished academic record who has demonstrated excellence in achieving the goals of his or her respective program.

College of Business

This award is given to a bachelor's degree recipient from the College of Business. The student must have a distinguished academic record which demonstrates excellence in fulfilling the goals of his or her program of study.

College of Education

This award is given to a bachelor's degree recipient in the College of Education. The recipient must have achieved distinguished academic standing which demonstrates a strong commitment to the education profession.

College of Health Professions

This award is given to a bachelor's degree recipient in the College of Health Professions who has a distinguished academic record and exemplifies the spirit of the health care professions.

College of Social and Behavioral Sciences

This award is given to a bachelor's degree recipient who has a distinguished academic record, has displayed high standards of scholarship, and has demonstrated excellence in his or her field of study.

College of Technology

This award is given to a bachelor's degree recipient from the College of Technology. The student must have a distinguished academic record which demonstrates excellence in one or more fields of information technology, communications, or design.

Academic Honors

Dean's List

Dean's List honors are awarded to full-time students who complete at least 12 credit hours with no failures and earn a minimum grade point average of 3.5 for the semester. Part-time students are eligible for Dean's List honors upon completion of at least 12 credit hours in two consecutive semesters with no failures and a minimum grade point average of 3.5 for the two consecutive semesters.

Delta Epsilon Rho

All students who achieve the honor of being placed on the Dean's List for three consecutive semesters shall be designated by the Vice President for Academic Affairs as being eligible for induction into the Delta Epsilon Rho Honor Society.

Graduation with Honors

Graduation honors are awarded to students in a bachelor's degree program whose cumulative grade point average (GPA) at the time of graduation ranks within the top 25% of that student's academic college. A student must complete a minimum of 45 Wilmington University residency requirements in order to be considered for honors. A maximum of 15 credit hours of challenge by exam and/or prior-learning assessment credit can be applied toward the residency requirement.

Specific honors are based upon the GPA distribution (computed to three decimal places) within each academic College.

Summa Cum Laude	highest 5%
Magna Cum Laude	next 8%
Cum Laude	next 12%

Academic Policies/Procedures

Academic Complaint/Appeal of a Final Course Grade/ Request for Hearing

Academic Complaint

A student with a specific complaint about a course should, where appropriate, speak directly with the faculty member concerned. If such a conversation would be inappropriate under the circumstances, the student should formally communicate with the Program Chair in whose program the course resides. This communication must occur within 60 days from the time the grade is posted in the Registrar's Office.

If the matter is not resolved with the Program Chair, the student should submit a letter to the appropriate Academic Dean. This letter should include the specific reason(s) for setting aside the decision of the Program Chair.

Appeal of a Final Course Grade

A student who seeks to appeal a final grade in a course should first speak with the faculty member concerned. If the student wishes to proceed further with the appeal, the student should formally communicate with the Program Chair in whose program the course resides. This communication must occur within 60 days from the time the course grade is posted in the Registrar's Office.

If the matter is not resolved with the Program Chair, the student should submit a letter to the appropriate Academic Dean. This letter should include the specific reason(s) for setting aside the decision of the Program Chair.

Request for a Hearing-Final Course Grade or Academic Complaint

If there is a question about the decision of the Academic Dean regarding the appeal of a final course grade or an academic complaint, a student can register a grievance in writing to the Office of Academic Affairs to determine if the matter warrants a hearing before the Academic Review Committee. This letter should include the specific reason(s) for taking the student's grievance beyond the Academic Dean. If the Assistant Vice President or the Vice President determines that a hearing is appropriate, the Academic Review Committee will be convened and a copy of the student's letter will be forwarded to the Committee. Should the Assistant Vice President or the Vice President determine that a hearing is not warranted, the student will be so informed within 10 business days. The decision of the Academic Review Committee, the Assistant Vice President or the Vice President will be final.

Attendance

Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance and absences. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

Please note that some academic colleges have additional attendance requirements beyond those specified in this section. In accordance with veterans' and financial aid regulations, attendance must be taken for all enrolled veterans in each class learning session.

Attendance/Hybrid Courses

Wilmington University stresses that regular and prompt class attendance is an essential part of the educational experience. A hybrid course meets for "in-class" and "online" learning sessions. Students are expected to attend all in-class sessions and to log on and participate in all online sessions as required by the instructor. Failure to do so may be considered an unexcused absence without prior approval by the course instructor.

Attendance/Online Learning Courses

Attendance for an online learning course is defined as "logging onto the course", if appropriate, and participating in course assignments and discussions as directed by the instructor. Failure to do so may be considered an unexcused absence without prior approval by the course instructor.

Unexcused Absence—Administratively Dropped

Students who are absent for the first two sessions of a course will be administratively dropped (removed) from the course roster. Being administratively dropped from a course may have unintended consequences on a student's financial aid and/or standing with the University. Students should also be familiar with the "First Semester Suspension" policy found under the heading: Probation, Suspension and Academic Standing.

Credit Hour Definition

Each course offered for University credit is assigned a specific credit hour value. A credit is a unit of measure that represents scheduled instruction which can be applied to the total number of hours needed for completing the requirements of a degree. For many courses at Wilmington University, 3 credit hours are granted for courses with 40 instructional hours, (45 for Legal Studies Courses) including the structured external assignment.

However, Wilmington University recognizes that learning can take place in environments outside the traditional classroom. To recognize this learning and to equate it with traditional classroom learning, guidelines have been developed for awarding such credit.

Each 3 credit course at Wilmington University has 35 hours of scheduled instruction, approximately 60-80 hours of expected independent learning activities, and a 5 hour structured external assignment.

Grades/Academic Progress

Full-time Status Undergraduate Students

Twelve credit hours per semester constitute a full-time undergraduate course load. A course load in excess of 19 credit hours per semester requires written approval of the Academic Dean or Program Chair. Students wishing to carry excess course loads, as defined above, must also have a cumulative grade point average of 3.0 or higher. Students who are denied approval to take a course load in excess of 19 credits per semester may appeal in writing to the Office of Academic Affairs.

Students wishing to carry excess course loads (more than 19 credits per semester) must submit a request in writing to the office of the appropriate Academic Dean. Such written requests must be submitted in sufficient time to allow for adequate review prior to the beginning of classes. Students who fail to follow these procedures may be required to drop classes they are attending.

Grading System

Wilmington University utilizes a plus/minus grading system in assessing student achievement. Table 1 provides the minimum requirements for all undergraduate courses. Selected programs require a minimum grade for passing.

Grade Point Average (GPA)

A student's grade point average (GPA) is obtained by dividing the total number of quality points earned by the total credit hours attempted, excluding courses in which the grade "S" is recorded. For transfer students, credits earned include transfer credits; however, cumulative grade point average is computed only on courses attempted at Wilmington University.

Grades recorded with parentheses indicate prerequisite, post-graduate, and non-credit courses. These credit hours and the corresponding quality points are excluded in the GPA calculation. The grades of "F", "FA", and "NA" are used in computing the grade point average. Courses with grades of "F", "FA", and "NA" are counted in attempted credit hours and receive zero quality points.

"I" Grade for Incomplete Work

An "incomplete" may be granted with prior approval of the course instructor. If granted, the student must complete course work within the time limitation determined by the instructor up to a maximum of 60 days following the end of the course. After 60 days, incomplete ("I") grades are converted to a grade of "F" unless the student arranges for an additional extension and the instructor notifies the Office of the Registrar before the initial 60-day period ends.

Pass/Fail Option

Students may gain approval from the Program Chair to enroll in selected courses on a pass/fail basis, provided the course is not a core requirement. This option is limited to two courses, excluding internships. Students will then follow established registration procedures, clearly stating at the time of registration which course is selected as the pass/fail option. Course work is graded "S" (Satisfactory) or "U" (Unsatisfactory).

Probation, Suspension and Academic Standing

A student is expected to make satisfactory academic progress toward a degree. Failure to achieve this progress may result in academic probation, suspension, or dismissal from the University, to be determined by the Academic Review Committee.

First Semester Suspension

If during the first semester at Wilmington University, a student receives two (2) or more grades "F", "FA", or "NA" (earning 0 quality points for the specific time period), the student will be automatically suspended from the University. Students will be notified in writing of this suspension.

A student under "First Semester Suspension" may seek reinstatement to the University by meeting the following criteria:

- Two complete semesters have passed
- A written appeal is submitted to the Academic Review Committee Chairperson
- Based upon the content of the student's letter, the Academic Review Committee approves the appeal

Upon approval for reinstatement, the student's status will be on academic probation.

Academic Probation and Suspension

A student will be considered to have unsatisfactory academic standing if the cumulative grade point average falls below the following minimum requirements:

Credit Hours Earned	Cumulative GPA
1-30	1.6
31-60	1.8
61-120	2.0

The Academic Review Committee will meet after each block (every 7 weeks) to review academic records. For the first occurrence, a student with a cumulative GPA below the designated minimum requirement will be placed on academic

Table 1. Undergraduate Grading System

Grade	Numerical Equivalent	Quality Points	Explanation
A	95-100	4.00	Excellent. The student has demonstrated a quality of work and accomplishment far beyond the normal requirements and shows originality of thought and mastery of material.
A-	92-94	3.67	
B+	89-91	3.33	
B	86-88	3.00	Good. The student's achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts.
B-	83-85	2.67	
C+	80-82	2.33	
C	77-79	2.00	Satisfactory. The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.
C-	74-76	1.67	
D+	71-73	1.33	
D	68-70	1.00	
D-	65-67	0.67	Lowest Passing Grade. The student's accomplishment, while passing in some programs, is deficient. Minimum requirements have been met without distinction.
F	Below 65	0.00	Failure.
FA		0.00	Failure Due to Absence. Student did not complete a sufficient amount of work to earn a passing grade.
S		0.00	Satisfactory. The student has met expected standards of scholarship. This grade signifies acceptable performance of the course objectives.
U		0.00	Unsatisfactory. The student has not met the minimum course requirements.
I		0.00	Incomplete. May be granted with approval from instructor. If granted, student must complete course work within time determined (maximum 60 days following end of course). Failure to complete work in determined time will result in a final grade of "F," unless an additional extension is granted.
IP		0.00	Course in Progress. This grade is specific to Practicums, Internships, and Senior Seminars.
AU		0.00	Audit. Does not yield credit.
W		0.00	Withdraw. No academic penalty.
NG		0.00	No Grade. A grade was not recorded by the instructor.
NA		0.00	Never Attended. Student failed to withdraw from course.

* Students in the Behavioral Science, Criminal Justice, Psychology, and Nursing and Allied Health programs must receive a minimum grade of "C-" in all core courses. If a grade of less than "C-" is achieved, the course must be retaken.

Table 2. Class Standing According to Credits Earned

Credits Earned	Class Standing
0-30	Freshman
31-60	Sophomore
61-90	Junior
91-120	Senior

probation. A second occurrence of unsatisfactory academic progress may result in continued probation or academic suspension from the institution. Third and subsequent occurrences could also result in continued probation, suspension, or permanent suspension from the institution.

A student on probation is limited to a maximum load of 12 credit hours per semester (less, if recommended by the Academic Review Committee). Students placed on probation are required to seek consultation from the Student Academic Advising and Success Center as soon as possible but no later than one week prior to the start of the next full block or semester. Failure to do so may result in suspension from the institution.

A suspended student may be reinstated on a probationary status by presenting and receiving approval of a written appeal to the Academic Review Committee chairperson. The suspended student must wait one academic year after the suspension was issued before submitting a letter of appeal to the Academic Review Committee chairperson. The Academic Review Committee will make the decision to reinstate a student or not. If the student is reinstated to the University, the student will be reinstated on academic probation.

Any student who receives an institutional scholarship or tuition assistance from Wilmington University is required to maintain a 2.0 grade point average each semester. Failure to do so will result in the withdrawal of the institutional award from the student's account for the following semester.

Registration

Students can register for classes during official registration periods as announced by the University in the academic calendar. Dates for open registration, late registration, drop/add, and withdrawal are published by the University annually in the student guide. Copies are available at the Office of the Registrar, any site offices, or on our website, www.wilmu.edu. Students should become familiar with academic calendar dates and deadlines for proper academic planning.

Adding/Dropping Courses

Course drop/add instructions and dates are listed in the student guide, the academic calendar, and on our website. If a class is dropped during the drop/add period, tuition is refunded; fees are not refunded. If a class is added after the drop/add period ends, regardless of the reason, the student must pay tuition and all fees in full at that time. The payment plan cannot be used for courses added after the drop/add period. Students receiving

financial aid should consult with the Student Financial Services Office to determine potential consequences of any change in course credit load.

Course Withdrawal

Students may withdraw from a course without academic penalty prior to the course withdrawal deadline stated in the University academic calendar, the student guide, and on our website. In addition, as outlined by the academic calendar, students may receive a percentage of tuition credit when the withdrawal is processed. Students may conclude payment arrangements at the time of withdrawal or continue to be billed under the existing payment plan agreement. Course withdrawals may be completed at the Office of the Registrar, a student's home site office, by mail or by fax using an official Withdrawal Form, or online through WebCampus. Students who choose to fax or mail withdrawal forms are responsible for calling the appropriate office to verify receipt of the request.

Official withdrawals result in the recording of a grade of "W" on the student's transcript and carries no academic penalty. Failure to withdraw prior to the deadline will result in the grade of "FA" or "NA", which will have a negative impact on the student's GPA.

Wilmington University will consider employer/medical-based withdrawals on a per course basis and entire semester basis. Students are required to complete the Withdrawal Form and submit it as stated above. In addition, a typed letter explaining the employer/medical conditions that warrants a withdrawal and supporting documents from an employer or doctor (on professional letterhead) is to be submitted to the Office of the Registrar for consideration. A committee will meet bi-monthly to consider all requests. The decision of this committee is final.

Modular Drop/Add and Modular Withdrawal

Modular adds must be completed before the first class meeting. Modular drops must be completed by the Monday following the first class meeting. Modular withdrawals must be completed by the Friday following the first class meeting. Failure to withdraw before the withdrawal deadline results in a grade of "FA" or "NA."

Repeating a Course

Whenever a course is repeated, the new grade is recorded on the transcript. For the purposes of GPA computation, the new grade will be used so that only one grade is calculated into the cumulative grade point average. The most recent semester in which a student has taken the repeated course will be the

course grade that is calculated into the grade point average. All grades will remain on the transcript. A successfully completed course can be applied to graduation requirements only once.

Course Numbering System

Courses at Wilmington University are identified and numbered to reflect the level of academic expectation for a particular course. They include:

Undergraduate Courses

000-099	Non-credit courses
100-199	Lower division courses
200-299	Lower division courses
300-399	Upper division courses
400-499	Upper division courses

Graduate Courses

5100-5600	Non-credit prerequisite courses
6100-8999	Master's level courses
7100-9100	Doctoral (Ed.D. D.B.A., or D.N.P.) courses

International Students

Wilmington University welcomes International students who wish to enroll. International students must satisfy general requirements and admissions procedures and have the necessary immigration documents allowing them to pursue a course of study in the United States.

The English as a Second Language (ESL) program will consist of:

- A Placement Testing requirement for all entering International students (Students with a valid transcript from an institution where English has been established as the primary language of instruction and communication and the institution has United States accreditations, based upon an interview with an International Student Admissions Associate, may have the ESL courses waived and be placed into college-level academic courses).
- An interview with the International Admissions Associate.
- A set of four courses: two at the Intermediate level (ESL 101 and 102) and two at the Advanced level (ESL 203 and 204). One course at each level focuses on grammar and writing, the second course at each level focuses on vocabulary and speaking.

Based on the results of the LOEP evaluation, it is anticipated that some students will be determined academically ready to take the general English Placement Tests and enter academic courses immediately.

F1 students (those in the U.S. on an Education Visa) will be held to the TOEFL cut-off score required for admission into Wilmington University. Upon application to Wilmington University, these students will be expected to complete the same testing/evaluation process as all other International students.

If an international student has not previously attended an accredited English-speaking college or university, he/she will be required to take the TOEFL and obtain a score of at least 61 on the Internet based test (IBT) or 173 on the computer-based test (CBT), minimum IELTS score of Band 5.5 or greater, or the successful completion of 12 credit hours from an accredited American institution.

Student English and Math Placement Testing

Placement Testing is completed through a computer based system called ACCUPLACER®. Testing is required for any undergraduate student who has not transferred acceptable credits for the following course requirements: MAT 121, MAT 201, MAT 205, or ENG 121 (whichever is/are appropriate for the degree program).

Students who provide documentation of a score of 450 or above on either the English or math section of the SAT are exempt from the skills assessment in that area.

- The results of the ACCUPLACER® evaluation allow the University to place the student in the appropriate level Math or English course.
- These assessments must be completed prior to registering for a Math or English course.
- Specific cut scores for both assessments have been established:
- Students will receive the placement results immediately following the testing.
- If a student successfully places into the first level English and/or Math but still feels the need for review, he or she may elect to enroll in either MAT 095 (Math Review), MAT 110 (Math Essentials), ENG 095 (English Review) or ENG 110 (English Essentials).

Math 110 - Math Essentials and English 110 - English Essentials

Credit for these courses applies toward graduation as an elective. The minimum grade needed to pass Math 110 (Math Essentials) or English 110 (English Essentials) is a “C.”

Math 121 - College Math I, MAT 201 – Mathematics for Teachers I, MAT 205 – Introductory Survey of Mathematics

The minimum grade needed to pass Math 121 (College Math I), MAT 201 (Mathematics for Teachers I) and MAT 205 (Introductory Survey of Mathematics) is a “C.”

English 121 - English Composition I

The minimum grade needed to pass English 121 (English Composition I) is a “C.”

First Year Experience Course (FYE 101)

This course introduces first year students to the University. It is designed to provide students with the skills to navigate the many elements of being a college student. One key element is identifying each student’s individual learning style. This knowledge in addition to a growing understanding of University resources assist students in their individual academic and career goals.

Alternative Methods for Earning Course Credit

Wilmington University grants academic credit in a number of ways beyond the traditional and virtual classroom setting. Credit may be granted through transfer credit, for work completed at another academic institution, or related work completed in the manners listed below. A brief description follows. Additional information may be obtained through the College of Online and Experiential Learning (COEL), an Academic Advisor, Site Director, or by calling 877-967-5464.

Prior Learning

The Council for Adult and Experiential Learning (CAEL) defines prior learning as the assessment and awarding of credit for learning and knowledge students acquire while living their lives: working, participating in employer training programs, serving in the military, studying independently, volunteering or doing community service, and studying open source courseware. Credit for prior learning may be awarded in the following manners.

Corporate, Military, or Professional Training (ACE and NCCRS)

Wilmington University recognizes The American Council on Education (ACE) and The National College Credit Recommendation Service (NCCRS) credit recommendations as transfer credit, if you have completed or plan to complete ACE or NCCRS evaluated learning, please call 877-967-5464 to see how the ACE or NCCRS credit recommendations may transfer into your degree program. To receive academic credit from ACE or NCCRS credit recommendations, students must have an official transcript sent to the Wilmington University Admissions Office.

Portfolio Assessment (PA)

Portfolio Assessment (PA) involves presenting evidence of non-classroom learning experience for academic credit consideration. The University allows students to obtain academic credit for learning that has taken place outside the classroom.

The portfolio must include evidence relevant to the subject area in which credit is sought and clearly demonstrates achievement and a thorough understanding of the subject matter. The knowledge may be obtained through work experience (military or civilian), in-service training programs, volunteer activities, workshops, and/or personal study.

Undergraduate-level Portfolio Assessment (PA)

Undergraduate PA requires the completion of a portfolio preparation course along with a student-prepared portfolio which is then reviewed by qualified faculty. The portfolio preparation course is available in two formats. Students may choose between a (0) credit self-paced “Do-It-Yourself” Portfolio Course (EXP 095) or a (3) credit instructor led online “Prior Learning Assessment Theory and Practice” Course (EXP 100). If you are interested in learning more about the PA process please contact the College of Online and Experiential Learning (COEL) at coel@wilmu.edu or 877-967-5464. A maximum of fifteen (15) undergraduate-level credits may be earned through PA.

Challenge by Examination Credits through Wilmington University Examination

Undergraduate Level

Challenge-by-Examination measures college-level knowledge through an examination process. Faculty members administer an exam which incorporates all tests and exams required in the actual course. A minimum passing grade of “B” is required. A maximum of 15 credit hours are accepted through Challenge-by-Examination.

Credits through External Examination

Students who are interested in earning credit through one of the credits by examination programs should contact an advisor or call 877-967-5464 before taking an examination to ensure it will be accepted as credit for their program of study. Credits earned through these examination programs are treated as transfer credit and do not affect a student’s grade point average. Wilmington University does not charge students for transferring these credits. A maximum of 15 credits through examination will be accepted by the University.

Advanced Placement (AP)

Advanced Placement (AP) examinations of the College Entrance Examination Board may be used for advanced placement credit. Specific college course credits will be granted for scores of three, four, or five on the examinations. Wilmington University recognizes these examinations as transfer credit. If you have completed or plan to complete an exam please call 877-967-5464 to see how an exam may

transfer into your degree program. To receive credits for AP exams, students must have official examination results from ETS sent to the Wilmington University Admissions Office.

College-Level Examination Program (CLEP)

The College-Level Examination Program® or CLEP is a national testing program that provides students of any age with the opportunity to demonstrate college-level achievement through a program of more than 30 examinations in undergraduate college courses. Wilmington University recognizes these examinations as transfer credit. If you have completed or plan to complete an exam please call 877-967-5464 to see how an exam may transfer into your degree program. To receive credits for CLEP exams, students must have official examination results sent to the Wilmington University Admissions Office.

DANTES Subject Standardized Tests (DSST)

The DANTES Subject Standardized Tests (DSST) are an extensive series of examinations in college subjects that are comparable to the final or end-of-course examinations in undergraduate courses. A student may earn up to 3 semester hours of credit per test. Information about DSST Test preparation and study guides can also be found at DANTES web site. Wilmington University recognizes these examinations as transfer credit. If you have completed or plan to complete an exam please call 877-967-5464 to see how an exam may transfer into your degree program. To receive credits for DSST exams, students must have official examination results sent to the Wilmington University Admissions Office.

International Baccalaureate (IB)

Students who have successfully completed International Baccalaureate (IB) examinations may be awarded University credit. Wilmington University recognizes these examinations as transfer credit. If you have completed or plan to complete an exam please call 877-967-5464 to see how an exam may transfer into your degree program. To receive credits for IB exams, students must have official examination results sent to the Wilmington University Admissions Office.

UExcel® and Excelsior College Examination (ECE)

UExcel® and Excelsior College Examinations (ECE) include approximately 50 undergraduate-level tests. The majority are multiple-choice tests. Wilmington University recognizes these examinations as transfer credit. If you have completed or plan to complete an exam please call 877-967-5464 to see how an exam may transfer into your degree program. To receive credits for ECE exams, students must have official examination results sent to the Wilmington University Admissions Office.

Extra-Institutional Course Assessment (ECA)

The University recognizes that college-level learning takes place both in and out of the classroom. A process of reviewing corporate training programs and other formal training/courses offered by non-accredited institutions/entities has been implemented to determine if college-level learning is present and to determine what credit, if any, should be awarded for the prior learning.

Wilmington University has evaluated many courses offered by organizations, private industry, schools, training vendors, government agencies and non-profit organizations. If you are interested in learning more about ECA please contact the College of Online and Experiential Learning (COEL) at coel@wilmu.edu or 877-967-5464.

Academic Credit for Industry-Recognized Certification

Wilmington University has evaluated many industry-recognized certifications for academic credit at the undergraduate and graduate levels. Wilmington University recognizes these certifications as transfer credit. If you have completed or plan to complete a certification please contact the College of Online and Experiential Learning (COEL) at coel@wilmu.edu or 877-967-5464 to see how a certification may transfer into your degree program. To receive credits for certifications, students must have official copy of the results sent directly from the certification issuing vendor to the Wilmington University Admissions Office.

Experiential Learning at Wilmington University

The University strongly encourages students to gain practical, real-world experience by participating in Practicum, Internship and Cooperative Education opportunities. Students will apply the knowledge and skills learned in the classroom and gain valuable work experience while earning academic credit. Students should contact their College for more information about internships and specific program requirements.

Guided Practicum

Students who have completed little or no course work can explore areas of interest and potential career opportunities in a field with a Guided Practicum. Guided practicum experiences focus on skills-building, becoming familiar with occupations in a field and learning what is involved in a major. Each Guided Practicum is a one credit, 30 hour experience and is generally unpaid. Students may complete multiple credits and are expected to do so at different sites to maximize this introductory field placement. Students should contact their program chair additional information. Students interested in a more focused, in depth experience should consider an internship or our Cooperative Education Program.

Practicum

Certain programs such as in the College of Education have required Practica courses and seminars. Additional information is provided in the Academic program section of the catalog.

Internship

Internship is designed to immerse students in a real-world work environment. Students will have the opportunity to work on meaningful projects, engage in problem solving activities, and be exposed to new trends and the latest technologies as well as network with professionals in the field. Internship experiences provide first-hand opportunities upon which future career choices can be based as students gain a better understanding of the relationship between theoretical concepts and their practical application.

Students are reminded that coordinating the requirements for an internship requires prior planning.

The typical internship student is a junior or senior with some course work completed in their major and seeks an in-depth, practical experience in their field of study. Students may also explore an internship unrelated to their major as an elective course. Internship is a three credit, 90 to 100 hour experience and is generally unpaid. Most students will participate in one internship. (Students interested in an expanded, multi-semester work experience should consider our Cooperative Education Program.)

Students must receive written permission from the Internship Coordinator or Program Chair at least 60 days prior to their expected internship start date.

Upon receiving written approval, a student should complete the official registration procedure with the Office of the Registrar. Tuition and fees are the same as standard course tuition. Internships/field placements are graded on a satisfactory/unsatisfactory basis. A minimum 2.5 cumulative grade point average is required to be eligible for internships/field placements. A maximum of 15 credits may be earned through internship/field placements and may be used towards residency credits.

Cooperative Education

Wilmington University's Community and Academic Partnerships (CAP) and Cooperative Education (Co-op) program is an academic experience that allows students to connect academic knowledge with the business and professional world. The CAP/Co-op program expands learning experiences through relevant employment in a supervised, educational work setting related to the student's major field of study or career focus.

A CAP/Co-op program experience is a multi-semester program (2 minimum, with a maximum of 4, ideally consecutive) with in-state and out-of-state opportunities. Co-op experiences are individually designed, and are typically at least two semesters with the same employer to maximize the opportunity for advanced application of the knowledge and skills learned in the classroom.

Co-op experiences are available in a part-time or full-time capacity. Students have the opportunity to complete 10-15 hours of work experience per week resulting in approximately 400-600 total hours and may include additional faculty assigned work. Students are also able to obtain full-time Co-op positions, providing the opportunity to complete 35-40 hours of work experience per week.

Co-op experiences are cultivated by both the Wilmington University Office of Cooperative Education and students. Opportunities developed by students need approval from the Office of Cooperative Education before credit can be awarded. An approved Co-op experience will substitute for a required internship in a student's major.

To be eligible for the CAP/Co-op program students must have the following: a declared major and be working toward a degree, completed a minimum of 60 credits applicable to their degree program, and have a minimum 2.5 cumulative grade point average. In addition, students must inform the Office of Cooperative Education and their Program Chair one semester before they would like to begin a co-op assignment. CAP/Co-op course enrollment is required for credit to be awarded for the experience. Tuition and fees are the same as standard course tuition.

Students who are interested in gaining real world experience by participating in a Co-op should contact the Office of Cooperative Education at 302-356-6834.

Additional Methods of Earning Credit at Wilmington University

Directed Study

Directed study is available only under extenuating circumstances for students who are approved by their Program Chair one month prior to the semester registration period in which the directed study is to be conducted. A maximum of 6 credits may be earned through the directed study format and may be used towards residency credits.

Independent Study

Students desiring to study areas of knowledge outside of disciplines available through regular course work must secure written permission from an Academic Advisor or Site Director

one month (minimum) prior to the semester registration period in which the independent study is to be conducted. Upon final approval by the Academic Dean or Program Chair, a student may register for an independent study by following the official registration procedure. Tuition and fees for independent study are the same as those for standard courses. Independent study is graded on a satisfactory/unsatisfactory basis. A minimum 2.5 cumulative grade point average is required to be eligible for independent study. Students needing additional information about independent study should contact an Academic Advisor or Site Director. A maximum of 6 credits may be earned through the independent study format and may be used towards residency credits.

Enrollment as an Auditor

Students who wish to audit a specific course for no credit may do so by seeking permission of an Academic Advisor or Site Director. Students may then follow established registration procedures, clearly stating at the time of registration which course they wish to audit. Course auditors pay the same tuition as non-auditors and may participate fully in classroom activities. They are not required to take examinations or complete class assignments. Course auditors receive a grade of "AU" (audit) that does not affect grade point average (GPA).

Graduation

Students must satisfy degree and course requirements as outlined in the catalog in effect at the time of initial enrollment at the University as a degree candidate. Once students interrupt their program for one year or more, it will be necessary to satisfy the degree requirements as outlined in the University catalog or published curriculum in effect during the time following the student's readmission as a degree candidate.

Students planning to graduate in January must complete their academic program requirements by the end of the fall semester; program requirements must be completed by the end of the spring semester for those wishing to graduate in May. Students must file the Petition for Degree form with the Office of the Registrar on or before the date established in the academic calendar. Payment of the graduation fee required of all degree candidates is due upon submission of the Petition for Degree form. Students who register to graduate beyond the date announced in the academic calendar are required to pay a late fee in addition to the graduation fee.

Graduation Competencies

It is intended that students earning an undergraduate degree will demonstrate university level proficiency in the following areas:

Oral Communication

- Speak with confidence, clarity, and conciseness
- Research, prepare, and deliver professional presentations

Written Communication

- Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
- Correctly and ethically present scholarly writings utilizing the Publication Manual of the American Psychological Association (APA)

Disciplined Inquiry

- Exercise critical thinking strategies, including scientific and quantitative reasoning, problem solving, analysis and evaluation

Academic Program

Each academic program has specified competencies in the following areas:

- Information literacy as related to one's academic discipline
- Ethics as related to one's academic discipline
- Three or four additional program competencies as determined by the academic college

Note: Additional competencies may be included as per external accreditation requirements.

Undergraduate Educational Values

In keeping with the Wilmington University mission of providing career-oriented programs, our "scholar-practitioner" faculty are actively engaged in promoting the following educational values:

- **Lifelong Learning:** Commitment to self-directedness, self-discipline and lifelong learning
- **Diversity:** Sensitivity to and respect for a pluralistic society
- **Collaboration:** Awareness of self in relationship to others and the benefits of working in teams
- **Creativity:** Appreciation of creative expression including the arts and humanities.
- **Citizenship:** Commitment to responsible citizenship as a contributing, civil member of society

- **Well Being:** Commitment to the holistic health of the individual
- **Civility:** Commitment to a civil, supportive, and collegial campus environment and beyond

Privacy Policy

Release of Student Information

In accordance with the Family Educational Rights and Privacy Act (FERPA), students have the following rights:

Right to inspect and review student's record:

Students should submit a written request to the Registrar, indicating which records they wish to inspect. The University will make such records available within 45 days of the receipt of the request. Students do not have the right to inspect confidential letters and recommendations if the student has waived the right to inspect.

Right to seek amendments to records:

Students should submit a written request to the Registrar, indicating which records they wish to have amended and the reasons. The University will notify the student in writing of the decision regarding amendment of the record.

Right to consent to disclosure:

The University may disclose the following directory information unless the student or parent of a dependent student makes a written request to withhold information: name, address, telephone number, e-mail address, date and place of birth (only for official requests for group lists for legitimate agencies such as the US Air Force), major field of study, dates of attendance, grade level, enrollment status, GPA, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, awards, and most recent educational agency attended. Written request for nondisclosure should be submitted to the Office of the Registrar.

Exceptions to student rights regarding disclosure:

The University is authorized to disclose student information without consent in the following circumstances:

- Information designated as "directory information"
- Disclosure to school officials with legitimate educational interests
- Disclosure to an alleged victim of a crime of violence
- Disclosure to officials of another institution where student seeks to enroll
- Request from Comptroller General of US, Secretary, or state/local educational authorities

- Disclosure in connection with financial aid for which student has applied
- Disclosure to accrediting agencies
- Disclosure to parents of dependent students
- To comply with judicial order or subpoena
(A reasonable attempt to notify must be made.)
- Disclosure in connection with a health or safety emergency

Right to file a complaint:

Students have a right to file a complaint concerning alleged failure of Wilmington University to comply with the requirements of the Family Educational Rights and Privacy Act. Complaints should be mailed to:

Family Policy Compliance Office

US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Annual Notification to Students

Wilmington University is required to notify students annually of their rights regarding privacy. Additional information about FERPA can be found at the following web address: wilmu.edu/privacy/index.aspx.

Student Code of Conduct

Wilmington University is a community of individuals who come together to learn, work and grow in character. Students are expected to conduct themselves in a mature and responsible manner that demonstrates commitment to the ideal of honorable behavior for oneself and the community as a whole. Students are also responsible for being familiar with and abiding by the policies and regulations of the University, which are communicated in the University Student Handbook. A copy of the Student Handbook may be found on the University's website: www.wilmu.edu/studentlife/handbook/.

Academic Integrity

Students of Wilmington University are expected to be honest and forthright in their academic pursuits. It is inappropriate conduct to falsify the results of research; use the words, phrases, or ideas of another without proper citation; cheat or attempt to cheat on an assignment or examination; or to aid, assist, or allow another to commit an act of academic dishonesty. Acts of academic dishonesty are serious offenses.

When a student places his or her name on submitted work, the student certifies the originality of all work not otherwise identified by appropriate acknowledgement.

Additional information may be found on the University website located at: www.wilmu.edu/studentlife/acaddishonesty.aspx.

Safe Assign

Safe Assign is offered through the Blackboard learning system and is designed to aid in educating students about academic integrity, plagiarism and the proper citation of any borrowed content. Safe Assign is a proactive tool for students and faculty to use together to review student work and to allow for students to have an opportunity to assess their efforts prior to submitting an assignment. Faculty may also use Safe Assign as a tool to affirm the originality of assignments.

Additional information related to University policy may be found on the University website: www.wilmu.edu/studentlife/acadintegrity.aspx.

Other Academic Information

University and Academic Calendar Year

The academic year is divided into three semesters, six accelerated sessions (blocks), and weekend modules. The calendar can be found on the University website located at: www.wilmu.edu/registrar/calendar.aspx

Intellectual Property Policy and Students

By enrolling in the University, the student gives the University a nonexclusive, royalty-free license to mark on, modify, and retain the student's Intellectual Property (work) as may be required for course completion. The University will not have the right to use the Intellectual Property (work) in any other manner without the written consent of the student. Additional information is located in the Office of Academic Affairs.

Web Enhanced Courses

Courses at Wilmington University are web enhanced utilizing a system called Blackboard. Students should expect to utilize the Blackboard Learning System throughout their course of study at Wilmington University.

Change of Policy

Wilmington University reserves the right to change or adjust its academic policies, tuition, fees, payment plan procedures, academic calendar and to cancel or add courses at any time.

DEGREE REQUIREMENTS

Requirements for the Associate Degree

Students must fulfill the following requirements in order to be eligible for graduation with an associate degree:

- Complete course requirements in the major field of study, including the General Education Requirements.
- Complete 30 credit hours of residency at Wilmington University. Residency credit may include 15 credit hours of challenge by exam and/or prior learning assessment.
- Achieve an overall cumulative grade point average of at least 2.0.
- Achieve a cumulative grade point average of at least 2.0 in the major field of study.
- Demonstrate competence in verbal and written communications and computational skills.
- Complete a minimum of 60 total credit hours required for degree completion.
- Students entering the University with 15 or less credits are expected to complete FYE 101 (First Year Experience).

The First Year Experience Course (FYE 101) is expected of all new freshmen with 0-15 transferred credits. Generally this course will be used in place of a Free Elective. Eligible students are expected to complete the course during their first semester.

Requirements for the Baccalaureate Degree

General Education Requirements for the Baccalaureate Degree

Certain General Education courses are required in each of the degree programs of the University. These courses provide students an opportunity to gain a thorough understanding of basic accumulated general knowledge. The courses are designed to assure that a wide range of viewpoints and philosophies, as well as classic literature, become familiar to students. General Education courses provide a common academic meeting ground for students and professors to interact. These shared studies afford the opportunity to explore generally accepted concepts and principles, develop critical thinking skills, and identify questions and issues requiring further study and research.

The following is a listing of the General Education requirements for the baccalaureate degree. The total number of credits will vary by degree program.

Computer Operations (3 credits)
See program requirement

Critical Thinking (3 credits)

Economics (3-6 credits)
See program requirement

English (6 credits)

Humanities (up to 18 credits)
ART, BBM 319, COM 245, CUL, DRA, DSN 110, ENG 360, ENG 365, ETN, HIS 230, HUM, LIT, MUS, PHI, REL, SPA, TEC 215, VMG 311, VMG 312, VMG 313

Mathematics (3 credits)
See program requirement

Natural Science (3-12 credits)
See program requirement

Social Science (6 credits)

Total credits (33 - 63 credits)

Students must fulfill the following requirements to be eligible for graduation with a baccalaureate degree:

- Complete course requirements in the major field of study, including the General Education Requirements.
- Complete 45 credit hours of residency at Wilmington University. Residency credit may include 15 credit hours of challenge by exam and/or prior learning assessment.
- Achieve an overall cumulative grade point average of at least 2.0.
- Achieve a cumulative grade point average of at least 2.0 in the major field of study.
- Complete at least 45 credit hours of upper division (300-400 level) course work.
- Demonstrate competence in verbal and written communications and computational skills.
- Complete a minimum of 120 total credit hours required for degree completion.

The First Year Experience Course (FYE 101) is expected of all new freshmen with 0-15 transferred credits. Generally this course will be used in place of a Free Elective. Eligible students are expected to complete the course during their first semester.

Dual Degree Policy

A minimum of 30 upper level credit hours, in addition to the requirements for a bachelor's degree, must be completed in order to obtain a second degree. All second degree upper level credits must be earned at Wilmington University.

FINANCIAL AID

Financial aid is available to those who qualify. If educational expenses are greater than the family's ability to pay, as determined by a Congressionally-defined formula, a student may qualify for need-based financial assistance. The primary responsibility for financing a college education rests with parents and students, and federal financial aid is provided to supplement the total family contribution and is awarded on the basis of demonstrated financial need. However some federal aid (i.e. Federal Unsubsidized Stafford Loans and Parent PLUS Loans) may be used to replace the students Expected Family Contribution (EFC) as calculated by the Free Application for Federal Student Aid (FAFSA).

Application Procedures for Financial Aid

1. Wilmington University requires all financial aid applicants to complete the FAFSA each academic year and strongly urges all students to do so online at www.fafsa.gov. If not already done, students must request a PIN as the first step in completing the FAFSA online. When accessing the FAFSA web site, students who do not have a PIN are directed to apply for one. The PIN allows students to electronically sign the FAFSA, which reduces federal processing time to days instead of weeks. The data required on the FAFSA is based on the previous year's tax information.
2. Upon receipt of a student's FAFSA data, Wilmington University will send letters indicating what additional documents are needed to complete processing. Students must submit all required documents before financial aid awards will be made.
3. Upon receipt of all required documents, a determination will be made by Wilmington University as to the applicant's aid eligibility. Students then will receive an offer letter from the University listing the types and amount of aid offered to them.
4. Students who are offered and who accept student loans for the first time at Wilmington University must complete a Master Promissory Note (MPN). Students who have received or who are currently receiving a student loan at Wilmington University do not have to do this, as the MPN is good for 10 years. Applicants will be notified by the direct loan servicer concerning the loan approval and terms.
5. In order to be eligible for aid, applicants must be fully admitted into a degree program. In order to actually receive aid, students must maintain an enrollment of a minimum of six credits per semester in courses that apply to the degree program.

Athletic Scholarships

Partial scholarships may be awarded to students who show exceptional athletic ability. The Athletic Director, the coaching staff of each sport, and a representative from Student Administrative Services determine the amount of a scholarship. Recipients must be academically qualified and must conform to the NCAA requirements and conditions.

Determination of Eligibility for Financial Aid

In order to be eligible for federal grants and loans, state grants and scholarships, and institutional scholarships, students must submit the Free Application for Federal Student Aid (FAFSA). The data from the FAFSA is used to determine the Expected Family Contribution (EFC), which is then used to determine the type and amount of aid for which a student may be eligible. The procedure for completing and submitting the FAFSA is outlined below.

Financial aid applicants must complete an admissions application, submit required admissions documents, and be accepted into a degree program, as no funds can be awarded until the applicant has been officially accepted to the University.

The total processing time from submission of the FAFSA to processing by Wilmington University can take from two to eight weeks. Therefore, students are encouraged to submit the FAFSA well in advance of the registration period for the term in which they plan to enter. Financial aid applications are processed on an ongoing basis and grants and scholarships which have limited funds are awarded on a first-come, first-served basis.

Federally-Funded Financial Aid

There are two types of federal financial assistance: grants and self-help.

Federal grants:

- The Federal Pell Grant
- The Federal Supplemental Educational Opportunity Grant (SEOG). Students must be eligible to receive a Pell Grant in order to receive the SEOG.
- TEACH Grant. The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program will provide up to \$4,000 annually in aid to undergraduate and graduate students who agree to teach as a highly qualified teacher in a "high need" field.

Self-help programs:

- Federal College Work-Study Program (CWS)
- Direct Stafford Subsidized Loan - This loan is based on need. The federal government pays the interest on the loan while students are enrolled in at least half time status.
- Direct Stafford Unsubsidized Loan - This loan is NOT based on need and the student is responsible for paying the interest on the loan from the date of the first disbursement.
- Direct Parent PLUS Loan - Parents of dependent undergraduate students are eligible to borrow credit based PLUS loans for their child's educational expenses. Like the unsubsidized loan, this loan is NOT based on need. The parent is the borrower, and repayment of both the principle and interest begins 60 days after the second disbursement of the academic year.

Federal financial aid provides assistance with paying for: tuition and fees, books and supplies, transportation costs, modest living expenses, and dependency expenses. This assistance is not meant to provide all living expenses. Rather, the funds are available to assist students to attend college. Detailed information on these programs and the financial aid application process is available to all students on the Wilmington University web site.

Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. Note: Students do not need to withdraw from all courses during a term or payment period to qualify for a Return of Title IV calculation.

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, a school must still complete a return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed

minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Direct Stafford Unsubsidized Loans (other than PLUS loans)
- Direct Stafford Subsidized Loans
- Direct Parent PLUS Loans
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Opportunity Grants for which a return of funds is required
- Other assistance under the Title for which a return of funds is required (e.g. TEACH)

Satisfactory Academic Progress for Financial Aid Recipients

Wilmington University's Satisfactory Academic Progress Policy for Federal Financial Aid Recipients is comprised of two components: A qualitative component and a quantitative component. The qualitative component is measured by the student's GPA; whereas, the quantitative component is measured by the successful completion of credits.

Undergraduate students are expected to maintain the following minimum cumulative GPA based on credits earned: 1 through 30 credits: minimum cumulative GPA = 1.6, 31 through 60 credits: minimum cumulative GPA = 1.8, 61+ credits: Minimum cumulative GPA = 2.0.

GPA review occurs at the end of every semester. Students must attain and maintain a minimum cumulative GPA based on their credits earned. The policy for students who do not meet the minimum GPA based on credits attempted are placed on financial aid warning and given one semester to improve his or her cumulative GPA. In addition, the student must sign a Financial Aid Warning Letter which indicates the student is

aware that they are not making satisfactory academic progress based on cumulative GPA, understand they are on financial aid warning and understand the consequence of not improving their GPA.

In addition to GPA standards, students must progress at a 67% completion rate. This also includes all withdraws and repeated classes; each one counts once. (Example: ENG 121 is taken and student withdraws, student takes the class again and fails; then the student takes the class and passes, for federal financial aid purposes, this equals 9 credits attempted and 3 credits passed). That is, on a cumulative basis, students must successfully complete 67% of the credits attempted. Successful completion is defined as earning an “A”, “B”, “C”, or “D” in a course.

Completion rate review occurs at the end of every semester. Students must attain and maintain a minimum completion rate of 67%. Students who do not meet the minimum completion rate are placed on financial aid warning and given one semester to improve his or her completion rate. In addition, the student must sign a Financial Aid Warning Letter which indicates the student is aware that they are not meeting the required 67%, understand they are on financial aid warning and understand the consequence of not improving their completion rate.

In addition to completion rate, students are restricted to the maximum number of credits for which they can receive financial aid. All students are expected to complete degree requirements within 150% of the number of credits required by the program. For example, if an undergraduate program requires 120 credits, students must complete it within 180 credits ($120 \times 150\% = 180$).

Financial Aid Warning

A student will be placed on financial aid warning for one semester if he or she fails to meet the GPA and/or overall credit completion standards. While on warning the student may still receive financial aid. To be removed from financial aid warning the student must meet the required cumulative GPA and credit completion ratio standards by the end of the warning semester. Federal financial aid will be suspended at that time if the student failed to meet those standards.

Financial Aid Suspension

While on suspension, students are not eligible for most financial aid programs (the exceptions include private loan programs and outside assistance that do not require Satisfactory Academic Progress). Students may attend the University, at their own expense, until they attain the cumulative GPA and cumulative credit completion requirement. To regain financial aid eligibility the student’s record must reflect that he or she has met these requirements or complete a Financial Aid Appeal Form and return it to our office. If the appeal is approved, the student will be placed back on Financial Aid Probation and may be placed on an academic plan.

State of Delaware Support

Funds appropriated by the General Assembly of the State of Delaware and the federal government are combined to assist Delaware residents who are, or will be, full-time students at colleges in Delaware or in certain out-of-state college programs which are not offered at state-supported Delaware institutions. These funds are administered by the Delaware Higher Education Commission which determines eligibility and makes awards.

Financial need is the primary criterion for assistance. The priority application deadline is April 15 of each year.

Wilmington University Scholarships

As a result of gifts to the University, a limited number of scholarships are available to full-time students on the basis of academic achievement.

STUDENT SERVICES

Student Academic Advising and Success Center

The Office of Academic Advising and the Student Success Center supports Wilmington University's mission by partnering with undergraduate students and providing them with personalized guidance and support. We offer assistance that empowers students to explore academic options, make thoughtful decisions and achieve their educational goals.

Academic Advising services include clarification of University policies, explanation of degree programs, assistance with semester scheduling, and transfer credit evaluations for new transfer students on an appointment basis. Walk-in registration is available for current students who need assistance in course selection.

The Student Success Center (SSC) offers free online tutoring to all Wilmington University students. Face-to-face tutoring is also available to undergraduate students free of charge. In addition, the SSC offers student success seminars as well as other academic support services.

University Library

The Library supports the mission of Wilmington University through its collections, services, facilities and programming. Through a combination of innovative technology and resources, the Robert C. and Dorothy M. Peoples Library serves students, faculty and staff regardless of program or location. Each site offers group study rooms, free wireless access, multimedia viewing stations, and a myriad of computers for research and Internet access. A team of professional librarians and dedicated staff are available to assist with research questions, recommend resources, assist with formulation of search strategies, and instruct in the use of electronic and print resources for students at all sites. Students registered in Distance Programs or at Dover Air Force Base, Dover, Georgetown and New Jersey sites may request books-by-mail at no charge from the main campus site in New Castle by completing the online request form or by calling our toll-free phone line.

Located in the Robert C. and Dorothy M. Peoples Library Building on the New Castle campus, the main library holds a collection of over 192,000 print volumes as well as more than 32,000 e-books and over 52,000 e-journals. The library features state-of-the-art technologies with resources accessible through the Internet, including online catalog, e-books, and a digital library providing access to reference materials and thousands of full-text journal articles.

There are library resource rooms available for students in Dover and at the Wilson Graduate Center. The library resource rooms provide Internet access to the Delaware Library Catalog, e-books, and electronic databases as well as librarian support for reference, interlibrary loan, individual instruction, and assistance with using resources. Students at Georgetown and Rehoboth Beach may use the Stephen J. Betze Library at Delaware Technical Community College Southern Campus. In addition, all students may request borrowing privileges at 41 regional libraries that are members of the Tri-State College Library Consortium. Interlibrary loans (ILL) from academic libraries across the country expand access to your needed research materials. Electronic delivery is available for most ILL materials.

Library displays and exhibits provide information on campus activities and programs as well as enhance the learning experience. Collaboration between the library and faculty to integrate information literacy into the curriculum helps foster and support development of information-seeking skills that can lead to a competitive edge in the workplace. Contact a Librarian to schedule an orientation or for assistance with your research.

Information about the library, including policies, online request forms, and subject LibGuides can be found on the Wilmington University web site at: www.wilmu.edu/library. This homepage serves as a gateway to local, national and global information resources.

Office of Student Affairs

The Office of Student Affairs is Wilmington University students' central resource for many aspects of student life. Please feel free to contact the Office of Student Affairs with any questions, concerns, or suggestions you may have to improve our services.

Athletics

Wilmington University is a member of the National Collegiate Athletic Association (NCAA) and the Central Atlantic Collegiate Conference (CACC). The University fields intercollegiate basketball, baseball, soccer, golf, and cross-country for men; and basketball, softball, volleyball, soccer, lacrosse, cheerleading, and cross-country for women. The Director of Athletics is responsible for the sports program.

Career Services

The University offers a variety of career-related services for students: job fairs, career-related workshops, career counseling, on-campus recruiting and interviewing, job postings, resume assistance, and career assessment. These career services are part of the services provided by the Office of Student Affairs.

Office of Student Life

The Office of Student Life is responsible for planning, coordinating, developing, and implementing all student activities. Student activities at Wilmington University enhance the educational process. For more information on upcoming events, go to www.wilmu.edu/studentlife.

Disability Services

Wilmington University offers a variety of educational support services for students with disabilities. The University actively supports the rights of students with disabilities to have equal access to education and makes every reasonable effort to accommodate their needs. For further information, contact the Office of Disability Services.

Housing Assistance

Wilmington University does not provide on-campus housing for students. However, the University provides a listing of housing accommodations in the community to meet the needs of students seeking a place to live. In addition, the Office of Student Life offers assistance in introducing students to prospective roommates.

Student Organizations

Involvement in student organizations adds dimensions to the University experience. Wilmington University students can participate in a wide range of campus organizations and activities, including the Student Government Association, Alpha Delta Chi Criminal Justice Club, the Green Team, International Reading Association, Society for Human Resource Management, honor societies, and departmental clubs.

The Student Government Association (SGA) and other clubs/organizations sponsor cultural and social events throughout the year. Students are encouraged to participate in any organization or to propose new organizations to the SGA. All clubs and interest groups must secure approval from the Office of Student Life before being formally organized.

The University requires all official organizations to identify their goals and objectives to ensure they are compatible with the philosophy and regulations of the University. Procedures for organizing student clubs are outlined in the Guidelines for Student Organizations, available in the Office of Student Life.

Guest Speakers

Wilmington University and participating campus organizations sponsor guest speakers on a wide range of subjects. The University is eager to have a variety of points of view expressed and to have the best available representatives of each point of view. The University does not allow itself to be used as an arena for extremist political activism that may result in disruption of peaceful procedures or destruction of property. For further information, contact the Office of Student Affairs.

The Alumni Association

The Wilmington University Alumni Association was founded with the first graduating class of 198 students in 1972 to strengthen and promote the growth of the University. The Association is comprised of undergraduate and graduate alumni interested in recruiting their peers to remain connected to the institution and communicating students' accomplishments to the community-at-large. In order to better connect with our alumni, Chapters have been established in certain geographical locations as well as on behalf of university affinity groups. A Chapter Chair is appointed to lead each group in alumni development and university engagement. They are involved in coordinating special events and collaborating with the Alumni Relations Department for fundraising activities. In spite of its growth to over 30,000, the Alumni Association still upholds its mission to value and care for our alumni as friends and partners.

For further information on the Alumni Association, contact the Wilmington University Office of Alumni Relations.

UNDERGRADUATE ADMISSION

Wilmington University seeks students who show promise of academic achievement. The University recognizes the effect of determination, motivation, and maturity on students' performance and is eager to give students a chance to prove themselves.

The University seeks a diversified student body and encourages applications from students with differing backgrounds, aptitudes and interests, including career-minded adults who wish to upgrade their skills or complete a degree program. Candidates must be graduates of an accredited high school or have successfully completed an approved Home School program or General Educational Development (GED) program.

Application Procedures

Application materials may be obtained from Wilmington University's website, by mail, or in person from the Admissions Office or at any of the University locations. The application may also be completed online via the Wilmington University home page: www.wilmu.edu.

Freshmen applicants must complete the following steps:

1. Submit a completed application with the required application fee.
2. Submit an official high school or GED transcript to the Admissions Office. Transcripts are "official" when they are in a sealed envelope from the sending institution.
3. SAT or ACT scores are not required for general admission but are taken into consideration for mathematics and English placement. As required by the National Collegiate Athletic Association (NCAA), student athletes must submit SAT or ACT scores.
4. Submit a copy of immunization records to the Admissions Office. Immunization records are required for education and nursing majors and all international students.
5. For new students, it is suggested to arrange an appointment with an admissions associate at the University location of attendance. At the appointment, new students will learn about additional major-specific requirements.
6. English and Math Skills Assessments are required for any undergraduate student who has not transferred acceptable credits for the following requirements:

MAT 121, MAT 200, MAT 201, MAT 205, or ENG 121. These results permit the University to place the student in the appropriate level math or English course. Even though SAT scores are not required for general admissions, students who score a 450 or above on math, critical reading and writing tests may be exempt from the assessment. To be exempt from Accuplacer Reading Comprehension, Sentence Skills and WritePlacer, a 450 must be achieved on both the critical reading SAT and writing SAT.

Transfer applicants must complete the following steps:

1. Submit a completed application with the required application fee.
2. Contact all previously attended post-secondary institutions to send official transcripts directly to the Office of Admissions. Students with fewer than 15 transfer credits are required to submit an official high school transcript or GED to the Office of Admissions.
3. Submit a copy of immunization records to the Office of Admissions. Immunization records are required for all education and nursing majors and all full-time students.
4. For new students, it is suggested to arrange an appointment with an admissions associate at the University location of attendance. At the appointment, new students will learn about additional major-specific requirements.
5. English and Math Skills Assessments are required for any undergraduate student who has not transferred acceptable credits for the following requirements: MAT 121, MAT 201, MAT 205, or ENG 121. These assessment results permit the University to place the student in the appropriate level math or English course. Even though SAT scores are not required for general admissions, students who score a 450 or above on math, critical reading and writing tests may be exempt from the assessment. To be exempt from Accuplacer Reading Comprehension, Sentence Skills and WritePlacer, a 450 must be achieved on both the critical reading SAT and writing SAT.

There are three main admissions statuses for freshmen and transfer undergraduate students at Wilmington University: 1) Conditional Acceptance; 2) Full Acceptance; and 3) File Complete. Below is a description of each status.

Conditional Acceptance:

In order for an undergraduate student to be Conditionally Accepted, he or she must have completed an Application for Undergraduate Admission and paid the required, non-refundable application fee. Students

who are Conditionally Accepted are eligible to enroll in coursework, but are not eligible to receive financial aid. The purpose of this status is to enable new students to quickly enroll in coursework while waiting for other required documentation to be received by the Office of Admissions.

Full Acceptance:

An undergraduate student who is Fully Accepted has completed the following requirements: 1) Application for Undergraduate Admissions; 2) Application Fee; and 3) Official High School and/or College Transcripts. Students who are Fully Accepted are eligible to enroll in coursework AND eligible to receive financial aid.

File Complete:

When ALL required documents have been received by the Office of Admissions, a student's admissions status is File Complete. Required documents vary depending on the type of undergraduate student. For example, immunization records are required for ALL full-time students and part-time students who are majoring in Nursing or Education. When the immunization records are received by the Office of Admissions, the student's status will be changed to File Complete. Undergraduate students with this status are eligible to enroll in coursework AND eligible to receive financial aid.

Applications and supporting documentation should be on file in the Admissions Office at least 30 days prior to the start of the desired session. Late applications will be processed as quickly as possible, on a space-available basis. Applications and supporting documents are kept on file for one year for non-registered students. According to applicable federal and state laws and regulations, all filed materials become the property and confidential records of the University and cannot be returned to the student.

The Admissions Decision

The final decision is made after all application requirements have been met. The University uses a rolling admission system and applicants are generally notified of their status within two weeks of the receipt of all materials.

International Student Admission

For a complete list of instructions for applying as an F-1 international student at Wilmington University, please visit www.wilmu.edu/admission/international. In addition to the standard admission procedures, international students must submit the following information:

1. **Transcript Evaluation.** Evaluated international credentials reviewed by any agency that is a member of NACES or NAFSA. An evaluation will need to be completed if the transcript is from an institution outside of the United States. If the institution is accredited by a US agency, an evaluation will not need to be completed. If you are not aware of such an agency, please call the Admissions Office for a referral.
2. **Proof of Language Proficiency.** Minimum TOEFL scores of 61 on the internet-based test (IBT) or 173 on the computer-based test (CBT), minimum IELTS score of Band 5.5 or greater, or the successful completion of 12 credit hours that shows college level English-related coursework from an accredited American institution.
3. **Financial Support Documentation.** Notarized affidavit of support and certified original financial documents/bank statements. These documents are evidence of financial ability to pay the costs of education.

If you are entering the United States from another country, upon arrival please immediately make an appointment with your Designated School Official (DSO) and bring with you your original I-20, I-94, Passport and F-1 Student Visa. For any other Visa type applications, please contact your DSO for additional information.

Students who have studied outside of the US are required to complete the Accuplacer Levels of English Language Proficiency (LOEP) test prior to registering for courses.

Nursing Student Admission

Refer to the Academic Program section of this catalog under the category of College of Health Professions.

Readmission

A student who discontinues study in any program for 12 months or more is required to reapply and pay a new application fee. The student must meet all of the admission and program requirements in effect on the date of readmission. A student will not be able to register until the readmission process is completed.

Transfer Student Admission

Wilmington University accepts for transfer a maximum of 75 hours towards a bachelor's degree and 30 hours towards an associate's degree. Different contractual agreements apply at Dover Air Force Base. All credits must be from an accredited institution that is recognized by the Council for Higher Education Accreditation (CHEA), earned with a grade of

“C” or better. A transfer student with a cumulative GPA of less than 2.0 will be interviewed by an academic representative to determine an appropriate course schedule.

All baccalaureate degree programs require a minimum 120 credits, of which 45 credits must be upper division (300-400 level). A minimum of 45 credits must be completed in residence at Wilmington University.

Veteran Admission

Veterans are required to follow all of the standard admission procedures. In addition, veterans must contact the Student Financial Services Office and file the necessary paperwork to establish qualifications for benefits.

Applicants with Felony Convictions

Wilmington University adheres to policies regarding applicants with felony convictions by requiring applicants to submit a description in writing outlining the type of offense, the circumstances of the offense, and the date and jurisdiction of conviction, with the application for admission. The student must complete a background check and submit all requested supporting documentation before the application packet is reviewed by a committee. The process can take 6-8 weeks to complete.

University Policies Regarding Substance Abuse

Wilmington University policies regarding substance abuse are detailed in the Wilmington University Student Handbook that is distributed to all students and on the Wilmington University web site at www.wilmu.edu.

Dismissals from Other Institutions

Wilmington University adheres to policies regarding academic and behavioral dismissals from other institutions by requiring applicants to submit a written description of the situation, outlining the circumstances on the application for admission. In some cases a student may be required to provide documentation from the previous institution outlining the circumstances of the situation. An admission decision is made by the Director of Admissions.

Transcript Waiver Requests

Wilmington University adheres to policies regarding applicants who wish to waive transcripts from previously attended post-secondary institutions. High school transcripts will not be waived for applicants who transfer less than 15 post-secondary credits. Applicants must submit their request in writing to the Director of Admissions. Requests must include the name of the institution, dates of attendance, and the reason for the request. Transcripts may be waived for three reasons: 1) The institution was not accredited at the time of the student's attendance; 2) The institution is no longer in existence and transcripts are unable to be retrieved; and 3) The student withdrew from courses prior to completing one term, as defined by that institution. Requests are reviewed and investigated by the Director of Admissions and can take up to one month to complete.

COLLEGE OF

ARTS AND SCIENCES

Associate of Arts

Liberal Studies

Bachelor of Science

Communication

Liberal Studies

Minors

Art

Drama

History

Literature

Mathematics

Natural Science

Mission Statement

The mission of the College of Arts and Sciences is to give students a diverse foundation in liberal studies that will serve them as life-long, self-directed learners. Liberal Studies degrees offer flexibility in future career choices while individual classes help structure the framework for future academic specialization.

A Bachelor of Science in Communication prepares students for an exciting 21st century job market. We foster the skills of disciplined inquiry, academic integrity, and strong communication as an avenue to academic and professional success. The College of Arts and Sciences teaches students critical thinking to develop their ability to judge information in an increasingly complex and pluralistic society.

LIBERAL STUDIES

ASSOCIATE OF ARTS

Program Philosophy and Objectives

This two-year program is intended for those students who wish to gain a broad background in liberal studies. The Liberal Studies Associate of Arts degree provides a well-rounded academic foundation and exposes students to several specialized areas of study, with the option to transition into any four-year degree program at Wilmington University.

Program of Study

The Associate of Arts degree program in Liberal Studies includes courses in English composition, social studies, mathematics, science, and the humanities. Students are encouraged to structure a core specialization, consisting of 18 credit hours, in an area of interest.

Sixty total credit hours are required for degree completion.

Curriculum

General Education Requirements (42 credits)

BCS 206 Computer Applications in Business

OR

BCS 210 Computer Science

ENG 121 English Composition I

ENG 122 English Composition II

ENG 131 Public Speaking

FIN 101 Financial Literacy

HIS 300 World and Regional Geography

MAT 205 Introductory Survey of Mathematics

PHI 100 Introduction to Critical Thinking

POL 300 American Politics

PSY 101 Introduction to Psychology

OR

SOC 101 Introduction to Sociology

Economics Elective

Fine Art Elective

Select one course with prefix: ART, DRA, LIT, or MUS.

Humanities Elective

Natural Science Elective (SCI 308 excluded)

Electives (or core specialization) (18 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1

BCS 206 or BCS 210

ENG 121

MAT 205

POL 300

PSY 101 or SOC 101

Semester 2

ENG 122

HIS 300

PHI 100

Art Elective

Natural Science Elective

Sophomore

Semester 1

ENG 131

Economics Elective

Humanities Elective

FIN 101

Elective

Semester 2

Elective

Elective

Elective

Elective

Elective

COMMUNICATION

BACHELOR OF SCIENCE

A Degree for the 21st Century

The Bachelor of Science degree in Communication provides students a choice of two concentrations: Integrated Marketing Communication and Media Communication. This multidisciplinary program draws upon courses from multiple colleges, providing students the expertise needed to develop highly desirable skills from the College of Technology in visual communication, digital publishing, and multimedia design, with classes from the College of Business in marketing and public relations and the College of Art and Sciences in technical and news writing, communication theory, and media studies.

Program Philosophy and Objectives

This career-oriented program is practical in its approach rather than theoretical. It caters to the 21st-century Communications professional. It serves the new or veteran Communication practitioner and satisfies the Wilmington University mission by offering real-life skills that stimulate competitiveness in the variety of communication skills. The Communication courses are taught by highly qualified faculty who are practitioners in the field. By utilizing the rich experience of actual communication practitioners, students are prepared to begin or continue their careers.

Students entering the degree program with a work background in a communication field may be considered for competency-based credit. Students new to the communication world have the advantage of earning college credit while working through our Cooperative Education program.

For jobs in Advertising, Broadcasting, Print, Digital Media, Public Relations, Public Service, and more.

Students can specialize in either:

Integrated Marketing Concentration

Integrating Marketing Communication (IMC) is the crafting of recognizable and memorable advertising messages using multiple media formats. The goal is to create a “brand” that is seamless to the customer. Whether the customer is being exposed to the advertising through print, broadcast, or digital formats, the professional strives to create a brand that is unforgettable. The Integrated Marketing objective is to have all of the various advertising modes connect, both visually and logically, in a way that serves both the customer and the

business. Students in the IMC concentration study and produce IMC plans to help them compete in the 21st century marketplace.

Media Communication Concentration

Media Communication (MC) is a large and dynamic work arena where messages are created by professionals on behalf of an organization to efficiently and ethically deliver information to a target audience. Professionals in this field have strong strategic thinking and persuasive skills and are successful in disseminating information to an audience using a combination of information delivery formats, including print, broadcast, and digital. Media communication provides a two-way interactive relationship between the consumer and the information provider. Professionals also know how to monitor an audience’s response in order to maintain a positive connection with that audience. Students in the Media Communication concentration sharpen their skills through practical experience inside and outside the classroom in preparation for an exciting and competitive 21st century job market.

Program Competencies

In addition to the University’s undergraduate graduation competencies, students will demonstrate knowledge, skills, and abilities required to:

Information Literacy

Conduct valid and reliable research using library resources, including subscription services and other sources generally accepted as legitimate and logical.

Information Technology

Analyze requirements for Information Technology systems using the best practices and current methodologies.

Interpret and summarize the technical knowledge in Information Technology necessary to prepare for an entry-level position in the field.

Analyze the aesthetics of design and its importance in the world of communication and technology.

Ethics

Describe the parameters of ethical behavior in communication professions and apply to a hypothetical situation.

Integrated Marketing Communication (Competencies for IMC track only)

Create persuasive position papers, press releases, speeches, journalistic articles, and technical documents.

Describe the marketing process and the role of advertising and promotion in an IMC program.

Assess how various environmental and ethical challenges affect the marketing of products and services.

Evaluate the important role that marketing, advertising and public relations play in relation to meeting the strategic objectives of the organization.

Construct persuasive oral communication to communicate effectively with various constituencies.

Compose a professional technical writing portfolio utilizing standard industry terms and language.

Media Communication (Competencies for MC track only)

Interpret design aesthetics in a media environment and explain its importance in the world of communications and technology.

Demonstrate knowledge in technologies of the web, video, and imagery necessary to prepare for an entry level position in the field of communication.

Apply current industry standards in collaborating, collection management, and generation of marketing materials and supporting documents.

Compose a professional writing portfolio utilizing standard industry terms and language.

Curriculum

General Education Requirements (39 credits)

BCS 206	Computer Operations in Business
OR	
BCS 210	Computer Science
COM 250	Technical Writing
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
MAT 205	Introductory Survey of Mathematics
MAT 308	Inferential Statistics
PHI 100	Introduction to Critical Thinking
POL 300	American Politics
PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology
	Natural science elective (excluding SCI 308)

Communication Core (30 credits)

BMK 305	Marketing
BMK 355	Internet Marketing
COM 300	Communication Theory
COM 310	Legal Aspects of Communication
COM 314	Technical Communications and Project Management
COM 332	Managing Crisis Communications
COM 431	Media and Society
DSN 105	Visual Communications
DSN 121	Digital Publishing Integrated
DSN 210	Digital Image Manipulation

Select one of the following two concentrations:

Integrated Marketing Concentration (24-36 credits)

BMK 220	Principles of Advertising
BMK 222	Public Relations
BMK 300	Design for Marketing
BMK 320	Consumer Behavior
BMK 400	Social Media Marketing
BMK 410	Integrated Marketing Communications
COM 344	Writing and Reporting for the News Media
COM 400*	Co-Op Experience (3-15 credits)

*COM 400, 402, 403, 404, 405 are each assigned a 3-credit value. Students are required to complete a minimum of 6 credit hours for the co-op. (Example: Students register for COM 400 and COM 402 to equal 6 credits.) Additional courses in the series could potentially total 15 credit hours.

Electives (15-27 credits)

Additional course work as needed to meet 120 credits for graduation.

SUGGESTED COURSE SEQUENCE FOR INTEGRATED MARKETING CONCENTRATION

Freshman

Semester 1	Semester 2
BCS 206 or BCS 210	DSN 121
DSN 105	ENG 122
ENG 121	POL 300
MAT 205	PSY 101
PHI 100	Natural Science Elective

Sophomore

Semester 1	Semester 2
COM 250	BMK 220
DSN 210	BMK 305
ECO 105	COM 300
ENG 131	COM 314
SOC 101	MAT 308

Junior

Semester 1	Semester 2
BMK 222	BMK 300
BMK 355	BMK 320
COM 310	COM 344
COM 332	Elective
COM 431	Elective

Senior

Semester 1	Semester 2
BMK 400	COM 400*
BMK 410	Additional course work as needed to meet 120 credits or graduation
Elective	
Elective	
Elective	

*Students with professional or work-related experience may be considered for an alternative to meet the 6-credit minimum Co-op requirement.

Media Communication Concentration (24-36 credits)

BMK 220	Principles of Advertising
COM 245	Writing for the Media
COM 344	Writing and Reporting for the News Media
COM 400*	Co-Op Experience (3-15 credits)
DSN 320	Web Page Design
DSN 401	Publication Design
GMD 105	Audio and Video for Game Design
VMG 307	Streaming Media

*COM 400, 402, 403, 404, 405 are each assigned a 3-credit value. Students are required to complete a minimum of 6 credit hours for the co-op. (Example: Students register for COM 400 and COM 402 to equal 6 credits.) Additional courses in the series could potentially total 15 credit hours.

Electives (15-27 credits)

Additional course work as needed to meet 120 credits for graduation.

SUGGESTED COURSE SEQUENCE FOR MEDIA COMMUNICATIONS CONCENTRATION**Freshman**

Semester 1	Semester 2
BCS 206 or BCS 210	DSN 121
DSN 105	ENG 122
ENG 121	POL 300
MAT 205	PSY 101
PHI 100	Natural Science Elective

Sophomore

Semester 1	Semester 2
COM 245	BMK 220
DSN 210	BMK 305
ECO 105	COM 300
ENG 131	COM 250
SOC 101	MAT 308

Junior

Semester 1	Semester 2
COM 310	COM 344
COM 314	DSN 401
COM 332	GMD 105
COM 431	Elective
DSN 320	Elective

Senior

Semester 1	Semester 2
BMK 355	COM 400*
VMG 307	Additional course work as needed to meet 120 credits for graduation
Elective	
Elective	
Elective	

*Students with professional or work-related experience may be considered for an alternative to meet the 6-credit minimum Co-op requirement.

LIBERAL STUDIES

BACHELOR OF SCIENCE

Program Philosophy and Objectives

This baccalaureate degree is intended for transfer students who have taken courses at several schools and now desire to maximize their prior course work in a degree completion program. Transfer students must have a minimum of 30 transferable college credits to enter this program. Graduates of the Wilmington University Associate of Arts in Liberal Studies may also enroll in this program.

All general University policies concerning the requirements for a bachelor's degree will apply. Students entering the program are required to obtain the approval of an Academic Advisor.

Electives/Minors

Students are encouraged to pursue a concentration of courses in an area of interest or select one of the several available minors offered by Wilmington University. The College of Arts and Sciences provides minors in art, drama, math, science, literature, and history. These minors range from 15-20 credits, and individual courses may require pre-requisites. More information about these minors can be found under the College of Arts and Sciences Minors section of the program guide. Students wishing to pursue a minor or learn about other minors offered by Wilmington University should contact the Student Academic Advising and Success Center.

Program Competencies

Upon completion of the program, each graduating student will:

1. Speak with confidence, clarity, and conciseness.
2. Research, prepare, and deliver professional presentations.
3. Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
4. Correctly and ethically present scholarly writings utilizing the Publication Manual of the American Psychological Association (APA).
5. Exercise critical thinking strategies, including scientific and quantitative reasoning, problem solving, analysis, and evaluation.
6. Access, use, and evaluate information effectively and appropriately.
7. Use technology to effectively locate and communicate information.
8. Apply legal and ethical principles.

Curriculum

The program design consists of two parts: 20 General Education requirements and 20 elective courses. The General Education courses provide a well-rounded academic foundation; the elective courses may be selected to meet individual student goals.

General Education Requirements

(60 credits)

BCS 206	Computer Operations in Business
OR	
BCS 210	Computer Science
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 365	Academic Writing
FIN 101	Financial Literacy
GEN 480	Senior Seminar
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 205	Introductory Survey of Mathematics (or equivalent)
PHI 100	Introduction to Critical Thinking
POL 300	American Politics
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology
Economics Elective	
Experiential Learning (Co-op/Internship/Portfolio/Service Learning) (6 credits)	
History Elective	
Natural science elective	
Select 2 Humanities courses from the following:	
ART, BBM 319, COM 245, CUL, DRA, DSN 110, ENG 360, ENG 365, ETN, HIS 230, HUM, LIT, MUS, PHI, REL, SPA, TEC 215, VMG 311, VMG 312, VMG 313	

Electives/Minors (60 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
BCS 206 OR BCS 210	ENG 122
ENG 121	PSY 101 or SOC 101
MAT 205	Economics Elective
FIN 101	History Elective
PHI 100	Natural Science Elective

Sophomore

Semester 1	Semester 2
ENG 131	ENG 365
Humanities Elective	POL 300
Elective/Minor	Elective/Minor
Elective/Minor	Elective/Minor
Elective/Minor	Elective/Minor

Junior

Semester 1	Semester 2
HUM 360	HUM 361
Humanities Elective	Experiential Learning (6 credits)
Elective/Minor	Elective/Minor
Elective/Minor	Elective/Minor
Elective/Minor	Elective/Minor

Senior

Semester 1	Semester 2
GEN 480	Elective/Minor
Elective/Minor	Elective/Minor

COLLEGE OF ARTS AND SCIENCES MINORS

Purpose

A minor is a coherent program of study which enables an undergraduate degree-seeking student to develop expertise in a second area of study. It may be interdisciplinary. A student must complete a "Change of Major" form to indicate his or her intent to pursue a minor. Students may transfer between 6 and 12 credit hours from another institution. Thus, between 8 and 14 credit hours, depending upon the specific minor, must be taken at Wilmington University in order for the student to be credited with a minor. Upon successful completion of the requirements, a notation is placed on the official transcript.

The College of Arts and Sciences has minors in art, drama, math, science, literature, and history. The minors range from 15 to 20 credits and individual courses may require pre-requisites. Students wishing to pursue a minor in the College of Arts and Sciences should contact Student Academic Advising and Success Center.

Art Minor

(15 credits)

The art minor would allow students from all majors the opportunity to learn and gain experience in the field of art. A minor in art would give a basis for understanding the development and trends of art throughout history as well as gain basic skills within the field of art.

ART 210	Basic Design	(3 credits)
ART 302	Drawing	(3 credits)
ART 304	Painting	(3 credits)
HIS 230	History of Art and Design	(3 credits)
Choose one (1) of the following:		
ART 310	Exploring Art Media	(3 credits)
ART 320	Fine Art Illustration	(3 credits)

Drama Minor (15 credits)

Students choosing this minor will be exposed to drama as it relates to theater, specifically, and to the media, in general. Individuals interested in this minor will learn the basics of acting, directing, set design, and playwriting. The culminating feature of this group of courses will be a student drama production. Skills learned may be transferred over to the industrial and broadcasting mediums. Drama courses are also partially taught at the Wilmington Drama League's theater in North Wilmington.

DRA105 Introduction to the Theater	(3 credits)
DRA 110 Acting I	(3 credits)
DRA 111 Acting II	(3 credits)
DRA 120 Introduction to Directing	(3 credits)
Select one (1) of the following:	
DRA 200 Playwriting	(3 credits)
DRA 220 Performance	(3 credits)

History Minor (18 credits)

The minor in history is designed to further a student's understanding of how human societies evolve as a result of economic, political, cultural, and natural forces. A deeper understanding of human social development may be helpful to those in the behavioral sciences or business fields.

HIS 204 World History	(3 credits)
HIS 316 American History	(3 credits)
Plus any four (4) of the following:	
HIS 300 World and Regional Geography	(3 credits)
HIS 301 Women in History	(3 credits)
HIS 310 20th Century America	(3 credits)
HIS 317 Military History	(3 credits)
HIS 320 Global Civilizations	(3 credits)
HIS 324 Delaware History	(3 credits)
HIS 330 The Holocaust	(3 credits)
POL 300 American Politics	(3 credits)

Literature Minor (18 credits)

The minor in literature provides students the opportunity for further development of their reading comprehension, critical thinking, and writing skills. A literature minor will consist of a survey and evaluation of several literary genres and would be particularly beneficial to those considering graduate school or other professional degrees.

LIT 201 Introduction to Literature	(3 credits)
LIT 205 World/Non Western Literature	(3 credits)
LIT 332 Major American Writers	(3 credits)
LIT 333 African American Writers	(3 credits)
LIT 443 Shakespeare's Plays	(3 credits)
LIT 445 British Literature	(3 credits)

Mathematics Minor (15 credits)

The minor in mathematics is a useful supplement for degrees in business. In the technology-and data-driven 21st century, quantitative literacy and reasoning skills are increasingly important for personal and professional success. The mathematics minor will increase these skills.

MAT 200 Precalculus	(3 credits)
MAT 302 Principles of Statistics	(3 credits)
OR	
MAT 308 Inferential Statistics	(3 credits)
MAT 310 Calculus I	(3 credits)
MAT 311 Calculus II	(3 credits)
MAT 320 Finite Math	(3 credits)

Natural Science Minor (19-20 credits)

The minor in natural science provides students from all majors an opportunity to study the natural sciences as a secondary area of interest. A minor in natural science will allow students to focus their free electives in the area of science and is most appropriate for students who have an interest in science or who plan careers in science-based organizations.

SCI 232 Life and Environmental Science— with lab	(4 credits)
SCI 305 Earth Space Science—with lab	(4 credits)
SCI 312 Physics—with lab	(4 credits)
SCI 315 Applied Chemistry—with lab	(4 credits)
Plus any (1) upper level SCI course (3-4 credits)	

Bachelor of Science

- Accounting
- Accounting and Finance
- Business Management
- Finance
- Finance with Concentration in Environmental Policy
- Human Resource Management
- Marketing
- Organizational Management
- Sports Management

Minors

- Business
- Entrepreneurship and Small Business Management
- Finance
- Global Management
- Human Resource Management
- Management Information Systems

Certificates

- Accounting
- Entrepreneurship/Small Business Management
- Human Resource Management
- Training and Staff Development

Vision

Wilmington University’s College of Business will offer highly respected programs that provide opportunity to all lifelong learners in business practices through a professional faculty, relevant curriculum and individual student support.

Mission

Wilmington University’s College of Business is committed to excellence in teaching by providing business students with practitioner-based faculty who focus on individual guidance and support with professionalism, respect, and integrity for all. The curriculum is based on fundamentals and emerging business practices recognizing the link between community needs and educational instruction. The College of Business remains nimble and current by developing and maintaining strong bonds with both alumni and the business community. Upon graduation, students will have confidently demonstrated the knowledge, skills and ability to solve problems, make meaningful contributions to the workforce, and to serve both their organization and the community at large.

COLLEGE OF BUSINESS POLICIES

Major Field Examination

Business students are required to complete a major field assessment during their capstone course, BBM 402, Strategic Management. This examination assesses the basic knowledge and understanding gained in the core undergraduate business curriculum. Results of the major field assessment are a factor in determining the student’s BBM 402 course grade.

Peregrine Comprehensive Examination

Accounting majors must take the Peregrine Academic Services Comprehensive Exam as a factor in determining the student’s BAC 402 grade.

Prior Learning Assessment (PLA)

Entering students may have acquired sufficient organizational experience to allow granting of credit for specific courses by means of prior learning assessment (PLA). Standard tests, if available, are the required manner of evaluating a student’s prior learning. If appropriate tests are not available, a portfolio development may be approved. The procedure for applying for a PLA for business courses is as follows:

Students should contact the Assessment Coordinator in the College of Online and Experiential Learning or their Academic Advisor to determine the viability of a PLA and the best approach.

If an appropriate test (CLEP, DANTES, etc.) is available for the requested course, the student must take the test and receive a passing grade. Multiple attempts are permitted.

If no appropriate test is available, the course may be eligible for a portfolio development assessment. An academic program chair, in coordination with the Assessment Coordinator, will make the determination if the student’s

experience warrants attempting a portfolio assessment. If warranted, the Assessment Coordinator will outline the process for developing the portfolio.

Business Course Prerequisites

Students are strongly advised to be aware of the prerequisites required of each course they plan to take and to be sure that they have fulfilled these prerequisites before enrolling in a course. The Student Academic Advising and Success Center is eager to help students plan their programs.

Minimum Grade Policy

The College of Business programs require a minimum grade of “C” for program core courses. Students receiving a grade lower than “C” in any required program core course must retake that course. Individual programs may impose additional requirements. Please see the program descriptions below.

Cooperative Learning Experiences

In order to provide students with the opportunity to acquire relevant work experience, six credit hours of cooperative learning experiences are available in most undergraduate business programs. These cooperative experiences are included in the 120 credit degree program. Six programs, Accounting, Accounting and Finance, Business Management, Finance, Human Resource Management and Marketing, have identified two specific core program courses that can be taken as cooperative experiences. Those courses are identified in the Curriculum information under each program. Elective courses may also be structured as co-ops. Each cooperative experience is a semester long and usually the two co-op assignments span two consecutive semesters. In order to be eligible, students must have at least 60 credits and a GPA of 2.5 or higher. All prerequisites must be met for courses in the co-op format as in any other format.

Because each co-op experience is individually designed, students must contact the Director of the Co-Op program and the applicable Program Chair at least one semester prior to beginning the experience to assure appropriate co-op availability and student requirements. The co-op assignment must be approved by the appropriate program chair who will assign a faculty advisor.

ACCOUNTING

BACHELOR OF SCIENCE

Program Purpose

The Bachelor of Science degree program in Accounting is designed to prepare students for entry into careers in public, private, or governmental accounting. The curriculum will provide basic accounting theory with an emphasis on developing analytical skills and technological competency. Experienced certified public accountants and other professionals in the field will address both theoretical and practical issues to enhance employment opportunities in today’s accounting environment.

Program of Study

Course offerings emphasize skills and competencies that will be needed in actual business situations. Students also have the opportunity to pursue internships and cooperative experiences related to the operating practices and policies of actual accounting organizations. In addition, the General Education Requirements courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation.

Wilmington University students benefit from the experience of certified public accountants and other professionals employed in local businesses and governmental agencies. Whether the topic is managerial, financial, or tax accounting, the information shared by professionals actively involved in the accounting field is invaluable to an understanding of practical issues and problems. The classroom atmosphere is generally informal, and student participation is always encouraged. Furthermore, faculty members consider it important to know each of their students, and individual attention is readily available.

Cooperative Learning Experiences

Cooperative learning experiences (co-ops) are available in the Accounting program for BBM 301: Organizational Behavior and BAC 435: Accounting Information Systems. Elective courses may also be structured a co-ops. Each co-op experience is expected to last for two consecutive semesters and earn the student six credits toward their 120-credit degree.

To be eligible for the co-op the student must have completed 60 credits and have a minimum 2.5 GPA. The student must inform the Director of the Co-Op program and the Accounting Program Chair one semester before they would like to begin a co-op assignment.

Program Competencies

In addition to achieving the Wilmington University undergraduate graduation competencies given in the Academic Information section of this catalog, through the completion of the Bachelor of Science degree in Accounting, graduates will be able to:

1. Demonstrate effective information literacy and communication with valid and reliable research.
2. Utilize the ethical principles required in the accounting profession.
3. Prepare and deliver a complete financial statement package presented in a professional format in conformity with generally accepted accounting principles (GAAP).
4. Use technology to efficiently communicate accounting information.

Minimum Grade Policy

Students pursuing a degree in Accounting are required by College of Business policy to attain a minimum grade of “C” for all program core courses. For the purpose of this policy, program core courses are all accounting courses. These courses are designated by the prefix “BAC” and are identified by “*” in the lists below.

Curriculum

General Education Requirements (27 credits)

BCS 206	Computer Applications for Business
ECO 101	Economics I
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select two courses from the following:

PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology
History/Political Science Elective	

Business Core (33 credits)

BAC 101	Accounting I*
BAC 102	Accounting II*
BBM 201	Principles of Management
BBM 301	Organizational Behavior (available as a co-op)
BBM 320	Business Communications
BBM 402	Strategic Management
BMK 305	Marketing
FIN 305	Financial Management
MAT 122	College Math II
MAT 308	Inferential Statistics

Choose one of the following:

BBM 411	Operations and Systems Management
HRM 311	Human Resource Management

Accounting Program Core (39 credits)

The College of Business programs require a minimum grade of “C” for program core courses. Accounting majors receiving a grade lower than “C” in any BAC course (including BAC 101 and 102) must retake that course.

BAC 201	Intermediate Accounting I*
BAC 202	Intermediate Accounting II*
BAC 301	Cost Accounting I*
BAC 302	Cost Accounting II*
BAC 321	Tax Accounting I*
BAC 322	Tax Accounting II*
BAC 401	Advanced Accounting I*
BAC 402	Advanced Accounting II*
BAC 423	Auditing*
BAC 435	Accounting Information Systems (AIS)* (available as a co-op)
BBM 319	Business Ethics
BLA 305	Business Law for Accounting and Finance Majors
ECO 102	Economics II

Free Electives (9 credits; certain courses may be available as a co-op)

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester	2nd Semester
BAC 101	BAC 102
BCS 206	BBM 201
ENG 121	ENG 122
MAT 121	MAT 122
PHI 100	Social Science Elective

Sophomore

1st Semester	2nd Semester
BAC 201	BAC 202
ECO 101	BLA 305
ENG 131	BMK 305
MAT 308	ECO 102
Natural Science Elective	Social Science Elective

Junior

1st Semester	2nd Semester
BAC 301	BAC 302
BAC 321	BAC 322
BBM 411 or HRM 311	BBM 319
BBM 301 (available as a co-op)	BBM 320
HUM 360	HUM 361

Senior

1st Semester	2nd Semester
BAC 401	BAC 402
BAC 423	BAC 435 (available as a co-op)
FIN 305	BBM 402
Free Elective	Free Elective
Free Elective	Humanities Elective

ACCOUNTING AND FINANCE

(INTEGRATED DEGREE)

BACHELOR OF SCIENCE

Purpose

The Bachelor of Science degree program in Accounting and Finance is designed to provide students with a unique blend of insights into financial information. Accountants and finance professionals often view the same data from different vantage points and with different goals. This often leads to a lack of communication between these two sets of professionals within the same organization. Conflicts between preparation and usefulness can arise and while neither side is wrong, a more careful understanding of the other's position will lead to better information being provided to the decision makers of the organization. This program integrates both disciplines with a carefully selected flow of courses that enables the student to interrelate the information provided to make both tactical and strategic decisions. The program provides a competitive advantage for students pursuing careers in either accounting or finance.

Program of Study

This program in the area of accounting and finance gives the student flexibility in both course offerings and career choices. The program of study provides a firm foundation in both accounting and finance. It differs from the University's traditional accounting or finance programs in two ways. It does not require the student to complete courses in advanced accounting (typically required for those pursuing the CPA); however, it provides the option to integrate those courses easily into the program. Similarly, FIN 301, Personal Finance is not required in this program as the emphasis is more in the organizational arena; however, by using a free elective, the student can easily fit this course into her or his course of study.

Cooperative Learning Experiences

Cooperative learning experiences (co-ops) are available in the Accounting and Finance program. Students with a finance concentration can use for FIN 302: Financial Planning and FIN 308: Financial Economics and Instruments for a co-op experience sequence, and students with an accounting concentration can use for BBM 301: Organizational Behavior and BAC 435: Accounting Information Systems. Elective

courses may also be structured a co-ops. Each co-op experience is expected to last for two consecutive semesters and earn the student six credits toward their 120-credit degree.

To be eligible for the co-op the student must have completed 60 credits and have a minimum 2.5 GPA. The student must inform the Director of the Co-Op program and the Accounting and Finance Program Chair one semester before they would like to begin a co-op assignment.

Program Competencies

In addition to achieving the Wilmington University undergraduate graduation competencies given in the Academic Information section of this catalog, graduating students will:

1. Demonstrate effective information literacy and communication with valid and reliable research.
2. By analysis, apply ethical standards as required by accounting and finance professionals.
3. Prepare and deliver a complete financial statement package presented in a professional format in conformity with generally accepted accounting principles (GAAP).
4. Use technology to efficiently communicate accounting information.
5. Integrate financial terms, concepts and theories affecting corporations, brokerage firms, insurance companies and financial institutions (banks, credit unions, pension funds, etc.).

Minimum Grade Policy

Students pursuing a degree in Accounting and Finance are required by College of Business policy to attain a minimum grade of “C” for all program core courses. For the purpose of this policy, program core courses are all accounting courses and finance courses. These courses are designated by the prefix “BAC” and “FIN” and are identified by “*” in the lists below.

Curriculum

General Education Requirements (30 credits)

BCS 206	Computer Applications for Business
ECO 101	Economics I
ECO 102	Economics II
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE – 1650 AD
HUM 361	Human World Views: 1650 AD – Present
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Elective (3 credits)

Select one course from the following:

PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology
History/Political Science Elective	

Business Core (33 credits)

BAC 101	Accounting I*
BAC 102	Accounting II* (Prerequisite(s) : BAC 101)
BBM 201	Principles of Management
BBM 301	Organizational Behavior (available as a co-op)
BBM 320	Business Communications
BBM 402	Strategic Management
BMK 305	Marketing
FIN 305	Financial Management*
MAT 122	College Math II
MAT 308	Inferential Statistics

Choose one of the following:

BBM 411	Operations and Systems Management
HRM 311	Human Resource Management

Accounting and Finance Program Core (42 credits)

The College of Business programs require a minimum grade of “C” for program core courses. Accounting and Finance majors receiving a grade lower than “C” in any BAC course (including BAC 101 and 102) or FIN course (including FIN 305) must retake that course.

BAC 201	Intermediate Accounting I*
BAC 202	Intermediate Accounting II*
BAC 301	Cost Accounting I*
BAC 302	Cost Accounting II*
BAC 321	Tax Accounting I*
BAC 322	Tax Accounting II*
BBM 319	Business Ethics
BLA 305	Business Law for Accounting and Finance Majors
FIN 306	Corporate Finance*
FIN 410	Financial Statement Analysis*

Choose one of the following two courses:

FIN 308	Financial Economics and Instruments* (available as a co-op)
FIN 309	Introduction to Global Derivatives*

Choose two of the following four courses:

BAC 423	Auditing*
FIN 302	Financial Planning* (available as a co-op)
FIN 411	Investments and Security Analysis*
FIN 412	Financial Institution Management*

Choose one of the following two courses:

BAC 435	Accounting Information Systems* (available as a co-op)
MIS 320	Management Information Systems
Free Electives	(6 credits; certain courses may be available as a co-op)

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester	2nd Semester
BAC 101	BAC 102
BCS 206	BBM 201
ENG 121	ENG 122
MAT 121	MAT 122
PHI 100	Social Science Elective

Sophomore

1st Semester	2nd Semester
BAC 201	BAC 202
ECO 101	BLA 305
ENG 131	BMK 305
FIN 305	ECO 102
MAT 308	FIN 306

Junior

1st Semester	2nd Semester
BAC 301	BAC 302
BAC 321	BAC 322
BBM 301 (available as a co-op)	BBM 319
FIN 308 (available as a co-op)	BBM 320
or	HUM 361
FIN 309	
HUM 360	

Senior

1st Semester	2nd Semester
FIN 410	BBM 402
Humanities Elective	Natural Science Elective
BBM 411 or HRM 311	BAC 435
FIN 411 or FIN 412	(available as a co-op)
or	Free Elective**
BAC 423 or MIS 320	Free Elective**
FIN 302* (available as a co-op)	

* Students concentrating in Accounting should choose Auditing (BAC 423).

** Students concentrating in Accounting should enroll in Advanced Accounting I and II (BAC 401 and BAC 402).

BUSINESS MANAGEMENT

BACHELOR OF SCIENCE

Purpose

The Bachelor of Science degree program in Business Management provides courses and business-related in-class experiences for students who intend to pursue careers in business management or apply to graduate school.

Program of Study

Course offerings emphasize rigorous analysis of the concepts and principles that are basic to an understanding of the management field. Course work relates theories and ideas to the operating practices and policies of business organizations. These courses provide a unique opportunity for students to explore the workings of management. As supplemental activities to the traditional classroom format, “hands on” classroom experiences provide an awareness of what really happens in the business world—awareness not easily obtained through conventional lecture methods. In addition, the general education requirements provide a well-rounded academic foundation.

Cooperative Learning Experiences

Cooperative learning experiences (co-ops) are available in the Business Management program for BBM 315: Supervisory Management and HRM 310: Organizational Development. Depending on the co-op experience available and the student’s course completion schedule, other courses such as BBM 301: Organizational Behavior may also be completed as a co-op. Elective courses may also be structured a co-ops. Each co-op experience is expected to last for two consecutive semesters and earn the student six credits toward their 120-credit degree.

To be eligible for the co-op the student must have completed 60 credits and have a minimum 2.5 GPA. The student must inform the Director of the Co-Op program and the Business Management Program Chair one semester before they would like to begin a co-op assignment.

Program Competencies

In addition to achieving the Wilmington University undergraduate graduation competencies given in the Academic Information section of this catalog, each graduating student will be able to:

1. Demonstrate effective information literacy and communication with valid and reliable research.
2. Apply ethical standards as required by business management professionals.
3. Demonstrate effective oral and written communications utilized within various areas of the business environment.
4. Identify and analyze factors critical to business with respect to strategic planning, including human resource management, operations management and globalization.

Curriculum

General Education Requirements (27 credits)

BCS 206	Computer Applications for Business
ECO 101	Economics I
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select two courses from the following:

PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology
History/Political Science Elective	

Business Core (33 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBM 201	Principles of Management
BBM 301	Organizational Behavior (available as a co-op)
BBM 320	Business Communications
BBM 402	Strategic Management
BMK 305	Marketing
FIN 305	Financial Management
MAT 122	College Math II
MAT 308	Inferential Statistics
MIS 320	Management Information Systems

Business Management Program Core (27 credits)

The College of Business programs require a minimum grade of “C” for program core courses. Students receiving a grade lower than “C” in any required program core course must retake that course.

BBM 315	Supervisory Management (available as a co-op)
BBM 370	Global Business Management
BBM 411	Operations and Systems Management
BLA 303	Legal and Ethical Environment of Business
ECO 102	Economics II
FIN 306	Corporate Finance
HRM 310	Organizational Development (available as a co-op)
HRM 311	Human Resource Management

Select a course from the following:

BBM 412	Project Management
FIN 450	International Finance

Business Electives (9 credits; certain courses may be available as a co-op)

Free Electives (12 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester	2nd Semester
BCS 206	BAC 101
ENG 121	ECO 101
MAT 121	ENG 122
PHI 100	MAT 122
Social Science Elective	Natural Science Elective

Sophomore

1st Semester	2nd Semester
BAC 101	BBM 320
BBM 201	FIN 305
ECO 102	HUM 360
ENG 131	Humanities Elective
MAT 308	Social Science Elective

Junior

1st Semester	2nd Semester
BBM 301	BBM 315
(co-op experience is optional)	(co-op experience is optional)
BMK 305	BBM 411
FIN 306	BLA 303
HRM 310	HRM 311
MIS 320	HUM 361

Senior

1st Semester	2nd Semester
BBM 370	BBM 4025
BBM 412 or FIN 450	Business Elective (BBM 190 will satisfy)
Business Elective (internship or co-op experience is optional)	Business Elective (BBM 347 is recommended)
Free Elective	Free Elective
Free Elective	Free Elective

PROFESSIONAL AERONAUTICS CONCENTRATION

Purpose

The Bachelor of Science degree program in Professional Aeronautics offers students with professional or military aviation backgrounds the opportunity to earn college credit for their experience. The program includes practical and theoretical training in the fields of business and aviation management, giving the student the necessary knowledge and skills to compete successfully in the aviation industry.

Program of Study

The program is offered at the New Castle and Dover Air Force Base sites of Wilmington University; however, the four aviation courses are available online or at the Dover Air Force Base site. To qualify for the program, prospective or incoming students must be able to transfer in at least 18 aviation technology credits. These are credits awarded for FAA certifications/licenses (pilot, AandP, etc.) or for documented military experience and technical training (as evidenced on a military transcript). Examples of qualifying military career fields include: aircraft maintenance, air traffic control, loadmaster, flight engineer, and meteorologist. In addition, the general education requirements provide a well-rounded academic foundation.

Program Competencies

In addition to achieving the Wilmington University undergraduate graduation competencies given in the Academic Information section of this catalog, and the Business Management competencies, students will be able to:

1. Apply critical thinking skills to analyze how competition, safety and the government affect the aviation industry.
2. Synthesize effective information from Business Management courses and Aviation Management courses.

Curriculum

General Education Requirements (30 credits)

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HIS 303	History of Aviation
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Elective (3 credits)

Select one course from the following:

PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology

Business Core (33 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBM 201	Principles of Management
BBM 320	Business Communications
BBM 402	Strategic Management
BLA 303	Legal and Ethical Environment of Business
BMK 305	Marketing
FIN 305	Financial Management
MAT 122	College Math II
MAT 308	Inferential Statistics
MIS 320	Management Information Systems

Aviation Program Core (12 credits)

The College of Business programs require a minimum grade of “C” for program core courses. Students receiving a grade lower than “C” in any required program core course must retake that course.

BAM 302	Aviation Safety
BAM 410	Government and Aviation
BAM 411	Airport Management
BAM 412	Airline Management

Concentration

A concentration requires 18–36 transfer credits in aviation technology for documented experience or technical training/certification. (The exact number of credits awarded will vary with the student’s background). Students must have a minimum of 18 aviation technology transfer credits that cannot substitute for any of the courses listed above.

Free Electives

Students receiving less than 33 aviation technology credits must take BBM 370. Students receiving less than 30 aviation technology credits must take BBM 370 and also select one of the following: BBM 411 or HRM 311. Any remaining credits need to fill in the 33-credit hour requirement.

SUGGESTED PROGRAM SEQUENCE

Freshman

Transferred credits

Sophomore

1st Semester	2nd Semester
BCS 206	BAM 302
ECO 105	BBM 201
ENG 121	ENG 122
MAT 121	MAT 122
PHI 100	MIS 320

Junior

1st Semester	2nd Semester
BAC 101	BBM 320
BAM 411	BLA 303
ENG 131	BMK 305
HIS 303	Humanities Elective
MAT 308	Natural Science Elective

Senior

1st Semester	2nd Semester
BAC 102	BAM 412
BAM 410	BBM 402
FIN 305	HUM 361
HUM 360	BBM 370 (if required)
Social Science Elective	BBM 411 or HRM 311 (if required)

FINANCE

BACHELOR OF SCIENCE

Purpose

The Bachelor of Science degree program in Finance is designed to prepare students for careers in: finance, both at the corporate and small business level; financial planning; stock brokerage firms; and financial institutions. The program focuses on providing the student with both practical and theoretical training in the field of finance.

Program of Study

Course offerings focus on skills and competencies that enhance students' knowledge of finance. The program provides a balanced array of course work in finance at the junior and senior levels. Students also have opportunities to pursue internships in various areas of finance. In addition, the general education requirements provide a well-rounded academic foundation.

Wilmington University students benefit from the training and experience of finance professionals who serve as faculty. The classroom atmosphere is conducive to information sharing, creative thinking, and the exploration of areas of personal interest.

Cooperative Learning Experiences

Cooperative learning experiences (co-ops) are available in the Finance program for FIN 302: Financial Planning and FIN 308: Financial Economics and Instruments. Depending on the co-op experience available and the student's course completion schedule, other courses such as BBM 301: Organizational Behavior may also be completed as co-ops. Elective courses may also be structured a co-ops. Each co-op experience is expected to last for two consecutive semesters and earn the student six credits toward their 120-credit degree.

To be eligible for the co-op the student must have completed 60 credits and have a minimum 2.5 GPA. The student must inform the Director of the Co-Op program and the Finance Program Chair one semester before they would like to begin a co-op assignment.

Program Competencies

In addition to achieving the Wilmington University undergraduate graduation competencies given in the Academic Information section of this catalog, this program will provide students a comprehensive curriculum in financial studies (both domestic and international) that includes the theories, principles, and applications of modern financial management.

Graduating students will:

1. Demonstrate effective information literacy and communication with valid and reliable research.
2. Apply ethical standards as required by finance professionals.
3. Integrate financial terms, concepts and theories affecting corporations, brokerage firms, insurance companies and financial institutions (banks, credit unions, pension funds, etc.).
4. Exercise critical thinking skills in the analysis and evaluation of financial information in order to formulate appropriate decisions and recommendations.

Minimum Grade Policy

Students pursuing a degree in Finance are required by College of Business policy to attain a minimum grade of “C” for all program core courses. For the purpose of this policy, program core courses are all finance courses. These courses are designated by the prefix “FIN” and are identified by “*” in the lists below.

Curriculum

General Education Requirements (27 credits)

- BCS 206 Computer Applications for Business
- ECO 101 Economics I
- ENG 121 English Composition I
- ENG 122 English Composition II
- ENG 131 Public Speaking
- HUM 360 Human World Views: 3500 BCE–1650 AD
- HUM 361 Human World Views: 1650 AD–Present
- MAT 121 College Math I
- PHI 100 Introduction to Critical Thinking

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select two courses from the following:

- PSY 101 Introduction to Psychology
- SOC 101 Introduction to Sociology
- History/Political Science Elective

Business Core (33 credits)

- BAC 101 Accounting I
- BAC 102 Accounting II
- BBM 201 Principles of Management
- BBM 301 Organizational Behavior (available as a co-op)
- BBM 320 Business Communications
- BBM 402 Strategic Management
- BMK 305 Marketing
- FIN 305 Financial Management*
- MAT 122 College Math II
- MAT 308 Inferential Statistics

Choose one of the following:

- BBM 411 Operations and Systems Management
- HRM 311 Human Resource Management

Finance Program Core (30 credits)

- BBM 319 Business Ethics
- BLA 305 Business Law for Accounting and Finance Majors
- ECO 102 Economics II
- FIN 301 Personal Finance*
- FIN 302 Financial Planning* (available as a co-op)
- FIN 306 Corporate Finance**
- FIN 410 Financial Reporting and Analysis*
- MIS 320 Management Information Systems

Select one of the following:

- FIN 308 Financial Economics and Instruments* (available as a co-op)
- FIN 309 Introduction to Global Derivatives*

Select one of the following:

- FIN 411 Investment and Security Analysis*
- FIN 412 Financial Institution Management*

*Please note: Upper Level finance (FIN) courses are not offered every semester. Students should plan ahead by completing all prerequisites as soon as possible in order to take the junior and senior level finance courses when they are offered.)

**FIN 305 is the prerequisite to FIN 306, with the exception of the Organizational Management program, which has the prerequisite of BFM 300.

Business Electives (6 credits; certain courses may be available as a co-op)

Suggested:

- BAC 201 Intermediate Accounting I
- BAC 301 Cost Accounting I

Free Electives (12 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester	2nd Semester
BCS 206	BBM 201
ENG 121	ENG 122
MAT 121	MAT 122
PHI 100	Natural Science Elective
Social Science Elective	Social Science Elective

Sophomore

1st Semester	2nd Semester
BAC 101	BAC 102
ECO 101	BMK 305
ENG 131	ECO 102
FIN 301	Business Elective
MAT 308	Business Elective

Junior

1st Semester	2nd Semester
BBM 320	BLA 305
FIN 305	HUM 361
HUM 360	FIN 306
MIS 320	FIN 308 (available as a
FIN 302 (available as a co-op)	co-op) or FIN 309
	Humanities Elective

Senior

1st Semester	2nd Semester
BBM 301 (available as a co-op)	BBM 319
BBM 411 or HRM 311	BBM 402
FIN 410	FIN 411 or FIN 412
Free Elective	Free Elective
Free Elective	Free Elective

FINANCE

BACHELOR OF SCIENCE

Concentration: Environmental Policy

Purpose

The goal of this concentration is to anticipate the future needs of finance professionals as the business world is compelled to consider the operational aspects of environmental concerns. As the country emerges from the current recession and political and societal concerns turn once again to matters affecting the world's climate, one can anticipate challenges to current business models. The finance professionals of this future will be well served if they understand the interrelated issues of basic environmental science, business/financial concerns and political reality. This concentration, which is proactive rather than reactive in terms of demand, attempts to interrelate these three issues; science, business, and politics, so that the graduate is provided with a broad, real-world, perspective which may well be of concern to future employers.

Program of Study

This concentration contains all courses of the traditional finance degree and adds 5 courses (15 credits) for the concentration, utilizing elective credits for the required concentration-specific courses. The concentration comprises two finance courses, two public policy courses, and an economics course. Additionally, SCI 310, Environmental Science is required for the program (it replaces the science elective) and POL 300, American Politics is also required (it replaces one of the two humanities electives). Students wishing to pursue this concentration should pay careful attention to the sequence of courses and the prerequisites required - especially for ECO 450 and FIN 470.

Program Competencies

In addition to the competencies outlined in the finance degree area of the current University catalog, the following concentration specific competencies will apply under the heading: Disciplined Inquiry:

1. Analyze, from a multi-disciplinary perspective, issues affecting business decisions within an environmental sustainability context.
2. Evaluate competing sustainability options from a financial perspective.

Minimum Grade Policy

Students pursuing a degree in Finance are required by College of Business policy to attain a minimum grade of “C” for all program core courses. For the purpose of this policy, program core courses are all finance courses. These courses are designated by the prefix “FIN” and are identified by “*” in the lists below.

Curriculum

(# indicates change from basic Finance Degree)

General Education Requirements (27 credits)

BCS 206	Computer Applications for Business
ECO 101	Economics I
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

Natural Science Requirement (3 Credits)

SCI 310	Environmental Science (Required Science Elective)
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Humanities Elective (3 credits)

Social Science Requirement (3 Credits)

POL 300	American Politics (Required Social Science Elective)
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Social Science Elective (3 credits)

Choose one course from the following:

PSY 101, SOC 101, History

(Social Science reduced from 6 credits due to required POL 300)

Business Core (33 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBM 201	Principles of Management
BBM 301	Organizational Behavior
BBM 320	Business Communications
BBM 402	Strategic Management
BMK 305	Marketing
FIN 305	Financial Management*
MAT 122	College Math II
MAT 308	Inferential Statistics

Choose one of the following:

BBM 411	Operations and Systems Management
HRM 311	Human Resource Management

Finance Program Core (30 credits)

The College of Business programs require a minimum grade of “C” for program core courses. Finance majors receiving a grade lower than “C” in any FIN course (including FIN 305) must retake that course.

BBM 319	Business Ethics
BLA 305	Business Law for Accounting and Finance Majors
ECO 102	Economics II
FIN 301	Personal Finance*
FIN 302	Financial Planning*
FIN 306	Corporate Finance*
FIN 308	Financial Economics and Instruments*
FIN 410	Financial Reporting and Analysis*
MIS 320	Management Information Systems

Choose one of the following:

FIN 411	Investment and Security Analysis*
FIN 412	Financial Institution Management*

*Please note: Upper Level finance (FIN) courses are not offered every semester. Students should plan ahead by completing all pre-requisites as soon as possible in order to take the junior and senior level finance courses when they are offered.

Environment Policy Concentration (15 credits)

ECO 450	Environmental Economics
FIN 309	Introduction to Global Derivatives*
FIN 470	Environmental Finance*
POL 326	Public Policy and Social Issues
POL 370	Energy and Environmental Policy

Free Electives (3 credits: certain courses may be available as a co-op)

Business Electives (6 credits)

Total credits required for the degree: 120

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester	2nd Semester
BAC 101	BAC 102
BCS 206	BBM 201
ENG 121	ENG 122
MAT 121	MAT 122
PHI 100	Social Science Elective

Sophomore

1st Semester	2nd Semester
BLA 305	BMK 305
ECO 101	ECO 102
ENG 131	FIN 302
FIN 301	POL 300
MAT 308	SCI 310

Junior

1st Semester	2nd Semester
BBM 320	BBM 319
FIN 305	FIN 306
HUM 360	FIN 308
MIS 320	HUM 361
POL 326	POL 370

Senior

1st Semester	2nd Semester
BBM 301	BBM 402
ECO 450	BBM 411 or HRM 311
FIN 309	FIN 411 or FIN 412
FIN 410	FIN 470
Humanities Elective	Free Elective

HUMAN RESOURCE MANAGEMENT

BACHELOR OF SCIENCE

Effective Spring 2009, the Society for Human Resource Management (SHRM) confirmed that our HRM degree program is in full alignment with the SHRM HR Curriculum guidelines. Our program meets the core HR topics, as well as elective HR topics determined by the SHRM that ensures universities are offering curricula that prepares HR professionals for the workplace.

Purpose

The objective of the Bachelor of Science degree program in Human Resource Management is to allow students to develop skills that will enable them to gain entry into the field of human resource management. The program includes a general overview of human resource planning, staffing, compensation and benefits, employee/labor relations, and training and development.

Program of Study

The Human Resource Management program combines a significant business management component with an emphasis on developing strong human resource, managerial, and organizational knowledge, skills, and abilities. In addition, students will explore behavioral approaches to deal with organizational and managerial situations. The general education requirements provide a well-rounded academic foundation for the human resources management degree program.

Cooperative Learning Experiences

Cooperative learning experiences (co-ops) are available in the Human Resource Management program for HRM 305: Staffing Organizations and HRM 310: Organizational Development. Depending on the co-op experience available and the student's course completion schedule, other courses such as BBM 301: Organizational Behavior may also be completed as co-ops. Elective courses may also be structured a co-ops. Each co-op experience is expected to last for two consecutive semesters and earn the student six credits toward their 120-credit degree.

To be eligible for the co-op the student must have completed 60 credits and have a minimum 2.5 GPA. The student must inform the Director of the Co-Op program and the Human Resource Management Program Chair one semester before they would like to begin a co-op assignment.

Program Competencies

In addition to achieving the Wilmington University undergraduate graduation competencies given in the Academic Information section of this catalog, graduating students will be able to:

1. Demonstrate effective information literacy and communication skills with valid and reliable research.
2. Apply ethical standards as required by human resource management professionals.
3. Synthesize and apply knowledge of various human resource management issues critically and creatively.
4. Effectively use technology in the field of human resource management to solve basic, as well as, critical issues and problems.

Curriculum

General Education Requirements (27 credits)

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select two courses from the following:

PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology
	History/Political Science Elective

Business Core (33 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBM 201	Principles of Management
BBM 301	Organizational Behavior (available as a co-op)
BBM 320	Business Communications
BBM 402	Strategic Management
BBM 411	Operations and Systems Management
BMK 305	Marketing
FIN 305	Financial Management
MAT 122	College Math II
MAT 308	Inferential Statistics

Human Resource Program Management Core (33 credits)

The College of Business programs require a minimum grade of “C” for program core courses. Students receiving a grade lower than “C” in any required program core course must retake that course.

BLA 303	Legal and Ethical Environment of Business
HRM 300	Labor Relations and Collective Bargaining OR
HRM 490	Internship in Human Resource Management
HRM 305	Staffing Organizations (available as a co-op)
HRM 310	Organizational Development (available as a co-op)
HRM 311	Human Resource Management
HRM 315	Occupational Health, Safety, and Security (prerequisite HRM 311)
HRM 350	International Human Resource Management
HRM 400	Legal Aspects of Human Resource Management (prerequisite HRM 311)
HRM 405	Compensation Administration (prerequisite HRM 311)
HRM 410	Training and Development (prerequisite HRM 311)
HRM 450	Strategic Human Capital Management

HRM/BBM Electives (9 credits: certain courses may be available as a co-op)

Free Electives (6 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester	2nd Semester
BCS 206	BBM 201
ENG 121	ECO 105
MAT 121	ENG 122
PHI 100	MAT 122
Social Science Elective	Natural Science Elective

Sophomore

1st Semester	2nd Semester
BAC 101	BAC 102
BBM 301	BLA 303 (available as a co-op)
BMK 305	HRM 311
ENG 131	Free Elective
HRM/BBM Elective	Free Elective

Junior

1st Semester	2nd Semester
FIN 305	BBM 320
HRM 310 (available as a co-op)	HRM 305 (available as a co-op)
HRM 315	HRM300 or HRM 490
HUM 360	HRM 350
MAT 308	HUM 361

Senior

1st Semester	2nd Semester
HRM 405	BBM 402
HRM 400	BBM 411
HRM 410	HRM 450
HRM/BBM Elective	HRM/BBM Elective
Humanities Elective	Social Science Elective

MARKETING

BACHELOR OF SCIENCE

Purpose

The Bachelor of Science degree program in Marketing is designed for students who desire to pursue any of the many careers in the field of marketing. The program includes a general overview of the following areas: consumer, service and business-to-business market planning, product development, consumer behavior, marketing research, integrated marketing communication (i.e., advertising, public relations, sales promotion and selling), physical distribution, social media marketing and global marketing.

Program of Study

The marketing degree program focuses on strategic, as well as tactical, marketing concepts. It integrates product, price, promotion and physical distribution throughout its courses. Offerings stress the use of modern techniques to investigate, analyze, and solve a wide variety of marketing needs within various environmental challenges and opportunities.

Cooperative Learning Experiences

Cooperative learning experiences (co-ops) are available in the Marketing program for BMK 320: Consumer Behavior and BMK 400: Social Media Marketing. Depending on the co-op experience available and the student's course completion schedule, other courses such as BBM 301: Organizational Behavior may also be completed as co-ops. Elective courses may also be structured a co-ops. Each co-op experience is expected to last for two consecutive semesters and earn the student six credits toward their 120-credit degree.

To be eligible for the co-op the student must have completed 60 credits and have a minimum 2.5 GPA. The student must inform the Director of the Co-Op program and the Marketing Program Chair one semester before they would like to begin a co-op assignment.

Program Competencies

In addition to achieving the Wilmington University undergraduate graduation competencies given in the Academic Information section of this catalog, upon completion of the program, students will:

1. Demonstrate effective information literacy and communication skills with valid and reliable research.
2. Assess how various environmental and ethical challenges affect the marketing of products and services.
3. Appraise the design, implementation, control, and evaluation functions relating to marketing.
4. Evaluate the important role marketing plays in relation to meeting the strategic objectives of the organization.
5. Use a variety of marketing concepts, theories, and tools on both an individual and team basis.

Curriculum

General Education Requirements (27 credits)

BCS 206	Computer Applications for Business
ECO 101	Economics I
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select two courses from the following:

PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology
History/Political Science Elective	

Business Core (33 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBM 201	Principles of Management
BBM 301	Organizational Behavior (available as a co-op)
BBM 320	Business Communications
BBM 402	Strategic Management
BMK 305	Marketing
FIN 305	Financial Management
MAT 122	College Math II
MAT 308	Inferential Statistics

Choose one of the following:

BBM 411	Operations and Systems Management
HRM 311	Human Resource Management

Required Core (24 credits)

BLA 303	Legal and Ethical Environment of Business
BMK 308	Global Marketing
BMK 320	Consumer Behavior (available as a co-op)
BMK 321	Marketing Research
BMK 400	Social Media Marketing (available as a co-op)
BMK 413	Marketing Management
ECO 102	Economics II
MIS 320	Management Information Systems

Marketing Electives (9 credits)

Select three from the following:

BMK 300	Design for Marketing
BMK 306	Principles of Advertising
BMK 307	Public Relations
BMK 310	Business to Business Marketing
BMK 312	Personal Selling
BMK 355	Internet Marketing
BMK 366	Entrepreneurship
SPM 407	Sports Marketing
BMK 410	Integrated Marketing Communications
BMK 460	Current Topics in Marketing
BMK 490	Marketing Internship

Free Electives (9 credits)

Business Electives (6 credits: certain courses may be available as a co-op)

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester	2nd Semester
BCS 206	BBM 201
ENG 121	ECO 101
MAT 121	ENG 122
PHI 100	MAT 122
Social Science Elective*	Free Elective

Sophomore

1st Semester	2nd Semester
BAC 101	BAC 102
BBM 411 or HRM 311	ECO 102
BMK 305	MIS 320
ENG 131	Humanities Elective
Social Science Elective*	Natural Science Elective

*Select two courses from the following:
PSY 101, SOC 101, and History/Political Science Elective

Junior

1st Semester	2nd Semester
BLA 303	BBM 301 (available as a co-op)
BMK 320 (available as a co-op)	BBM 320
FIN 305	BMK 321
HUM 360	HUM 361
MAT 308	Marketing Elective

Senior

1st Semester	2nd Semester
BMK 308	BBM 402
BMK 400 (available as a co-op)	BMK 413
Free Elective	Business Elective
Free Elective	Business Elective
Marketing Elective	Marketing Elective

Marketing with a Concentration in Digital Marketing

The field of marketing is undergoing rapid changes with the dramatically increased use of marketing on the internet especially for social media sites. While traditional marketing knowledge and approaches do apply to internet and social media marketing, new skills are increasingly expected of employees entering these newer areas of marketing. New hires are expected to know how to not only develop and implement marketing plans but also have the skills to do the digital creation of the content such as developing and maintaining company websites and creating digital advertising. The four courses listed below will replace the three marketing electives and one of the business electives and are required for completion of a Marketing degree with a concentration in Digital Marketing.

DSN 121 – Digital Publishing

DSN 210 – Digital Image Manipulation

DSN 220 – Concept Development

DSN 320 – Introduction to Web Design

ORGANIZATIONAL MANAGEMENT

BACHELOR OF SCIENCE

This Fusion program combines online and face-to-face learning and also recognizes prior college-level learning. The program is designed for students who wish to complete their degree in less time than is possible with traditional courses and class schedules.

Purpose

The Bachelor of Science degree program in Organizational Management (BSOM) is a unique degree completion program designed to meet the educational needs of working adults with some college credits from accredited institutions or from work or military experience. The program is conducted in a condensed time frame with an instructional schedule tailored to accommodate busy lifestyles. The program will help students develop the relevant skills needed to manage organizations in today's job market. Students will develop strong communication and leadership skills and develop an ethical approach to business and life.

Program of Study

The BSOM core courses will be conducted in an accelerated format with a sequence of three-credit courses each completed over a five-week period. Most BSOM core courses are in the "hybrid" format with 20 hours of classroom instruction and at least 20 hours of online instruction. Students admitted to the program will typically have completed at least 48 credit hours of college credits from accredited institutions, Prior Learning Assessment, CLEP, DANTES, military experience, or prior work experience in an organization. Exceptions may be made in special cases.

The program courses are offered in a logical sequence and cover most major aspects of organizational management. The program starts with emphasis on organizational behavior, communications, ethics, and human resource management skills and the information systems necessary to coordinate the management of these functions. The sequence continues with emphasis on the management skills needed for marketing, finance, global business challenges, and operations and project management. The program concludes with gaining an understanding of current business situations and problems and

the completion of student projects designed to develop the skills necessary to identify, analyze and make recommendations to solve organizational problems.

Program Competencies

In addition to achieving the Wilmington University undergraduate graduation competencies given in the Academic Information section of this catalog, each graduating student will be able to:

1. Speak with confidence, clarity and conciseness.
2. Research, prepare, and deliver professional presentations.
3. Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
4. Correctly and ethically present scholarly writings utilizing the Publication Manual of the American Psychological Association (APA).
5. Utilize quantitative, qualitative and scientific reasoning for solving problems.
6. Demonstrate effective information literacy and communication with valid and reliable research in an effort to effectively problem solve and make decisions in organizations.
7. Apply ethical standards as required by business management professionals.
8. Evaluate how individuals and groups influence and interact with an organization.
9. Demonstrate an understanding of how individuals and groups influence an organization.

Curriculum

Course Requirements

The BSOM degree requires completion of 120 credit hours of which 39 credits must be in specified general education areas, 39 credits are from the BSOM core courses, 3 credits from an upper level business elective, and 39 credits are free electives.

Program Prerequisites

Prerequisites for admission to the BSOM program require completion of at least 48 college credit hours (or approved prior learning credits).

General Education Courses (39 credits)

Prior to starting the BSOM core of business courses, 15 credits must be completed in the following areas. These may be among the program prerequisites described above.

College Math	3 credits
Computer Operations	3 credits
Economics	3 credits
English	6 credits
(all must be in English composition)	

The BSOM program general education requirements also include acceptable electives in the following areas:

Critical Thinking	3 credits
English	3 credits
Humanities	9 credits
Natural Science	3 credits
Social Science	6 credits

Organizational Management Program Core (39 credits)

The College of Business programs require a minimum grade of “C” for those program core courses indicated with an “*” below. Students receiving a grade lower than “C” in any indicated program core course must retake that course.

BBM 320	Business Communications*
BBM 370	Global Business
BBM 400	Current Topics in Business Leadership
BBM 407	Organizational Project*
BBM 411	Operations Management*
BBM 412	Project Management
FIN 300	Applied Concepts in Accounting and Finance
BLA 303	Legal and Ethical Environment of Business*
BMK 305	Marketing
FIN 304	Applications of Corporate Finance
HRM 310	Organizational Development
HRM 311	Human Resource Management*
MIS 320	Management Information Systems

Business Elective (3 credits)

(Upper level 300-400)

Free Electives (39 credits)

Free electives may include transfer credits, courses from the Wilmington University catalog or approved prior learning assessment credits. The remaining credits may be completed at any time prior to, during, or after completion of the core program requirements.

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
BCS 205 or BCS 206	ENG 122
ENG 121	Humanities Elective
MAT	Social Science Elective
PHI 100	Free Elective
Social Science Elective	Free Elective (BBM 201 recommended)

Sophomore

Semester 1	Semester 2
ENG or LIT Elective	ECO 101 or ECO 105
Humanities Elective	HRM 310
Natural Science Elective	Humanities Elective
Free Elective	Free Elective
Free Elective	Free Elective

Junior

Semester 1	Semester 2
BBM 320	BLA 303
HRM 311	FIN 300
MIS 320	BMK 305
Free Elective	Free Elective
Free Elective	Free Elective

Senior

Semester 1	Semester 2
BBM 370	BBM 400
BBM 411	BBM 407
BBM 412	Upper Level
FIN 304	Business Elective
Free Elective	Free Elective
	Free Elective

SPORTS MANAGEMENT

BACHELOR OF SCIENCE

Purpose

The Bachelor of Science degree program in Sports Management provides students with the knowledge and practical experience necessary for a career in sports management. Upon completion of the program, students will be able to seek employment in a variety of organizations, including professional sports organizations, collegiate sports, business, and non-profit organizations.

Program of Study

Students receive a broad-based, personalized education in sports management. The program, which integrates theory with practical internship requirements, develops students for the opportunities available in sports management. In addition to the sports management curriculum, the program includes a strong business management component, providing students with the skills necessary to succeed in the corporate areas of this field. The degree program offers students a variety of hands-on experiences which enhance their opportunities for career choices. Also, the general education requirements provide a well-rounded academic foundation.

Program Competencies

In addition to achieving the Wilmington University undergraduate graduation competencies given in the Academic Information section of this catalog, upon completion of the Sports Management program, the graduate will be able to:

1. Demonstrate effective information literacy and communication skills with valid and reliable research.
2. Apply ethical standards as required by sports management professionals.
3. Evaluate differences between sports management, sports marketing, and sports finance within the firm.
4. Analyze how the legal system impacts the fields of amateur and professional sports.
5. Demonstrate an understanding of strategic planning in budgeting, marketing, and promotions in athletics at the college and professional levels, and in public and recreational organizations.
6. Recognize the diversity and societal impact of sports in the past and present day society.

Curriculum

General Education Requirements (27 credits)

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

Humanities Elective (6 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select two courses from the following:

PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology
History/Political Science Elective	

Business Core (33 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBM 201	Principles of Management
BBM 301	Organizational Behavior
BBM 320	Business Communications
BBM 402	Strategic Management
MIS 320	Management Information Systems
FIN 305	Financial Management
MAT 122	College Math II
MAT 308	Inferential Statistics

Choose one of the following:

BBM 411	Operations and Systems Management
HRM 311	Human Resource Management

Sports Management Program Core (30 credits)

The College of Business programs require a minimum grade of “C” for program core courses. Students receiving a grade lower than “C” in any required program core course must retake that course.

SPM 301	Legal and Ethical Issues in Sports
SPM 302	Sociology of Sports
SPM 305	Sports Management I
SPM 306	Sport Media Relations
SPM 405	Sports Management II
SPM 406	Sport Facilities Management and Planning
SPM 407	Sports Marketing and Promotions
SPM 408	Financing Sport Operations
SPM 490	Sports Management Internship I
SPM 491	Sports Management Internship II

Sports Management Business Electives (6 credits)

Recommended electives in this category are as follows:

PSY 353	Sports Psychology
SPM 200	Science of Coaching
SPM 210	Sports in America
SPM 304	Current Issues in Sports Management

Free Electives (9 credits)

Note: Spanish fluency can be of great value in a number of sports management positions. Students should consider the following courses as their elective choices:

SPA 301	Practical Spanish 1
SPA 302	Practical Spanish 2
SPA 306	Spanish for Business and Finance

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester	2nd Semester
BCS 206	BBM 201
ENG 121	ECO 105
MAT 121	ENG 122
PHI 100	Natural Science Elective
Social Science Elective	Social Science Elective

Sophomore

1st Semester	2nd Semester
BAC 101	BAC 102
ENG 131	BBM 320
MAT 122	BBM 411 or HRM 311
MIS 320	SPM 301
SPM 305	Humanities Elective

Junior

1st Semester	2nd Semester
SPM 407	FIN 305
HUM 360	HUM 361
MAT 308	SPM 306
SPM 405	SPM 490
SPM 302	Free Elective

Senior

1st Semester	2nd Semester
BBM 301	BBM 402
SPM 406	SPM 408
Free Elective	SPM 491
SPM/Business Elective	Free Elective
SPM/Business Elective	SPM/Business Elective

BUSINESS MINORS

All undergraduate students pursuing a non-business degree have the option of choosing a minor in business. Students interested in earning a business minor should discuss additional requirements with their Academic Advisor. Students may transfer a maximum of 30% of the coursework required for a minor.

Business Minor (27 credits)

This general option includes the following courses:

BAC 101	Accounting I
BAC 102	Accounting II
BBM 320	Business Communications
BMK 305	Marketing
ECO 101	Economics I
ECO 102	Economics II
FIN 305	Financial Management
MAT 308	Inferential Statistics

Select one of the following:

BBM 412	Project Management
FIN 450	International Finance

Entrepreneurship and Small Business Management Minor (18 credits)

This minor is available to business and non-business students alike who wish to add an entrepreneurship and small business management focus to their career path or program of study. The following courses are required:

BBM 350	Introduction to E-Commerce
BBM 351	Small Business Management
BLA 310	Small Business Law
BMK 366	Entrepreneurship
FIN 410	Small Business Finance
HRM 311	Human Resources Management

Finance Minor (21-24 credits)

This minor is available to business and non-business students alike who wish to add a finance focus to their career path or utilize knowledge of finance to achieve personal goals.

BAC 101	Accounting I
FIN 302	Financial Planning
FIN 305	Financial Management
FIN 306	Corporate Finance

Select one of the following:

FIN 411	Investments and Security Analysis
FIN 412	Financial Institution Management

Select one of the following:

ECO 105	Fundamentals of Economics
ECO 101/102	Economics I and II*

Select one of the following:

MAT 121	College Math I*
MAT 202	Mathematics for Teachers II
MAT 205	History and Principles of Mathematics

* Business students complete these requirements through their major.

Global Management Minor (18 credits)

This minor is available to business and non-business students alike who wish to add a global management focus to their career path or program of study. The following courses are required.

BBM 370	Global Management
BBM 401	International Communication
BMK 308	Global Marketing
ECO 350	International Trade and Economics
FIN 450	International Finance
HRM 350	International Human Resource Management

Human Resource Management Minor (18 credits)

Students in degree programs have the option of pursuing a minor in Human Resource Management, which will provide students with an overview of the field of human resources. The following courses are required:

Core Credits (15 credits)

HRM 305	Staffing Organizations
HRM 311	Human Resource Management
HRM 350	International HRM
HRM 400	Legal Aspects of Human Resource Management
HRM 410	Training and Development

HRM Minor Electives (3 credits)

Student can choose ONE of the following 5 courses:

HRM 310	Organizational Development
HRM 312	Computer Applications in Human Resources
HRM 321	Organizational Communication
HRM 340	The Adult Learner
HRM 405	Compensation Administration

Management Information Systems Minor (21 credits)

Students in degree programs have the option of pursuing a minor in Management Information Systems. In an era of expanding technology, this minor will assist decision makers with their use of computer-generated information. This option includes the following courses:

ISM 110	Information Systems Theory and Practice
ISM 330	Business Intelligence
ISM 400	Analysis and Logical Design
ISM 410	Physical Design and Implementation with DBMS
ISM 420	Data Modeling and Warehousing
ISM 450	Project Management and Practice
SEC 210	Principles and Practices of Information Security

BUSINESS CERTIFICATES

Post-Bachelor's Certificate in Accounting (36 credits)

The certificate was designed to concentrate exclusively on the skills and knowledge needed for entry-level accounting positions or the Uniform CPA or CMA Examinations. This certificate includes a core curriculum of 12 classes (36 credits). Students must earn a minimum grade of "C" in each BAC course, and no more than 6 credits may be transferred into the certificate program. BAC 101 and 102 are prerequisites for the certificate. Students actively pursuing a bachelor's degree at Wilmington University will be permitted to enroll in the certificate program, but will not receive a certificate until the completion of the degree program.

Post-Bachelor's Certificate in Accounting Courses

BAC 201	Intermediate Accounting I
BAC 202	Intermediate Accounting II
BAC 301	Cost Accounting I
BAC 302	Cost Accounting II
BAC 321	Tax Accounting I
BAC 322	Tax Accounting II
BAC 401	Advanced Accounting I
BAC 402	Advanced Accounting II
BAC 423	Auditing
BAC 435	Accounting Information Systems
BBM 319	Business Ethics
BLA 305	Business Law for Accounting and Finance Majors

Certificate in Entrepreneurship/ Small Business Management (15 credits)

The certificate program in Entrepreneurship/Small Business Management is targeted to the existing business owner. The certificate requires successful completion of five courses that the student chooses from a menu of eight (see list below).

Select five courses from the following:

BBM 315	Supervision
BBM 351	Small Business Management
BBM 411	Operations Management
BLA 310	Small Business Law
BMK 311	Sales Force Management
BMK 366	Entrepreneurship
FIN 310	Small Business Finance
HRM 311	Human Resource Management

Up to six (6) transfer credits will be accepted for the Certificate in Entrepreneurship/Small Business Management.

Human Resource Management Certificate (30 credits)

Individuals who wish to work in the field of human resources may pursue the Human Resource Management Certificate. The certificate concentrates on the core courses in the Human Resource Management Bachelor of Science degree. Interested students can continue immediately into the bachelor's degree program.

ENG 121	English Composition I
BBM 201	Principles of Management
BBM 301	Organizational Behavior
BBM 320	Business Communications
HRM 311	Human Resource Management
HRM 400	Legal Aspects of Human Resource Management

HRM Certificate Electives (9 credits)

Select three courses from the following:

HRM 300	Labor Relations and Collective Bargaining
HRM 305	Staffing Organizations
HRM 310	Organizational Development
HRM 320	Safety in the Workplace
HRM 321	Organizational Communication
HRM 350	International Human Resource Management
HRM 405	Compensation Administrations

HRM Certificate Free Elective (3 credits)

Up to six (6) transfer credits will be accepted for the Human Resource Management Certificate. Out of the six (6) credits, only one course (3 credits) can be a human resource management class.

Training and Staff Development Certificate (15 credits)

All students are eligible to pursue a certificate in Training and Staff Development; however, it is recommended that they have some experience in the areas of human resource management, training and development, and organizational communication. Students wishing to receive the Training and Staff Development certificate are required to complete the five courses listed below.

Training and Staff Development Certificate Courses

HRM 310	Organizational Development
HRM 311	Human Resource Management
HRM 321	Organizational Communication
HRM 340	The Adult Learner
HRM 410	Training and Development

(Prerequisite(s): HRM 311)

Up to six (6) transfer credits will be accepted for the Training and Staff Development Certificate.

Associate of Science

Early Childhood Education

Bachelor of Science

Career and Technical Education

Early Care and Education (Birth – Grade 2)

Elementary Education (Grades K – 6)

Middle Level Education (Grades 6 – 8)

About the college of education

The College of Education at Wilmington University prepares more educators for Delaware schools than any other institution of higher education. The College is a Teach for America center and provides programming and field supervision for a new cohort of Teach-for-America (TFA) corps-members each year. (TFA is a highly selective program that attracts graduates of colleges and universities from across the country.) The College also attracts substantial numbers of students who are preparing to pursue careers as professional educators in Maryland, Pennsylvania, and New Jersey.

Programs in the College of Education range from an associate’s degree in Early Care and Education to doctoral degrees with concentrations in higher education leadership, organizational leadership, and school district leadership. In addition to teacher preparation degrees in early childhood education, elementary and middle school teaching, special education, and secondary teaching, the College offers degrees and courses of study in a variety of specialized educational areas such as school counseling, school leadership, educational technology, career and technical education, instruction, gifted and talented education, reading, and teaching English to speakers of other languages. At any given time there are about 1,000 Wilmington University students doing supervised fieldwork in schools throughout Delaware and the region.

Vision

We believe that effective professional educators must also be learners—learners who want to share challenging ideas and successful practices with their colleagues. Educators prepared at Wilmington University believe in the importance of hard work and persistence, and in reflecting on and improving the quality of that work. They are committed to collaborating with parents, colleagues, and community stakeholders. They want to create teaching/learning environments that support personal development, which stimulate intellectual growth and high levels of student achievement, and which encourage creativity. We try to maintain a climate of high expectations, caring, and respect for the worth of every individual. We view ourselves as “Professional Partners, Creating Environments for Learning.”

Mission

The College of Education at Wilmington University prepares educators to work successfully with children from birth through adolescence, and to work closely and effectively with all education stakeholders. Our programs prepare candidates to work effectively with students with a wide variety of learning needs and diverse cultural, socioeconomic and linguistic backgrounds. An important goal of our programs is the translation of theory into practice. All programs are standards-driven. All programs emphasize the importance of data-based decision making, practical experiences in classrooms and schools, content knowledge, knowing and understanding learner needs, and the application of research-based best practices.

Conceptual framework

The College of Education Conceptual Framework reflects the vision and mission of the University and articulates the College's philosophy and goals. The Conceptual Framework is the fundamental theoretical architecture upon which all degree programs are based. The framework includes eight specific Program Attributes essential for the preparation of effective educators. These attributes appear on every course syllabus.

The complete Conceptual Framework can be found on the Wilmington University website, at www.wilmu.edu/education/clinicalstudies/conceptframework.aspx

Accreditation

Wilmington University is a private, non-profit institution that is fully accredited by the Middle States Association of Colleges and Schools. The College of Education is accredited through 2021 by CAEP (the Council for Accreditation of Educator Preparation) under NCATE Standards (National Council for the Accreditation of Teacher Education). In addition, all teacher preparation and school/district leadership degree programs are nationally recognized. All degree programs offered by the College of Education are also approved by the Delaware Department of Education. Consequently, the College of Education reserves the right to modify degree requirements to comply with any licensure/certification or regulatory changes mandated by the Delaware Professional Standards Board, the Delaware State Department of Education, or the Delaware State Legislature.

Background checks

A Criminal Background Check (CBC) is required for all field placements associated with College of Education degrees (e.g., practica, course-related fieldwork, student teaching, internships, residencies, etc.). This includes a background check by the FBI and the Delaware State Police, and clearance through the Delaware Child Protection Registry (DCPR). This process must be completed PRIOR to submitting applications for placements. No applications for clinical placements can be considered until all CBC and DCPR reports have been received. Details about this process are explained at www.wilmu.edu/education/clinicalstudies/backgroundcheck.aspx.

Admission requirements for undergraduate teacher preparation programs approved for state licensure and/or certification

In addition to satisfying general requirements for admission to Wilmington University, applicants for admission to teacher preparation programs approved for state licensure and/or certification are required by state law to demonstrate mastery of general knowledge, including the ability to read, write, and compute, by achieving a score deemed to be college-ready on a test of general knowledge normed to the college-bound population.

This program-entry requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS # 5712, 5722, and 5732) or on other approved tests of general knowledge that satisfy Delaware Department of Education regulations. For complete information about Delaware tests and score requirements for educators, go to this website: regulations.delaware.gov/AdminCode/title14/1500/1510.shtml#TopOfPage

Test codes and minimum score requirements for the ETS Core Series are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

For more information about ETS exams (including how to register), go to: www.ets.org/praxis/

This requirement takes effect July 1, 2014 and applies to the following undergraduate degree programs:

- Bachelor of Science in Career and Technical Education
- Bachelor of Science in Early Childhood Education (Birth-Grade 2)
- Bachelor of Science in Elementary Education (K-6)
- Bachelor of Science in Middle Level Education (Grades 6-8, All Concentrations)

Note: Students who were enrolled at Wilmington University prior to July 1, 2014 have until July 1, 2015 to provide evidence that this standard has been met.

CAREER AND TECHNICAL EDUCATION

BACHELOR OF SCIENCE

This program is approved by the Delaware Department of Education

Purpose

The purpose of the Bachelor of Science in Career and Technical Education is to provide opportunities for candidates to earn a bachelor's degree and/or certification as a Skilled and Technical Sciences teacher. In addition to the necessary coursework, a candidate must also satisfactorily document at least six (6) years of full-time work experience/training in his or her particular career area in order to be considered for Delaware Skilled and Technical Sciences certification. The courses in the program will provide career and technical teachers with the necessary skills to be successful in the classroom.

Admission Requirements

In addition to the General Admission Requirements listed for each degree program offered in the College of Education, applicants for admission to undergraduate degree programs approved for state licensure and/or certification must meet Delaware's minimum, state-mandated program-entry standards.

Beginning July 1, 2014, undergraduate degree applicants must demonstrate mastery of general knowledge, including the ability to read, write, and compute, by achieving a score deemed to be college-ready on a test of general knowledge normed to the college-bound population. The general knowledge requirement can be met by achieving minimum passing scores on the following exams:

ETS Praxis Series Core Academic Skills for Educators

ETS 5712 Reading minimum passing score: 156

ETS 5722 Writing minimum passing score: 162

ETS 5732 Mathematics minimum passing score: 150

For more information about testing for Delaware educators go to: www.regulations.delaware.gov/AdminCode/title14/1500/1510.shtml#TopOfPage

For more information about ETS exams (including how to register), go to: www.ets.org/praxis/

ETS test takers must designate Wilmington University and the Delaware Department of Education as score recipients. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports, including all sub-score reports. Please note that the Delaware Department of Education will NOT accept paper copies of score reports.

Program of Study

The courses available in the Bachelor of Science program in Career and Technical Education combine rich and varied course offerings that include core courses and education courses for education majors as well as specific education courses tailored to career and technical program teachers. The College of Education at Wilmington University reserves the right to modify requirements to comply with any licensure/certification changes mandated by the Delaware State Department of Education. The program must be completed within six years. The College of Education sets the grade of "C" as the lowest grade that is acceptable in any required teacher preparation course.

Program Competencies

The College of Education has 14 Program Competencies derived from the Delaware Professional Teaching Standards and the College of Education Conceptual Framework. Candidates for the BS in Career and Technical Education will demonstrate the knowledge, skills, and dispositions required to:

1. Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.
2. Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of adolescent development and learning.
3. Adapt instruction for diverse learners based on an understanding of how students differ.
4. Demonstrate proficiency in oral and written communication.
5. Create a learning environment that fosters active engagement, self-motivation, and positive interaction by understanding individual and group behavior.
6. Design instruction based upon knowledge of the disciplines, students, the community, and Delaware's content standards to demonstrate knowledge of instructional planning.
7. Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.
8. Use multiple assessment strategies for the continuous development of students.
9. Pursue opportunities to improve teaching and thereby enhance professional growth.

10. Collaborate with colleagues, parents/guardians, and members of the business community to support student learning and well-being and demonstrate knowledge of the role of the school in the community.
11. Use educational technology as an instructional and management tool.
12. Understand and maintain standards of the professional conduct guided by legal and ethical principles.
13. Demonstrate dispositions expected of beginning teachers.
14. Obtain and retain successful employment in the profession of education.

Curriculum

General Education Requirements (42 credits)

- BCS 206 Computer Applications for Business
or
BCS 210 Computer Science
or
FYE 101 for students entering with less than 15 credits
ENG 121 English Composition I
ENG 122 English Composition II
ENG 320 Advanced Composition
or
Course in technical writing
MAT 201 Math for Teachers I
MAT 202 Math for Teachers II
HUM 360 Human World Views: 3500 BCE–1650 AD
HUM 361 Human World Views: 1650 AD–Present
PHI 100 Introduction to Critical Thinking
Natural Science Elective
Six credits to be selected from:
PSY 101 Introduction to Psychology
History or Political Science Elective
Six credits to be selected from:
BBM 201 Principles of Management
BBM 319 Business Ethics
DSN 120 Desktop Publishing
DSN 110 Fundamentals of Drawing
ECO 105 Fundamentals of Economics
ENG 360 Creative Writing
ENG 365 Academic Writing
Fine Arts, Foreign Language, Literature, Music, Philosophy, Communications courses

Education Core(48 credits)

- EDC 400 Educational Psychology*
EDC 401 Career and Technical Education Instructional Technology*

- EDC 402 Career and Technical Education Advanced Curriculum Design
EDC 403 History and Regulations of Career and Technical Education
EDC 404 Career and Technical Education Guidance Practices
EDC 405 Career and Technical Education: Community and Business Relations
EDC 406 Career and Technical Education Assessment and Course Construction*
EDC 407 Career and Technical Student Organizations*
EDC 410 Multicultural Education*
EDC 411 Methods of Teaching Career and Technical Education I*
EDC 412 Career and Technical Education Classroom Management*
EDC 413 Methods of Teaching Career and Technical Education II*
EDC 414 Student Testing and Evaluation
EDU 102 E-folio
EPY 401 Teaching Diverse Populations and Exceptional Children*
RDG 301 Teaching of Reading/Writing
RDG 305 Reading in the Content Areas

*Courses required for Initial Delaware Teacher Certification

Supervised Clinical Experience (6 credits)

- EDC 420 Clinical Component for Career and Technical Education Teachers

Note: All three sections of PRAXIS (core) must be taken and passed before taking EDC 420

Education Electives (12 credits)

Free Electives (12 credits)

Other electives approved by Program Coordinator:

- NOCTI Competency Exam in specific career area— up to 18 credits
- Appropriate trade school courses— up to 18 credits
- Appropriate manufacturers' service school courses— up to 12 credits
- DOE approved apprenticeship, military, or trade school/extension
- DOE approved industry certification (ASE)
- National Center for Construction Education and Research Instructor Certification Course
- DOE approved instructor's certification course(s)
- DOE approved test-based Professional Municipal License
- DOE approved test-based Professional Municipal License Preparation Course
- Post-secondary courses in the occupational area to be taught

EARLY CHILDHOOD EDUCATION

ASSOCIATE OF SCIENCE

Purpose

The Associate of Science degree program in Early Childhood Education prepares students to work primarily as paraprofessionals (instructional aides, teaching associates, teaching assistants) in the public schools, or as teachers in private preschool and child care settings. Upon completion of the Associate of Science degree, a student may elect to continue studies to earn a Bachelor of Science degree in Early Care and Education.

Program of Study

The program begins with courses designed to introduce students to basic principles of child growth and development and psychology. Courses follow in the area of language development and literacy, methods of teaching, and assessment. The centrality of the family and community in the life of the child is emphasized throughout the program. Classroom management and assessment strategies are studied in separate courses and are also integrated into courses and fieldwork. As a final course in the program, an internship in an approved setting is required. A minimum of sixty (60) total credits is required for degree completion.

Program Competencies

1. Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structures of early childhood education.
2. Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.
3. Adapt instruction for diverse learners based on an understanding of how students differ.
4. Demonstrate proficiency in oral and written communication.
5. Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.

6. Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.
7. Use multiple assessment strategies for the continuous development of students.
8. Pursue opportunities to improve teaching and thereby enhance professional growth.
9. Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and well-being and demonstrate knowledge of the role of the school in the community.
10. Understand and maintain standards of professional conduct guided by legal and ethical principles.
11. Demonstrate dispositions expected of beginning teachers.

Clinical Requirements

Internship placements for students must be arranged and approved through the College of Education, Office of Clinical Studies. Applications for placements must be submitted electronically and are due in the Office of Clinical Studies by August 1 for spring semester placements and February 1 for fall semester placements.

A criminal background check and Child Protection Registry clearance are required for ECE 216, Internship in Early Childhood Education.

Curriculum

General Education Requirements

(18 credits)

ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology

Art Elective

(3 credits)

Select three credits from:

ART 101, 202, 210, 245, 301, 302, 304, 310, 315; DRA 105, 110, 140, 200, 307, 330; DSN 110; MUS 101, 201; TEC 215

Natural Science Elective

(3-4 credits)

May be three (3) or four (4) credit hours for AS degree. Must be four (4) credit hours to transfer to the BS in Early Care and Education (Birth-Grade 2) program.

Behavioral Science Core

(6 credits)

PSY 333	Psychology of the Exceptional Child
PSY 336	Child Development

Education Core (18 credits)

- ECE 202 Professional Issues in Early Childhood
- ECE 206 Family Development and Service Systems
- ECE 211 Language Arts in Early Childhood Programs
- ECE 214 Creating Environments for Learning
- EPY 301 Assessment of Exceptional Children and IEPs
- RDG 300 Language Development and Early Literacy

Clinical Component (12 credits)

- ECE 203 Methods of Teaching Art, Music, and Movement
- ECE 204 Integrated Methods: Language Arts, Social Studies, Science, and Math
- ECE 216 Internship in Early Childhood Education

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
ECE 202	ECE 206
ENG 121	ECO 105
MAT 205	ENG 122
PHI 100	EPY 301
PSY 101	PSY 336

Sophomore

Semester 1	Semester 2
ECE 203	ECE 216
ECE 204	PSY 333
ECE 211	Art Elective
ECE 214	Natural Science Elective
RDG 300	

EDUCATION STUDIES

BACHELOR OF SCIENCE

This is the entry-level major for all students seeking a Bachelor's degree in education at Wilmington University. All new and transfer Bachelor's degree candidates entering the College of Education on or after July 1, 2014 will automatically be enrolled as Education Studies majors. (Students who entered before July 1, 2014 will have until July 1, 2015 to pass all sections of Praxis (core). After that date, majors will be changed to Education Studies until Praxis (core) is passed.)

The Education Studies degree is designed for those who want to work with children and youth in positions that do not require state licensure/certification, or who may want to enter a teacher licensure/certification program at a later date, or who may want to gain a strong general foundation in areas such as learning theory, educational psychology, child development, and education best practices in preparation for a variety of other occupations and career paths.

The Education Studies degree provides students with three possible areas of concentration: Early Childhood Education (birth – grade 2), Elementary Education (grades K-6), and Middle Level Education (grades 6-8). Students choosing the Middle Level Education concentration will also choose a major and a minor content area, combining any of the following: English, Social Studies, Mathematics, or Science.

Education Studies degrees do not qualify recipients for state licensure and/or certification.

Licensure/Certification Option

Once admitted to the Education Studies degree program, students have the option of remaining in that major and completing the Bachelor of Science in Education Studies, or, upon achieving standardized test scores that meet minimum standards set by the Delaware Department of Education, applying for admission to a parallel teacher licensure/certification program. Education Studies majors should contact an Academic Advisor or the Program Chair to learn more about this option and about the process of application and acceptance into a licensure/certification program.

After May 31, 2014, applicants for admission to any teacher licensure/certification program must achieve passing scores on all three tests in the ETS Praxis Series Core Academic Skills for Educators.

Test	Minimum Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

Information about these tests can be accessed at www.ets.org/praxis/about/core.

Education Studies majors who change to a licensure/certification program will not lose any course credits, because all education courses that were successfully completed in the Education Studies degree are transferable to a parallel licensure/certification degree program and concentration (Early Childhood, Elementary, or Middle Level). However, an overall Grade Point Average (GPA) of 3.00 is required in order for candidates to enroll in the final, clinical phase of all teacher licensure/certification programs (student teaching and internships).

EARLY CARE AND EDUCATION (BIRTH – GRADE 2): 120 CREDITS

Program Requirements

Candidates are expected to complete all requirements associated with the Bachelor of Science in Education Studies with a concentration in Early Care and Education (Birth – Grade 2). Candidates must register for and complete EDU 102 E-folio and EDU 203 Instructional Technology as initial courses in the program. These courses are pre-requisites for all other education courses. In EDU 203, candidates will learn more about the importance and usefulness of E-folio and will also learn to use a variety of technology applications designed to enhance teaching and learning. The grade of C- is the minimum grade accepted for all College of Education core courses (ECE, EDU, RDG, and EPY).

Parallel Curriculum

The curriculum for the B.S. in Education Studies, Early Childhood Education (Birth – Grade 2) is the same as for the B.S. in Early Childhood Education (Birth – Grade 2), EXCEPT that no clinical/methods courses are included.

See notes below.

General Education Requirements (54 credits)

BCS 206	Computer Applications for Business
or	
FYE 101	First Year Experience
ECO 105	Fundamentals of Economics

ENG 121	English Composition I
ENG 122	English Composition II
ENG 320	Advanced Composition
HIS 204	World History
HIS 300	World and Regional Geography
HIS 316	American History
HIS 320	Global Civilizations
MAT 201	Mathematics for Teachers I
MAT 202	Mathematics for Teachers II
MAT 304	Mathematics for Teachers III
PHI 100	Introduction to Critical Thinking
POL 300	American Politics
SCI 232	Life and Environmental Science with Lab (4 credits)
SCI 305	Earth and Space Science with Lab (4 credits)
SCI 307	Physical Science with Lab (4 credits)

Fine Arts Electives (6 credits)

Select 2 courses from:

ART 101, 202, 210, 245, 301, 302, 304, 310, 315; DRA 105, 110, 140, 200, 307, 330; DSN 110; MUS 101, 201; TEC 215

Social and Behavioral Science Course (12 credits)

PSY 101	Introduction to Psychology
PSY 330	Infant and Toddler Development
PSY 333	Psychology of the Exceptional Child
PSY 336	Child Development

Required Education Courses (29 credits)

ECE 202	Professional Issues in Early Childhood
ECE 205	Parent, Family, and Community Interactions
ECE 206	Family Development and Service Systems
ECE 214	Creating Environments for Learning
EDU 102	E-folio (0 credit)
EDU 203	Instructional Technology
RDG 300	Language Development and Early Literacy (2 credits)
ECE 201	Health, Safety, and Nutrition
EPY 301	Assessment of Exceptional Children and IEPs
EPY 306	Educational Psychology and Assessment
EPY 401	Teaching Diverse Populations/Exceptional Children

Electives: To meet the 120 credits requirement, to be determined in consultation with the Program Chair or Academic Advisor

NOTES

Education Studies majors may NOT register for any of the following courses:

ECE 203	Methods of Teaching Art, Music, and Movement (PRAXIS (core)/II required)
ECE 204	Integrated Methods for Language Arts, Social Studies, English, and Math (PRAXIS (core)/II required)

ECE 450	Student Teaching (3.0 GPA, background checks, health certificates, and PRAXIS (core)/II required)
EDU 390	Practicum I (PRAXIS (core) and TB certificate required)
EDU 391	Practicum II (PRAXIS (core) and TB certificate required)
EDU 392	Practicum III (PRAXIS (core) and TB certificate required)
EDU 402	Integrated Approaches to Teaching Elementary Language Arts/Reading (PRAXIS (core) / PRAXIS II required)
EDU 403	Integrated Approaches to Teaching Elementary Social Sciences (PRAXIS (core) / PRAXIS II required)
EDU 404	Integrated Approaches to Teaching Elementary Science (PRAXIS (core) / PRAXIS II required)
EDU 405	Integrated Approaches to Teaching Elementary Math (PRAXIS (core) / PRAXIS II required)
EDU 407	Integrated Approaches to Teaching Middle Level Language Arts/Reading (PRAXIS (core) / PRAXIS II required)
EDU 408	Integrated Approaches to Teaching Middle Level Social Studies (PRAXIS (core) / PRAXIS II required)
EDU 409	Integrated Approaches to Teaching Middle Level Science (PRAXIS (core) / PRAXIS II required)
EDU 410	Integrated Approaches to Teaching Middle Level Mathematics (PRAXIS (core) / PRAXIS II required)
EDU 451	Student Teaching (3.0 GPA, background checks, health certificates, and PRAXIS (core) / PRAXIS II required)
EDU 499	Clinical Assessment in the Classroom (taken along with ECE 450 or EDU 451)
RDG 401	Methods of Teaching Language/Literacy (PRAXIS (core)/ PRAXIS II required)

Enrollment in the above courses requires admission to a teacher licensure/certification program and some or all of the following: health and/or TB certificates, passing scores on Praxis exams, State of Delaware and F.B.I. criminal background checks, clearance by the Delaware Child Protection Registry, and approval from the Office of Clinical Studies.

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
BCS 206 or FYE 101	ENG 122
EDU 102	HIS 204
EDU 203	MAT 202
ENG 121	PSY 101
MAT 201	SCI 232
PHI 100	

Sophomore

Semester 1	Semester 2
ECO 105	ECE 202
MAT 304	ECE 205
PSY 336	EPY 301
SCI 305	PSY 330
EDU 202	SCI 307

Junior

Semester 1	Semester 2
ECE 206	ENG 320
ECE 214	EPY 401
EDU 304	HIS 300
EPY 306	HIS 316
PSY 333	Fine Arts Elective

Senior

Semester 1	Semester 2
Elective	Elective
Elective	Elective
HIS 320	Elective
POL 300	Elective
Fine Arts Elective	Elective

ELEMENTARY EDUCATION(K-6): 120 CREDITS

Program Requirements

Candidates are expected to complete all requirements associated with the Bachelor of Science in Education Studies with a concentration in Elementary Education K-6. Candidates must register for and complete EDU 102 E-folio and EDU 203 Instructional Technology as initial courses in the program. These courses are pre-requisites for all other education courses. In EDU 203, candidates will learn more about the importance and usefulness of E-folio and will also learn to use a variety of technology applications designed to enhance teaching and learning. The grade of D is the minimum grade accepted for all College of Education core courses (ECE, EDU, RDG, and EPY).

Parallel Curriculum

The curriculum for the Bachelor of Science in Education Studies, Elementary Education K-6 is the same as for the Bachelor of Science in Elementary Education, K-6, EXCEPT that no clinical/methods courses are included. See notes below.

General Education Requirements

(51 credits)

BCS 206	Computer Applications for Business
OR	
FYE 101	First Year Experience
ECO 105	Fundamentals of Economics
ENG 121	English Composition I

ENG 122	English Composition II
HIS 300	World and Regional Geography
HIS 316	American History
HIS 320	Global Civilizations
MAT 201	Mathematics for Teachers I
MAT 202	Mathematics for Teachers II
MAT 304	Mathematics for Teachers III
PHI 100	Introduction to Critical Thinking
POL 300	American Politics
PSY 101	Introduction to Psychology
SCI 232	Life and Environmental Science with Lab
SCI 305	Earth and Space Science with Lab
SCI 307	Physical Science with Lab

Fine Arts Electives (6 credits)

Select 2 courses from:

ART 101, 202, 210, 245, 301, 302, 304, 310, 315; DRA 105, 110, 140, 200, 307, 330; DSN 110; MUS 101, 201; TEC 215

Behavioral Science Core (6 credits)

PSY 333 Psychology of the Exceptional Child
PSY 336 Child Development

Education Core (36 credits)

ECE 214	Creating Environments for Learning
EDU 102	E-folio Portfolio
EDU 202	School Involvement with Families and Community
EDU 203	Instructional Technology
EDU 304	Health and Physical Education
EDU 310	Applied Behavior Analysis and Classroom Culture
EDU 311	Assistive Technology
EPY 301	Assessment of Exceptional Children and IEPs
EPY 306	Educational Psychology and Assessment
EPY 401	Teaching Diverse Populations/ Exceptional Children
RDG 300	Language Development and Early Literacy
RDG 301	Teaching of Reading/Writing
RDG 302	Literature for Children
RDG 306	Diagnosis and Correction of Reading Difficulties

Electives: To meet the 120 credits requirement, to be determined in consultation with the Program Chair or Academic Advisor

NOTES

Education Studies majors may NOT register for any of the following courses:

ECE 203	Methods of Teaching Art, Music, and Movement (PRAXIS (core) / PRAXIS II required)
ECE 204	Integrated Methods for Language Arts, Social Studies, English, and Math (PRAXIS (core) / PRAXIS II required)
ECE 450	Student Teaching (3.0 GPA, background checks, health certificates, and PRAXIS (core) / PRAXIS II required)
EDU 390	Practicum I (PRAXIS (core) and TB certificate required)
EDU 391	Practicum II (PRAXIS (core) and TB certificate required)
EDU 392	Practicum III (PRAXIS (core) and TB certificate required)
EDU 402	Integrated Approaches to Teaching Elementary Language Arts/Reading (PRAXIS (core) / PRAXIS II required)
EDU 403	Integrated Approaches to Teaching Elementary Social Sciences (PRAXIS (core) / PRAXIS II required)
EDU 404	Integrated Approaches to Teaching Elementary Science (PRAXIS (core) / PRAXIS II required)
EDU 405	Integrated Approaches to Teaching Elementary Math (PRAXIS (core) / PRAXIS II required)
EDU 407	Integrated Approaches to Teaching Middle Level Language Arts/Reading (PRAXIS (core) / PRAXIS II required)
EDU 408	Integrated Approaches to Teaching Middle Level Social Studies (PRAXIS (core) / PRAXIS II required)
EDU 409	Integrated Approaches to Teaching Middle Level Science (PRAXIS (core)/ PRAXIS II required)
EDU 410	Integrated Approaches to Teaching Middle Level Mathematics (PRAXIS (core) / PRAXIS II required)
EDU 451	Student Teaching (3.0 GPA, background checks, health certificates, and PRAXIS (core) / PRAXIS II required)
EDU 499	Clinical Assessment in the Classroom (taken along with ECE 450 or EDU 451)
RDG 401	Methods of Teaching Language/Literacy (PRAXIS (core)/ PRAXIS II required)

Enrollment in the above courses requires admission to a teacher licensure/certification program and some or all of the following: health and/or TB certificates, passing scores on Praxis exams, State of Delaware and F.B.I. criminal background checks, clearance by the Delaware Child Protection Registry, and approval from the Office of Clinical Studies.

SUGGESTED PROGRAM SEQUENCE

FRESHMAN

Semester 1	Semester 2
BCS 206 or FYE 101	ENG 122
EDU 102	HIS 300
EDU 203	HIS 316
ENG 121	MAT 202
MAT 201	RDG 300
PHI 100	

SOPHOMORE

Semester 1	Semester 2
ECO 105	EDU 202
MAT 304	EPY 301
PSY 336	EPY 306
SCI 232	RDG 302
Fine Arts Elective	SCI 305

JUNIOR

Semester 1	Semester 2
ECE 214	EDU 310
PSY 101	EDU 311
PSY 333	HIS 320
RDG 301	POL 300
Fine Arts Elective	SCI 307

SENIOR

Semester 1	Semester 2
EDU 304	Elective
EPY 401	Elective
RDG 306	Elective
Elective	Elective
Elective	Elective

MIDDLE LEVEL EDUCATION (GRADES 6-8):

120 CREDITS

Program Requirements

Candidates are expected to complete all requirements associated with the Bachelor of Science in Education Studies with a concentration in Middle Level Education (Grades 6-8). Candidates must register for and complete EDU 102 E-folio and EDU 203 Instructional Technology as initial courses in the program. These courses are pre-requisites for all other education courses. In EDU 203, candidates will learn more about the importance and usefulness of E-folio and will also learn to use a variety of technology applications designed to enhance teaching and learning. The grade of D is the minimum grade accepted for all College of Education core courses (ECE, EDU, RDG, and EPY).

Parallel Curriculum

The curriculum for the B.S. in Education Studies, Middle Level Education (Grades 6-8) is the same as for the B.S. in Middle Level Education (Grades 6-8) EXCEPT that no clinical/methods courses are included. See notes below.

General Education Requirements

(31 credits)

BCS 206	Computer Applications for Business
or	
FYE 101	First Year Experience I
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HIS 204	World History
HIS 320	Global Civilizations
HUM 360	Human World Views (3500 BCE–1650 AD)
OR	
HUM 361	Human World Views (1650 AD–present)
PHI 100	Introduction to Critical Thinking
SCI 232	Life and Environmental Science

Fine Arts Elective

(3 credits)

Select 1 course from:

ART 101, 202, 210, 245, 301, 302, 304, 310, 315; DRA 105, 110, 140, 200, 307, 330; DSN 110; MUS 101, 201; TEC 215

Social and Behavioral Science Courses

(6 credits)

PSY 332	Adolescent Development
PSY 333	Psychology of the Exceptional Child

Required Education Courses

(27 credits)

EDU 102	E-folio (0 credit)
EDU 202	School Involvement with Families and Community (2 credits)

EDU 203	Instructional Technology
EDU 303	Contemporary Theories and Practices in Middle Level Education
EDU 306	Effective Teaching Strategies
EDU 312	Integrated Curriculum in Schools
EDU 313	Classroom Culture and Student Behavior
EPY 302	Educational Assessment
EPY 303	Advising, Mentoring and Counseling Techniques
EPY 401	Teaching Diverse Populations and Exceptional Children
RDG 305	Reading in the Content Areas

Content Area Courses (39-42 credits)

See catalog under B.S. in Middle Level Education (Grades 6-8) for sixteen possible major/minor combinations in mathematics, English, science and social studies, and lists of approved courses.

Electives To meet the 120 credits requirement, to be determined in consultation with the Program Chair or Academic Advisor

NOTES

Education Studies majors may NOT register for any of the following courses:

ECE 203	Methods of Teaching Art, Music, and Movement (PRAXIS (core)/II required)
ECE 204	Integrated Methods for Language Arts, Social Studies, English, and Math (PRAXIS (core)/II required)
ECE 450	Student Teaching (3.0 GPA, background checks, health certificates, and PRAXIS (core)/II required)
EDU 390	Practicum I (PRAXIS (core) and TB certificate required)
EDU 391	Practicum II (PRAXIS (core) and TB certificate required)
EDU 392	Practicum III (PRAXIS (core) and TB certificate required)
EDU 402	Integrated Approaches to Teaching Elementary Language Arts/Reading (PRAXIS (core)/II required)
EDU 403	Integrated Approaches to Teaching Elementary Social Sciences (PRAXIS (core)/II required)
EDU 404	Integrated Approaches to Teaching Elementary Science (PRAXIS (core)/II required)
EDU 405	Integrated Approaches to Teaching Elementary Math (PRAXIS (core)/II required)
EDU 407	Integrated Approaches to Teaching Middle Level Language Arts/Reading (PRAXIS (core)/II required)
EDU 408	Integrated Approaches to Teaching Middle Level Social Studies (PRAXIS (core)/II required)
EDU 409	Integrated Approaches to Teaching Middle Level Science (PRAXIS (core)/II required)
EDU 410	Integrated Approaches to Teaching Middle Level Mathematics (PRAXIS (core)/II required)

EDU 451	Student Teaching (3.0 GPA, background checks, health certificates, and PRAXIS (core)/II required)
EDU 499	Clinical Assessment in the Classroom (taken along with ECE 450 or EDU 451)
RDG 401	Methods of Teaching Language/Literacy (PRAXIS (core), II required)

Enrollment in the above courses requires admission to a teacher licensure/certification program and some or all of the following: health and/or TB certificates, passing scores on Praxis exams, State of Delaware and F.B.I. criminal background checks, clearance by the Delaware Child Protection Registry, and approval from the Office of Clinical Studies.

SUGGESTED PROGRAM SEQUENCE

FRESHMAN

Semester 1	Semester 2
BCS 206 or FYE 101	EDU 303
EDU 102	ENG 122
EDU 203	HIS 204
ENG 121	PHI 100
MAT 121 or MAT 205	Minor

SOPHOMORE

Semester 1	Semester 2
ECO 105	EPY 303
ENG 131	PSY 332
Concentration	Concentration
Concentration	Concentration
Minor	Minor

JUNIOR

Semester 1	Semester 2
EPY 302	EDU 312
PSY 333	EDU 313
RDG 305	HUM 360 or HUM 361
Concentration	Concentration
Concentration	Concentration
	Elective

SENIOR

Semester 1	Semester 2
EDU 202	HIS 320
EDU 306	Concentration/Minor
EPY 401	Elective
Fine Art Elective	Elective
Minor	Elective

EDUCATION

BACHELOR OF SCIENCE

THIS IS A LICENSURE/CERTIFICATION PROGRAM WITH ADMISSION RESTRICTIONS.

Admission into this program requires students to submit a complete and official Praxis Series Core Academic Skill for Educator score report that meets the passing scores set by the Delaware Department of Education.

Students who have not taken the Praxis Series Core Academic Skills for Educator should apply to the appropriate parallel Educations Studies program.

Upon submitting a complete and official Praxis Series Core Academic Skills for Educator score report that meets the passing scores set by the Delaware Department of Education students will be automatically transitioned into the appropriate parallel licensure/certification program.

The Bachelor of Science degree programs in Education are approved by the Delaware Department of Education. Any changes that are mandated or legislated will be implemented as soon as possible. Students will be notified of any changes that affect program requirements.

Purpose

The purpose of the Bachelor of Science degree in Education is to prepare students for teaching positions in schools serving children from birth through grade 8. Students choose a teaching concentration that leads to certification in either Early Care and Education (Birth through Grade 2), Elementary Education (Grades K-6), or Middle Level Education (Grades 6-8).

Program of Study

The three programs available in the Bachelor of Science program in Education combine rich and varied course offerings with extensive, supervised field experiences. Many faculty members are current practitioners (teachers, counselors, content area specialists, administrators); all faculty members have had professional experience in public schools. General Education Requirements courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation. Supervised field experiences are an integral part of the teacher preparation program. Field experiences begin during the student's first year and continue through the final, clinical semester. Starting Fall 2013, teacher candidates must pass all sections of the PRAXIS (core): Reading, Mathematics, and Writing (or relevant exemption test) prior to registration for the first clinical experience, Practicum I (EDU 390) and

the appropriate PRAXIS II (see individual concentrations for the appropriate PRAXIS II) tests prior to admission to the required methods courses for the specific program in which the candidate is enrolled.

Program Competencies

The College of Education has 14 program competencies derived from the Delaware Professional Teaching Standards and the College of Education Conceptual Framework. Teacher candidates will demonstrate knowledge, skills, and dispositions required to:

1. Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.
2. Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.
3. Adapt instruction for diverse learners based on an understanding of how students differ.
4. Demonstrate proficiency in oral and written communication.
5. Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.
6. Design instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards to demonstrate knowledge of instructional planning.
7. Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.
8. Use multiple assessment strategies for the continuous development of students.
9. Pursue opportunities to improve teaching and thereby enhance professional growth.
10. Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and well-being and demonstrate knowledge of the role of the school in the community.
11. Use educational technology as an instructional and management tool.
12. Understand and maintain standards of professional conduct guided by legal and ethical principles.
13. Demonstrate dispositions expected of beginning teachers.
14. Obtain and retain successful employment in the profession of education.

Outcomes Assessment

Assessment of knowledge components and performance competencies is accomplished through satisfactory attainment of specific course objectives; successful completion of assignments linked to program competencies and graduation competencies; practicum evaluations from advisors and mentors; student teaching evaluations from clinical advisors, supervising teachers, and mentors; the completion and presentation of a professional portfolio; and post-graduation surveys.

Clinical Requirements

Applicants for student teaching must meet required application procedures and deadlines. Applications for student teaching must be submitted electronically to the Office of Clinical Studies; applications are due by October 1 for spring semester placements, or by March 1 for fall semester placements. Applications for student teaching do not replace the need to register for the student teaching course. The following are also required:

1. A cumulative GPA of 3.0 before receiving a student teaching placement (ECE 450 or EDU 451)
2. A portfolio documenting achievement of program competencies for graduation
3. Completion of all course prerequisites
4. A completed Health and TB form
5. A criminal background check and Child Protection Registry clearance
6. Passing scores on PRAXIS (core) and PRAXIS II
7. Co-registration in EDU 499
8. The College of Education sets a minimum grade of "C" for all Education core courses (ECE, EDU, RDG, and EPY).

Completion of the student teaching requirement is contingent upon the successful completion of an electronic portfolio documenting satisfactory achievement of all program competencies.

Field and Clinical Experience Requirements:

Practicum Courses

These courses require 35 hours of field experience in an approved school/clinical placement in addition to the required seminar classes. The 35 hours of field experience will take place in the specific county where the student attends the seminars. A sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old) and a completed CPR (Child Protection Registry Form) are required. For students entering the program as of Fall 2013, passing PRAXIS (core) scores are required.

Student Internship / Teaching

Internship placements are determined by the Office of Clinical Studies in conjunction with school district partnerships. Requirements for Internship include the following: Passing PRAXIS (core) and PRAXIS II scores, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and completed health form.

PRAXIS Testing Requirements

All students must meet Delaware minimum score requirements on all three sections of the PRAXIS (core) in order to register for the first clinical experience, Practicum I (EDU 390) and the appropriate PRAXIS II (see individual concentrations for the appropriate PRAXIS II) test prior to registering for any of the following courses in the Bachelor of Science program:

ECE 203, 204 EDU 402, 403, 404, 405, 407, 408, 409, 410
RDG 401

Students should designate Wilmington University as a score recipient at the time the tests are taken, and also provide the College of Education with a paper copy of the ETS score report. The ETS score report must include all scores and subscores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle) prior to registering for any of the courses listed above.

Teacher Dispositions and Values

A significant element of programs for the preparation of teachers deals with developing candidates' skills in working with students from a wide variety of diverse backgrounds and with students who also may present a wide variety of exceptionalities. Clinical experiences (practica, internships, student teaching) in the B.S. program require candidates to interact with students of both genders, students with exceptionalities (including students whose first language is not English), and students whose socioeconomic, racial, language, geographic and ethnic backgrounds are different from their own.

A second area of importance for teacher candidates is to ensure that they work with students, families, and communities in ways that reflect the dispositions expected of teachers as delineated in professional, state, and institutional standards. B.S. candidates must recognize, develop, and model dispositions that are expected of beginning teachers.

In order to assess a teacher candidate's dispositions and values, the College of Education administers the "Inventory of Beginning Teacher's Dispositions" and "Multicultural Inventory" during clinical courses in the undergraduate program.

Because of the importance accorded to these surveys, teacher candidates are expected to participate fully and to comply with these tasks as assigned.

EARLY CARE AND EDUCATION (BIRTH-GRADE 2)

BACHELOR OF SCIENCE

THIS IS A LICENSURE/CERTIFICATION PROGRAM WITH ADMISSION RESTRICTIONS.

Admission into this program requires students to submit a complete and official Praxis Series Core Academic Skill for Educator score report that meets the passing scores set by the Delaware Department of Education.

Students who have not taken the Praxis Series Core Academic Skills for Educator should apply to the appropriate parallel Educations Studies program. Upon submitting a complete and official Praxis Series Core Academic Skills for Educator score report that meets the passing scores set by the Delaware Department of Education students will be automatically transitioned into the appropriate parallel licensure/certification program.

This program is nationally recognized by the National Association for the Education of Young Children (NAEYC) and by the National Council for Accreditation of Teacher Education (NCATE).

Admission

In addition to satisfying general requirements for admission to Wilmington University, effective July 1, 2014, applicants for admission to this degree program are required by state regulation to demonstrate mastery of general knowledge. This program-entry requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS # 5712, 5722, and 5732). For complete information about Delaware tests and score requirements for educators, go to this website: regulations.delaware.gov/AdminCode/title14/1500/1510.shtml#TopOfPage

Test codes and minimum score requirements for the ETS Core Series are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

For more information about ETS exams (including how to register), go to: www.ets.org/praxis/

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Science degree with a concentration in Early Care and Education, including both course work and clinical experiences. Teacher candidates starting their program in Fall 2013 or after must pass (using Delaware minimum score requirements) all sections of the PRAXIS (core): Reading, Mathematics and Writing (or relevant exemption test) prior to registration for the first clinical experience, Practicum I (EDU 390) and the PRAXIS II test (20021: Education of the Young Child) prior to registration for the methods courses (ECE 203, ECE 204, and RDG 401). Teacher candidates should designate Wilmington University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and subscores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle). Teacher candidates are required to register for EDU 102, E-Folio, as the initial course in the program as this course will allow them to document various course requirements needed to satisfy individual program competencies. In that course, teacher candidates will learn how to use the E-folio to record their program data. The first course that is required as a pre-requisite for all other education courses is EDU 203, Instructional Technology. In this course, teacher candidates will learn to use a variety of technological applications and venues to enhance instruction. The College of Education sets a required minimum grade of "C-" for all Education core courses (ECE, EDU, RDG, and EPY).

*Please be advised that in order to achieve "Highly Qualified Status" in the state of Delaware for grades K-6, the teacher candidate must also pass the 5031 PRAXIS II: Elementary Education. This test cannot be used in lieu of 20021: Education of the Young Child to fulfill program requirements for Early Child Care and Education.

Field and Clinical Experience Requirements

Practicum Courses

These courses require 50 hours of field experience in an approved school/clinical placement in addition to the required seminar classes. The 50 hours of field experience will usually take place in the specific county where the student attends the seminars. A sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year

old) and a completed CPR (Child Protection Registry Form) are required. For students entering the program as of Fall 2013, passing PRAXIS (core) scores are required.

Student Internship / Teaching

Internship placements are determined by the Office of Clinical studies in conjunction with school district partnerships. Registration for Internship/Student Teaching requires prior approval from the Office of Clinical Studies and includes the following minimum requirements: 3.00 cumulative GPA, passing PRAXIS (core) and PRAXIS II scores, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and a completed health form.

Curriculum

General Education Requirements (54 credits)

BCS 206	Computer Application for Business
or	
FYE 101	First Year Experience
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 320	Advanced Composition
HIS 204	World History
HIS 300	World and Regional Geography
HIS 316	American History
HIS 320	Global Civilizations
MAT 201	Mathematics for Teachers I
MAT 202	Mathematics for Teachers II
MAT 304	Mathematics for Teachers III
PHI 100	Introduction to Critical Thinking
POL 300	American Politics
SCI 232	Life and Environmental Science with Lab
SCI 305	Earth and Space Science with Lab
SCI 307	Physical Science with Lab

Fine Arts Electives (6 credits from the following):

ART 101, 202, 210, 245, 301, 302, 304, 310, 315; DRA 105, 110, 140, 200, 307, 330; DSN 110; MUS 101, 201; TEC 215

Behavioral Science Core (12 credits)

PSY 101	Introduction to Psychology
PSY 330	Infant and Toddler Development
PSY 333	Psychology of the Exceptional Child
PSY 336	Child Development

Education Core(30 credits)

ECE 201	Health, Safety, and Nutrition
ECE 202	Professional Issues in Early Childhood
ECE 205	Parent, Family, and Community Interactions
ECE 206	Family Development and Service Systems
ECE 214	Creating Environments for Learning
EDU 102	E-folio Portfolio

EDU 203	Instructional Technology
EPY 301	Assessment of Exceptional Children and IEPs
EPY 306	Educational Psychology and Assessment
EPY 401	Teaching Diverse Populations/Exceptional Children
RDG 300	Language Development and Early Literacy

Clinical Components (24 credits)

ECE 203	Methods of Teaching Art, Music, and Movement
ECE 204	Integrated Methods: Language Arts, Social Studies, Science, and Math
ECE 450	Student Teaching
EDU 390	Practicum I
EDU 391	Practicum II
EDU 392	Practicum III
EDU 499	Clinical Assessment in the Classroom [This course must be taken in conjunction with ECE 450 Student Teaching.]
RDG 401	Methods of Teaching Language/Literacy

SUGGESTED PROGRAM SEQUENCE

FRESHMAN

Semester 1	Semester 2
BCS 205 or FYE 101	EDU 390
EDU 102	ENG 122
EDU 203	HIS 204
ENG 121	MAT 202
MAT 201	PSY 101
PHI 100	SCI 232

SOPHOMORE

Semester 1	Semester 2
ECO 105	ECE 201
EDU 391	ECE 202
MAT 304	ECE 205
PSY 336	EPY 301
RDG 300	PSY 330
SCI 305	SCI 307

JUNIOR

Semester 1	Semester 2
ECE 206	ENG 320
ECE 214	EPY 401
EDU 392	HIS 300
EPY 306	HIS 316
PSY 333	Fine Arts Elective

SENIOR

Semester 1	Semester 2
ECE 203	ECE 450
ECE 204	EDU 499
HIS 320	
POL 300	
RDG 401	
Fine Arts Elective	

ELEMENTARY EDUCATION (GRADES K–6)

BACHELOR OF SCIENCE

THIS IS A LICENSURE/CERTIFICATION PROGRAM WITH ADMISSION RESTRICTIONS

Admission into this program requires students to submit a complete and official Praxis Series Core Academic Skill for Educator score report that meets the passing scores set by the Delaware Department of Education.

Students who have not taken the Praxis Series Core Academic Skills for Educator should apply to the appropriate parallel Educations Studies program. Upon submitting a complete and official Praxis Series Core Academic Skills for Educator score report that meets the passing scores set by the Delaware Department of Education students will be automatically transitioned into the appropriate parallel licensure/certification program.

This program is nationally recognized by the Association for Childhood Education International (ACEI) and by the National Council for Accreditation of Teacher Education (NCATE).

Admission

In addition to satisfying general requirements for admission to Wilmington University, effective July 1, 2014, applicants for admission to this degree program are required by state regulation to demonstrate mastery of general knowledge. This program-entry requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS # 5712, 5722, and 5732). For complete information about Delaware tests and score requirements for educators, go to this website: regulations.delaware.gov/AdminCode/title14/1500/1510.shtml#TopOfPage

Test codes and minimum score requirements for the ETS Core Series are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

For more information about ETS exams (including how to register), go to: www.ets.org/praxis/

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Science degree with a concentration in Elementary Education K–6, including both course work and clinical experiences. Teacher candidates are required to register for EDU 102, E-folio, as the initial course in the program as this course will allow them to document various course requirements needed to satisfy individual program competencies. In that course, teacher candidates will learn how to use the E-folio to record their program data. The first course that is required as a pre-requisite for all other education courses is EDU 203, Instructional Technology. In this course, teacher candidates will learn to use a variety of technological applications and venues to enhance instruction. The College of Education sets a minimum grade of “C-” for all Education core courses (ECE, EDU, RDG, and EPY).

Field and Clinical Experience Requirements

Practicum Courses

These courses require 50 hours of field experience in an approved school/clinical placement in addition to the required seminar classes. The 50 hours of field experience will usually take place in the specific county where the student attends the seminars. A sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old) and a completed CPR (Child Protection Registry Form) are required. For students entering the program as of Fall 2013, passing PRAXIS (core) scores are required.

Student Internship / Teaching

Internship placements are determined by the Office of Clinical studies in conjunction with school district partnerships. Registration for Internship/Student Teaching requires prior approval from the Office of Clinical Studies and includes the following minimum requirements: 3.00 cumulative GPA, passing PRAXIS (core) and PRAXIS II scores, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and a completed health form.

Praxis Testing Requirements

Teacher candidates starting their programs in Fall 2013 or after must pass (using Delaware minimum score requirements) all sections of the PRAXIS (core): Reading, Mathematics and Writing (or relevant exemption test) prior to registration for Practicum I, EDU 390 and all four sections of the PRAXIS II test (Elementary Education: Content Knowledge: 0014 paper version, or 5014 computer version) prior to registration for any methods courses (EDU 402, EDU 403, EDU 404, and EDU 405). Teacher candidates should designate Wilmington University as a score recipient at the time the tests are taken, and

also provide a paper copy of the ETS score report that includes all scores and subscores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle).

Curriculum

General Education Requirements (48 credits)

BCS 205	Personal Computer Operations I
OR	
BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
HIS 300	World and Regional Geography
HIS 316	American History
HIS 320	Global Civilizations
MAT 201	Mathematics for Teachers I
MAT 202	Mathematics for Teachers II
MAT 304	Mathematics for Teachers III
PHI 100	Introduction to Critical Thinking
POL 300	American Politics
SCI 232	Life and Environmental Science with Lab
SCI 305	Earth and Space Science with Lab
SCI 307	Physical Science with Lab

General Education/ Behavioral Science Electives (3 credits)

Select 1 courses from:
ENG 131; PSY 101; SPA 301

Fine Arts Electives (6 credits)

Select 2 courses from:
ART 101, 202, 210, 245, 301, 302, 304, 310, 315; DRA 105, 110, 140, 200, 307, 330; DSN 110; MUS 101, 201; TEC 215

Behavioral Science Core (6 credits)

PSY 333	Psychology of the Exceptional Child
PSY 336	Child Development

Education Core (36 credits)

ECE 214	Creating Environments for Learning
EDU 102	E-folio Portfolio
EDU 202	School Involvement with Families and Community
EDU 203	Instructional Technology
EDU 304	Health and Physical Education
EDU 310	Applied Behavior Analysis and Classroom Culture
EDU 311	Assistive Technology
EPY 301	Assessment of Exceptional Children and IEPs
EPY 306	Educational Psychology and Assessment
EPY 401	Teaching Diverse Populations/Exceptional Children
RDG 300	Language Development and Early Literacy
RDG 301	Teaching of Reading/Writing
RDG 302	Literature for Children
RDG 306	Diagnosis and Correction of Reading Difficulties

Clinical Components (27 credits)

EDU 390	Practicum I
EDU 391	Practicum II
EDU 392	Practicum III
EDU 402	Integrated Approaches to Teaching Elementary Language Arts/Reading
EDU 403	Integrated Approaches to Teaching Elementary Social Sciences
EDU 404	Integrated Approaches to Teaching Elementary Science
EDU 405	Integrated Approaches to Teaching Elementary Math
EDU 451	Student Teaching
EDU 499	Clinical Assessment in the Classroom (This course must be taken in conjunction with EDU 451, Student Teaching.)

Program Option

Students with a junior status and a 3.0 cumulative GPA are eligible to enroll in up to four graduate level courses (MSE 7400, MSE 7401, MSE 7402, and MSE 7403) in the MSE Program (Special Education) with the permission of the B.S. in Education Chair. Taking these courses does not, however, provide certification in Special Education. Teacher candidates, whether they have taken these courses or not, may attain Delaware Certification in Special Education (Grades K-6) by meeting the Delaware minimum requirements on the ETS Exam 0354: Special Education: Core Knowledge and Applications.

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
BCS 205 or BCS 206	EDU 390
EDU 102	ENG 122
EDU 203	HIS 300
ENG 121	HIS 316
MAT 201	MAT 202
PHI 100	RDG 300

Sophomore

Semester 1	Semester 2
ECO 105	EDU 202
EDU 391	EPY 301
MAT 304	EPY 306
PSY 336	RDG 302
SCI 232	SCI 305
Fine Arts Elective	SCI 307

Junior

Semester 1	Semester 2
ECE 214	EDU 310
EDU 392	EDU 311
PSY 333	EDU 402
RDG 301	EDU 405
ENG 131, PSY 101, or SPA 301	HIS 320
Fine Arts Elective	POL 300

Senior

Semester 1	Semester 2
EDU 304	EDU 451
EDU 403	EDU 499
EDU 404	
EPY 401	
RDG 306	

MIDDLE LEVEL EDUCATION (GRADES 6-8)

BACHELOR OF SCIENCE

THIS IS A LICENSURE/CERTIFICATION PROGRAM WITH ADMISSION RESTRICTIONS.

Admission into this program requires students to submit a complete and official Praxis Series Core Academic Skill for Educator score report that meets the passing scores set by the Delaware Department of Education.

Students who have not taken the Praxis Series Core Academic Skills for Educator should apply to the appropriate parallel Educations Studies program. Upon submitting a complete and official Praxis Series Core Academic Skills for Educator score report that meets the passing scores set by the Delaware Department of Education students will be automatically transitioned into the appropriate parallel licensure/certification program.

This program is nationally recognized by the Association for Middle Level Education (AMLE) and is accredited by CAEP (Council for the Accreditation of Educator Preparation) under NCATE Standards (the National Council for Accreditation of Teacher Education).

Admission

In addition to satisfying general requirements for admission to Wilmington University, effective July 1, 2014, applicants for admission to this degree program are required by state regulation to demonstrate mastery of general knowledge. This program-entry requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS # 5712, 5722, and 5732). For complete information about Delaware tests and score requirements for educators, go to this website: regulations.delaware.gov/AdminCode/title14/1500/1510.shtml#TopOfPage.

Test codes and minimum score requirements for the ETS Core Series are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

For more information about ETS exams (including how to register), go to: www.ets.org/praxis/.

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Science degree with a concentration in Middle Level Education, including both course work and clinical experiences. Teacher candidates are required to register for EDU 102, E-folio, as the initial course in the program as this course will allow them to document various course requirements needed to satisfy individual program competencies. In that course, teacher candidates will learn how to use the E-folio to record their program data. The first course that is required as a pre-requisite for all other education courses is EDU 203, Instructional Technology. In this course, teacher candidates will learn to use a variety of technological applications and venues to enhance instruction. The College of Education sets a minimum grade of "C-" for all Education core courses (ECE, EDU, RDG, and EPY).

Field and Clinical Experience Requirements

Practicum Courses

These courses require 50 hours of field experience in an approved school/clinical placement in addition to the required seminar classes. The 50 hours of field experience will usually take place in the specific county where the student attends the seminars. A sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old) and a completed CPR (Child Protection Registry Form) are required. For students entering the program as of Fall 2013, passing PRAXIS (core) scores are required.

Student Internship / Teaching

Internship placements are determined by the Office of Clinical studies in conjunction with school district partnerships. Registration for Internship/Student Teaching requires prior approval from the Office of Clinical Studies and includes the following minimum requirements: 3.00 cumulative GPA, passing PRAXIS (core) and PRAXIS II scores, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and a completed health form.

Praxis Testing Requirements

Teacher candidates starting their program in Fall 2013 or after must pass (using Delaware minimum score requirements) all sections of PRAXIS (core): Reading, Mathematics and Writing (or relevant exemption test) prior to registration for the first clinical experience, Practicum I (EDU 390) and the appropriate PRAXIS II test(s) prior to registration for the methods courses (EDU 407, EDU 408, EDU 409 and/or EDU 410. Teacher candidates should designate Wilmington University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and subscores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle).

Major Concentration Required PRAXIS II Test

Major Concentration	Required PRAXIS II Test
English	10049 Middle School English/ Language Arts
Mathematics	20069 Middle School Mathematics
Science	10439 Middle School Science
Social Science	20089 Middle School Social Studies

Each teacher candidate who wishes to teach at this level must declare one area (math, science, English, or social science) as his or her major concentration. In addition, an area of minor concentration must also be chosen from one of the three remaining disciplines noted above in parentheses. For example, a teacher candidate can choose to have a math major concentration and a science, social science, or English minor concentration. The required courses for the 12 possible combinations are listed below.

Curriculum

Courses required of all Middle Level Education Candidates

General Education Requirements (30 credits)

BCS 206	Computer Applications for Business
or	
FYE 101	First Year Experience
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HIS 204	World History
HUM 360	Human World Views: 3500 BCE-1650 AD
or	
HUM 361	Human World Views: 1650 AD-Present
PHI 100	Introduction to Critical Thinking
SCI 232	Life and Environmental Science

Fine Arts Elective (choose one):

ART 101, 202, 210, 245, 301, 302, 304, 310, 315; DRA 105, 110, 140, 200, 307, 330; DSN 110; MUS 101, 201; TEC 215;

Education Core/Clinical Components (48 credits)

EDU 102	E-folio
EDU 202	School Involvement with Families and Communities
EDU 203	Instructional Technology
EDU 303	Contemporary Theories and Practices in Middle Level Education
EDU 306	Effective Teaching Strategies
EDU 312	Integrated Curriculum in Schools
EDU 313	Classroom Culture and Student Behavior
EDU 390	Practicum I
EDU 391	Practicum II
EDU 392	Practicum III
EDU 451	Student Teaching
EDU 499	Clinical Assessment in the Classroom
EPY 302	Educational Assessment
EPY 303	Advising Mentoring and Counseling Techniques
EPY 401	Teaching Diverse Populations and Exceptional Children
PSY 332	Adolescent Development
PSY 333	Psychology of the Exceptional Child
RDG 305	Reading in the Content Area

Courses required for Concentration/Minor**Courses required for the Math concentration**

EDU 410	Integrated Approaches to Teaching Middle Level Math
MAT 121	College Math I
MAT 200	Pre-Calculus
MAT 308	Inferential Statistics
MAT 310	Calculus I
MAT 311	Calculus II
MAT 320	Finite Math
MAT 330	Discrete Math
MAT 331	Geometry
MAT 332	History of Math

Courses required for Math concentrations with specific minor concentrations:**Math/Science**

EDU 409	Integrated Approaches to Teaching Middle Level Science
MAT 201	Math for Teachers
SCI 305	Earth and Space Science (with Lab)
SCI 312	Physics (4 credits)
SCI 315	Applied Chemistry w/lab

Math/Social Science

EDU 408	Integrated Approaches to Teaching Social Science
HIS 300	World and Regional Geography
HIS 316	American History
POL 300	American Politics
POL 326	Public Policy and Social Issues
SOC 101	Introduction to Sociology

Math/English

COM 300	Communication Theory
EDU 407	Integrated Approaches to Teaching Middle Level Language Arts/Reading
ENG 200	English Grammar
LIT 332	Major American Writers
OR	
LIT 333	African American Literature
RDG 300	Language Development and Early Literacy
RDG 302	Literature for Children

Courses required for the Science concentration:

EDU 396	Environmental Education Practicum
EDU 409	Integrated Approaches to Teaching Middle Level Science
MAT 121	College Math I
MAT 200	Pre-Calculus
SCI 305	Earth and Space Science w/lab
SCI 308	Statistics for the Sciences
SCI 312	Physics w/ lab (4 credits)
SCI 315	Applied Chemistry w/lab
SCI 321	Technology in the Sciences

Courses required for Science concentrations with specific minor concentrations:**Science/Math**

EDU 410	Integrated Approaches to Teaching Middle Level Math
MAT 201	Math for Teachers
MAT 310	Calculus I
MAT 311	Calculus II
MAT 320	Finite Math
MAT 331	Geometry

Science/Social Science

EDU 408	Integrated Approaches to Teaching Middle Level Social Science
HIS 300	World and Regional Geography
HIS 316	American History
POL 300	American Politics
POL 326	Public Policy and Social Issues
SOC 101	Introduction to Sociology

Science/English

COM 300	Communication Theory
EDU 407	Integrated Approaches to Teaching Middle Level Language Arts/Reading
ENG 200	English Grammar
LIT 332	Major American Writers
or	
LIT 333	African American Literature
RDG 300	Language Development and Early Literacy
RDG 302	Literature for Children

Courses required for the English concentration

COM 300	Communication Theory
COM 431	Media and Society
EDU 407	Integrated Approaches to Teaching Middle Level Language Arts and Reading
ENG 200	English Grammar
ENG 205	History of the English Language
ENG 320	Advanced Composition
LIT 205	World/Non-Western Literature
LIT 332	Major American Writers
or	
LIT 333	African American Literature
RDG 300	Language Development and Early Literature
RDG 302	Literature for Children

Courses required for English concentrations with specific minor concentrations:**English/Math**

EDU 410	Integrated Approaches to Teaching Middle Level Math
MAT 121	College Math I
MAT 200	Pre-Calculus
MAT 201	Math for Teachers
MAT 308	Inferential Statistics
MAT 320	Finite Math

English/Social Science

EDU 408	Integrated Approaches to Teaching Middle Level Social Sciences
HIS 316	American History
MAT 205	Introductory Survey of Mathematics
POL 300	American Politics
POL 326	Public Policy and Social Issues
SOC 101	Introduction to Sociology

English/Science

EDU 409	Integrated Approaches to Teaching Middle Level Math
MAT 205	Introductory Survey of Mathematics
SCI 305	Earth and Space
SCI 312	Physics (4 credits)
SCI 315	Applied Chemistry

Courses required for the Social Sciences concentration:

EDU 408	Integrated Approaches to Teaching Middle Level Social Studies
HIS 300	World and Regional Geography
HIS 316	American History
HIS 317	Military History
POL 300	American Politics
POL 326	Public Policy and Social Change
SOC 101	Introduction to Sociology
SOC 201	Cultural Anthropology
SOC 320	Society and Technology

Courses required for Social Sciences concentrations with specific minor concentrations:**Social Science/Math**

EDU 410	Integrated Approaches to Teaching Middle Level Math
MAT 121	College Math I
MAT 200	Pre-Calculus
MAT 201	Math for Teachers
MAT 308	Inferential Statistics
MAT 320	Finite Mathematics
PSY 101	Introduction to Psychology

Social Science/English

COM 300	Communication Theory
EDU 407	Integrated Approaches to Teaching Middle Level Language Arts/Reading
ENG 200	English Grammar
LIT 332	Major American Writers
OR	
LIT 333	African American Literature
MAT 205	Introductory Survey of Mathematics
RDG 300	Language Development and Early Literacy
RDG 302	Literature for Children

Social Science/Science

EDU 409	Integrated Approaches to Teaching Middle Level Science
MAT 121	College Math I
MAT 200	Pre-Calculus
SCI 305	Earth and Space Science with Lab
SCI 312	Physics (4 credits)
SCI 315	Applied Chemistry with Lab

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
BCS 206 or FYE 101	EDU 303
EDU 102	EDU 390
EDU 203	ENG 122
ENG 121	HIS 204
MAT 121 or MAT 205	PHI 100
SCI 232	Minor

Sophomore

Semester 1	Semester 2
ECO 105	EPY 303
EDU 391	PSY 332
ENG 131	Concentration
Concentration	Concentration
Concentration	Concentration
Minor	Minor

Junior

Semester 1	Semester 2
EDU 392	EDU 312
EPY 302	EDU 313
PSY 333	HUM 360 or HUM 361
RDG 305	Concentration
Concentration	Concentration
Concentration/Minor	Minor

Senior

Semester 1	Semester 2
EDU 202	EDU 451
EDU 306	EDU 499
EPY 401	
Fine Art Elective	
Methods (Concentration)	
Methods (Minor)	

HEALTH PROFES- SIONS

Pre-RN Option

Bachelor of Science in Nursing

RN to B.S.N.

RN to B.S.N. Pathway

B.S.N. to MSN Accelerated Option

Certificates

Hispanic Cultural

Legal Nurse Consultant

Bachelor of Science in Allied Health

Allied Health

College of Health Professions Philosophy*

This philosophy provides direction for education within the College of Health Professions in congruence with the mission and goals of Wilmington University.

Healthcare professionals are adult learners with diverse backgrounds, abilities, and experiences. Adult learning evolves from exploration of personal values, exposure to new experiences and ideas, and adaptation to change within the professions and the healthcare system.

The curriculum at Wilmington University emphasizes the commitment to lifelong learning. In order to promote lifelong learning, we believe that programs must be innovative and viewed by the learner as relevant to healthcare practice. In addition, we believe knowledge is best obtained when the learner actively participates in a “humanistic” educational process where faculty collaborate with the student to set goals, plan learning experiences and evaluate achievement. In addition, faculty serve as professional role models, facilitators of learning, and resource persons.

The College of Health Professions faculty acknowledge accountability to the learner, the institution, the profession, and the community of interest through continuous, proactive development of their body of knowledge. This accountability fosters relevant curricula and professional and community involvement as scholar-practitioners.

*The philosophy may be read in its entirety on the College of Health Professions’ home page at www.wilmu.edu/health/philosophy.aspx.

Goals

Allied Health Program:

1. Prepare allied health professionals to function as managers or educators.
2. Facilitate career mobility for allied health professionals prepared at the associate degree level.
3. Provide a solid foundation for graduate study.
4. Promote a broadened perspective of the allied health professional role in relation to the health care system and our global community.
5. Promote lifelong learning.

B.S.N. Program

1. Prepare graduates to function in the professional nursing role as a generalist in a variety of settings.
2. Facilitate career mobility for nurses educated at the diploma or associate degree levels.
3. Provide a sound foundation for graduate study.
4. Promote life-long learning.

Sigma Theta Tau International Honor Society of Nursing/ Omicron Gamma Chapter

Sigma Theta Tau International, the Honor Society of Nursing, is an organization that fosters scholarship in nursing. It is dedicated to improving the health of people worldwide by increasing the scientific base of nursing practice.

Wilmington University College of Health Professions' chapter, Omicron Gamma, received its charter in March 1998. By invitation, Omicron Gamma annually inducts nursing students and community members who exhibit commitment to nursing excellence as scholars, leaders, practitioners, and innovators. The induction pledge emphasizes commitment to honor, community, service, and knowledge to perpetuate professional ideals. *The information about STTI may be read in its entirety on the College of Health Professions' home page at www.wilmu.edu/health/sigma.aspx

Program Accreditation

Commission on Collegiate Nursing Education

The baccalaureate and masters Nursing programs at Wilmington University are fully accredited through the Commission on Collegiate Nursing Education (CCNE) since 2001.

CCNE is a widely recognized accrediting body that focuses on Baccalaureate and Graduate degree programs in Nursing. As of 2008, CCNE has accredited over 76% of all baccalaureate nursing programs and 86% of master's degree nursing programs across the country.

CCNE

One DuPont Circle, NW, Suite 530
Washington, DC 20036
202.887.6791

PRE-RN OPTION

(LIBERAL STUDIES MAJOR)

Purpose

The Pre-R.N. Option is aimed exclusively at eligible second level associate degree nursing students who are waiting for clinical placement at their home institutions. This option will allow nursing students to earn credits toward their B.S.N. on a part-time basis before completing their Associate Degree in Nursing at the partner institution. The Pre-R.N. course of study is initially denoted as a Liberal Studies major so students benefitting from financial aid remain in a degree-seeking program.

The Pre-R.N. option includes specific upper division core courses and HLT electives that include high profile contemporary topics. The Pre-R.N. students will enjoy the benefits of socialization and mentoring opportunities while taking courses with R.N. to B.S.N. students.

If you are considering this option of study please contact:

BSN Program Chair, Angela Steele-Tilton

College of Health Professions
Wilmington University
320 North DuPont Highway
New Castle, DE 19720
302.356.2021
angela.b.steele-tilton@wilmu.edu

Program of Study

Pre-R.N. students must complete any lower level core requirements at Wilmington University and then may take the following courses:

HLT Upper Level Health Elective (3 credits)
ALH 323 Health Professional as Teacher (3 credits)
ENG 365 Academic Writing (3 credits)
MAT 308 Inferential Statistics (3 credits)
Humanities upper-level electives (9 credits)

Choose from the following: ART, COM 311, COM 312, COM 322, DRA, ENG 360, Foreign Language, HIT, HUM, LIT, MUS, PHI

R.N. TO B.S.N.

BACHELOR OF SCIENCE IN NURSING

Purpose

Registered nurses who have completed basic nursing education with either a nursing diploma or an associate degree have the opportunity to continue their education at Wilmington University and earn a Bachelor of Science in Nursing (B.S.N.) degree. The purpose of the program is to increase knowledge and skills as well as to provide opportunities to explore attitudes and values related to professional nursing practice.

Program of Study

The B.S.N. degree program is progressive and designed for today's registered nurse. It promotes increased clinical and communication skills, problem solving, confidence, and leadership. The course of study utilizes a variety of health care institutions to provide clinical practicum experiences that complement classroom study. The program is offered at the New Castle campus and the Georgetown; Dover; Cumberland and Burlington, NJ sites; as well as 100% online. Nurses can pursue their education on a part-time or full-time basis. In addition, the General Education requirements courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation.

Career Opportunities

Upon completion of the program, students are prepared to practice as generalists, caring for clients with complex health needs in both structured and unstructured health care settings. The curriculum provides a foundation for graduate education and for career mobility.

Curriculum

The number of transfer credits granted to entering R.N. students varies depending on basic nursing preparation. Therefore, a single plan of study cannot be prescribed. Students are encouraged to discuss their plan with their Academic Advisor or with nursing faculty members at their site.

Program Competencies

At the completion of the B.S.N. program, graduating students will:

1. Use critical thinking as a basis for identifying health-related needs of individuals, families, and communities.
2. Synthesize knowledge from the humanities and physical, behavioral, and nursing sciences to provide nursing care to clients across the life span in a variety of health care settings.
3. Incorporate theoretical perspectives into nursing practice.
4. Demonstrate skill and commitment in the role of teacher.
5. Apply research findings to nursing practice.
6. Provide leadership for the continuing development of the nursing profession.
7. Integrate ethical, legal, and economic accountability into professional nursing practice.
8. Participate in designing nursing roles to meet societal and community health care needs.
9. Demonstrate commitment to self-directed, lifelong learning to promote personal and professional development.
10. Demonstrate effective oral and written communication.
11. Access, use, and evaluate information effectively and appropriately. Use technology to effectively locate and communicate information.

Nursing Admission

General Requirements

Students are admitted to the University and to the College of Health Professions without regard to race, age, creed, sex, or national origin. Registered nurses are considered transfer students to Wilmington University and are required to submit an official transcript from their school of nursing and all colleges attended. Transcripts should be sent directly from the previously attended institution to the Office of Admissions. Additional lower-level academic credits can be earned through CLEP examinations for a variety of general education courses and through achievement tests for microbiology and anatomy/physiology.

Program Policies

1. Registered nurse applicants should list their R.N. license number and expiration date on the Wilmington University application form.
2. Students are required by state law to complete the Wilmington University Health History form, which includes a record of immunizations. This documentation is required before students complete NUR 303.
3. Students are responsible for following all College of Health Professions policies and procedures, which are distributed in NUR 303.
4. The College of Health Professions sets a required minimum grade of "C-" for all nursing core courses.
5. Students are required to submit the appropriate documentation prior to the start of clinical courses.
6. All nursing students are required to complete a background check and drug screening. Details are provided in the program handbook available through the B.S.N. Student Blackboard site.

Curriculum

Lower Division Requirements (for students without an associate degree)

General Education Requirements (24 credits)

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
PSY 101	Introduction to Psychology
PSY 329	Life Span Development
SOC 101	Introduction to Sociology

Natural Sciences (12 credits)

A minimum of 12 credits in anatomy and physiology, microbiology, chemistry, physics and/or biology must be earned through course work, transfer credit, or testing (available for anatomy/physiology and microbiology).

Upper Division Requirements (required for all B.S.N. majors)

General Education Requirements (6 credits)

ENG 365	Academic Writing
MAT 308	Inferential Statistics

HUM upper level electives (9 credits)

Choose from the following:

ART, BBM 319, COM 245, CUL, DRA, DSN 110, ENG 360, ENG 365, ETN, HIS 230, HIT, HUM, LIT, MUS, PHI, REL, SPA, TEC 215, VMG 311, VMG 312, VMG 313

Upper Division Nursing Core (31 credits)

NUR 303	Nurse as Professional (4 credits)
NUR 313	Nurse as Decision Maker
NUR 323	Nurse as Teacher
NUR 333	Nurse as Leader*
NUR 343	Nurse as Consumer of Research
NUR 363	Nurse as Caregiver: Chronic and Palliative Care
NUR 413	Holistic Health Assessment
NUR 423	Global Health Care
NUR 433	Global Health Care Practicum*

* Includes clinical or laboratory experiences

NUR or HLT elective (3 credits)

Free Electives

Choose free electives to complete degree requirements of 120 credit hours.

Program of Study

Students are urged to seek advisement in planning course sequence. The program of study will vary depending on transfer credits, part-time or full-time status, and credit earned in alternative ways.

B.S.N. TO M.S.N. ACCELERATED OPTION

FOR R.N. TO B.S.N. STUDENTS

BACHELOR OF SCIENCE IN NURSING

The purpose of this option is to offer eligible BSN students the opportunity to take up to four* selected MSN courses in lieu of undergraduate courses. A B.S.N. degree is earned upon completion of the 120 credits. Courses taken at the graduate level while pursuing the B.S.N. degree will fulfill requirements for both programs.

Upon successful completion of the B.S.N. degree program, students may apply to the MSN program and earn their M.S.N. degree in a selected concentration once the remaining graduate courses are completed.

Eligibility criteria for this option includes:

- (a) 90 completed undergraduate credits,
- (b) completion of all lower level courses,
- (c) completion of NUR 303 or NUR 305,
- (d) completion of statistics, and
- (e) GPA of 3.5

The B.S.N. to M.S.N. Accelerated Option Intent Form is located in the BSN Student Handbook and in the College of Health Professions BSN Student Blackboard site. Students are advised to see the Academic Advisor and/ or the BSN Program Chair early in the program to plan for course sequencing and course substitution.

Upon submission of the B.S.N. to M.S.N. Accelerated Option Intent Form, students will be contacted by the BSN Program Chair to assist in appropriate course sequencing, advisement, and preparation for graduate coursework.

R.N. TO B.S.N. PATHWAY

FOR REGISTERED NURSES WITH A BACHELOR'S DEGREE IN ANOTHER FIELD

BACHELOR OF SCIENCE IN NURSING

The R.N. to B.S.N. Pathway Program is an accelerated degree-completion program designed for registered nurses who have a bachelor's degree in another field. This program has been developed to meet the educational needs of students with registered nurse licensure, work experience, and a bachelor's degree in another field who are returning to college to complete a B.S.N. degree.

The program allows for the transfer of a maximum of 89 credits. To graduate, students must earn a total of 120 credits. The 31 credit nursing core will fulfill residency requirements at Wilmington University.

Curriculum

Pre-requisites:

Registered Nurse with a bachelor's degree in another field

General Education Requirements (39 credits)

(Including a 3-credit Statistics course)

Natural Sciences (12 credits)

(will require as pre-requisite if not taken as part of prior degree)

A minimum of 12 credits in anatomy and physiology, microbiology, and chemistry, must be earned through coursework, transfer credits, or testing (available for anatomy/physiology and microbiology).

Free Electives (8 credits)

Total transfer credits possible: (89 credits)

Upper Division Requirements (28 credits)

NUR 303	Nurse as Professional (4 credits)
NUR 313	Nurse as Decision Maker
NUR 323	Nurse as Teacher
NUR 333	Nurse as Leader
NUR 343	Nurse as Consumer of Research
NUR 363	Nurse as Caregiver: Chronic and Palliative Care
NUR 413	Holistic Health Assessment
NUR 423	Global Health Care
NUR 433	Global Health Care: Practicum

Nursing or HLT Elective (3 credits)

Total minimum number of credits at
Wilmington University (31 credits)

B.S.N. TO M.S.N. ACCELERATED OPTION

FOR B.S.N. PATHWAY STUDENTS

BACHELOR OF SCIENCE IN NURSING

The purpose of this option is to offer eligible B.S.N. Pathway students the opportunity to take up to four* selected MSN courses in lieu of undergraduate courses. Transfer credits remain the same as for the R.N. to B.S.N. Pathway Bachelor of Science in Nursing program. A B.S.N. degree is earned upon completion of the 31 credit core, consisting of the courses listed below. Courses taken at the graduate level fulfill requirements for both programs. Students will earn their M.S.N. once the graduate admissions application is submitted and all remaining graduate courses are completed in the Graduate MSN Program.

Eligibility criteria for this option includes:

- a. R.N. with a bachelor's degree in another field,
- b. completion of NUR 303 or NUR 305

B.S.N. to M.S.N. Accelerated Option for B.S.N. Pathway Students

NUR 303 Nurse as Professional
NUR 313 Nurse as Decision Maker
NUR 363 Nurse as Caregiver
NUR 413 Holistic Health Assessment
NUR 423 Global Health Care
NUR 433 Global Health Care Practicum
MSN 6500 Leadership for Advanced Nursing Practice*

or

NUR 333 Nurse as Leader
MSN 6606 Research in Nursing Practice*

or

NUR 343 Nurse as Consumer of Research
MSN 7750 Teaching and Learning in Nursing*

or

NUR 323 Nurse as Teacher
MSN elective (as needed)

*The selected MSN concentration (Nursing Leadership versus Nurse Practitioner) assists in determining the graduate courses that can be completed in lieu of undergraduate courses.

DEGREE COMPLETION PROGRAM FOR ALLIED HEALTH

BACHELOR OF SCIENCE IN ALLIED HEALTH

Purpose

This degree completion program is for allied health practitioners who have earned an Associate Degree with an allied health concentration. While most allied health practitioners are prepared in associate degree programs, advancing to leadership positions often requires a baccalaureate degree. Many baccalaureate programs do not recognize the specialized preparation of allied health practitioners, and the credits they have earned in their specialty are often not transferable to other institutions. At Wilmington University, up to 75 credits can be applied towards the baccalaureate degree. The purpose of this program is to assist allied health practitioners to advance in their relative disciplines by preparing them for roles in allied health.

Program of Study

The allied health degree completion program builds on prior learning and provides students with the knowledge and skills needed to advance in their chosen field. This program promotes increased communication skills, problem solving, confidence, and leadership. The program is offered at the New Castle, Dover, and Georgetown sites, and online. Allied health practitioners can pursue their education on a part-time or full-time basis.

Career Opportunities

Upon completion of the program, students are prepared to practice as leaders in their discipline, in a variety of roles. The curriculum provides a foundation for graduate education and for career mobility.

Curriculum

The number of transfer credits granted to entering allied health students varies depending on preparation at the associate degree level. Therefore, a single plan of study cannot be prescribed. Students are encouraged to discuss their plan with an Academic Advisor or with the ALH Program Chair.

Program Competencies

It is intended that undergraduate students in allied health completion programs will achieve the following competencies:

1. Exercise critical thinking strategies including reasoning, problem solving, and evaluation, and apply them appropriately to issues within the allied health profession.
2. Demonstrate advanced oral and written communication skills.
3. Apply legal and ethical principles to guide professional behaviors and decision-making.
4. Information Literacy: Access, use, and evaluate information effectively and appropriately. Use technology to effectively locate and communicate information.
5. Exhibit flexible thinking and goal-directed behaviors.
6. Demonstrate an understanding of basic economic principles.
7. Describe how past and current world events influence contemporary society.
8. Apply knowledge and skills in the area of management and education for the allied health professions.

Allied Health Admission

General Requirements

Students are admitted to the University without regard to race, age, creed, sex, or national origin. Allied health students are considered transfer students to Wilmington University and are required to submit an official transcript from all colleges attended. Transcripts must reflect completion of an associate degree program with an allied health concentration in order to be admitted into this program. Transcripts should be sent directly from the previously attended institutions to the Office of Admissions.

Apply for Admission

1. Submit the Wilmington University undergraduate application for admission and the \$35 non-refundable application fee.
2. Official transcripts must be sent in a sealed envelope directly from the school of attendance to the below address, prior to degree completion:

Wilmington University

320 N. DuPont Highway
New Castle, DE 19720-6491

3. Register for Classes.

Students are required by state law to complete the Wilmington University Health History form, which includes a record of immunizations.

All allied health students are required to complete a background check and drug screen through our approved provider, Verified Credentials. Details are available on the College of Health Professions ALH Student Blackboard site under Course Documents and through the ALH Program Chair.

For those allied health professions requiring licensure/certification, applicants should submit their license/certification number on the application form.

Additional Information

The College of Health Professions requires a minimum grade of “C-” for all allied health core courses.

Students are required to submit appropriate documentation for clinical courses.

Curriculum

Students are urged to meet regularly with an academic advisor or Program Chair to plan their course sequence. The program of study will vary depending on transfer credits, part-time or full-time status, and credit earned in alternative ways.

General Education Requirements—Lower Division

Allied health degree completion students can transfer up to 75 credits towards lower division general education requirements. If additional courses are needed to meet the 120 credit requirement for graduation, the following courses will be added as follows:

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 131	Public Speaking
MAT 121	College Math I

Students should see an Academic Advisor for assistance with course selection.

General Education Requirements—Upper Division

Allied health degree completion students are required to take the following General Education upper division courses to meet the Wilmington University 45 credit requirement for residency and upper level course work:

ENG 365	Academic Writing
HUM 360	Human World Views: 3500 BCE-1650 AD
HUM 361	Human World Views: 1650 AD - Present
	Upper Level HUM elective
	Upper Level Elective

Allied Health Core—Lower Division (30 credits minimum)

Lower division allied health course work equivalent to a minimum of 30 credits is transferred from the associate degree program.

Allied Health Core—Upper Division (30 credits)

ALH 323	Health Professional as Teacher
ALH 333	Leadership for Allied Health Professionals
ALH 401	Allied Health Professional Capstone
ALH 403	Healthcare Law and Ethics (previously titled ALH 402 Medical Law and Ethics)
BBM 201	Principles of Management
BBM 301	Organizational Behavior
BBM 320	Business Communications
HLT 371	Cultural Diversity in Health and Illness
HRM 311	Human Resource Management
MIS 320	Management Information Systems

Free Electives

Choose from free electives to complete degree requirement of 120 credit hours.

HEALTH PROFESSIONS CERTIFICATES

Health Information Technology (HIT) Certificate

Purpose

Healthcare informatics is the application of informatics and information technology to deliver healthcare services (American Medical Informatics Association). The post-secondary HIT certificate provides students with foundational and core competencies in the electronic management of health and medical information and its secure exchange between consumers and providers. The HIT certificate curriculum incorporates the disciplines of healthcare, management, finance, information technology, compliance, and law.

The HIT certificate aims to attract healthcare professionals seeking to broaden their knowledge of information technology, as well as appealing to prospective students who are interested in employment within the HIT field. Students completing the HIT certificate are prepared to be at the forefront of improving healthcare delivery through processes aimed at medical error reduction, enhanced care coordination and efficiency, engaging patients in advocacy, and serving public health.

Program of Study

The post-secondary Health Information Technology (HIT) Certificate will consist of fifteen (15) undergraduate credits. All HIT Certificate courses are offered 100% online only. Students should be comfortable with the online learning format and are required to take the DIS 095 prerequisite.

Career Opportunities

Aligning with the University mission, the HIT certificate provides health professionals and/ or those considering entry into this specialty area, with foundational knowledge surrounding health care informatics, essential to the career needs of our students and their competitiveness in the job market.

Program Competencies

Through the completion of the post-secondary HIT Certificate, the students will be able to:

- Ensure the quality of medical records by verifying their completeness, accuracy, and proper entry into computer systems.

Use computer applications to assemble and analyze patient data for the purpose of improving patient care, as well as, controlling costs.

Provide specialized coding diagnoses and procedures in patient records for reimbursement and research.

Support legal and ethical management of electronic medical records

General Requirements

The program is open to the following prospective students with an interest in healthcare information technology:

High School graduate, and/ or;

Associate Degree graduate, and/ or;

Open to any undergraduate students in a degree-seeking program upon advisement from program-specific chair and/ or academic advisor.

Students will complete an undergraduate application for admission accompanied by a non-refundable admission fee.

Curriculum

Certificate Pre-requisites

Demonstrated competence of (through prior learning assessment: transfer credit and/ or competency based credit acceptance):

BCS 206	Computer Application for Business or equivalent,
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking or equivalent

Course Requirements

(15 credits)

HIT 301	Healthcare Informatics
HIT 302	Healthcare Database Systems
ALH 403	Healthcare Law and Ethics (formerly ALH 402 Medical Law and Ethics)
ISM 430	Systems and Business Process Analysis for Healthcare Professionals
ISM 450	Project Management and Practice

Total credits for the Healthcare Informatics Technology (HIT) Certificate 15

Hispanic Culture Certificate

Purpose

Registered nurses who have completed basic nursing education with either a nursing diploma or an associate degree have the opportunity to earn a Hispanic Cultural Certificate. The census statistics in the tri-state area show a dramatic increase in the Hispanic population. Nurses are an integral part of the

community. The Hispanic population has health needs that cannot be addressed adequately due to language and cultural barriers. These language and cultural barriers can impede access to health care, thereby increasing the risk for health problems.

Program of Study

The Hispanic Cultural Certificate will consist of 18 undergraduate credits. The concentration of study will culminate in a Hispanic Cultural Immersion. Students will be required to practice in a community health setting that exists to meet the needs of the Hispanic population. This concentration will educate school nurses, nurses in physicians' offices, and any other nurse who encounters a Hispanic population in their practice.

Career Opportunities

Multiple career opportunities exist for nurses who have knowledge of Hispanic culture and language in a variety of health care settings.

Program Competencies

Through the completion of the Hispanic Cultural Certificate, the graduates will:

1. Analyze family and personal health data from Hispanic individuals, families, and communities in their own language.
2. Identify health and social needs of Hispanic communities in the tri-state area.
3. Implement health care, education, and counseling to Hispanic individuals, families, and communities.
4. Design culturally-appropriate health and social services for the Hispanic population.
5. Promote the art of nursing by valuing the unique aspects of the Hispanic culture while providing culturally competent health care.

Up to six (6) transfer credits will be accepted for the Hispanic Cultural Certificate.

General Requirements

The program is open to all R.N.s. Each prospective student must submit the following:

1. An undergraduate application for admission accompanied by a non-refundable admission fee.
2. Proof of current unencumbered RN license (copy of computer verification acceptable).
3. Documentation of graduation from either a diploma or associate degree nursing program.
4. A Wilmington University Health History form documenting required immunizations.

5. All nursing students are required to complete a background check and drug screening. Details are provided in the program handbook.

Curriculum for Hispanic Cultural Certificate

HLT 371	Cultural Diversity in Health and Illness
HUM 340	Spanish Culture and Enrichment
NUR 327	Hispanic Cultural Immersion*
SPA 301	Practical Spanish I
SPA 302	Practical Spanish II
SPA 305	Spanish for Health Care Personnel

*Includes clinical or laboratory experience

Total credits for the Hispanic Cultural Certificate 18

Note: This curriculum is specifically designed for registered nurses interested in earning a post graduate certificate or the RN to BSN student interested in the Hispanic Culture seeking a certificate in conjunction with their BSN degree.

The courses may be taken within the BSN curriculum for the students wishing to receive this certificate in addition to the Baccalaureate degree. All interested students are advised to consult with the Academic Advisor and Program Chair to plan for the appropriate course selection.

Post-Baccalaureate Legal Nurse Consultant Certificate

Purpose

Registered nurses who have completed a Bachelor of Science in Nursing degree have the opportunity to earn a Post-Baccalaureate Legal Nurse Consulting Certificate. The Legal Nurse Consultant (LNC) role is a functional specialty practice of nursing. Legal nurse consultants use critical thinking and expert knowledge of health care systems and professions to assess health care practice standards applicable to nursing.

Program of Study

The Post-Baccalaureate Legal Nurse Consultant Certificate consists of eighteen (18) graduate credits. The concentration of study culminates in a required six-credit field practicum. All LNC courses are offered through online education only. Students should be comfortable with the online learning format and are required to take the DIS 095 prerequisite.

Certificate Program Competencies

Through the completion of the Post-Baccalaureate LNC Certificate, the graduates will:

1. Implement knowledge of the medical and legal system to meet the needs of their clients and society.

2. Negotiate an appropriate professional role within the dynamic legal system.
3. Promote the art of nursing by valuing the unique relationships among people, which create meaning and preserve human dignity.

Up to six (6) transfer credits will be accepted for the Post-Baccalaureate LNC Certificate.

Curriculum for Post-Baccalaureate Legal Nurse Consultant Certificate

MSN 6645	Bioethics in Nursing Practice
MSN 7310	Legal Issues in Nursing Practice
MSN 7320	Practices in the Realm of Nursing and the Law
MSN 7330	Entrepreneurship for Nurses
MSN 7340	LNC Field Practicum
MSN 7350	Forensic Nursing: Clinical and Legal Applications

Total credits for the Post-Baccalaureate LNC Certificate 18

SOCIAL AND BEHAVIORAL SCIENCES

Bachelor of Science

Behavioral Science
Criminal Justice
Government and Public Policy
Legal Studies
Organizational Dynamics
Psychology

Minors

Air Force—Military Studies
Army—Military Studies
Political Science

Certificates

Child Advocacy Studies
Conflict Resolution
Criminal Justice
Legal Studies

Mission Integration Statement

The essential values of the College of Social and Behavioral Sciences are: personal worth, human dignity, social justice, integrity, intellectual curiosity and academic freedom.

Within this value structure we provide quality education, professional guidance and opportunities to achieve an understanding of the Behavioral Sciences. We promote academic integrity, the prevailing codes of professional ethical behavior, and an environment that fosters social justice.

We expect students to participate with faculty in embracing these values, challenge students to make a difference in the lives of others and the world at large, and encourage students to commit themselves to a process of lifelong learning.

Alpha Phi Sigma

Criminal Justice students with a minimum GPA of 3.4 in their criminal justice courses, GPA of 3.4 in their overall course average, and achieving junior status are invited to join the Alpha Phi Sigma Honor Society. Alpha Phi Sigma is the only National Criminal Justice Honor Society recognizing academic excellence of undergraduate students in criminal justice.

Lambda Epsilon Chi

Lambda Epsilon Chi (LEX) is a national honor society for paralegal students and one of the highest scholastic honors that can be achieved in the Wilmington University College of Social and Behavioral Sciences. Invitation to membership in Lambda Epsilon Chi is based on application, grade point average (GPA), and formal recommendation of the Legal Studies Advisory Board. It is the College's way of recognizing the outstanding scholastic achievements of students completing a Bachelor of Science or Post Bachelor Certificate in Legal Studies.

Pi Gamma Mu

Behavioral Science, Psychology and Organizational Dynamics students who have completed 20 credits in Behavioral Sciences at Wilmington University with a GPA of 3.4 or better in their major and with an overall GPA of 3.4 or better, in the upper 35% of their class, with no academic failures in any of the following academic disciplines: Behavioral Science, Psychology, Organizational Dynamics, are invited to join the Pi Gamma Mu Honor Society. These students must participate in one of Pi Gamma Mu's service projects. The mission of Pi Gamma Mu is to encourage and promote excellence in the social sciences and to uphold the ideals of scholarship and service.

BEHAVIORAL SCIENCE

BACHELOR OF SCIENCE

Purpose

The purpose of the Bachelor of Science degree program in Behavioral Science is to provide students with an in-depth understanding of how social issues, social environments, and cultural influences impact individual and group behaviors. With a Wilmington University Behavioral Science degree, students will gain the knowledge and skills they need to succeed in careers working with adolescents and teens, families, the elderly, the homeless, the court systems, government agencies, addictions, crisis interventions, and more. Upon completion of the program, students seek careers in the human services, government, business, and industry. Students seeking graduate degree options may consider Master's degrees in social work, sociology, psychology, human services, public administration, criminology, counseling, or human resource management.

Program of Study

The program includes courses in psychology, sociology, and anthropology. Course work emphasizes normal and abnormal individual development, as well as family, group, and cultural dimensions of behavior. Ethical and professional issues are also addressed. Skill development in interpersonal relations, problem solving, and evaluation of programs and research is stressed. In addition, General Education courses required of all Wilmington University undergraduates provide a well-rounded academic foundation.

Classroom courses provide a blend of theory and application. Students also have the option to explore internship opportunities throughout the community in a variety of settings which provide experiences in applying knowledge and skills. The program is offered statewide, with day and evening classes offered at New Castle, Dover, and Georgetown. The program is also offered in New Jersey at Mt. Laurel and Cumberland. The program is also available online.

Program Competencies

Knowledge:

Demonstrate the ability to define and explain theory and application within the Behavioral Science disciplines with regard to:

1. Change and development at individual, group, and societal levels.
2. Individual differences, group variations, and social deviance.
3. Micro- and macro-level processes involving individuals, groups and societies.
4. Empirical and ethical issues related to the systematic study of individual, group and societal processes.

Skills: Related to the Behavioral Science Disciplines

5. Demonstrate effective oral and written presentation skills.
6. Demonstrate effective critical thinking and problem solving skills.
7. Demonstrate the ability to conceptualize, plan, implement, analyze, and report formal inquiry in the behavioral sciences.
8. Demonstrate effective utilization of current technologies.
9. Demonstrate the ability, skills and flexible thinking necessary to explore the various applications of behavioral science in the real world, including career options.

Personal and Professional Development

10. Demonstrate an awareness of one's strengths and limitations, interests, aptitudes, values, goals, commitment to self-directedness, self-discipline, and planning for present and lifelong learning, career identification, and development.
11. Demonstrate an awareness of self in relation to others, including effective interpersonal communication skills, ability to work in teams, and respect for diversity and multiculturalism in a pluralistic society.
12. Demonstrate an awareness and respect for diversity and multiculturalism in a pluralistic society.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Behavioral Science degree program have the option of completing six credit hours via a Co-op assignment. The Co-op option for Behavioral Science is the equivalent of two semester courses, for a total of six credit hours. Students can complete their Behavioral Science degree with 120 credit hours, whether they choose the Co-op option or not. Because each Co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the Behavioral Science Program Chair one semester before they would like to begin a Co-op assignment.

CAP/Co-op Program Option (6 credits)

PSY 309 Interpersonal Communication Skills
OR

PSY 315 Group Dynamics

SOC 304 Ethnic Groups and Minorities

The Co-op option allows students to complete core courses in PSY 309 - Interpersonal Communications Skills or PSY 315 - Group Dynamics and SOC 304 - Ethnic Groups and Minorities in a supervised educational work setting related to the student's major field of study. If students select the Co-op option, both PSY 309 or PSY 315 and SOC 304 in Co-op format are required. Alternative core courses may also be available for Co-op depending on the field placement. Each Co-op assignment is one semester long and normally, the two Co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the Behavioral Science Program Chair one semester before they would like to begin a Co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

Wilmington University Beta Chapter of Pi Gamma Mu International Behavioral Science Honor Society

Pi Gamma Mu Delaware Beta Chapter is an International Honor Society for students majoring in Behavioral Science, Organizational Dynamics, and Psychology. Students must meet eligibility criteria and be willing to attend the induction ceremony as well as participate in service projects. Eligibility membership letters are sent out in September of each academic year.

Program Policies

Elective Guidelines

The College of Social and Behavioral Sciences recommends that students who transfer in six or more core courses and all 18 credits of core electives use any remaining electives to increase their subject knowledge by taking upper level electives in their field. These will include the interdisciplinary electives identified from the other academic colleges.

Minimum Grade Policy

The Behavioral Science program has set a minimum passing grade of "C-" for program core courses. Students receiving a grade lower than "C-" in any required core course must retake that course.

Curriculum

General Education Requirements (33 credits)

BCS 206	Computer Operations for Business
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
OR	
HUM 361	Human World Views: 1650 AD–Present
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SCI 335	Human Anatomy and Physiology
SOC 101	Introduction to Sociology

Humanities Electives (6 credits)

Behavioral Science Core (45 credits)

MAT 308	Inferential Statistics
PHI 302	Ethics and Values in Behavioral Science
SOC 302	Marriage and Family
SOC 304	Ethnic Groups and Minorities
SOC 306	Cultural Anthropology
SOC 318	Social Change
SOC 331	Research, Writing and Information Literacy in the Behavioral Sciences
SOC 405	Social Deviance

Students are to select (6) credits from courses beginning with the prefix SOC.

Choose one course from the following:

PSY 340 Research Methods in Psychology

SOC 340 Applied Research Design*

*Recommended

Choose one course from the following:

PSY 409 Senior Seminar in Psychology

SOC 409 Senior Seminar in Behavioral Science*

*Recommended

Choose one course from the following:

PSY 309 Interpersonal Communication Skills

PSY 315 Group Dynamics

Choose one course from the following:

PSY 406 Tests and Measurements

SOC 490 Internship in Behavioral Science

Choose one Developmental course from the following:

PSY 329 Lifespan Development

PSY 331 Middle Childhood Development

PSY 332 Adolescent Development

PSY 336 Child Development

PSY 401 Adult Development and Aging

Behavioral Science Electives (18 credits)

Courses beginning with the prefix CRJ, PSY, ORG, or SOC may be used as Behavioral Science electives. In addition, the following courses may also be selected as Behavioral Science electives:

POL 326 Public Policy and Social issues

POL 350 Economic Welfare and Income Policy

POL 380 Health Care Policy

NOTE: Guided Practicum (SOC 290-291) as well as Internship (SOC 490) and Co-Op (SOC 450) experiences are available.

Free Electives (18 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester	2nd Semester
BCS 206	ENG 122
ENG 121	MAT 205
PHI 100	SOC 306
PSY 101	Dev. Psych Elective
SOC 101	Free Elective

Sophomore

1st Semester	2nd Semester
ENG 131	MAT 308
ECO 105	SCI 335
Behavioral Science Elective	SOC 331
Free Elective	SOC 302
Humanities Elective	Free Elective

Junior

1st Semester	2nd Semester
HUM 360 or HUM 361	SOC 304 or Co-op
PSY 309 or PSY 315 or Co-op	SOC 318
SOC 340 or PSY 340	Behavioral Science Elective
SOC 405	Humanities Elective
Behavioral Science Core*	Behavioral Science Core*

*Choose any course beginning with the prefix SOC.

Senior

1st Semester	2nd Semester
PHI 302	SOC 409 or PSY 409
SOC 490 or PSY 406	Behavioral Science Elective
Behavioral Science Elective	Behavioral Science Elective
Free Elective	Behavioral Science Elective
Free Elective	Free Elective

CRIMINAL JUSTICE

BACHELOR OF SCIENCE

Purpose

The purpose of the Bachelor of Science degree in Criminal Justice is to prepare students to enter or advance in jobs within the criminal justice system, including law enforcement, corrections, and the courts. Upon completion of the undergraduate program, some students may also consider graduate study in law or criminology (sociology). A certificate program in criminal justice is also available.

Program of Study

The Criminal Justice program is dedicated to providing the theoretical, practical, and professional knowledge needed in today's environment to be successful in the fields of law enforcement, corrections, courts, probation, parole, private security, and the related service careers. Emphasis is placed upon preparing students to enter the professional workplace, grow in their current position, or continue studies in graduate school. The curriculum is designed to provide students with expert instruction on the most current trends, policies, and practices in the field. The goal is to prepare students to become scholarly practitioners in their chosen profession. Further, the General Education Requirements courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation.

This is not a "one size fits all" major, but one that provides variety in the course selection to encourage each individual student to build a personal program for the future with the assistance of an Academic Advisor.

Students have "out of class" opportunities through membership in the Criminal Justice Association to experience site visits to a variety of criminal justice agencies and meet with practitioners in the field. Internships provide students with an insider's view of the many facets of the criminal justice field under the guidance of a full-time faculty member. The major also offers a summer study abroad program that awards credit for the opportunity to study criminal justice systems of other countries. The program is offered statewide, with day and evening classes in New Castle, and evening classes in Dover and Georgetown, Delaware, and in New Jersey at the Burlington County College and Cumberland County College locations.

Program Competencies

1. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation in criminal justice settings.
2. Exhibit flexible thinking and goal-directed behaviors in criminal justice course projects.
3. Demonstrate effective oral and written communication skills.
4. Demonstrate skill in the use and the application of technology in criminal justice settings.
5. Demonstrate an understanding of basic mathematics and statistics by applying criminal justice research findings to criminal justice practice.
6. Incorporate theoretical perspectives into criminal justice practice.
7. Demonstrate an awareness of ethical principles, codes, and standards within the criminal justice field and integrate ethical, legal, and economic accountability into professional criminal justice practice.
8. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning through examinations of criminal justice career paths.
9. Recognize the principles associated with a pluralistic society in a variety of criminal justice settings as they uniquely apply to practitioners, victims, and offenders and show respect for our multicultural world.
10. Recognize an awareness of self in relationship to others in team efforts that demonstrate flexible thinking and goal-directed behavior in the resolution of criminal justice issues.

Minimum Grade Policy

The Criminal Justice program requires a minimum grade of "C-" for program core courses. Students receiving a grade lower than "C-" in any required program core course must retake that course.

In order to provide relevant work experience, students in the Criminal Justice degree program have the option of completing six credit hours via a Co-op assignment. The Co-op option allows students to complete core courses in CRJ 303 Administration of Criminal Justice Organizations and CRJ 450 Senior Seminar in Criminal Justice in a supervised educational work setting related to the student's major field of study. If students select the Co-op option, both CRJ 303 and CRJ 450 in Co-op format are required. Alternative core courses may also be available for Co-op depending on the field placement. Each Co-op assignment is one semester long and normally the two Co-op assignments span two consecutive semesters with the same employer. In order to be eligible,

students must have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the Criminal Justice Program Chair one semester before they would like to begin a Co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

Wilmington University Eta Beta Chapter of Alpha Phi Sigma National Criminal Justice Honor Society

The academic qualifications for membership into the Eta Beta Chapter of the Alpha Phi Sigma National Criminal Justice Honor Society are as follows:

A minimum 3.40 overall academic grade point average is required along with a corresponding 3.40 grade point average in all criminal justice courses for the undergraduate students in the Bachelor of Science in Criminal Justice program. The undergraduate applicants must have achieved junior status and, if they are transferring in from another college, they must have completed at least 15 credits in criminal justice at Wilmington University.

Graduate students must have completed a minimum of 27 credits in the Master of Science in the Administration of Justice graduate program and they must have attained a 3.75 GPA to apply for membership.

It should be noted that the Alpha Phi Sigma National Criminal Justice Honor Society standards are 3.20 for undergraduates and 3.60 for graduate students. The Eta Beta Chapter here at Wilmington University has established clearly higher standards than those required by the national office, demonstrating the high caliber of students in the criminal justice programs at Wilmington University.

The eight members inducted at this year's Induction Banquet on March 6th brought the number of Wilmington University students and alumni belonging to the Eta Beta Chapter to 86 since its inception in 2005.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Criminal Justice degree program have the option of completing six credit hours via a Co-op assignment. The Co-op option for Criminal Justice is the equivalent of two semester courses, for a total of six credit hours. Students can complete their Criminal Justice degree with 120 credit hours, whether they choose the Co-op option or not. Because each Co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the Criminal Justice Program Chair one semester before they would like to begin a Co-op assignment.

CAP/Co-op Program Option (6 credits)

- CRJ 303 Administration of Criminal Justice Organizations
- CRJ 450 Seminar in Criminal Justice

Curriculum

General Education Requirements (33 credits)

- BCS 205 PC Operations I
- ECO 105 Fundamentals of Economics
- ENG 121 English Composition I
- ENG 122 English Composition II
- ENG 131 Public Speaking
- HUM 360 Human World Views: 3500 BCE–1650 AD
- HUM 361 Human World Views: 1650 AD–Present
- MAT 205 Introductory Survey of Mathematics
- PHI 100 Introduction to Critical Thinking
- PSY 101 Introduction to Psychology
- SOC 101 Introduction to Sociology

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Criminal Justice Core (45 credits)

All criminal justice core courses have the prerequisites of CRJ 101 and CRJ 205 unless otherwise stated. Non-criminal justice majors who wish to take a course as a free elective should contact the Program Chair for a waiver.

- CRJ 101 Survey of Criminal Justice
- CRJ 205 Principles of Criminology
- CRJ 206 Corrections and Rehabilitation
- CRJ 301 Juvenile Justice
- CRJ 303 Administration of Criminal Justice Organizations
- CRJ 304 Constitutional Law
- CRJ 316 Criminal Law
- CRJ 318 Criminal Investigation
- CRJ 341 Community Corrections
- CRJ 350 Computer Operations in Criminal Justice
- CRJ 410 Multicultural Issues in Criminal Justice
- CRJ 411 Criminal Evidence and Procedures
- CRJ 412 Ethics in Criminal Justice
- CRJ 413 Research Methods in Criminal Justice
- CRJ 450 Seminar in Criminal Justice

Criminal Justice Electives(18 credits)

Courses beginning with the prefix CRJ, LES, ORG, POL, PSY, or SOC may be used as criminal justice electives.

Free Electives (18 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester	2nd Semester
BCS 205	CRJ 205
CRJ 101	ENG 122
ENG 121	MAT 205
PSY 101	PHI 100
SOC 101	Natural Science Elective

Sophomore

1st Semester	2nd Semester
CRJ 304	CRJ 316
CRJ 206	CRJ 318
ENG 131	CRJ 350
Free Elective	ECO 105
Humanities Elective	Core Elective*

Junior

1st Semester	2nd Semester
CRJ 303 or Co-op	CRJ 301
CRJ 412	CRJ 341
HUM 360	CRJ 410
Core Elective*	HUM 361
Free Elective	Core Elective*

Senior

1st Semester	2nd Semester
CRJ 411	CRJ 450 or Co-op
CRJ 413	Core Elective*
Core Elective*	Free Elective
Core Elective*	Free Elective
Free Elective	Free Elective

* Core electives are courses that begin with the prefix of CRJ, LES, ORG, POL, PSY, or SOC.

CRJ to MAJ Accelerated Option

This accelerated option will allow eligible CRJ students to have the option of taking up to two selected graduate level courses in place of selected CRJ courses and the opportunity to be formally accepted into the MAJ program prior to completion of the B.S. in Criminal Justice degree.

In order to be eligible, students must have completed 90 undergraduate credits, completed all required 100 and 200 level CRJ courses, as well as CRJ 303 and CRJ 350. Furthermore those students seeking approval for the CRJ/MAJ accelerated option must have obtained an overall GPA of 3.50 or better. Courses taken at the graduate level will fulfill the requirements for both programs.

Students interested in making application may secure the necessary forms and begin the approval process with the Chair of the undergraduate criminal justice program.

GOVERNMENT AND PUBLIC POLICY

BACHELOR OF SCIENCE

Program Philosophy

Public policy professionals play a key role in developing and implementing policies in areas such as the environment, energy, healthcare, poverty, transportation, education, consumer protection, and economic development. They educate the public and policymakers draft laws, implement specific programs, and monitor the outcomes. Typically, public policy professionals pursue careers in government, government-related businesses, regulated industries, interest groups, and nonprofit organizations as well as graduate studies in law, public administration, public policy, political science, and healthcare administration.

Program Competencies

In addition to demonstrating college level proficiency in the Wilmington University undergraduate competencies outlined in this catalog, Government and Public Policy graduates will also be able to:

1. Construct persuasive oral presentations to communicate effectively with various constituencies.
2. Create persuasive position papers, press releases, and original legislation.
3. Differentiate economic, legal, political, and governmental institutions, systems, and processes.
4. Draft an original law based on analysis of problems or issues.
5. Access, use, and evaluate information effectively and appropriately, and use technology to effectively locate and communicate information.
6. Integrate an understanding of economic, legal, political, and governmental institutions, systems, and processes.

Minimum Grade Policy

The Government and Public Policy program requires a minimum grade of “C-” for program core courses. Students receiving a grade lower than “C-” in any required program core course must retake that course.

Curriculum

General Studies Core

(36 credits)

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 205	Introductory Survey of Mathematics
MAT 308	Inferential Statistics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology

Natural Science Elec.

(3 credits)

(SCI 308 excluded)

Business Core

(15 credits)

BBM 103	Introduction to Public Administration
BBM 201	Principles of Management
BBM 330	Power and Negotiation
BLA 303	Legal and Ethical Environment of Business
FIN 300	Applied Concepts in Acct./ Fin.

Behavioral Science Core:

(6 credits)

Choose 2 of the following 4 courses:

ORG 301	Survey of Organizational Dynamics
ORG 302/	Psychology of Leadership
PSY 461	
ORG 444	Organizational Justice, Ethics and Social Responsibility
PSY 315	Group Dynamics

College of Technology Core

(3 credits)

ISM 330	Business Intelligence
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Government and Public Policy Core

(21 credits)

LES 205	State and Local Government
POL 300	American Politics
POL 304	Constitutional Law
POL 315	Comparative Govt. and Politics
POL 326	Public Policy and Social Issues
POL 402	Analysis of Public Policy
POL 403	Writing for Public Policy

**Government and Public Policy Electives
(18 credits)**

Select 6 of 7 courses:

- POL 321 International Organization and Politics
- POL 340 Criminal Justice Policy
- POL 350 Economic Welfare and Income Policy
- POL 360 Education Policy
- POL 370 Energy and Environmental Policy
- POL 380 Health Care Policy
- POL 490 Internship in Public Policy

or

CAP/Co-op option – 3 semesters (9 credits)

and

Select 3 of 6 courses:

- POL 321 International Organizations and Politics
- POL 340 Criminal Justice Policy
- POL 350 Economic, Welfare and Income Policy
- POL 360 Education Policy
- POL 370 Energy and Environmental Policy
- POL 380 Health Care Policy

Free Elective (18 credits)

Must include FYE101 for students entering with less than 30 credits

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester	2nd Semester
BCS 206	BBM 103
ENG 121	ENG 122
MAT 205	PSY 101
PHI 100	POL 300
SOC 101	Free Elective

Sophomore

1st Semester	2nd Semester
ENG 131	BBM 201
LES 205	ECO 105
MAT 308	POL 321,340,350,360, 370, or 380
POL 326	FIN 300
POL 304	
POL 315	

Junior

1st Semester	2nd Semester
BLA 303	HUM 361
HUM 360	POL 321, 340, 350, 360, 370, 380, or 490
ISM 330	POL 321, 340, 350, 360, 370, 380, or 490
POL 321, 340, 350, 360, 370, 380, or 490	POL 321, 340, 350,360, 370, 380, or 490
POL 321, 340, 350, 360, 370, 380, or 490	
Natural Science Elective	

Senior

1st Semester	2nd Semester
BBM 330	POL 403
POL 402	Free Elective
ORG 301, ORG 302/PSY 461,	Free Elective
ORG 444 or PSY 315	Free Elective
ORG 301, ORG 302/PSY 461,	Free Elective
ORG 444 or PSY 315	
Free Elective	

LEGAL STUDIES

BACHELOR OF SCIENCE

Purpose

The Bachelor of Science degree in Legal Studies offers a balanced education with an emphasis in the law. It provides sound preparation for students aspiring to further study in law or for those wishing to enter the legal field as a paralegal or legal assistant working under the supervision of an attorney. Additionally, students will gain a solid foundation for careers in other areas, including government, human resources, and banking.

Program of Study

The program emphasizes the knowledge, skills, and values needed to become competent and ethical professionals working in the legal services industry. The General Education requirements required of all Wilmington University students, provide a well-rounded academic foundation that emphasizes analytical thinking, reading comprehension, and communication skills. In addition, students receive direct instruction in legal research and writing, legal concepts and terminology, and the practical skills needed to successfully enter the job market. Furthermore, an emphasis is placed on providing students the opportunity to develop strong interpersonal skills, self-discipline, and ethical principles.

Program Competencies

In addition to demonstrating college level proficiency in the Wilmington University undergraduate competencies outlined in this catalog, Legal Studies graduates will also be able to:

1. Access, use, and evaluate information effectively and appropriately, and use technology to effectively locate and communicate information.
2. Apply legal and ethical principles to guide professional behaviors and decision-making.
3. Demonstrate an understanding of the use, management, assessment, and application of technology in the legal environment.
4. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation in the legal context.
5. Demonstrate effective written communication of legal issues, concepts, and authority.

Lambda Epsilon Chi Honor Society

Lambda Epsilon Chi (LEX) is a national honor society for paralegal students and one of the highest scholastic honors that can be achieved in the Wilmington University College of Social and Behavioral Sciences. Invitation to membership in Lambda Epsilon Chi is based on application, grade point average (GPA), and formal recommendation of the Legal Studies Advisory Board. It is the College's way of recognizing the outstanding scholastic achievements of students completing a Bachelor of Science or Post-Bachelor's Certificate in Legal Studies.

Minimum Grade Policy

The Legal Studies program has set a minimum passing grade of "C" for LES 200, 220, 314, 316, 403, and 480 (designated with an asterisk). Students receiving a grade lower than "C" in any of these courses must retake that course.

Curriculum

General Education Requirements

(33 credits)

BCS 206	Computer Apps for Business
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology

Humanities Elective

(3 credits)

Natural Science Elective

(3 or 4 credits)

Interdisciplinary Concentration

(15 credits)

FIN 301	Personal Finance
HIS 316	American History
POL 300	American Politics
or	
POL 326	Public Policy and Social Issues
MAT 308	Inferential Statistics
ORG 304	Human Dynamics

Legal Studies Core**(27 credits)**

LES 200	Legal Ethics*
LES 220	Introduction to Legal Studies*
LES 314	Legal Research*
LES 316	Legal Writing*
LES 350	Interviewing and Investigation
LES 440	Advanced Litigation
LES 403	Civil Procedure*
LES 480	Law Office Administration and Technology*
LES 491	Capstone: Virtual Experience in Legal Studies

Directed Core Electives**(20-21 credits)**

Choose 7 of the following courses:

LES 205	State and Local Government
LES 303	History of American Jurisprudence
LES 304	Constitutional Law
LES 317	Contracts
LES 330	Cyberlaw
LES 331	Electronic Discovery
LES 401	LSAT Preparation
LES 402	Business Organizations
LES 404	Criminal Law
LES 405	Delaware Practice
LES 406	Family Law
LES 408	Employment Law
LES 409	Bankruptcy
LES 410	Real Estate, Transfer and Ownership
LES 411	Estates, Trusts, and Probates
LES 416	Environmental Law
LES 417	Intellectual Property
LES 420	Personal Injury and Malpractice
LES 490	Internship in Legal Studies

Or With Approval of Chair:

CRJ 304	Constitutional Law
CRJ 316	Criminal Law
CRJ 411	Criminal Evidence and Procedures
POL 304	Constitutional Law and Procedures

Free Electives**(18 credits)****SUGGESTED PROGRAM SEQUENCE****Freshman**

1st Semester	2nd Semester
BCS 206	ECO 105
ENG 121	ENG 122
MAT 205	HUM Elective
PHI 100	SOC 101
PSY 101	Natural Science Elective

Sophomore

1st Semester	2nd Semester
ENG 131	HUM 361
HUM 360	LES 403
LES 200	LES 316
LES 220	MAT 308
LES 314	ORG 304

Junior

1st Semester	2nd Semester
FIN 301	POL 300 or POL 326
HIS 316	LES 440
LES 350	Free Elective
Free Elective	Legal Elective
Legal Elective	Legal Elective

Senior

1st Semester	2nd Semester
LES 480	LES 491
Free Elective	Free Elective
Free Elective	Free Elective
Legal Elective	Legal Elective
Legal Elective	Legal Elective

ORGANIZATIONAL DYNAMICS

BACHELOR OF SCIENCE

Purpose

The purpose of the Bachelor of Science degree in Organizational Dynamics is to prepare students to enter the job market or advance in their current employment with the theoretical, practical, and professional knowledge needed for leading and operating in the modern workplace. Building upon each students' unique experiences, knowledge and outlooks, the Organizational Dynamics Undergraduate Program offers students opportunities to complement their abilities and broaden their vision in ways that will assist them to successfully thrive in today's work environment. Students' theoretical and practical knowledge of the behavioral nature of organizations is enhanced by assisting them to incorporate both the "hard" analytical sciences and the "soft" emotional processes necessary for understanding not-for-profit, governmental and corporate environments. Programmatic focus is on current organizational challenges with regard to such issues as global competition, changing demographics, social responsibility, and ethics

Program of Study

The Organizational Dynamics program offers a curriculum that is designed to provide students with the most current knowledge of leadership, motivation, interpersonal relations, team facilitation, conflict resolution, and related skills that impact the dynamics of the organizational structure as it relates to performance and productivity. This is not a "one size fits all" program, but one that provides variety in the course selection to encourage each student to build a personal program for the future with the assistance of an Academic Advisor.

The core of the program consists of 36 credits of courses that include a balance of theory, practice, and research in the field. Other courses in the major can be taken as electives. Courses are primarily taught in hybrid course format, with choice courses taught online. Hybrid classes alternate between face-to-face and online sessions for seven weeks. This program is highly recommended for the busy working adult who wants to complete their degree and grow professionally.

Hybrid courses join the best features of in-class teaching with the best features of online learning to create an active, independent learning environment and reduce class seat time. Hybrid courses are courses in which time traditionally spent in the classroom is reduced and a significant portion of the

learning activities have been moved online. Instructors redesign some lecture or lab that are normally taught in the classroom into online learning activities such as case studies, tutorials, self-testing exercises, simulations, and online group collaborations/discussions. The unique features of online discussion boards used in hybrid courses allow all students to participate and learn from discussions.

Students will be given the opportunity to interact with professionals in the field and with each other to understand the critical relationship between people and organizations, to apply vital social and psychological behavioral skills, to work toward solving organizational problems, and to develop the leadership skills necessary to accomplish their goals within prevailing professional and ethical standards.

Program Competencies

Graduates of the Organizational Dynamics degree program are expected to meet the following competencies through the attainment of the specific course objectives:

1. Exercise effective critical thinking and decision making skills in an organizational environment.
2. Demonstrate an awareness of self in relationship to others, including effective interpersonal communication skills, ability to work in teams, and respect for diversity and multiculturalism in a pluralistic society.
3. Demonstrate effective written and oral communication skills in the organizational setting.
4. Recognize the principles and behaviors associated with effective leadership, motivation, and performance skills in organizational systems.
5. Apply the theoretical view of organizational systems to workplace settings and practice.
6. Demonstrate skills in the use and application of technology and computer-based research in organizational workplace settings.
7. Demonstrate an understanding of the dynamics of organizational behavior, change, and development.
8. Demonstrate the ability to actively engage in research and critically evaluate, synthesize, and analyze information that is necessary in the organizational decision making process.
9. Demonstrate an awareness of ethical principles, codes, and standards within the organizational workplace environment.
10. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning through examination of workplace career paths.

CAP (Community and Academic Partnerships)

/Co-op Program

In order to provide relevant work experience, students in the Organizational Dynamics degree program have the option of completing six credit hours via a Co-op assignment. The Co-op option for Organizational Dynamics is the equivalent of two semester courses, for a total of six credit hours. Students can complete their Organizational Dynamics degree with 120 credit hours, whether they choose the Co-op option or not. Because each Co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the Organizational Dynamics Program Chair one semester before they would like to begin a Co-op assignment.

CAP/Co-op Program Options (6 credits)

The Co-op option allows students to complete core Organizational Dynamics courses in a supervised educational work setting related to the student's major field of study. Each Co-op assignment is one semester long and normally the two Co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the Organizational Dynamics Program Chair one semester before they would like to begin a Co-op assignment. For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

Curriculum

Prerequisites

In addition to the University admission requirements, the applicant's transcript will be evaluated to ensure the background and experiences are present for successful completion of the program.

All students must complete 30 credit hours to include SOC 101, PSY 101, ENG 121 and ENG 122 prior to taking Organizational Dynamics courses. Students entering this program will have demonstrated a level of academic maturity and experience in organizational settings that should prepare them to take the upper level courses in this program.

General Education Requirements (39 credits)

Computer Operations	(3 credits)
Critical Thinking	(3 credits)
English	(9 credits)
Humanities	(9 credits)
Math	(3 credits)
Natural Science	(3 credits)
Social Science	(9 credits)

Must include SOC 101 and PSY 101

The applicant's transcript must reflect successful completion of these credits prior to entering the accelerated core of the program.

Core Courses (36 credits)

These courses must be taken in residence at Wilmington University.

ORG 301	Survey of Organizational Dynamics
ORG 302	Psychology of Leadership
ORG 311	Organizational Behavior, Change and Development
ORG 402	Applied Organizational Research
ORG 408	Culture of the Workplace
ORG 433	Theoretical View of Organizational Systems
ORG 444	Organizational Justice, Ethics, and Social Responsibility
PSY 301	Social Psychology
or	
SOC 318	Social Change
PSY 302	Industrial Organizational Psychology
PSY 309	Interpersonal Communication
PSY 315	Group Dynamics
SOC 331	Reading, Writing, and Information Literacy in Behavioral Science

Core Electives (9 credits)

Core electives can be taken from any course with the prefix of PSY, SOC, CRJ, or ORG.

Free Electives (36 credits)

Free electives can be taken from any of the courses offered in the University catalog.

Total credits (120 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester	2nd Semester
BCS 205 or 206	ENG 122
ENG 121	PHI 100
MAT	PSY 101
SOC 101	Free Elective
Free Elective	Social Science Elective

Sophomore

1st Semester	2nd Semester
ORG 301	PSY 302
ENG or LIT Elective	PSY 309
Free Elective	Core Elective
Humanities Elective	Free Elective
Natural Science Elective	Humanities Elective

Junior

1st Semester	2nd Semester
ORG 302	ORG 311
PSY 301 or SOC 318	SOC 331
Core Elective	Core Elective
Free Elective	Free Elective
Humanities Elective	Free Elective

Senior

1st Semester	2nd Semester
ORG 402	PSY 315
ORG 408	Free Elective
ORG 433	Free Elective
ORG 444	Free Elective
Free Elective	Free Elective

PSYCHOLOGY

BACHELOR OF SCIENCE

Purpose

The Bachelor of Science degree program in Psychology provides a solid, broad-based education for students preparing for a career in the helping professions, organizations, business, or government. Successful students will also be able to continue their formal education at the graduate level.

Program Policies

The program includes courses in the theory and application of psychology and psychological principles. Students will develop an understanding of the following: life span development, personality development, abnormal development, prevention, group behavior, cultural variations, research methods and design, and ethical and professional issues. Students will develop specific knowledge and skills that have broad application to many working environments. In addition, knowledge from other disciplines will enhance and broaden the student's perspective and capabilities as a working practitioner.

Overall, the classroom courses provide a blend of theory and application. Students also have the option to explore internship opportunities in a wide variety of professional settings that provide experiences in applying knowledge and skills. In addition, the General Education Requirements courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation. The program is offered with day and evening classes in Delaware at New Castle, Dover, Dover Air Force Base, and Georgetown; the program is also offered in New Jersey at Cumberland and Mt. Laurel, as well as online.

Program Competencies

Knowledge

Demonstrate the ability to define and explain theory and application within the discipline of Psychology with regard to:

1. Change and development at individual and group levels.
2. Individual differences and group variation.
3. Micro- and macro-level processes involving individuals and groups.
4. Empirical and ethical issues related to the systematic study of individual and group processes.

Skills: Related to the discipline of Psychology

5. Demonstrate effective oral and written presentation skills.
6. Demonstrate effective critical thinking and problem solving skills.
7. Demonstrate the ability to conceptualize, plan, implement, analyze, and report formal inquiry in psychology.
8. Demonstrate effective utilization of current technologies.
9. Demonstrate the ability, skills and flexible thinking necessary to explore the various applications of psychology in the real world, including career options.

Personal and Professional Development

10. Demonstrate an awareness of one's strengths and limitations; interests; aptitudes; values; goals; commitment to self-directedness, self-discipline, and planning for present and lifelong learning, career identification, and development.
11. Demonstrate an awareness of self in relation to others, including effective interpersonal communication skills and the ability to work in teams.
12. Demonstrate an awareness and respect for diversity and multiculturalism in a pluralistic society.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Psychology degree program have the option of completing six credit hours via a Co-op assignment. The Co-op option for Psychology is the equivalent of two semester courses, for a total of six credit hours. Students can complete their Psychology degree with 120 credit hours, whether they choose the Co-op option or not. Because each Co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the Psychology Program Chair one semester before they would like to begin a Co-op assignment.

CAP/Co-op Program Option (6 credits)

PSY 315 Group Dynamics

SOC 304 Ethnic Groups and Minorities

The Co-op option allows students to complete core courses in PSY 315 Group Dynamics and SOC 304 Ethnic Groups and Minorities in a supervised educational work setting related to the student's major field of study. If students select the Co-op option, both PSY 315 and SOC 304 in Co-op format are required. Alternative core courses may also be available for Co-op depending on the field placement. Each Co-op assignment is one semester long and normally the two Co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must have at least

60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the Psychology Program Chair one semester before they would like to begin a Co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

Wilmington University Beta Chapter of Pi Gamma Mu International Behavioral Science Honor Society

Pi Gamma Mu Delaware Beta Chapter is an International Honor Society for students majoring in Behavioral Science, Organizational Dynamics, and Psychology. Students must meet eligibility criteria and be willing to attend the induction ceremony as well as participate in service projects. Eligibility membership letters are sent out in September of each academic year.

Program Policies

Elective Guidelines

The College of Social and Behavioral Sciences recommends that students who transfer in six or more core courses and all 18 credits of core electives use any remaining electives to increase their subject knowledge by taking upper level electives in their field. These will include the interdisciplinary electives identified from the other academic colleges.

Minimum Grade Policy

The Psychology program has set a minimum passing grade of "C-" for program core courses. Students receiving a grade lower than "C-" in any required course must retake that course.

Curriculum

General Education Requirements (37 credits)

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SCI 335	Human Anatomy and Physiology (4 credits)
SOC 101	Introduction to Sociology

Humanities Elective**(3 credits)****Psychology Core****(42 credits)**

MAT 308	Inferential Statistics
PHI 302	Ethics and Values in Behavioral Science
PSY 300	Theories of Personality
PSY 301	Social Psychology
PSY 305	Abnormal Psychology
PSY 315	Group Dynamics
PSY 334	Biological Basis of Behavior
PSY 351	Learning and Cognition
PSY 406	Tests and Measurement
SOC 304	Ethnic Groups and Minorities
SOC 331	Research, Writing and Information Literacy in the Behavioral Sciences

Choose one course from the following:

PSY 340	Research Methods in Psychology*
SOC 340	Applied Research Design

*Recommended

Choose one course from the following:

PSY 409	Senior Seminar in Psychology*
SOC 409	Senior Seminar in Behavioral Science

*Recommended

Choose one of the following Developmental courses:

PSY 329	Life Span Development
PSY 336	Child Development
PSY 332	Adolescent Development
PSY 401	Adult Development and Aging

Major Electives**(18 credits)**

Six courses beginning with the prefix "PSY"

Free Electives (20 credits)

Please Note: Psychology majors are strongly encouraged to take PSY 490-494 (Internship) as part of their psychology core electives or as free electives. Also, PSY 290-291 (Guided Practicum) is available.

SUGGESTED PROGRAM SEQUENCE**Freshman**

1st Semester	2nd Semester
BCS 206	ENG 122
ENG 121	MAT 205
PSY 101	PHI 100
SOC 101	PSY 301
Free Elective	Free Elective

Sophomore

1st Semester	2nd Semester
ECO 105	MAT 308
ENG 131	SCI 335
PSY 300	SOC 331
Free Elective	Free Elective
Humanities Elective	Psychology Elective

Junior

1st Semester	2nd Semester
HUM 360	HUM 361
PSY 305	PSY 315 or Co-op
PSY 334	PSY 351
Dev. Psych Elective	SOC 304 or Co-op
Psychology Elective	PSY 340 or SOC 340

Senior

1st Semester	2nd Semester
PHI 302	PSY 409 or SOC 409
PSY 406	Free Elective
Free Elective	Free Elective
Psychology Elective	Psychology Elective
Psychology Elective	Psychology Elective

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES MINORS

Purpose

A minor is a coherent program of study which enables an undergraduate degree-seeking student to develop expertise in a second area of study. It may be interdisciplinary. A student must complete a “Change of Major” form to indicate his or her intent to pursue a minor. Students may transfer between 6 and 12 credit hours from another institution. Thus, between 9 and 15 credit hours, depending upon the specific minor, must be taken at Wilmington University in order for the student to be credited with a minor. Upon successful completion of the requirements, a notation is placed on the official transcript.

The College of Social and Behavioral Sciences has minors in Army and Air Force military studies, and political science. The minors range from 16 to 19 credits and individual courses may require pre-requisites. Students wishing to pursue a minor in the College of Social and Behavioral Sciences should contact the Student Academic Advising and Success Center.

Air Force—

Military Studies Minor (16 credits)

The Air Force Military Studies Minor is available to ROTC students only. To be eligible for the Air Force ROTC program, students must be enrolled full-time in an existing Wilmington University bachelor’s degree program. The Military Studies minor provides students who complete this series of courses the benefit of receiving academic recognition of their accomplishment. All classes are offered off site in New Castle County. Interested students should meet with an Academic Advisor.

AFS 110	Foundations of the USAF I	(1 credit)
AFS 111	Foundations of the USAF II	(1 credit)
AFS 150	Leadership Lab for Freshmen I	(0 credits)
AFS 151	Leadership Lab for Freshmen II	(0 credits)
AFS 210	Evolution of U. S. Air/Space Power I	(1 credit)
AFS 211	Evolution of U. S. Air/Space Power II	(1 credit)
AFS 250	Leadership Lab for Sophomores I	(0 credits)
AFS 251	Leadership Lab for Sophomores II	(0 credits)
AFS 310	Leadership Studies I	(3 credits)
AFS 311	Leadership Studies II	(3 credits)
AFS 350	Leadership Lab for Juniors I	(0 credits)

AFS 351	Leadership Lab for Juniors II	(0 credits)
AFS 410	National Security Affairs Society I	(3 credits)
AFS 411	National Security Affairs Society II	(3 credits)
AFS 450	Leadership Lab for Seniors I	(0 credits)
AFS 451	Leadership Lab for Seniors II	(0 credits)

Army

Military Studies Minor (19 credits)

The Army Military Studies Minor is available to ROTC students only. To be eligible for the Army ROTC program, students must be enrolled full-time in an existing Wilmington University bachelor’s degree program. The Military Studies minor provides students who are enrolled in the ROTC program the added benefit of receiving academic recognition of their accomplishment. All classes are offered off site in New Castle County. Interested students should meet with an Academic Advisor.

MLS 105	Introduction to Leadership I	(1 credit)
MLS 106	Introduction to Leadership II	(1 credit)
MLS 205	Basic Leadership I	(1 credit)
MLS 206	Basic Leadership II	(1 credit)
MLS 305	Applied Leadership I	(2 credits)
MLS 306	Applied Leadership II	(2 credits)
MLS 315	Leader Evaluation	(4 credits)
MLS 365	Military History Studies	(3 credits)
MLS 405	Advanced Leadership	(2 credits)
MLS 406	Advanced Leadership II	(2 credits)

Political Science Minor (18 credits)

A minor in Political Science provides students from any major an opportunity to learn about the political world around them. Such knowledge can be a tremendous asset in the real world whether it is used simply to be a better citizen, such as being informed on the issues to evaluate political candidates, or to further a professional matter, such as knowledge on how to get a bill passed. A political science minor would be a perfect complement to many degree programs.

LES 205	State and Local Government	(3 credits)
POL 300	American Politics	(3 credits)
POL 304	Constitutional Law and Procedures	(3 credits)
POL 326	Public Policy and Social Issues	(3 credits)
Select 2 courses from the following list:		
POL 315	Comparative Govt. and Politics	(3 credits)
POL 321	Int’l Organization and Politics	(3 credits)
POL 340	Criminal Justice Policy	(3 credits)
POL 350	Econ. Welfare and Income Policy	(3 credits)
POL 360	Education Policy	(3 credits)
POL 370	Energy and Environmental Policy	(3 credits)
POL 380	Health Care Policy	(3 credits)

SOCIAL AND BEHAVIORAL SCIENCES CERTIFICATES

Certificate in Child Advocacy Studies (CAST)

Purpose

This certificate was developed to assist students interested in pursuing a profession in which they will come in contact with children: case workers, teachers, nurses and other medical personnel, law enforcement officers, mental health professionals, day care providers, and clergy, among others. The certificate is designed to help these professionals learn to recognize the symptoms and the effects of child maltreatment, practice interviewing techniques, and identify intervention strategies. This certificate is open to all students, regardless of major. Students already enrolled in a degree granting program should seek guidance from their Academic Advisor or Certificate Coordinator to see how these credits correlate with their chosen major.

Curriculum

Course Requirements: (9 credits)

SOC 425	Child Abuse: Recognition and Investigation
SOC 426	Responding and Investigation: Child Maltreatment
SOC 427	Responding to the Survivors of Child Abuse and Survivor Responses

Electives (6 credits)

Two electives are also required to earn the Child Advocacy Certificate. Approved courses are listed below. Students may be able to substitute courses from their degree program, depending on their major. Please check with the Certificate Coordinator.

Select two courses from the following:

Behavioral Science

SOC 302	Marriage and Family
SOC 303	Contemporary Social Problems
SOC 323	Law and Practice in Human Services
SOC 405	Social Deviance
SOC 469	Step-parenting and Blended Families

SOC 490 Internship in Behavioral Science

Criminal Justice

CRJ 318 Criminal Investigation

CRJ 469 Spec. Topics: Domestic Violence

CRJ 474 Spec. Topics: Victims of Crime

CRJ 490 Internship in Criminal Justice

Psychology

PSY 215 The Family: Effects on Development

PSY 323 Law and Practice in Human Services

PSY 330 Infant and Toddler Development

PSY 331 Middle Childhood Development

PSY 332 Adolescent Development

PSY 333 The Exceptional Child

PSY 336 Child Development

PSY 375 Forensic Psychology

PSY 412 Crisis Intervention

PSY 461 Spec. Topics: Domestic Violence

PSY 472 Spec. Topics: Bullying

PSY 490 Internship in Psychology

Legal Studies

LES 323 Law and Practice in Human Services

LES 406 Family Law

Total credits for the CAST–15

Certificate in Conflict Resolution (CR)

Purpose

This certificate was developed to complement the major course of study for students enrolled at Wilmington University and to help better prepare a variety of professionals to become more competent in conflict resolution skills. Conflict is inevitable in society, government, and business and employers are increasingly seeking individuals with skills in negotiation and conflict resolution. The Conflict Resolution (CR) certificate will educate individuals who can respond to conflict and provide collaborative problem-solving services which can produce sustainable, expansive, and just outcomes. This certificate is open to all students, regardless of major. Students already enrolled in a degree granting program should seek guidance from their Academic Advisor or Certificate Coordinator to see how these credits correlate with their chosen major.

Curriculum

Certificate Pre-requisites:

PSY 101 Introduction to Psychology

or

SOC 101 Introduction to Sociology

Course Requirements: (9 credits)

- ORG 477 Introduction to Conflict Management
- ORG 478 Mediation Skills (Pre-requisite ORG 477)
- ORG 479 Dimensions of Organizational Conflict (Pre-requisite ORG 477)

Electives (6 credits)

Two electives are also required to earn the Conflict Management Certificate. Approved courses are listed below. Students may be able to substitute courses from their degree program, depending on their major. Please check with the Certificate Coordinator.

Select two courses from the following:

Psychology

- PSY 309 Interpersonal Communication
- PSY 315 Group Dynamics
- PSY 322/ ORG 322 Wellness in the Workplace
- PSY 461/ ORG 302 Psychology of Leadership
- PSY 472 Bullying
- PSY 475/ ORG 475 Workplace Violence
- PSY 481 Domestic Violence
- PSY 490 Internship in Psychology
Organizational Dynamics
- ORG 311 Organizational Behavior, Change, and Development
- ORG 302/ PSY 461 Psychology of Leadership
- ORG 490 Internship in Organizational Dynamics
- PSY 322/ ORG 322 Wellness in the Workplace
- PSY 475/ ORG 475 Workplace Violence

Behavioral Science

- SOC 302 Marriage and Family
- SOC 304 Ethnic Groups and Minorities
- SOC 469 Special Topics: Stepparenting and Blended Families
- SOC 490 Internship in Behavioral Science

Criminal Justice

- CRJ 469 Domestic Violence
- CRJ 474 Victims of Crime
- CRJ 490 Internship in Criminal Justice

Human Resource Management

- BBM 490 Internship in Business Management
- HRM 300 Labor Relations

Total credits for the CR 15

Certificate in Criminal Justice

Students may begin their education with a certificate in Criminal Justice. The program offers the busy professional a certificate concentrating on the core courses in the Criminal Justice Bachelor of Science degree. Upon completion, the student can continue immediately into the bachelor's degree program. Students with transfer credit should meet with an Academic Advisor to determine what courses may transfer into the CJ certificate program.

Certificate Core Courses (21 credits)

- BCS 205 Personal Computer Operations I
- CRJ 101 Survey of Criminal Justice
- CRJ 205 Principles of Criminology
- ENG 121 English Composition I
- ENG 122 English Composition II
- PSY 101 Introduction to Psychology
- SOC 101 Introduction to Sociology

Criminal Justice Electives (6 credits)

Two courses with the CRJ prefix

Free Elective (3 credits)

Total credits for Certificate in Criminal Justice 30

Certificate in Legal Studies**Purpose**

The Wilmington University Legal Studies Certificate allows students to concentrate their studies in the specific content areas relevant to the profession. It is designed to provide the education needed to begin a paralegal career working under the supervision of an attorney or advance an existing career in related fields. Because certificate programs are valued by those in the legal field, it is perfect for those who want to enhance their marketability, make a career change, or simply expand their career options.

Program of Study

The certificate program was designed by paralegals and attorneys to concentrate exclusively on the skills and knowledge needed by working professionals. The program includes a core curriculum of eight classes (24 credits), but can be tailored to the individual student through the selection of two substantive courses. Students who already possess a bachelor's degree or are actively pursuing a bachelor's degree at Wilmington University will be permitted to enroll in the Certificate program, but will not receive a certificate until conferral of a bachelor's degree.

General Requirements

Each prospective student must submit the following:

1. An undergraduate application for admission.
2. An official transcript showing completion of a bachelor's degree.
3. No more than two courses (6 credits) may be transferred into this certificate program.

Minimum Grade Policy

The Legal Studies program has set a minimum passing grade of "C" for LES 200, 220, 314, 316, 403, and 480 (designated with an asterisk). Students receiving a grade lower than "C" in any of these courses must retake that course.

Curriculum

LES 200	Legal Ethics*
LES 220	Introduction to Legal Studies*
LES 314	Legal Research*
LES 316	Legal Writing*
LES 403	Civil Procedure*
LES 480	Law Office Administration and Technology*

Select two courses from the following:

LES 317	Contracts
LES 330	Cyberlaw
LES 331	Electronic Discovery
LES 350	Interviewing and Investigation
LES 402	Business Organizations
LES 404	Criminal Law
LES 405	Delaware Practice
LES 406	Family Law
LES 408	Employment Law
LES 409	Bankruptcy
LES 410	Real Estate
LES 411	Estates, Trusts and Probate
LES 416	Environmental Law
LES 417	Intellectual Property
LES 420	Personal Injury and Malpractice
LES 440	Advanced Litigation
LES 490	Internship

Or With Approval of the Program Chair:

Other Upper Level LES Courses

CRJ 316	Criminal Law
CRJ 411	Criminal Evidence and Procedures

Total credits for the Legal Studies Certificate—24

COLLEGE OF

TECHNOLOGY

Associate of Science

Media Art, Design and Technology

Bachelor of Science

Computer and Network Security

Game Design and Development

Information Systems Management

Media Design

Multimedia

Photography

Digital Publishing

Video and Motion Graphics

3D and Motion Graphics

Digital Film-Making

Visual Effects

Web Information Systems

Minors

Media Design

Multimedia Production

Photography

Digital Publishing

Video and Motion Graphics

Digital Film-Making

Video

Certificate

Digital Evidence Discovery

Digital Evidence Investigation

Web Applications Development

Overview

Programs in the College of Technology have been developed for those students wishing to work in information technology fields, cyber security, video and motion graphics, and multimedia design. Design-related careers include, among others, the areas of Game Design and Development, 3-D animation, marketing, photography and graphic design. Video and Motion Graphics careers encompass film, television programming, video games and a host of other entertainment mediums. Information technology networks now reflect a global presence throughout all of the nation's IT enterprise systems as people are now connected to a network whether at work or home through any of the many types of end user devices. Information Technology related careers include Project Leader/Manager, Web Application Developer, Systems Analyst, Database Specialist, E-commerce Analyst, Network Specialist, Cyber Security Specialist, Information Security Analyst, and Information Assurance and Computer Forensics Specialist, among many others. The United States Department of Labor statistics reports a demand for Information Technology professionals across all industry segments with an emphasis on cyber security. Wilmington University's College of Technology programs include courses that are taught using an appropriate balance of theory and practice in state-of-the-art labs, classrooms and studios.

Philosophy

The mission of the College of Technology is to prepare students in the conceptual and practical aspects of information technologies, media design and video/motion graphics. Students will learn creative, technical and managerial perspectives to aid them in becoming competent practitioners and leaders in their chosen field. Each student will also be versed in leadership and stewardship responsibilities as they assume those roles in society. Toward those ends, the faculty is committed to providing an academically challenging and an aesthetically pleasing environment that will foster the development of creative and innovative projects to meet the challenges of a constantly changing profession.

Epsilon Pi Tau Honor Society/Delta Lambda Chapter

Epsilon Pi Tau is an international honor society that encourages academic excellence of students in fields devoted to the general study of technology and the preparation of practitioners for the technology professions. It recognizes and provides services to students in degree and certificate programs in accredited higher education institutions offering associate through doctoral degree programs.

The honor society provides recognition of individuals for achievement and leadership, and is a medium for professional development. Membership in Epsilon Pi Tau is open to technology students and professionals with careers in technology. Students are considered for membership in this International Honorary Society because of their academic excellence. Only those individuals who have shown scholastic success are considered.

Certification

Wilmington University has been recognized by the Department of Homeland Security (DHS) and the National Security Agency (NSA) as a National Center of Academic Excellence in Information Assurance Education (www.nsa.gov/ia/academic_outreach/nat_cae/institutions.shtml). In addition, the NSA has reviewed the University's courseware and determined that it meets the

National Training Standard for Information Systems Security Professionals, NSTISSI 4011, and System Administrators, CNSS 4013E. These standards specify the minimum training requirements for entry level positions as information security professionals or systems administrators in the federal government and its contractors.

Students in the Computer and Network Security Program (B.S.) will be able to:

- Apply the ethical principles required of computer professionals;
- Demonstrate technical knowledge in Information Assurance necessary to prepare for an entry level position in the Computer and Network Security field;
- Analyze requirements for Information Security projects using best practices and current methodologies;
- Employ the process used to analyze, design, implement, test and deliver Information Assurance projects;
- Demonstrate knowledge of best practices used to manage Computer and Network Security projects; and
- Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid.

Students in the Game Design and Development Program (B.S.) will be able to:

- Apply the ethical principles required of computer professionals;
- Demonstrate an understanding of the aesthetics of design and its importance in the world of communications and technology;
- Demonstrate personal skills in self-management and problem solving;
- Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid;
- Demonstrate technical knowledge in Game Development necessary to prepare for an entry-level position in the field;
- Analyze requirements for current trends in game development projects using the best practices and current methodologies (systems analysis); and
- Demonstrate knowledge of best practices used in Game Development.

Students in the Information Systems Management Program (B.S.) will be able to:

- Apply the ethical principles required of computer professionals;
- Demonstrate technical knowledge in Information Technology necessary to prepare for an entry level position in the field;
- Analyze requirements for Information Technology systems using the best practices and current methodologies;
- Employ the Systems Development Life Cycle (SDLC) process used to analyze, design, implement, test and deliver Information Technology projects;
- Demonstrate knowledge of best practices used to manage Information Technology projects; and
- Practice the use and employ the benefit of library resources, including subscription to services and other sources generally accepted as legitimate and valid.

Students in the Media Design Program (B.S.) will be able to:

- Practice professional and ethical behavior required of Media Design professionals;
- Demonstrate an understanding of the aesthetics of design and its importance in the world of communications and technology;
- Demonstrate personal skills in self-management and problem solving;
- Prepare for a position in field through development of a professional portfolio of work; and
- Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid.

Students in the Video and Motion Graphics Program (B.S.) will be able to:

- Demonstrate the core skill set of video and film style production techniques;
- Demonstrate an understanding of the pipeline and workflow of Pre-Production, Production, and Post-Production;
- Demonstrate an understanding of the process of creating programming from script to screen;
- Utilize the right tools and techniques for any kind of production;
- Develop a higher level core set of skills within Video and Motion Graphics through the production of a demo reel;

- Demonstrate knowledge of best practices for their respective areas of industry;
- Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid;
- Practice professional and ethical behavior;
- Demonstrate personal skills in self-management and problem solving; and
- Participate in on the job preparation for a professional position in his/her chosen career field.

Students in the Web Information Systems Program (B.S.) will be able to:

- Apply the ethical principles required of computer professionals;
- Demonstrate knowledge in technologies of the web necessary to prepare for an entry level position in the field;
- Analyze requirements for web applications using best practices and current methodologies;
- Practice the Software Development Life Cycle (SDLC) process used to analyze, design, implement, test and deliver web applications;
- Demonstrate knowledge of best practices used to manage software development projects for the web (software project management); and
- Practice the use and employ the benefit of library resources, including subscription to services and other sources generally accepted as legitimate and valid.

General Purpose

The College of Technology programs are designed to address a wide range of career needs surrounding the informational systems field, in multimedia design and in the video and motion graphics industries. The diversity of activities and occupations within these professions establishes the foundation for formal training. Rapidly changing technology requires curriculum that is concurrent with industry. While preparing students to become competent, competitive, adaptive and able to work well in teams, our programs include the latest tools and concepts. The importance of these personal design and communication skills and of the knowledge, skills, and abilities associated with emerging technologies and information resources is reflected in the various programs through emphasis on “core skills”, all of which are fully integrated into practical, hands-on assignments.

The Program of Study

All programs with the College of Technology observe a rigorous academic regimen involving core areas of study. The Information Systems Management (ISM) degree reflects contemporary industry skill requirements, including data warehousing, business process and business intelligence. It also includes an introduction to IT policy and strategy with tasks interwoven within the program to enhance interpersonal communication skills. The ISM degree consists of 33 core credit hours in the management of technology plus 18 credit hours of free electives. Additionally, it includes a Business and Management Core of 24 credit hours, 6 credit hours of Technical Support, and a General Education Requirements of 39 credit hours to provide a well-rounded academic program.

The Web Information Systems (WIS) degree prepares students for careers in web application development for dynamic data-driven web sites. The core courses of the major consist of 39 credit hours, beginning with the languages of the web, XHTML and CSS. Emphasis is then placed on programming for the client/server model including server-side programming with databases and client side programming for web browsers. Upper level courses focus on the theory of object oriented systems analysis and design, software project management, database design, and user centered design. The collective knowledge amassed from the core course work is then put into practice in the senior year in the form of a senior project or internship. In addition to the technical courses, the WIS degree also includes a 24 credit hour business and management core to build strong communications skills and a sound understanding of current business practices. A General Education core of 39 credits, plus 6 technical support credits and 12 credits of free electives, helps provide the student with the broad education needed to compete for jobs in today’s global marketplace.

The Computer and Network Security degree concentrates on 45 core credits focusing on security and information assurance, including 3 credit hours of related electives, and is buttressed by a support core of 21 credits. Coupled with 39 credits of General Education and 15 credits of free electives, students have the ability to tailor the degree toward specific career interests within the profession.

The Game Design and Development degree consists of 57 core credits focusing on game design and programming, with an additional 6 credit hours of related electives, as well as a Media Design support core of 18 credit hours, and a General Education requirements of 39 credit hours to provide a well-rounded academic program.

The design-oriented programs of study use the Associate of Media Art, Design and Technology degree as their core for the freshman and sophomore years. The associate degree is

comprised of a General Education requirement of 12 courses (36 credit hours) and a Media Design and Technology core of eight courses (24 credit hours).

Each four-year degree program involving a design-emphasis continues with one more General Education course (3 credit hours) plus a design core and specialized career concentrations. The Media Design degree includes a Media Design core of 15 courses (45 credit hours) and offers career concentrations in Multimedia, Photography and Digital Publishing consisting of 12 courses (36 credit hours). The Video and Motion Graphics degree involves a Video and Motion Graphics core of 15 courses (45 credit hours) and a choice of career concentrations in 3D and Motion Graphics, Digital Film-Making, or Visual Effects each consisting of 12 courses (36 credit hours).

The General Education requirements provide a foundation in English, the fine arts, and the social sciences. The Media Design and Video and Motion Graphics cores explore those areas of technology and design that integrate within the media communications field. Finally, the career concentrations provide a focused concentration in the student's major field of study.

MEDIA ART, DESIGN AND TECHNOLOGY

ASSOCIATE OF SCIENCE

Philosophy

The mission of the Associate of Science degree in Media Design and Technology is to instill an aesthetic sensitivity in the student that leads to an understanding of design and composition prior to pursuit of work or a more advanced degree.

Moreover, this is a flexible degree that allows students to concentrate on the design field of their choice. This degree includes required coursework in digital image manipulation, concept development, and basic photography, as well as a series of design electives, which allow students to customize their degree.

Students may also use this degree as a building block to the Media Design, Video and Motion Graphics, or Game Design and Development bachelor degree programs. Students should meet with an Academic Advisor for further information.

Additionally, the General Education requirements courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation.

The Purpose of an Associate Degree in Design

Design is a common thread that runs through all media art and communications work, from hard news to education, entertainment to training. To succeed in these professions, students need to be creative and innovative thinkers. Equipment such as cameras, computers, microphones, and recorders are merely tools for creating images and sounds that are used in the final design and, though important, learning their use is only a small part of the process.

The design approach to programs within the College of Technology provides an opportunity to develop a two-year associate degree that is a basic core to all design-oriented baccalaureate programs. If a student intends to go continue on to a bachelor's program in Media Design, Game Design and Development, or Video and Motion Graphics, it would be beneficial to use the design electives on courses that are pre-requisites to those of the intended program. It also provides a foundation of theory and skills for those students who prefer to enter the labor market at the earliest possible opportunity.

Curriculum

General Education Requirements

ART 210	Basic Design
BCS 210	Computer Science
COM 300	Communication Theory
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
HIS 230	History of Art and Design
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SCI	Any Natural Science
VMG 313	Aesthetics of Film

(36 credits)

Media Design and Technology Core

DSN 094	Portfolio Archiving Orientation
DSN 210	Digital Image Manipulation
DSN 220	Concept Development
TEC 215	Basic Photographic Techniques

(9 credits)

Design Electives

Choose 4 courses from the following:

ART, DFM, DRA, DSN, GMD, TEC, VFX, VMG

(12 credits)

Free Elective (3 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
ART 210	ENG122
BCS 210	HIS 230
DSN 094	MAT 205
DSN 210	PHI 100
ENG 121	TEC 215
PSY 101	

Sophomore

Semester 1	Semester 2
DSN 220	COM 300
ECO 105	VMG 313
SCI	Design Elective
Design Elective	Design Elective
Design Elective	Free Elective

COMPUTER AND NETWORK SECURITY

BACHELOR OF SCIENCE

Philosophy

Today, businesses of all sizes depend upon a networked computer system connected to the Internet. Computer and network technologies have greatly increased employee productivity, elevated the status of “information” to that of a corporate asset, and reduced the cost of doing business. Unfortunately, the same technology that makes life easier for the employee also makes life easier for cyber criminals and more difficult for the IT professionals whose responsibility it is to secure the organization’s vital data. To protect themselves, companies seek professionals with the strongest security credentials available. In order to address such workplace demands, a program of study has been crafted that provides not only a foundation for the core of the degree, but also support from related disciplines to provide a well-rounded education. The General Education core and support courses interact with the security core to deliver a “complete package.”

Purpose

Wilmington University has been recognized by the Department of Homeland Security (DHS) and the National Security Agency (NSA) as a National Center of Academic Excellence in Information Assurance Education (www.nsa.gov/ia/academic_outreach/nat_cae/institutions.shtml). In addition, the NSA has reviewed the University’s courseware and determined that it meets the National Training Standard for Information Systems Security Professionals, NSTISSI 4011, and System Administrators, CNSS 4013E. These standards specify the minimum training requirements for entry level positions as information security professionals or systems administrators in the federal government and its contractors. The Computer and Network Security (CNS) Bachelor of Science degree provides students with credentials specializing in digital information security, information assurance, and computer forensics. Students trained in CNS will be fully equipped to work within today’s rapidly expanding job market, both in the federal government and the private sector.

Computer and Network Security is listed among the fastest growing occupations by the US Department of Labor Statistics (BLS). According to the BLS, the number of people employed as information security analysts is projected to increase by 37%

between 2012 and 2022. To put it in perspective, that is more than double the projected growth for computer occupations and triple the projected growth rate for all occupations. See www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-6 for more details.

Minimum Grade Policy

The Computer and Network Security program has set a minimum passing grade of “C-” for program core courses. Students receiving a grade lower than “C-” in any required core course must retake that course.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Computer and Network Security (CNS) degree program have the option of completing six credit hours via a co-op assignment. The co-op option for CNS is the equivalent of two semester courses, for a total of six credit hours. Students can complete their CNS degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the CNS Program Chair one semester before they would like to begin a co-op assignment.

Curriculum

General Education Requirements (33 credits)

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
	Natural Science Elective

Humanities Elective (3 credits)

Choose one course from:

ART, BBM 319, COM 245, CUL, DRA, DSN 110, ENG 360, ENG 365, ETN, HIS 230, HUM, LIT, MUS, PHI, REL, SPA, TEC 215, VMG 311, VMG 312, VMG 313.

Social Science Elective (3 credits)

Choose one course from:

HIS, POL, PSY, SOC

Support Core (21 credits)

CRJ 101	Survey of Criminal Justice
CRJ 411	Criminal Evidence and Procedures
LES 330	Cyber Law
LES 331	Electronic Discovery
MAT 122	College Math II
MAT 308	Inferential Statistics
PHI 314	Ethics for Computer Professionals

Security Core (42 credits)

SEC 100	Introduction to Computer Hardware and Operation
SEC 210	Principles and Practices of Information Security
SEC 230	Introduction to Linux
SEC 235	Networks and Telecommunications
SEC 250	Operating System and Computer Systems Security
SEC 290	Introduction to Programming with Python
SEC 310	Cryptography: Algorithms and Applications
SEC 335	Linux for Systems Administrators
SEC 340	Windows Operating Systems and Systems Administration
SEC 350	Introduction to Computer Forensics
SEC 410	Operating Systems Security: Web and Data Security
SEC 420	Data Integrity, Computer Forensics, and Disaster Recovery
SEC 435	Advanced Network Management
SEC 450	Protecting Your Network: Firewall and Perimeter Security

College of Technology Elective (3 credits)

Choose one course from the following:

GMD, ISM, MIS, SEC, TEC, WIS

Free Electives (15 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
BCS 206	CRJ 101
ENG 121	ENG 122
MAT 121	MAT 122
PSY 101	PHI 100
SEC 100	SEC 210

Sophomore

Semester 1	Semester 2
ECO 105	ENG 131
MAT 308	HUM 360
SEC 230	SEC 250
SEC 235	SEC 290
Natural Science Elective	Free Elective

Junior

Semester 1	Semester 2
PHI 314	HUM 361
SEC 310	LES 330
SEC 335	SEC 350
SEC 340	SEC 435
Free Elective	Free Elective

Senior

Semester 1	Semester 2
LES 331	CRJ 411
SEC 410	SEC 420
HUM Elective	SEC 450
Program Elective	Social Science Elective
Free Elective	Free Elective

GAME DESIGN AND DEVELOPMENT

BACHELOR OF SCIENCE

Philosophy

Gaming is becoming integrated into how we learn, socialize, interact, and gather information. It is designing the interactions an individual makes when using an interface. It involves simulation for real world practice without consequence. Architecture, Medical Imaging, Military/Law Enforcement, and Education have integrated Gaming technology. In order to address industry demand, this program of study has been crafted to provide not only a foundation for the core of the degree, but also includes allied focus areas beyond the discipline to provide a holistic experience. Crossing the boundaries of traditional game programs, the Game Design and Development program combines both the programming and design aspects of creating video games for major platforms, consoles, and mobile devices. The program further provides preparation in virtualization for medical, educational, and military applications, as well as the next round of interactive applications. Combining the skills of video production, graphic design, interactive design, and 3D skills and programming, this interdisciplinary degree program prepares the student for the exciting world of game design and development.

Purpose

The Game Design and Development program is for the student wishing to design and develop two dimensional and three dimensional game, training and educational, and animation applications deployed to personal computers and game, recreational, and training consoles. The primary focus of this program is on design elements supported by game programming using available game engine platforms. Students will have an understanding of the workflow involved in designing and developing a game or training simulation environment, game design techniques, and be able to communicate to designers and programmers in the industry, with a base level of understanding.

The program prepares students with the “Gaming Skill Set” required for entry into the fast growing industry of game technology. It is designed to balance the programming and design skills needed to understand the industry pipeline of product creation. The “Gaming Skill Set” reflects a well-rounded individual capable of managing a project from inception to completion. The student will be prepared with

an understanding of video and audio techniques as well as designing interfaces and user experiences. Additionally, students will learn to create environments that reflect real world scenarios or create new worlds to explore; program complex levels with physics, logic and purpose; and measure users' progress through those scenarios. Classroom projects will provide users the tools to improve reaction time, improve hand-eye coordination, think strategically, process cause and effect, and increase ability to process multiple stimuli. Students will gain an understanding of every aspect of the gaming industry from concept development to character and environment creation to programming user interfaces and the "guts" of a game. Finally, students will be exposed to marketing their products and project management.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Game Design and Development (GDD) degree program have the option of completing six credit hours via a co-op assignment. The co-op option for GDD is the equivalent of two semester courses, for a total of six credit hours. Students can complete their GDD degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the GDD Program Chair one semester before they would like to begin a co-op assignment.

Curriculum

General Education Requirements (39 credits)

ART 210	Basic Design
BCS 210	Computer Science
COM 300	Communication Theory
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
HIS 230	History of Art and Design
HUM 360	Human World Views: 3500 BCE–1650 AD
or	
HUM 361	Human World Views: 1650 AD–Present
LIT 313	Visual Approaches to Literature: The Graphic Novel
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SCI 110	Conceptual Physics

Media Design Requirements (18 credits)

DSN 105	Visual Communications
DSN 210	Digital Image Manipulation
DSN 220	Concept Development
DSN 410	Advanced Digital Image Manipulation
VMG 201	Fundamentals of Motion Graphics
VMG 422	Non-Linear Editing (Mac)

Game Design and Development Core (57 credits)

GMD 100	Introduction to Game Engines
GMD 105	Video and Audio for Game Design
GMD 110	Introduction to JavaScript for Unity3D
GMD 202	Soundtracks for Film, Video and Games
GMD 203	Creating Sound Effects and Dialog for Film, Video and Games
GMD 210	Advanced JavaScript for Unity3D
GMD 300	Advanced Game Engines: Using Unity 3D
GMD 310	Environment Creation for Games
GMD 401	Game Development I
GMD 405	Game Development II
GMD 487	Game Design and Development Senior Project
MAT 200	Pre Calc
or	
MAT 320	Finite Math
VMG 222	Story Design Methods
VMG 310	Advanced Motion Graphics
VMG 321	Introduction to 3D
VMG 322	3D Modeling Techniques
VMG 323	3D Texture, Rendering and Lighting Techniques
VMG 324	Character Creation and Texturing
VMG 325	Character Rigging

Free Electives (6 credits)

CAP/Co-op Program Option (6 credits)

The co-op option is an alternative to GMD 401 - Game Development I and GMD 405 - Game Development II. Each co-op assignment is one semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have completed GMD 300 - Advanced Game Engines and have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the GMD Program Chair one semester before they would like to begin a co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
BCS 210	DSN 105
DSN 210	GMD 100
ENG 121	MAT 121
GMD 105	PHI 100
PSY 101	SCI 110

Sophomore

Semester 1	Semester 2
ECO 105	ENG 122
DSN 220	GMD 110
GMD 202	GMD 203
MAT 200 or MAT 320	HIS 230
VMG 201	VMG 321

Junior

Semester 1	Semester 2
DSN 410	GMD 210
GMD 300	GMD 310
VMG 222	GMD 401
VMG 322	VMG 323
VMG 324	VMG 325

Senior

Semester 1	Semester 2
GMD 405	ART 210
HUM 360 or HUM 361	COM 300
LIT 313	GMD 487
VMG 310	VMG 422
Free Elective	Free Elective

INFORMATION SYSTEMS MANAGEMENT

BACHELOR OF SCIENCE

Philosophy

The Wilmington University undergraduate degree program in Information Systems Management provides a solid knowledge foundation and a related and meaningful set of experiences to prepare professionals to become Information Technology leaders in what has become the nation's largest industry. Students who successfully complete the undergraduate degree program in Information Systems Management will possess a working command of current business processes, understand the concepts of business intelligence, data warehousing, and information technology applications and practices that can be applied in business, educational, and governmental organizations regardless of size. Degree recipients will be capable of managing complex projects from inception to completion, including analyzing business processes and designing an information technology strategy for continuous improvement. The ISM program is closely aligned with the business curriculum at Wilmington University. All courses involve hands-on assignments.

Purpose

The use of information systems and technology in business and industry is woven into strategic, tactical and operational areas of almost every organization. Administrators, employees, and staff routinely use information technology in their daily professional and personal lives. The increased need for well-designed information technology systems by business and industry has further created a need for IT professionals who can analyze, design and implement information systems to meet the needs of clients. This includes, but is not limited to, professionals who are:

Competent practitioners, able to use technology and capable of assuming a leadership role in its implementation;

Effective problem solvers, with the ability to integrate information systems and technology into the workplace;

Active learners, attuned to emerging trends and technical innovations, with the attendant capabilities to appropriately position the proper trends/innovations within organizations.

The express purpose of Wilmington University's program in Information Systems Management is to satisfy those needs by fostering an application level of practical expertise at an intermediate level of experience. Knowledge of the most current tools and technologies is combined with an understanding of the fundamental principles that underlie them. This ensures that graduates have immediately useful skills, in addition to the deeper understanding that will allow them to move smoothly and efficiently to new systems and approaches.

Curriculum

General Education Requirements (30 credits)

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking
PHI 314	Ethics for Computer Professionals

Science Elective (3 credits)

Choose one SCI course

Social Science Electives (6 credits)

Choose two courses from the following: HIS, POL, PSY 101, SOC 101

Technical Support (6 credits)

MAT 122	College Math II
MAT 308	Inferential Statistics

Business and Management Core (18 credits)

BBM 201	Principles of Management
BBM 301	Organizational Behavior
BBM 320	Business Communications (or equivalent)
BBM 350	Introduction to E-Commerce
BMK 305	Marketing
FIN 300	Applied Concepts in Accounting and Finance
or	
BFM 300	Fundamentals of Finance for Managers

Business and Management Electives (6 credits)

Choose two courses from the following:

LES 330, LES 331 or any BAC, BBM, BLA, BMK, ECO, FIN or HRM

Note: For any of the electives chosen, students must meet the prerequisites or otherwise obtain Program Chair approval.

Information Systems Management (33 credits)

ISM 110	Information Systems Theory and Practice
ISM 300	Business Process Management
ISM 330	Business Intelligence
ISM 350	Information Technology Policy and Strategy
ISM 400	Systems Analysis and Design
ISM 410	Physical Design and Implementation with DBMS
ISM 420	Data Modeling and Warehousing
ISM 450	Project Management and Practice
ISM 455	Strategic Application of Information Technology
MIS 320	Management Information Systems
SEC 210	Principles and Practice of Information Security

Free Electives (18 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
BCS 206	ENG 122
ENG 121	MAT 122
ISM 110	PHI 100
MAT 121	Business Elective
Social Science Elective	Science Elective

Sophomore

Semester 1	Semester 2
ECO 105	BBM 201
FIN 300 or BFM 300	ISM 350
ISM 300	MIS 320
MAT 308	PHI 314
SEC 210	Social Science Elective

Junior

Semester 1	Semester 2
BBM 301	BBM 320
ENG 131	HUM 361
HUM 360	ISM 400
ISM 330	ISM 420
ISM 410	Free Elective

Senior

Semester 1	Semester 2
BBM 350	BMK 305
ISM 450	ISM 455
Business Elective	Free Elective
Free Elective	Free Elective
Free Elective	Free Elective

MEDIA DESIGN

BACHELOR OF SCIENCE

Purpose

The field of graphic design has seen a recent explosion of career opportunities, from education to business and entertainment. The Media Design major provides students with the flexibility to tailor their degree to their career interests. Students have the option of choosing from among three concentration areas: Multimedia, Digital Publishing, and Photography. All Media Design students will complete the Media Design core, which offers introductory courses in drawing, digital publishing, digital image manipulation and photography. This will allow students to survey the various media available to them and select a specialty area of study. All Media Design students will also complete a senior project; produce a portfolio to be reviewed by professional staff; and network within the field, while gaining real world experience, with an internship. The General Education requirements provide a foundation in English, fine arts and the social sciences.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Media Design degree program have the option of completing six credit hours via a co-op assignment. The co-op option for Media Design is the equivalent of two semester courses, for a total of six credit hours. Students can complete their Media Design degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the Media Design Program Chair one semester before they would like to begin a co-op assignment.

Curriculum

General Education Requirements (39 credits)

ART 210	Basic Design
BCS 210	Computer Science
COM 300	Communication Theory
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
HIS 230	History of Art and Design
HUM 360	Human World Views: 3500 BCE–1650 AD
or	
HUM 361	Human World Views: 1650 AD–Present

MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SCI	Any Natural Science Elective
VMG 313	Aesthetics of Film

Media Design Core (45 credits)

DSN 094	Portfolio Archiving Orientation (0 credits)
COM 310	Legal Aspects of Communication
COM 431	Media and Society
DSN 105	Visual Communication
DSN 110	Fundamentals of Drawing
DSN 112	Digital Drawing
DSN 121	Digital Publishing
DSN 210	Digital Image Manipulation
DSN 220	Concept Development
DSN 235	Vector Drawing
DSN 241	Color Theory
DSN 318	Portfolio Production
DSN 320	Introduction to Web Design
DSN 487	Senior Project
DSN 490	Internship
TEC 215	Basic Photographic Techniques

Multimedia Concentration (36 credits)

The Multimedia concentration will give students experience within a variety of media, with courses in web design and web programming, digital publishing, photography and video. Students will study basic design, digital image manipulation, animation and video filming and editing. The three design electives allow students to make choices on additional concentration areas.

DSN 325	Multimedia Web Design
DSN 326	Interactive Multimedia Web
DSN 350	Interactive Publication Design
DSN 420	Advanced Web Page Design
VMG 101	Introduction to Audio
VMG 102	The Production Process
VMG 201	Fundamentals of Motion Graphics
VMG 422	Non-Linear Editing-Mac
WIS 100	Basic to Intermediate Web Design
WIS 370	User Centered Design

Design Electives (3 credits)

Choose 1 course from the following:
ART, DFM, DRA, DSN, GMD, TEC, VFX, VMG

Free Electives (3 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
ART 210	DSN 121
BCS 210	ENG122
DSN 112	HIS 230
ENG 121	MAT 205
PHI 100	PSY 101
DSN 094	

Sophomore

Semester 1	Semester 2
DSN 110	DSN 220
DSN 210	VMG 101
ECO 105	VMG 102
TEC 215	VMG 201
SCI	DSN 105

Junior

Semester 1	Semester 2
DSN 235	COM 310
DSN 241	DSN 318
DSN 320	DSN 325
VMG 422	DSN 420
WIS 370	WIS 100

Senior

Semester 1	Semester 2
DSN 490	COM 431
DSN 326	DSN 487
HUM 360 or HUM 361	VMG 313
DSN 350	COM 300
Design Elective	Free Elective

Photography Concentration (36 credits)

The Photography concentration of Media Design offers courses in photographic techniques relating to lighting, sports, business, editing, and photojournalism. Students will also study color theory and visual communication. Photography students may use the three design elective courses to take additional photo classes.

BMK 305	Marketing
TEC 325	Business of Photography
TEC 405	Photographic Studio Lighting
or	
TEC 406	Photographic Location
VMG 102	The Production Process

Select 6 courses from the following:

TEC 300	Advanced Photography
TEC 310	Black and White Digital Photography
TEC 315	Nature Photography
TEC 345	Surreal Digital Photography
TEC 366	Photojournalism
TEC 400	Sports Photography
TEC 405	Photo Studio Lighting
TEC 406	Photographic Location Lighting
TEC 425	Photo Editing Techniques
TEC 460	Topics in Photography

Design Electives

(3 credits)

Choose 1 course from the following:

ART, DFM, DRA, DSN, GMD, TEC, VFX, VMG

Free Electives (3 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
ART 210	ENG 122
BCS 210	HIS 230
DSN 112	MAT 205
ENG 121	PSY 101
PHI 100	TEC 215
DSN 094	

Sophomore

Semester 1	Semester 2
DSN 121	DSN 105
DSN 210	DSN 220
ECO 105	DSN 241
VMG 102	DSN 235
DSN 110	TEC 325

Junior

Semester 1	Semester 2
BMK 305	SCI
COM 300	VMG 313
DSN 320	DSN 318
TEC 405 or 406	TEC
TEC	TEC

Senior

Semester 1	Semester 2
DSN 490	COM 431
COM 310	DSN 487
TEC	HUM 360 or HUM 361
TEC	TEC
Design Elective	Free Elective

Digital Publishing Concentration

(36 credits)

The Digital Publishing concentration within Media Design will focus on digital publishing from web to tablets, offering students courses on typography, illustration and color theory. It will also focus on applications of graphic design such as the design of brochures, catalogs, product packaging and displays.

BMK 305	Marketing
DSN 308	Illustration
DSN 315	Typography
DSN 335	Advanced Vector Drawing
DSN 350	Interactive Publication Design
DSN 401	Publication Design
DSN 402	Graphic Design Brochures and Catalogs
DSN 410	Advanced Digital Image Manipulation
DSN 415	Packaging and Display Design

Design Electives

(6 credits)

Choose 2 courses from the following:

ART, DFM, DRA, DSN, GMD, TEC, VFX, VMG

Free Electives (3 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
ART 210	DSN 121
BCS 210	ENG122
DSN 112	HIS 230
ENG 121	MAT 205
PHI 100	PSY 101
DSN 094	

Sophomore

Semester 1	Semester 2
DSN 110	DSN 105
DSN 210	DSN 220
ECO 105	DSN 235
SCI	DSN 241
TEC 215	VMG 313

Junior

Semester 1	Semester 2
BMK 305	DSN 308
DSN 315	DSN 318
DSN 320	DSN 402
DSN 401	DSN 410
DSN 335	Design Elective

Senior

Semester 1	Semester 2
COM 310	COM 431
COM 300	DSN 487
DSN 415	HUM 360 or HUM 361
DSN 490	Design Elective
DSN 350	Free Elective

VIDEO AND MOTION GRAPHICS

BACHELOR OF SCIENCE

Philosophy

Today, visual effects play a central role in film, television programming, video games and a host of other entertainment mediums. This has led to a growing demand for those who have artistic talent and technical ability to create engaging video content, visual effects, and motion graphics.

The Wilmington University Bachelors of Science in Video and Motion Graphics provides students with a strong foundation in the core skills for all stages of production, geared towards film-making, news, corporate, educational, or entertainment. Students will explore real-world production concepts under the direction of expert faculty with extensive field experience and gain additional skills in graphic design, animation, compositing, and sound.

Purpose

The Video and Motion Graphics Bachelor of Science is for students wishing to pursue careers in television, film, motion graphics, visual effects, and related fields. Students will have a strong core skill set applicable to any video work ranging from news, film, television, commercials, drama, action, corporate, or documentary applications, then allowing the students to focus on their area of interest through the concentrations.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Video and Motion Graphics (VMG) degree program have the option of completing six credit hours via a co-op assignment. The co-op option for VMG is the equivalent of two semester courses, for a total of six credit hours. Students can complete their VMG degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the VMG Program Chair one semester before they would like to begin a co-op assignment.

Curriculum

General Education Requirements

(39 credits)

ART 210	Basic Design
BCS 210	Computer Science
COM 300	Communication Theory
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
HIS 230	History of Art and Design
HUM 360	Human World Views: 3500 BCE–1650
or	
HUM 361	Human World Views: 1650 AD–Present
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SCI	Any Natural Science Elective
VMG 313	Aesthetics of Film

Video and Motion Graphics Core

(45 credits)

COM 310	Legal Aspects of Communication
DSN 210	Digital Image Manipulation
DSN 220	Concept Development
VMG 100	Camera and Cinematography Techniques
VMG 101	Introduction to Audio
VMG 102	The Production Process
VMG 200	Advanced Camera and Cinematography Techniques
VMG 201	Fundamentals of Motion Graphics
VMG 202	Advanced Audio Recording Techniques
VMG 222	Story Design Methods
VMG 301	Lighting for Production 1
VMG 302	Lighting for Production 2
VMG 400	On Location Production Techniques
VMG 402	Studio Production Techniques
VMG 422	Non-Linear Editing

3D and Motion Graphics

(36 credits)

DSN 235	Vector Drawing
VFX 200	Introduction to Composing for Visual Effects
VFX 300	Advanced Composing Workshop
VMG 310	Advanced Motion Graphics
VMG 321	Introduction to 3D
VMG 322	3D Modeling Techniques
VMG 323	3D Texture, Rendering and Lighting Techniques
VMG 324	Character Creation and Texturing
VMG 325	Character Rigging
VMG 487	Video Motion Graphics Senior Project
VMG 490	Video Motion Graphics Internship
Free Elective	

CAP/Co-op Program Option

(6 credits)

The co-op option is an alternative to the VMG 487 - Video Motion Graphics Senior Project and VMG 490 - Video Motion Graphics Internship. Each co-op assignment is one semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the VMG Program Chair one semester before they would like to begin a co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
ART 210	ENG 122
BCS 210	HIS 230
DSN 210	MAT 205
ENG 121	PHI 100
VMG101	VMG 102

Sophomore

Semester 1	Semester 2
PSY 101	DSN 220
VMG 100	ECO 105
VMG 201	VMG 200
VMG 202	VMG 222
VMG 301	VMG 321

Junior

Semester 1	Semester 2
COM 300	COM 310
DSN 235	VMG 302
VMG 313	VMG 310
VMG 400	VMG 322
VMG 422	VMG 402

Senior

Semester 1	Semester 2
VFX 200	HUM 360 or HUM361
VMG 323	VFX 300
VMG 324	VMG 325
VMG 490	VMG 487
SCI Elective	Free Elective

Digital Film-Making Concentration (27 credits)

DFM 200	Introduction to Digital Film-Making
DFM 300	Directing Digital Films
DFM 350	Digital Film-Making II
DFM 400	Directing Digital Films II
VMG 350	Journalism in Practice
VMG 401	Producing the Documentary
VMG 423	Advance Non-Linear Editing
VMG 487	Video Motion Graphics Senior Project
VMG 490	Video Motion Graphics Internship

Free Electives (9 credits)**CAP/Co-op Program Option (6 credits)**

The co-op option is an alternative to the VMG 487 - Video Motion Graphics Senior Project and VMG 490 - Video Motion Graphics Internship. Each co-op assignment is one semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the VMG Program Chair one semester before they would like to begin a co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

SUGGESTED PROGRAM SEQUENCE**Freshman**

Semester 1	Semester 2
ART 210	ENG 122
BCS 210	HIS 230
DSN 210	MAT 205
ENG 121	PHI 100
VMG 101	VMG 102

Sophomore

Semester 1	Semester 2
PSY 101	DSN 220
VMG 100	ECO 105
VMG 201	VMG 200
VMG 202	VMG 222
VMG 301	VMG 350

Junior

Semester 1	Semester 2
COM 300	COM 310
DFM 200	DFM 300
VMG 313	VMG 302
VMG 400	VMG 402
VMG 422	VMG 423

Senior

Semester 1	Semester 2
DFM 350	DFM 400
VMG 401	HUM 360 or HUM361
VMG 490	VMG 487
Free Elective	Free Elective
SCI Elective	Free Elective

Visual Effects (30 credits)

VFX 110	Digital Filmmaking for Visual Effects
VFX 200	Introduction to Composing for Visual Effects
VFX 300	Advanced Compositing Workshop
VFX 310	Digital Matte Painting and Set Extensions
VFX 400	Match-moving and Roto-scoping
VFX 420	Visual Effects Workshop
VMG 321	Introduction to 3D
VMG 322	3D Modeling Techniques
VMG 323	3D Texture, Rendering and Lighting Techniques
VMG 490	Video Motion Graphics Internship

Free Electives (6 credits)**CAP/Co-op Program Option (6 credits)**

The co-op option is an alternative to the VFX 420 - Visual Effects Workshop and VMG 490 - Video Motion Graphics Internship. Each co-op assignment is one semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the VMG Program Chair one semester before they would like to begin a co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
ART 210	ENG 122
BCS 210	HIS 230
DSN 210	MAT 205
ENG 121	PHI 100
VMG 101	VMG 102

Sophomore

Semester 1	Semester 2
PSY 101	DSN 220
VMG 100	ECO 105
VMG 201	VMG 200
VMG 202	VMG 222
VMG 301	VMG 321

Junior

Semester 1	Semester 2
COM 300	COM 310
VFX 110	VFX 200
VMG 400	VMG 302
VMG 422	VMG 322
SCI Elective	VMG 402

Senior

Semester 1	Semester 2
VFX 300	HUM 360 or HUM361
VFX 400	VFX 310
VMG 313	VFX 420
VMG 490	VMG 323
Free Elective	Free Elective

WEB INFORMATION SYSTEMS

BACHELOR OF SCIENCE

Philosophy

The Wilmington University undergraduate degree program in Web Information Systems provides students with the technical skills to design and build sophisticated web-based systems and mobile device apps. The World Wide Web has become a ubiquitous influence to all aspects of commerce and professional/personal interactions among a worldwide citizenry - both corporate and private - within today's increasingly global economy. The latest technical skills are critically important for the success of any commercial enterprise. Students in Wilmington University's Web Information Systems degree program learn the latest in software development technologies for the web and mobile devices, achieve a sound understanding of current business practices, and develop capable communications skills. This gives the students the broad education needed to compete for jobs in today's global marketplace.

Use of the internet and mobile devices has changed the way the world communicates. The influence of the World Wide Web on both business and private interaction has become universal in its impact. As such, the Internet has become an indispensable tool in our daily lives. And, because technology expands at an incredible pace, those who fail to keep abreast with the times will quickly lose their competitive edge.

Successful enterprises have learned that to keep customers informed and accommodated, static web pages are no longer enough. Businesses need apps that run on mobile devices and web-based systems that are "dynamic" and "data-driven". This means that the web pages are created instantaneously, at the touch of a screen or the click of a mouse, and customized for each particular viewer. "Dynamic" capability provides an enormous competitive advantage in a markedly competitive and technologically-augmented global marketplace.

Purpose

The goal of the Web Information Systems program is to prepare students for careers in designing and building web-based systems and mobile device apps. Accordingly, it not only incorporates the detailed skills and knowledge needed to work in the present-day software environment, but also stresses fundamental concepts that persist across rapid technological changes. The Web Information Systems

degree looks at web development tools currently in demand. The technologies of choice within this curriculum (which, by design, will dynamically change to meet the requirements dictated by innovation) include HTML/CSS, PHP, Java, JavaScript, and MySQL. Included in the curriculum are courses that concentrate on user-centered design, object oriented methodologies, and the most current systems analysis and software project management techniques.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Web Information Systems (WIS) degree program have the option of completing six credit hours via a co-op assignment. The co-op option for WIS is the equivalent of two semester courses, for a total of six credit hours. Students can complete their WIS degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the WIS Program Chair one semester before they would like to begin a co-op assignment.

Curriculum

General Education Requirements (30 credits)

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking
PHI 314	Ethics for Computer Professionals

Science Elective (3 credits)

Choose one SCI course

Social Science Electives (6 credits)

Choose two courses from the following:

HIS, POL, PSY 101, SOC 101

Technical Support (6 credits)

MAT 122	College Math II
MAT 308	Inferential Statistics

Business and Management Core (21 credits)

BBM 201	Principles of Management
BBM 301	Organizational Behavior
BBM 320	Business Communications (or equivalent)
BBM 350	Introduction to E-Commerce

BMK 305	Marketing
FIN 300	Applied Concepts in Accounting and Finance;
MIS 320	Management Information Systems

Business and Management Elective (3 credits)

Choose one course from the following:

LES 330, LES 331 or any BAC, BBM, BLA, BMK, ECO, FIN or HRM

Note: For any of the electives chosen, students must meet the prerequisites or otherwise obtain Program Chair approval.

Web Information Systems (36 credits)

ISM 420	Data Modeling and Warehousing
ISM 450	Project Management and Practice
SEC 235	Networks and Telecommunications
WIS 100	Basic to Intermediate Web Design
WIS 210	Database Fundamentals
WIS 240	JavaScript
WIS 300	Foundations of Object Oriented Programming (see co-op option)
WIS 305	Basic Web Application Development
WIS 306	Intermediate Web Application Development
WIS 320	Advanced Web Application Development
WIS 370	User-Centered Design
WIS 420	Systems Analysis and Design

Senior Project or Internship (3 credits)

Select three credits from the following:

WIS 490 Web Information Systems Internship (3 credits);

or

WIS 485 Senior Project Plan (1 credit)

and

WIS 486 Senior Project (2 credits)

(See co-op option)

Free Electives (12 credits)

CAP/Co-op Program Option (6 credits)

The co-op option is an alternative to the WIS 300 - Foundations of Object Oriented Programming course and the WIS internship: WIS 490. Each co-op assignment is one semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have completed WIS 306 - Intermediate Web Application Development and have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the WIS Program Chair one semester before they would like to begin a co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
BCS 206	ECO 105
ENG 121	ENG 122
MAT 121	MAT 122
WIS 100	SEC 235
PHI 100	Social Science Elective

Sophomore

Semester 1	Semester 2
ENG 131	BBM 201
MAT 308	MIS 320
WIS 210	WIS 306
WIS 305	Free Elective
Social Science Elective	Science Elective

Junior

Semester 1	Semester 2
BBM 301	BBM 320
FIN 300 or BFM 300	HUM 361
HUM 360	PHI 314
WIS 240	WIS 320
WIS 370	Business Elective

Senior

Semester 1	Semester 2
BMK 305	BBM 350
ISM 450	ISM 420
WIS 300 or Co-op I/II	WIS 490 or WIS 485/486
WIS 420	or Co-op II
Free Elective	Free Elective
	Free Elective

COLLEGE OF TECHNOLOGY MINORS

Purpose

The minors offered by the College of Technology are designed to provide all Wilmington University students with the opportunity to develop theoretical and practical skills in the informational technologies involving design and communications, and to both enhance their major studies and support their pursuit of employment. Each program is made up of five courses, some of which may require pre-requisites. Students who wish to pursue a minor should contact the Student Academic Advising and Success Center.

MEDIA DESIGN— MULTIMEDIA PRODUCTION MINOR

The rapid development of this medium of integrated electronic design has led to the creation of many employment opportunities. Students studying any of the various majors with elements of training, public relations, or marketing would benefit from this experience.

DSN 210	Digital Image Manipulation
DSN 320	Introduction to Web Page Design
DSN 325	Multimedia Web Page Design
VMG 201	Introduction to Motion Graphics
VMG 422	Non-Linear Editing

MEDIA DESIGN—PHOTOGRAPHY MINOR

Photography is everywhere you look: web pages, billboards, textbooks, etc. Images are used to transmit ideas and emotions, to persuade consumers, to influence voters, to make you hungry. Photographs inspire nostalgia, capture history, and they allow people to experience worlds they would otherwise never know. Now that everyone carries a camera, we have witnessed news and events unfolding in ways that forever changed our society. In this minor, students will improve their photographic skills in a course of study that could ultimately lead to employment as working photographers.

The Photography minor is open to all Wilmington University students. In this minor, students will create a path of study suited to their desires by selecting any five courses from the following list, preferably starting with TEC 215. Students who

are normally required to include TEC 215 for their major will, when electing a Photography minor, select 6 courses from those listed below.

TEC 215	Basic Photographic Techniques
TEC 300	Advanced Photography
TEC 310	Black and White Digital Photography
TEC 315	Nature Photography
TEC 325	Business of Photography
TEC 345	Surreal Digital Photography
TEC 366	Photojournalism
TEC 400	Sports Photography
TEC 405	Photographic Studio Lighting
TEC 406	Photographic Location Lighting
TEC 425	Photo Editing Techniques
TEC 460	Topics in Photography

MEDIA DESIGN—DIGITAL PUBLISHING

Most companies have some form of newsletter, public relations or publication needs; this minor allows the students to develop their creative skills in the print design and computer interface fields.

DSN 121	Digital Publishing
DSN 220	Concept Development
DSN 235	Vector Drawing
DSN 350	Interactive Publication Design
DSN 401	Publication Design

VIDEO AND MOTION GRAPHICS— DIGITAL FILM-MAKING MINOR

This minor enables students interested in film to obtain the necessary background in digital production and film-making. Students will also learn the terminology, the process and the theory of the film-making business using current digital technology. Students seeking a minor in Digital Film-making, but who are not Video and Motion Graphics or Media Design majors, or those students who have not yet taken the listed courses, must complete five courses and recommended pre-requisites. By completing these pre-requisite courses, students will be better prepared for the successful completion of the Digital Film-making minor.

Suggested Pre-requisites:

VMG 100	Camera and Cinematography Techniques
VMG 102	The Production Process
VMG 222	Story Design Methods

Digital Film Minor Required Courses

DFM 200	Introduction to Digital Film-making
DFM 300	Directing Digital Films
DFM 350	Digital Film-making II
DFM 400	Directing Digital Films II
VMG 422	Non-Linear Editing - Mac

VIDEO AND MOTION GRAPHICS— VIDEO MINOR

Students interested in Video may select the Video and Motion Graphics - Video Minor. This minor will encompass coursework within both the television studio and video production domains, with additional coursework in non-linear editing. These skills may be used to expand the scope of a major in Media Design or Video and Motion Graphics, or, by meeting the prerequisites, students from unrelated majors may select the Video and Motion Graphics - Video minor to expand their education into a new domain. This minor enables students interested in Video to obtain the necessary background to produce works for applications in business, education, and industry, as well as for marketing and advertising purposes.

Suggested Pre-requisites

VMG 100	Camera and Cinematography
VMG 102	The Production Process

Video Minor Required Courses:

VMG 301	Lighting for Production I
VMG 400	On Location Production Techniques
VMG 401	Producing the Documentary
VMG 402	Studio Production Techniques
VMG 422	Non-Linear Editing - Mac

COLLEGE OF TECHNOLOGY CERTIFICATES

Digital Evidence Discovery and Digital Evidence Investigation Certificates

Two new certificates offer forensic training for students to provide the skills to locate, recover, and analyze digital evidence. They include but are not limited to:

Understanding how to identify and safely recover digital evidence from computers, cell phones and other end-user devices;

Conducting an analysis of data to determine evidentiary value;

Understanding the rules of evidence and applicable law necessary in the collection, preservation and presentation of digital evidence; and

Understand the difference between computer crime and computer related crime in today's society.

The proliferation and use of technology has resulted in the use of these advances in high-tech crimes as well as changed the method of operation for those involved in criminal activity. For example, fraud may no longer involve "forging checks, etc...", but now involve debit or credit card fraud. Organized "scams" over the internet are now prevalent. Each of these areas requires a new skill set for practitioners in the field. It is common in this day and age, for those involved in criminal activity to have used social media, email, their smartphone or a combination of these while engaged in criminal activity.

The certificates are geared towards the practice of digital forensics. The Digital Evidence Discovery Certificate contains curriculum that includes digital evidence recovery, preservation and collection of vital information from personal computers and networks. The field investigator or probation officer, for example, needs the basic know-how to collect digital evidence and follow approved procedures. The same is true for corporate IT professionals. The Digital Evidence Investigation Certificate provides investigators with a foundation for investigating digital data itself, in the lab. Students interested in the Digital Evidence Investigation Certificate must first complete the Digital Evidence Discovery Certificate. Only one transfer course can be accepted for each certificate (total of two). The two certificates are designed to provide courses that most directly apply to the digital data field and lab investigators.

Eight of the ten courses are already required in the Computer and Network Security (CNS) undergraduate degree. The others can be used as electives.

Certificate Requirements

Digital Evidence Discovery Certificate

CRJ	101	Survey of Criminal Justice
SEC	100	Introduction to Computer Hardware and Operation
LES	330	Cyber Law
LES	331	Electronic Discovery
CRJ	411	Criminal Evidence and Procedures

Note: All required courses in the Digital Evidence Discovery Certificate are also required in the Computer and Network Security, B.S. degree program.

Digital Evidence Investigation Certificate

SEC	230	Introduction to Linux
SEC	235	Networks and Telecommunications
SEC	350	Introduction to Computer Forensics
SEC	355	Mobile Device Security and Forensics*
SEC	440	Network Forensics*

*SEC 355 and SEC 440 can be used as electives in the Computer and Network Security, B.S. degree program.

Web Applications Development Certificate

The 15-credit hour Web Applications Development certificate includes the sequence of five courses necessary to design and build advanced web applications. This certificate is ideal for Computer and Network Security (CNS) majors, since the internet is generally the medium used for attacks that exploit the security vulnerabilities in computer and network systems. Students in the Media Design - Multimedia concentration where WIS 100 is already a required course, only have to complete four additional courses to receive the certificate. Other students can complete the certificate, if they satisfy Business Computer Systems (BCS) prerequisite, either by taking a BCS course or an equivalent course, or by completing a prior learning assessment regarding the student's computer skills.

WIS	100	Basic to Intermediate Web Design	(3 credits)
		Prerequisite(s): BCS 205, 206 or equivalent	
WIS	210	Database Fundamentals	(3 credits)
		Prerequisite(s): BCS 205, 206 or 210, or equivalent	
WIS	305	Basic Web Application Development	(3 credits)
		Prerequisite(s): WIS 100	
WIS	306	Intermediate Web Application Development	(3 credits)
		Prerequisite(s): WIS 305, WIS 210	
WIS	320	Advanced Web Applications	(3 credits)
		Prerequisite(s): WIS 306	

COURSE DESCRIPTIONS

AFS 110 Foundations of the USAF I	1 credit	AFS 250 Leadership Lab for Sophomores I	0 credit
This course surveys the roles of the U.S. Department of Defense and the U.S. Air Force in our society. It consists of approximately one hour of academic instruction each week. This course will be taught in the fall at the University of Delaware. Prerequisite(s): freshman status		All sophomores are required to enroll in this two-hour lab course which will be taught in the fall at the University of Delaware. Prerequisite(s): sophomore status	
AFS 111 Foundations of the USAF II	1 credit	AFS 251 Leadership Lab for Sophomores II	0 credit
This course continues to build on the information covered in AFS 110. It consists of approximately one hour of academic instruction each week. This course will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 110 and freshman status		This course continues to build on the information covered in AFS 250. All sophomores are required to enroll in this two-hour lab course which will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 250 and sophomore status	
AFS 150 Leadership Lab for Freshman I	0 credit	AFS 310 Leadership Studies I	3 credits
All freshmen are required to enroll in this two-hour lab course which will be taught in the fall at the University of Delaware. This is a non-credit course. Prerequisite(s): freshman status		This course introduces students to leadership and management concepts. This course consists of 2 1/2 hours of academic instruction each week. This Professional Officer Course (POC) will be taught in the fall at the University of Delaware. Prerequisite(s): AFS 210 and junior status	
AFS 151 Leadership Lab for Freshman II	0 credit	AFS 311 Leadership Studies II	3 credits
This course continues to build on the information covered in AFS 150. All freshmen are required to enroll in this two-hour lab course which will be taught in the spring at the University of Delaware. This is a non-credit course. Prerequisite(s): AFS 150 and freshman status		This course continues to build on the information in AFS 310. This course consists of 2 1/2 hours of academic instruction each week. This Professional Officer Course (POC) will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 310 and junior status	
AFS 210 Evolution of U.S. Air/Space Power I	1 credit	AFS 350 Leadership Lab for Juniors I	0 credit
This course surveys the history of air power from the 18th century to the present. It consists of approximately one hour of academic instruction each week. This course will be taught in the fall at the University of Delaware. Prerequisite(s): sophomore status		All juniors are required to enroll in this two-hour lab course which will be taught in the fall at the University of Delaware. Prerequisite(s): AFS 250, AFS 251 and junior status	
AFS 211 Evolution of U.S. Air/Space Power II	1 credit	AFS 351 Leadership Lab for Juniors II	0 credit
This course continues to build on the information covered in AFS 210. It consists of approximately one hour of academic instruction each week. This course will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 210 and sophomore status		All juniors are required to enroll in this two-hour lab course which will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 250, AFS 251, AFS 350 and junior status	
		AFS 410 National Security Affairs Society I	3 credits
		This course focuses on U. S. national security policy—its evolution, actors, processes, and current issues. Emphasis is also given to military professionalism, military justice, and communication skills. This course consists of 2 1/2 hours of	

academic instruction each week. This Professional Officer Course (POC) will be taught in the fall at the University of Delaware. **Prerequisite(s):** senior status

AFS 411 **3 credits**
National Security Affairs Society II

This course continues to build on the information covered in AFS 410. This course consists of 2 1/2 hours of academic instruction each week. This Professional Officer Course (POC) will be taught in the spring at the University of Delaware. **Prerequisite(s):** AFS 410 and senior status

AFS 450 **0 credit**
Leadership Lab for Seniors I

All seniors are required to enroll in this two-hour lab course which will be taught in the fall at the University of Delaware. **Prerequisite(s):** AFS 350, AFS 351 and senior status

AFS 451 **0 credit**
Leadership Lab for Seniors II

All seniors are required to enroll in this two-hour lab course which will be taught in the spring at the University of Delaware. **Prerequisite(s):** AFS 350, AFS 351, AFS 450 and senior status

ALH 323 **3 credits**
Health Professional as Teacher

This course focuses on the development of teaching skills for professional allied health practice. The course will explore the role of the allied health professional in teaching individuals, families, communities, or peers.

ALH 333 **3 credits**
Leadership for Allied Health Professionals

This course focuses on the development of leadership skills for professional allied health practice. The course will explore the leadership role through clinical experiences, scholarly reading, self-assessment and awareness, and professional involvement. Use of evidence based practice guidelines will be introduced. Refinement of information literacy skills will be included. This course is only available to ALH students. Clinical documentation is required prior to the start of this course. Details are available on the allied health blackboard site, through the course instructor and the program chair.

ALH 401 **3 credits**
Allied Health Professional Capstone

This course serves as a capstone course in Allied Health. Students will have the opportunity to explore current issues related to their specific disciplines and health care in general. In addition, each student will prepare and present a portfolio

assessment outlining growth in knowledge and skills over the course of the program. Identification of goals for continued professional growth and lifelong learning will be identified. This course is designed to be taken at the end program. This course is only available to ALH students. **Prerequisite(s):** Completion of ALH323, ALH333, ALH402 or Approval from program chair

ALH 402 **3 credits**
Medical Law and Ethics

This course is designed specifically to enable health care professionals to function as objective members of the health care delivery team while working within legal and ethical boundaries. Students will be introduced to medical law and a broad range of issues specific to the health care industry that have an ethical dimension. This course is only available to ALH students.

ALH 403 **3 credits**
Healthcare Law and Ethics

This course is designed specifically to enable health care professionals to function as objective members of the health care delivery team while working within legal and ethical boundaries. Students will be introduced to medical law and a broad range of issues specific to the health care industry that have an ethical dimension. This course is only available to ALH students.

ALH 480 **3 credits**
Excellence in Allied Health

This course recognizes the student's achievement of national certification (other than any required for practice) or instructor status. Current use of national certification or instructor status in the student's practice setting is required. This course is available only as a Prior Learning Activity (PLA) and is only available to ALH students.

ART 101 **3 credits**
Art History

This survey course includes the study and appreciation of painting, sculpture, and architecture from Paleolithic to modern times. A limited examination of contemporary painting and sculpture is also included. The approach is to investigate styles, periods, and artists as they relate to time and place. Museum or gallery trips are integral to the course of study.

ART 202 **3 credits**
Romanticism, Modern and Contemporary Art

Neoclassicism, Romanticism, Realism, Impressionism, Symbolism, Modern, and Contemporary art movements are examined in addition to major artists of these periods.

<p>ART 210 Basic Design</p> <p>The materials and processes of design are considered in conjunction with the principles which influence form and function. Design is explored through hands-on application with a variety of media.</p>	<p>3 credits</p>	<p>ART 304 Painting</p> <p>The key compositional elements in painting are explored using visuals, lectures, and the application of the principles of design in studio work. This introductory course for non-art majors is designed to develop skills by direct application of art media.</p>	<p>3 credits</p>
<p>ART 245 The Art of Photography</p> <p>This introductory course for non-art majors emphasizes photography as both a fine art and communications medium. The focus is on major photographers, photographic imagery, the history of the medium, the use of photography for artistic communication, and the major themes used by photographers: the Human Condition, the Still Life, the Portrait, the Nude, Nature, and War. The history of the medium will be explored, along with the works and lives of many of the major photographers of the past and present. Technical aspects of the camera, film, and lighting will be examined in some depth to enhance the understanding of the creative intricacies of the making of photographic images. The use of a camera, although not required, is strongly recommended: specific instruction in the use of a 35mm camera is offered.</p>	<p>3 credits</p>	<p>ART 310 Exploring Art Media</p> <p>This course explores and demonstrates a variety of art media and tools: tempera, water color, clay, collage, textiles and others. This course is recommended only for education majors.</p>	<p>3 credits</p>
<p>ART 301 Drawing and Painting</p> <p>The key compositional elements in drawing or painting are explored using visuals, lectures, and the application of the principles of design in studio work. This introductory course for non-art majors is designed to develop skills by the direct application of art media.</p>	<p>3 credits</p>	<p>ART 315 Watercolor Painting I</p> <p>This is an introductory course in watercolor using the study of design concepts, color exercises, and the application of fundamental watercolor techniques. Traditional and contemporary watercolor paintings are examined. Student work is used in evaluation and critique. Students' portfolios are a requirement in grading the course.</p>	<p>3 credits</p>
<p>ART 302 Drawing</p> <p>The key compositional elements in drawing are explored using visuals, lectures, and the application of the principles of design in studio work. This introductory course for non-art majors is designed to develop skills by direct application of art media.</p>	<p>3 credits</p>	<p>ART 316 Watercolor Painting II</p> <p>This course is designed so students may study more in depth traditional and contemporary water color. Students will express their style using a variety of techniques. Composition, design and critiques are an important part of the student portfolio. They are a requirement for grading this course. Prerequisite(s): ART 315 or permission of the instructor</p>	<p>3 credits</p>
<p>ART 303 Themes in Contemporary Art</p> <p>This course includes the study and appreciation of art in the 21st century. Students will investigate themes including art as social change, art as object, art as event, and art as concept. Students will use visual literacy and critical thinking skills to investigate the meaning and importance of art in modern society. This course will encourage active participation by fostering dialogue, discourse, and interpretation.</p>	<p>3 credits</p>	<p>ART 320 Fine Art Illustration</p> <p>Students will learn basic illustration techniques; design, layout, and composition as well as experimenting with various drawing and painting mediums. They will learn what is involved in the creative process of problem solving in visual communication.</p>	<p>3 credits</p>
<p>ART 303 Themes in Contemporary Art</p> <p>This course includes the study and appreciation of art in the 21st century. Students will investigate themes including art as social change, art as object, art as event, and art as concept. Students will use visual literacy and critical thinking skills to investigate the meaning and importance of art in modern society. This course will encourage active participation by fostering dialogue, discourse, and interpretation.</p>	<p>3 credits</p>	<p>BAC 101 Accounting I</p> <p>This course studies the double-entry accounting system, including: the accounting cycle, books of original entry, preparation of journal entries, worksheets, the trial balance, and statements of financial position and income. Emphasis is on the proper recording and reporting of assets, liabilities, equity, revenue, and expenses.</p>	<p>3 credits</p>

BAC 102 **3 credits**
Accounting II

This course is an introduction to financial statement analysis and managerial accounting. It provides a study of cash flow, financial ratios, elements of cost in business organizations, basic cost behavior patterns, contribution approach to decision analysis, cost-volume profit analysis, budgeting, and a basic understanding of taxes for individuals and corporations. **Prerequisite(s):** BAC 101 GPA .67; Accounting Majors GPA 2.0 in that course

BAC 190 **3 credits**
Tax Help Practicum

This course is an elective available to any Wilmington University undergraduate student. It is offered in cooperation with the Delaware EITC Campaign and The Nehemiah Gateway Community Development Corporation. It is graded Satisfactory/Unsatisfactory. The course has two components: distance-learning and service-learning on tax law, tax theory, and tax return preparation. When students complete the academic distance-learning portion of the program, they participate in a community program helping low and moderate income taxpayers file their federal and state income tax returns. An emphasis is placed on tax credits which benefit lower income working families, such as the Earned Income Tax Credit (EITC), Child Tax Credit, Dependent Care Tax Credit, etc. Following the on-line tax instruction, students complete 30 hours of community service (at least 3 hours per week between January 15 and April 15) at a local IRS VITA (Volunteer Income Tax Assistance) site. Students work under the supervision of a tax professional Site Manager whose job is to answer questions and review each return upon completion. The tax sites are certified by the IRS so that there is no student liability for errors. Students will be able to choose a tax site and schedule which is convenient to them. Students who successfully complete the course will be awarded the DE EITC Campaign/IRS certification. For students who have completed BAC 321, Tax Accounting I, participation in the academic portion of the course is voluntary; however, an eight-hour (one day) tutorial on the use of the tax preparation software is required. Graduate students are welcome in the course, but no graduate credit can be awarded.

BAC 201 **3 credits**
Intermediate Accounting I

This course provides an in-depth study of accounting concepts and principles presented in the introductory accounting courses. Students will examine in detail the preparation of the balance sheet, statements of income, retained earnings, and cash flows.

The course includes a comprehensive analysis of financial transactions affecting the proper recording and reporting of assets. **Prerequisite(s):** BAC 102 GPA 2.0

BAC 202 **3 credits**
Intermediate Accounting II

This course is an intensive review of the analysis, recording, and reporting of financial transactions affecting liability and equity accounts. Accounting for investments, pension plans, leases, income taxes, and accounting changes are covered, along with an in-depth review of basic financial statement analysis. **Prerequisite(s):** BAC 201 GPA 2.0

BAC 301 **3 credits**
Cost Accounting I

This course serves as an introduction to the fundamentals of cost accounting, with emphasis on costing systems in the service, merchandising, and manufacturing sectors. The use of budgets and standards are studied as keys to planning and control, including flexible budgets and variance analysis. The use of cost information for various decision and control purposes is also studied. **Prerequisite(s):** BAC 202 GPA 2.0

BAC 302 **3 credits**
Cost Accounting II

This course is a detailed study of the accountant's role in developing cost analyses for management decisions. The areas of cost allocation, joint products, costing systems, capital budgeting, cost management, inventory management, transfer pricing, and performance measurement are covered. **Prerequisite(s):** BAC 301 GPA 2.0

BAC 321 **3 credits**
Tax Accounting I

This course analyzes the determination of taxable income of individuals and business entities for federal income tax purposes. Emphasis is on all of the aspects of accounting that are necessary to complete the returns in accordance with federal income tax law. **Prerequisite(s):** BAC 202 GPA 2.0

BAC 322 **3 credits**
Tax Accounting II

A continuation of Tax Accounting I, this course examines present federal income tax law and develops an understanding of the accounting principles and procedures involved in preparing tax returns for partnerships, estates, trusts, and corporations. **Prerequisite(s):** BAC 321 GPA 2.0

<p>BAC 330 3 credits Financial Fraud Examination This course is an introduction to the skills and knowledge necessary to prevent, detect, and investigate financial frauds. The focus is on the causes of fraud, methods for investigating fraud within organizations, and what organizations can do to prevent and detect fraud. The course is open to accounting and criminal justice majors and all other students interested in this subject matter.</p>	<p>BAM 302 3 credits Aviation Safety This course is an in-depth study of aviation safety, including the causes and investigations of aircraft accidents, safety awareness in aviation systems management, and the development of aircraft accident prevention programs. The focus is on the various human, mechanical, and environmental factors that impact aviation safety.</p>
<p>BAC 401 3 credits Advanced Accounting I This course examines problems relating to business combinations, consolidated financial statements, debt restructuring, corporate reorganizations, and liquidations. Prerequisite(s): BAC 202 GPA 2.0</p>	<p>BAM 306 3 credits Air Traffic Control This course is an in-depth examination of the United States air traffic control system, including the history of its development. Both the current system and the system envisioned for the future by the National Airspace System Plan are discussed. Special emphasis is placed on a close look at how air traffic controllers perform their duties.</p>
<p>BAC 402 3 credits Advanced Accounting II The special topics in accounting theory reviewed in this course are: foreign operations, interim and segment reporting, partnerships, governmental and not-for-profit fund accounting, and estates and trusts. Prerequisite(s): BAC 401 GPA 2.0</p>	<p>BAM 410 3 credits Government and Aviation This course focuses on the role of the U.S. government in the development and regulation of the aviation industry. Emphasis is placed on comparing the pre-1978 regulated environment with the “deregulated” environment. Conventions, agreements, and acts are examined, including the impact of international bodies, domestic courts, and regulatory agencies. Prerequisite(s): HIS 303 GPA 2.0</p>
<p>BAC 423 3 credits Auditing This course is an introduction to generally accepted auditing standards, concepts of internal control, analysis and tracing of financial transactions, and opinions expressed on the fair presentation of financial statements by certified public accountants. Prerequisite(s): BAC 202 GPA 2.0</p>	<p>BAM 411 3 credits Airport Management This course is a study of the development of airports and the functions and responsibilities of airport management. The course provides an historical background and studies the roles of various governmental agencies in the management and regulation of airports. Prerequisite(s): BBM 201 and BMK 305</p>
<p>BAC 435 3 credits Accounting Information Systems (AIS) This course is a study of accounting information systems in a business environment. Emphasis is placed on information and document flow; internal control; data organization; and the analysis, design, development, and audit of computer-based accounting systems. Theory will be combined with experience using a commercial software package. Prerequisite(s): BAC 423 GPA 2.0</p>	<p>BAM 412 3 credits Airline Management This course offers an in-depth study of airline management in the environment of “deregulation.” Students will analyze data and apply business and management principles through planning, organizing, equipping, and staffing a “paper” airline. Prerequisite(s): BCS 206, BBM 201, BMK 305, and FIN 305</p>
<p>BAC 490 3 credits Internship in Accounting This course provides the student with on-the-job experience in any one of the many accounting fields. Students gain practical experience, while enhancing skills learned in the classroom, and acquire important contacts with accounting professionals. Students must have completed a minimum 60 credits, a minimum of 12 credits in the business core, and have a minimum GPA of 2.5. This course is graded Satisfactory/Unsatisfactory.</p>	<p>BAM 460 3 credits Topics in Aviation This is an intensive study of selected contemporary topics related to aviation. Prerequisite(s): BBM 201 and BBM 301</p>

BAM 461 Topics in Aviation	3 credits	BAM 491 Internship in Aviation Management	3 credits
This is an intensive study of selected contemporary topics related to aviation. Prerequisite(s): BBM 201 and BBM 301		This is an approved internship in a selected aviation management activity. The course is graded pass/fail.	
BAM 462 Topics in Aviation	3 credits	BAM 492 Internship in Aviation Management	3 credits
This is an intensive study of selected contemporary topics related to aviation. Prerequisite(s): BBM 201 and BBM 301		This is an approved internship in a selected aviation management activity. The course is graded pass/fail.	
BAM 463 Topics in Aviation	3 credits	BAM 493 Internship in Aviation Management	3 credits
This is an intensive study of selected contemporary topics related to aviation. Prerequisite(s): BBM 201 and BBM 301		This is an approved internship in a selected aviation management activity. The course is graded pass/fail.	
BAM 464 Topics in Aviation	3 credits	BAM 494 Internship in Aviation Management	3 credits
This is an intensive study of selected contemporary topics related to aviation. Prerequisite(s): BBM 201 and BBM 301		Internship in Aviation Management	
BAM 465 Topics in Aviation	3 credits	BBM 100 Customer Service Workshop	1 credit
This is an intensive study of selected contemporary topics related to aviation. Prerequisite(s): BBM 201 and BBM 301		This course is a half day customer service workshop addressing the importance of customer service, telephone techniques, and handling the difficult customer.	
BAM 466 Topics in Aviation	3 credits	BBM 102 Introduction to Business	3 credits
This is an intensive study of selected contemporary topics related to aviation. Prerequisite(s): BBM 201 and BBM 301		This course is designed to provide a broad overview of the functions of the business entity. Business and its environment, organization and management, finance, production, marketing, human resources, and control systems are reviewed.	
BAM 467 Topics in Aviation	3 credits	BBM 103 Introduction to Public Administration	3 credits
This is an intensive study of selected contemporary topics related to aviation. Prerequisite(s): BBM 201 and BBM 301		This course is an introductory evaluation of public administration in multi-disciplinary terms as a policy process, management vehicle, and bureaucratic structure. The scope of the course is necessarily broad, with the clear expectation that students develop rigorous conceptual strength as a foundation for the analysis of both theories and issues.	
BAM 468 Topics in Aviation	3 credits	BBM 190 Financial Coordinator Practicum	3 credits
This is an intensive study of selected contemporary topics related to aviation. Prerequisite(s): BBM 201 and BBM 301		This course is an elective available to any Wilmington University undergraduate student. It is offered in cooperation with the Delaware Earned Income Tax Credit (EITC) Campaign and the Nehemiah Gateway Community Development Corporation. It is graded Pass/Fail. The course has two components: Instruction (basic financial management) and service to the community (financial advisement). After completing the instructional	
BAM 469 Topics in Aviation	3 credits		
This is an intensive study of selected contemporary topics related to aviation. Prerequisite(s): BBM 201 and BBM 301			
BAM 490 Internship in Aviation Management	3 credits		
This is an approved internship in a selected aviation management activity. The course is graded satisfactory/unsatisfactory.			

component, students will offer financial advisement to clients at certified IRS Volunteer Income Tax Assistance (VITA) sites.

BBM 201 **3 credits**
Principles of Management

This course introduces students to major concepts and principles of the business organization, including authority and responsibility span of control, hierarchy, delegation, and functionalization. The management process (planning, organizing, staffing, directing, and controlling) is presented with particular attention to behavioral dimensions. **Prerequisite(s):** ENG 101

BBM 301 **3 credits**
Organizational Behavior

The dimensions of organizational behavior are examined with particular emphasis on formal organizations, individual and group processes. Tools and methods available to a manager building a business integrating individuals and groups are reviewed. **Prerequisite(s):** BBM 201

BBM 302 **3 credits**
Business and the Environment

The course will focus on how business operates within the environment. It will first concentrate on the history of environmental legislation and the early response of business to environmental responsibility. The course will then provide a basic understanding of environmental science and environmental issues as they relate to industry, sustainability, and strategic decision frameworks that will aid a corporation in meeting its environmental responsibility. **Prerequisite(s):** BBM 201

BBM 310 **3 credits**
Materials Management

This course analyzes the flow of materials from the raw stages through the finished product. Purchasing requirements are reviewed, and effective storage and inventory of goods are analyzed. Methods for receiving, inspecting, packaging, shipping, assembly, and finishing products are examined. **Prerequisite(s):** BBM 201

BBM 315 **3 credits**
Supervisory Management

The supervisor's relationship to the total management environment is analyzed. The supervisor's management efforts are discussed, as well as the relationship between supervisor and individual employee. This contemporary course is helpful to any student interested in the principles and practices of effective supervision. **Prerequisite(s):** BBM 201

BBM 319 **3 credits**
Business Ethics

This course begins with a consideration of the meaning of ethics. Several philosophical approaches to ethics are reviewed. Ethical decisions are examined regarding consumers, employees, and relations with the rest of society. Every effort is made to define ethical conduct in the theoretical and pragmatic sense so that students are aware of the concept of ethics and its importance. **Prerequisite(s):** BBM 201

BBM 320 **3 credits**
Business Communications

This course is a detailed study and application of various types of oral and written communication used in business. Included are technologies that enhance communication effectiveness, international considerations, presentation and interviewing skills, and written forms of communication such as memos, procedures, resumes, and formal reports. Students' writing skills are evaluated through written assignment during the first class. **Prerequisite(s):** ENG 102

BBM 330 **3 credits**
Power and Negotiation

This course examines how managers and other stakeholders both inside and outside of the organization interact to create means by which to assure the rights and duties of various parties within an organization. Political processes are evaluated to understand how power is leveraged. Negotiation techniques and factors contributing to negotiation success for managers are examined. **Prerequisite(s):** BBM 201 GPA .67

BBM 331 **3 credits**
Business and Society

This course uses the concept of social responsibility to address the role of business in society. Social responsibility is concerned with company values, responsibilities, actions and outcomes that affect employees, investors, business partners, communities, and other stakeholders. Focus is on exploring issues including executive compensation, workplace ethics, the natural environment, government regulation, information technology, diversity, corporate governance, philanthropy, and volunteerism.

BBM 347 **3 credits**
Interpersonal Skills and Professionalism in the Workplace
This course is an elective available to any Wilmington University undergraduate student. This course examines effective interpersonal skills and professionalism fundamental to the workplace environment, career development, community, and leadership. Means and methods of using interpersonal skills to initiate, build, and maintain relationships in personal and professional life are explored including working in teams. **Prerequisite(s):** ENG 102 and BBM 201

BBM 350 **3 credits**
Introduction to E-Commerce
This course exposes students to a survey of all of the key issues regarding e-commerce, including web sites, legacy database systems and the web, choosing a server, security, managing the web, marketing and technical aspects, approaching the .com market, and basic e-commerce concepts. **Prerequisite(s):** BBM 201

BBM 351 **3 credits**
Small Business Management
This course provides the student with a combination of theoretical and practical knowledge in the area of small business management. The unique characteristics of small businesses are examined. The course makes the student aware of ideas, concepts, and philosophies important to the success of small businesses. **Prerequisite(s):** BBM 201

BBM 355 **3 credits**
Quality Management
This course concentrates on the tools required to create a total quality work environment. Emphasis is on improving leadership abilities, employee involvement/teamwork, and initiating performance management techniques to measure progression. Troubleshooting techniques useful when a team is at an impasse are discussed. In addition, quantifiable processes are introduced to measure performance variability of different processes through statistical quality controls. **Prerequisite(s):** BBM 201

BBM 370 **3 credits**
Global Business Management
This course presents an analysis of areas involved in managing business in an international environment. Areas of concentration include: political, legal, economic, cultural, and financial factors which influence doing business in a foreign country. Additional factors of human resource management and strategic planning will be addressed. To operate effectively, businesses must understand the differences between managing solely in a domestic environment compared to an international one. **Prerequisite(s):** BBM 201

BBM 400 **3 credits**
Current Topics in Business Leadership
This course includes discussions on current topics in the area of leadership and management, including organizational issues, leadership styles, and ethical considerations. Case studies, class discussion, and guest speakers will enhance the principles learned throughout the Organizational Management curriculum. **Prerequisite(s):** BLA 303, Organizational Management major

BBM 401 **3 credits**
International Communication
This course is designed to provide students with an intermediate background on improving the effectiveness of and reducing the barriers to communication among various cultures. The course examines cultural self-awareness, oral and nonverbal communication differences globally, and preparation for work assignments for organizations overseas, including intercultural communication differences relating to meetings, negotiations, and social relationships. **Prerequisite(s):** BBM 320 and BBM 370

BBM 402 **3 credits**
Strategic Management
This course examines the theory and practice of defining and implementing business policy. It presents actual case studies of business organizations, including the determination of top-level company policy in such functional areas as finance, marketing, and production. The national ETS Business Exam will be administered during this course. The content of the examination assesses the basic knowledge and understanding gained in the core business curriculum. All prerequisites must be completed prior to registering for this course. **Prerequisite(s):** BAC 102, BBM 201, BBM 320, BLA 303, BMK 305, ECO 102 (or ECO 105 for HRM Majors), FIN 305, and MAT 301 or MAT 308

BBM 407 **3 credits**
Organizational Project
This course guides students through a structured process of identifying an organizational problem in the workplace, developing and engaging in a thorough and academically rigorous research process, culminating in the student producing a final research paper/project that addresses the identified problem.

<p>BBM 411 3 credits Operations and Systems Management</p> <p>The course reviews the design, operation, control, and monitoring of the operations system in a variety of organizations. Topics include forecasting, operations planning and scheduling, materials requirements, purchasing, process design, and quality management. Additional analysis of major problems faced by operations managers at different levels of management is included. Prerequisite(s): ENG 102, BBM 201, and BBM 301</p>	<p>BBM 462 3 credits Topics in Business Management</p> <p>This course is an intensive study of selected contemporary topics in business management. Emphasis is placed on research in areas pertinent to the current business environment such as customer service, leadership, and working in teams. The focus for each section will vary. Students should refer to the course listing bulletin for current topic. Prerequisite(s): Senior status or permission of the instructor, BBM 201 and BBM 301</p>
<p>BBM 412 3 credits Project Management</p> <p>This course focuses on the various functions associated with managing a project. Topics covered in the course include: the project manager role, relating the statement of work (SOW), scheduling processes, estimating methodologies and budgeting, quality, risk management, communications, procurement, team structures/practices, and understanding the importance of establishing variance and change thresholds for scope and control. Students will gain knowledge in starting, controlling, managing, and completing diverse projects in addition to solving problems associated with these projects. Project Management Certification requires (1) an educational component and, (2) passing scores on the PMC exam. This course satisfies the educational component for certification. The PMC exam is for students seeking certification and is not a requirement of this course. Prerequisite(s): BBM 320 and MIS 320</p>	<p>BBM 463 3 credits Topics in Business Management</p> <p>This course is an intensive study of selected contemporary topics in business management. Emphasis is placed on research in areas pertinent to the current business environment such as customer service, leadership, and working in teams. The focus for each section will vary. Students should refer to the course listing bulletin for current topic. Prerequisite(s): Senior status or permission of the instructor, BBM 201 and BBM 301</p>
<p>BBM 460 3 credits Topics in Business Management</p> <p>This course is an intensive study of selected contemporary topics in business management. Emphasis is placed on research in areas pertinent to the current business environment such as customer service, leadership, and working in teams. The focus for each section will vary. Students should refer to the course listing bulletin for current topic. Prerequisite(s): Senior status or permission of the instructor, BBM 201 and BBM 301</p>	<p>BBM 464 3 credits Topics in Business Management</p> <p>This course is an intensive study of selected contemporary topics in business management. Emphasis is placed on research in areas pertinent to the current business environment such as customer service, leadership, and working in teams. The focus for each section will vary. Students should refer to the course listing bulletin for current topic. Prerequisite(s): Senior status or permission of the instructor, BBM 201 and BBM 301</p>
<p>BBM 461 3 credits Topics in Business Management</p> <p>This course is an intensive study of selected contemporary topics in business management. Emphasis is placed on research in areas pertinent to the current business environment such as customer service, leadership, and working in teams. The focus for each section will vary. Students should refer to the course listing bulletin for current topic. Prerequisite(s): Senior status or permission of the instructor, BBM 201 and BBM 301</p>	<p>BBM 465 3 credits Topics in Business Management</p> <p>This course is an intensive study of selected contemporary topics in business management. Emphasis is placed on research in areas pertinent to the current business environment such as customer service, leadership, and working in teams. The focus for each section will vary. Students should refer to the course listing bulletin for current topic. Prerequisite(s): Senior status or permission of the instructor, BBM 201 and BBM 301</p>
<p>BBM 466 3 credits Topics in Business Management</p> <p>This course is an intensive study of selected contemporary topics in business management. Emphasis is placed on research in areas pertinent to the current business environment such as customer service, leadership, and working in teams. The focus for each section will vary. Students should refer to the course listing bulletin for current topic. Prerequisite(s): Senior status or permission of the instructor, BBM 201 and BBM 301</p>	<p>BBM 466 3 credits Topics in Business Management</p> <p>This course is an intensive study of selected contemporary topics in business management. Emphasis is placed on research in areas pertinent to the current business environment such as customer service, leadership, and working in teams. The focus for each section will vary. Students should refer to the course listing bulletin for current topic. Prerequisite(s): Senior status or permission of the instructor, BBM 201 and BBM 301</p>

<p>BBM 467 3 credits</p> <p>Topics in Business Management</p> <p>This course is an intensive study of selected contemporary topics in business management. Emphasis is placed on research in areas pertinent to the current business environment such as customer service, leadership, and working in teams. The focus for each section will vary. Students should refer to the course listing bulletin for current topic. Prerequisite(s): Senior status or permission of the instructor, BBM 201 and BBM 301</p>	<p>spreadsheet software. Students will also receive an introduction to “Blackboard,” Wilmington University’s online learning platform. Students who have completed BCS 205 or BCS 210 should not register for BCS 206.</p>
<p>BBM 468 3 credits</p> <p>Topics in Business Management</p> <p>This course is an intensive study of selected contemporary topics in business management. Emphasis is placed on research in areas pertinent to the current business environment such as customer service, leadership, and working in teams. The focus for each section will vary. Students should refer to the course listing bulletin for current topic. Prerequisite(s): Senior status or permission of the instructor, BBM 201 and BBM 301</p>	<p>BCS 210 3 credits</p> <p>Computer Science</p> <p>This course - for College of Technology students only - introduces both the theory and application of modern day computing and how market forces have influenced developments. It compares the Macintosh platform with the PC platform and looks at file preparations, file management, storage, and retrieval on both. Particular emphasis is placed on the role of the Macintosh platform in the design world so students are prepared for courses in the College of Technology, where the main tool is the Macintosh platform running applications such as Desktop publishing, digital image manipulation, web page design, and video editing software. Students who have completed BCS 205 or BCS 206 should not register for BCS 210.</p>
<p>BBM 469 3 credits</p> <p>Topics in Business Management</p> <p>This course is an intensive study of selected contemporary topics in business management. Emphasis is placed on research in areas pertinent to the current business environment such as customer service, leadership, and working in teams. The focus for each section will vary. Students should refer to the course listing bulletin for current topic. Prerequisite(s): Senior status or permission of the instructor, BBM 201 and BBM 301</p>	<p>BCS 307 3 credits</p> <p>Computer Presentations</p> <p>This is an advanced, hands-on course designed to master skills in using the computer to assist in making oral presentations. Emphasis is placed on creating presentations using PowerPoint in conjunction with multimedia equipment (CD/DVD, and scanner). Prerequisite(s): BCS 205 or BCS 206 or BCS 210 or demonstrated computer proficiency.</p>
<p>BBM 490-491 3 credits</p> <p>Internship in Business Management</p> <p>This course provides the student experience in his/her chosen field of study. Through this experience, the student gains a practical understanding of work in the industry, experience on the job, enhancement of skills learned in the classroom, and contacts with professionals in the business world. Students may work on either a full-time or part-time basis for a 14-week semester. Students must have completed a minimum 60 credits, a minimum of 12 credits in the business core, and have a minimum GPA of 2.5. This course is graded satisfactory/unsatisfactory.</p>	<p>BFM 300 3 credits</p> <p>Fundamentals of Finance for Managers</p> <p>This course surveys the most common financial terms and concepts useful in providing an initial level of comfort and understanding of the finance function. The course examines the role of finance in relation to other business functions by beginning with a brief overview of accounting topics that are linked closely with finance and the other typical functions in the business organization. The course introduces the basic tools for financial administration, financial analysis, planning and control, investment decisions, management of sources and uses of funds, valuation techniques, and the time value of money. Prerequisite(s): Organizational Management major or Web Information Systems major.</p>
<p>BCS 206 3 credits</p> <p>Computer Applications for Business</p> <p>This course provides a hands-on introduction to personal computers and their use in meeting a wide variety of business needs. It explains how to use a computer, the care and handling of storage media, and the use of peripheral devices. It emphasizes the use of Windows-based operating systems and Microsoft Office-based word processing, computer presentations, and</p>	<p>BLA 300 3 credits</p> <p>Law for Life</p> <p>This course introduces the student to the legal aspects of a variety of life events, from everyday transactions to buying a home and planning an estate. Through lectures, discussions, and mock transactions, it provides students with an understanding of these events and the role they will play in their lives.</p>

<p>BLA 303 3 credits Legal and Ethical Environment of Business</p> <p>This course examines legal and ethical aspects affecting business organizations. Topics included are: ethical issues in the business environment, laws relating to contracts, principal and agency relationships, personal property, real property, uniform commercial code, estates, trusts, and government regulations affecting business operations. Prerequisite(s): ENG 102 and BBM 201</p>	<p>BMK 307 3 credits Public Relations</p> <p>This course will introduce students to the basic principles of public relations. Upon completion, the student will understand research, how to develop a public relations plan, and how to evaluate its results. The course will also introduce students to myriad technologies utilized by today's public relations professionals. This is a marketing elective.</p>
<p>BLA 305 3 credits Business Law for Accounting and Finance Majors</p> <p>This course is designed for Accounting and Finance majors. Topics include contracts, the Uniform Commercial Code, debtor-creditor relationships, business organizations, and government regulation of business and property.</p>	<p>BMK 308 3 credits Global Marketing</p> <p>This course is designed to facilitate an understanding of global marketing issues. Specific attention will be paid to cultural sensitivity in all facets of the marketing and promotional mixes, marketing research, and market development. This is a marketing elective. Prerequisite(s): BMK 305</p>
<p>BLA 310 3 credits Small Business Law</p> <p>This course examines the laws that effect, regulate, and impact small businesses.</p>	<p>BMK 310 3 credits Business to Business Marketing</p> <p>This course examines practices, strategies, and managerial problems unique to marketing and distribution of products and services to industrial and business buyers. Additional factors examined are procurement and sales practices, and cost and price analysis. This is a required marketing course for marketing majors. Prerequisite(s): BMK 305</p>
<p>BMK 300 3 credits Design for Marketing</p> <p>This course focuses on the role of design in marketing communications with an emphasis on "brand identity". Case studies of effective brand identity programs allow students to explore and critique brand expressions including print materials, website, video, and television advertising. Students also will be introduced to basic visual aesthetics and the relevance of good design.</p>	<p>BMK 312 3 credits Personal Selling</p> <p>This course examines the role of personal selling in the marketing mix. Students learn theory and gain practice in prospecting, presenting, overcoming objections, closing, and follow-up. They also have opportunities to meet and talk with successful salespeople from many businesses and organizations. This is a marketing elective. Prerequisite(s): BMK 305</p>
<p>BMK 305 3 credits Marketing</p> <p>This course is an introduction to marketing, emphasizing the problems of policy determination by management. The nature and operation of marketing functions, consumer preferences, product planning, promotion, distribution, and pricing are studied. Environmental factors affecting marketing processes are also examined. This is a required marketing course for all business majors.</p>	<p>BMK 320 3 credits Consumer Behavior</p> <p>This course analyzes how psychological variables and social influences affect an individual's or household's buying behavior, both domestically and globally. Students learn why and how any purchase situation has an effect on consumer behavior; and they gain an appreciation and understanding of how consumers handle all the behavioral variables and incoming stimuli that affect their problem/need-solving processes. This is a required marketing course for marketing majors. It also is an elective for psychology majors. Prerequisite(s): BMK 305</p>
<p>BMK 306 3 credits Principles of Advertising</p> <p>This course studies integrated advertising, promotion, and marketing communications. Areas covered include advertising, management, design and strategies; the selection of media; the role of trade shows, consumer promotions, personal selling and public relations as it relates to marketing, and the impact of internet marketing. This is a marketing elective.</p>	

<p>BMK 321 3 credits Marketing Research</p> <p>This course examines the systematic design, collection, analysis, and reporting of data relevant to the marketing function within the organization. It specifically addresses the growing role that technology plays in predicting consumer behavior, marketing trends, addressing marketing problems, and the development of new products and services. This is a required marketing course for marketing majors. Prerequisite(s): BMK 305 and MAT 301 or MAT 308</p>	<p>BMK 410 3 credits Integrated Marketing Communications</p> <p>This new marketing elective will emphasize strategy, as well as tactics, from a managerial point of view for an Integrated Marketing Communications (IMC) campaign. It will involve a real-world project centered on promotional activities Prerequisite(s): BMK 305</p>
<p>BMK 355 3 credits Internet Marketing</p> <p>This course investigates how “brick-and-mortar” organizations can incorporate the entrepreneurial and management side of internet marketing to create an online presence and increase market share. In addition to textbook and selected course readings, students will be introduced to e-marketing in a computer lab where they will evaluate search engines, construct blogs, web sites, and learn about other viral, e-mail, social, and electronic-internet marketing. Prerequisite(s): BMK 305</p>	<p>BMK 413 3 credits Marketing Management</p> <p>This course is the capstone course for marketing majors. Using various classroom techniques (e.g., simulations, case studies, etc.), students investigate approaches and problems of the analysis, planning, implementation, and control functions of a marketing plan in order to achieve desired marketing goals within an organization. This is a required course for marketing majors. Prerequisite(s): BMK 305, BMK 320, and BMK 321</p>
<p>BMK 366 3 credits Entrepreneurship</p> <p>The focus of this course is on the critical aspects of starting and maintaining a new business venture. The course takes the student from the point of seeing their new product, service, or idea as a “concept” to making it a reality. Important factors relating to financial, legal, economic, management, and especially marketing, are discussed with respect to the new ventures. This is a marketing or business management elective, and previously was listed as BBM 366. Prerequisite(s): BMK 305 and BBM 201 and BMK 400</p>	<p>BMK 460 3 credits Current Topics in Marketing: Job Search Strategies</p> <p>Using the “4-P’s” marketing model as a metaphor, this practical, hands-on course will allow students to learn job-hunting and career-changing strategies. Students will first assess themselves as “Product” (in terms of their skills, experiences, and education), “Price” themselves (in terms of learning how to negotiate salary plus total compensation), and finally “Physically distribute” or “Place” themselves (by deciding where they want to work, live and recreate). They also will identify key “Target Markets” (potential employers), as well as learn how to “Position” themselves (in terms of what makes them a unique and best-qualified job candidate). Prerequisite(s): BMK 305</p>
<p>BMK 400 3 credits Social Media Marketing</p> <p>This course covers advertising, marketing and communication strategies in the new media landscape where traditional media (e.g., television, print) and the online social media (e.g., Web 2.0, online social networks, user-generated content, blogs, forums) co-exist. Students will investigate the current media landscape and the strategic opportunities (and challenges) that it affords marketers, managers, and consultants who are concerned with how to efficiently and effectively advertise/promote brands and products. Primary focus will be on understanding social media platforms, how to build social media marketing strategies, and how to track their effectiveness. Prerequisite(s): BMK 305</p>	<p>BMK 490 3 credits Marketing Internship</p> <p>This course provides the student with on-the-job experience in any one of the many marketing fields. Students gain practical experience, while enhancing skills learned in the classroom, and acquire important contacts with marketing professionals. This course is graded satisfactory/unsatisfactory. This is a marketing elective. Prerequisite(s): BMK 305</p>
	<p>COM 240 3 credits Broadcast Journalism</p> <p>The principles of news worthiness, news selectivity and news writing for the electronic media will be examined and applied through work at the campus audio and television facilities. The course will emphasize the rights and responsibilities of radio and television journalism.</p>

<p>COM 245 3 credits Writing for the Media</p> <p>This course is designed to improve effectiveness in communication by developing prewriting, writing, and rewriting skills. Students will learn how to organize their ideas in a clear, methodical manner with emphasis on concept development. This course will explore various techniques used to produce scripts for spot advertisements, corporate video, television pilots, and features (movies). Students will produce scripts for radio and television spots and a short corporate video, as well as go through the story development process for a feature-length screenplay or television pilot. Prerequisite(s): ENG 101.</p>	<p>case studies simulating real world assignments in a variety of industries. Students practice their skills by writing the various types of documents, including technical correspondence, analytical reports, proposals and PowerPoint presentations. Prerequisite(s): COM 250</p>
<p>COM 250 3 credits Technical Writing</p> <p>This course introduces the requirements for designing and developing technical documentation. Students will define audience and purpose, determine appropriate format and style, improve the clarity and organization of writing, and review and edit work effectively. Students also will discuss teamwork and oral communication and presentation skills. Prerequisite(s): ENG 122</p>	<p>COM 332 3 credits Managing Crisis Communications</p> <p>In addition to possessing excellent verbal and written skills, today's professional communicator must be prepared to produce crisis communication plans. Students will learn to identify crisis communications teams and spokespersons, train spokespersons in dealing with the media, establish notification systems, identify stakeholders, and develop key messages. Students will have the opportunity to create a full crisis communications plan as part of their final project.</p>
<p>COM 300 3 credits Communication Theory</p> <p>This course examines various popular theories of interpersonal and mass communication, with emphasis on mass communication. The ways in which society and mass communication affect each other are critically examined, with the goal of developing the students' own ideas, opinions, and preferences concerning these theories. Students will receive practical assistance in the areas of speaking, reading, writing, listening, and research. An advanced library orientation has been incorporated as part of this course. Prerequisite(s): COM 245 or ENG 102.</p>	<p>COM 344 3 credits Writing and Reporting for the News Media</p> <p>This course examines how to report, write, and edit news for the mass media, including newspapers, magazines, newsletters, radio, and television. Emphasis will be on methods and styles of writing pertaining to various media, stressing differences in the approach demanded by each medium. Prerequisite(s): ENG 101</p>
<p>COM 310 3 credits Legal Aspects of Communication</p> <p>Students will examine various aspects of the law and mass communications in America. Special emphasis will be given to the evolution of present day interpretations of the First Amendment, censorship, libel, obscenity, privacy and public access to the media. In addition, students will study copyright law and government regulation of the media.</p>	<p>COM 400 3 credits Co-Op Experience</p> <p>This course will provide students with real-world experience in the field of communication where they will become acquainted with daily operations, while enhancing their professional skills and interacting with other communication professionals. This experience will serve as the capstone course and will include a portfolio and research project component. Prerequisite(s): Permission required.</p>
<p>COM 314 3 credits Technical Communications and Project Management</p> <p>This course focuses on many types of writing assignments faced in the technical and business world. Program planning and project management skills are emphasized as students work individually and in groups on a variety of increasingly complex assignments in short formats. Projects are drawn from</p>	<p>COM 431 3 credits Media and Society</p> <p>This course examines the mass media and its influence on society. Students will compare how the press and the television and entertainment industries create images and perceptions for or against established social and political structures at home and overseas. The course will make students conversant with the economic, social, political, and cultural pressures which structure the way the media is produced and provide them with an understanding of the same theories against which it is measured.</p>

<p>CRJ 101 3 credits Survey of Criminal Justice</p> <p>This course is a survey of agencies and processes involved in the administration of criminal justice. The survey reviews the functions of the legislature, police, prosecutor, courts, and the correctional system. Problems of law enforcement in a democratic society are discussed. This course ties together all components of criminal justice and includes issues of both the juvenile and adult offender.</p>	<p>CRJ 303 3 credits Administration of Criminal Justice Organizations</p> <p>This course examines the principles of scientific management as they apply to criminal justice organizations. Emphasis is on changing social responsibilities and major activities of criminal justice organizations. Information related to U.S. Court decisions on affirmative action, EEOC, liability and age, as well as functional and organizational matters, is presented. Prerequisite(s): CRJ 101 and CRJ 205</p>
<p>CRJ 205 3 credits Principles of Criminology</p> <p>This course is an introductory course in the study of crime and criminal behavior that examines various theories of crime causation, profiles of criminal behavior systems, societal reaction to crime, and structures of criminological methods of inquiry. Prerequisite(s): CRJ 101.</p>	<p>CRJ 304 3 credits Constitutional Law</p> <p>This course is a general review of the Constitution and Bill of Rights, including the constitutional basis for criminal law in the United States. Governmental structure in the United States is analyzed, including the three branches of government and how they interrelate, as well as the division of state and federal power. Prerequisite(s): CRJ 101 and CRJ 205</p>
<p>CRJ 206 3 credits Corrections and Rehabilitation</p> <p>This course is an introduction to the various phases of the corrections system. Areas that are covered include a brief history of the corrections system, jails and prisons, prisoner profiles, activities and rehabilitation, and parole and probation. Prerequisite(s): CRJ 101 and CRJ 205</p>	<p>CRJ 305 3 credits Women and Crime</p> <p>This course focuses on theoretical and contemporary issues involving female offenders. Students will have the opportunity to become acquainted with and evaluate social issues of crime relating to women. The course also examines women as victims and professionals in the field of criminal justice. Prerequisite(s): CRJ 101 and CRJ 205</p>
<p>CRJ 207 3 credits Introduction to Law Enforcement</p> <p>This course reviews the fundamental principles of the structure and function of law enforcement agencies in the United States. The course emphasizes the institutional and occupational aspects of law enforcement across municipal, state, and federal levels, including methods, issues, and problems. Prerequisite(s): CRJ 101 and CRJ 205</p>	<p>CRJ 306 3 credits Contemporary Correctional Systems</p> <p>This course is designed to provide a general overview of correctional programs as they presently exist. The course includes an examination of the procedure by which offenders move through the system. The core of the course focuses on prison administration and strategies designed to “rehabilitate” the incarcerated. The course also examines the problems facing correctional systems and alternatives to such problems. Prerequisite(s): CRJ 101 and CRJ 205</p>
<p>CRJ 301 3 credits Juvenile Justice</p> <p>This course is a general orientation to the field of juvenile delinquency, including causation, development of delinquent and criminal behavior, initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the functions of juvenile courts. Prerequisite(s): CRJ 101 and CRJ 205</p>	<p>CRJ 309 3 credits Correctional Rehabilitation: Problems / Alternatives</p> <p>This course is designed to address the extensive issues and problems found in the field of corrections. Students will review specific topics such as prison disturbances and inmate violence, excessive costs, effective correctional programs, corruption and corrections officer professionalism. We will also focus on the various methods that are utilized to manage the ever changing inmate population in the 21st century. Prerequisite(s): CRJ 101, CRJ 206, and (CRJ 205 or 334)</p>

<p>CRJ 310 3 credits History of the Criminal Justice System This course is designed to offer the student an overall historical perspective of the criminal justice system from ancient times through the 20th and early 21st centuries. Students will review the history of the three main components of the criminal justice system: police, courts, and corrections. Prerequisite(s): CRJ 101 and CRJ 205</p>	<p>CRJ 333 3 credits Organizational and Corporate Crime This course provides an in-depth examination of organizational and/or corporate crime. Various topics are explored and contemporary cases representative of each topic are comprehensively studied. The class discusses the theoretical development of these concepts, as well as the laws and investigative techniques that have been developed to specifically address this type of criminal activity. Prerequisite(s): CRJ 101 and CRJ 205</p>
<p>CRJ 316 3 credits Criminal Law This course focuses on the goals, objectives, principles, and doctrines of criminal law and procedure. Special attention is paid to the law of search and seizure and the law of interrogation and confessions. Pretrial motions and proceedings and trial by jury are also examined. Prerequisite(s): CRJ 101, CRJ 205, and CRJ 304</p>	<p>CRJ 334 3 credits Advanced Perspectives in Criminology This course will present and evaluate the basic concepts and principles of all the major criminological theories as explanations of crime causation and criminal behavior. The coverage of the theories will be comprehensive and will utilize the case study approach as a methodology to focus the application of criminological theory to world experiences in order to facilitate the learning process. Prerequisite(s): CRJ 101, PSY 101, and SOC 101</p>
<p>CRJ 318 3 credits Criminal Investigation This course addresses the basic aspects of criminal investigation. It presents an overview of crimes and their elements and identifies the major goals of investigation. Various investigative techniques are discussed, and the criminal investigator's relationship with individuals and other agencies is examined. Prerequisite(s): CRJ 101 and CRJ 205</p>	<p>CRJ 335 3 credits Advanced Perspectives in Criminal Justice This course presents a comprehensive overview of contemporary issues, procedures, and problems associated with the practicalities of law enforcement, the judiciary, corrections, and the juvenile justice system. The course also provides an in-depth examination of current and vital issues in criminal justice research, policy, process, substance, and procedure, as well as the political and ethical obligations and concerns associated with each component of the criminal justice system. Prerequisite(s): CRJ 101 and CRJ 205</p>
<p>CRJ 322 3 credits Criminal Profiling Criminal profiling has become one of the most interesting aspects of modern criminal investigation and is the focus of public attention in its applications to violent crimes. Students will gain an understanding of the benefits of criminal profiling as it applies to law enforcement, and will learn many of the behaviors of serial criminals by applying classification methods to criminal case studies. Prerequisite(s): Criminal Justice Major, CRJ 101, (CRJ 205 or 334), and CRJ 318</p>	<p>CRJ 341 3 credits Community Corrections This course provides a survey of non-institutional programs focusing on alternatives to incarceration in community settings. Programs reviewed will include those that address pre-release, probation, parole, halfway houses, and restitution-based programs. Prerequisite(s): CRJ 101, CRJ 205, and CRJ 206</p>
<p>CRJ 330 3 credits Financial Fraud Examination This course is an introduction to the skills and knowledge necessary to prevent, detect, and investigate financial frauds. The focus is on the causes of fraud, methods for investigating fraud within organizations, and what organizations can do to prevent and detect fraud. The course is open to accounting, criminal justice and all other students interested in this subject matter.</p>	<p>CRJ 350 3 credits Computer Operations in Criminal Justice This course provides an introduction to the basic principles of computers with respect to police information systems, Interagency Criminal Justice Information, the National Law Enforcement Telecommunications Systems, National Criminal Justice Computer System, (FBI) National Incident Based Reporting System, and a variety of databases used in the</p>

criminal justice system. The legal and ethical considerations will be discussed. Criminal justice information system databases will be reviewed for application to a variety of issues. **Prerequisite(s):** BCS 205, CRJ 101, and CRJ 205

CRJ 390-394 **3 credits**
Independent Study in Criminal Justice

Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. This course is graded Satisfactory/Unsatisfactory. **Prerequisite(s):** CRJ 101, CRJ 205, and junior or senior status and GPA of 2.5 or higher

CRJ 409 **3 credits**
Criminalistics

The scientific aspect of criminal investigation is examined, with emphasis placed upon the preservation, collection, and examination of physical evidence. The role of the forensic laboratory is presented, and the laboratory's capabilities and limitations are discussed. **Prerequisite(s):** CRJ 101, CRJ 205, and CRJ 318

CRJ 410 **3 credits**
Multicultural Issues in Criminal Justice

This course examines the diversity issues that impact the criminal justice system both internally and externally. The laws of civil rights in the workplace are reviewed, and the subjects of prejudice, stereotyping, discrimination, scapegoating, and racism are discussed within the context of the criminal justice system. Ethnicity and the treatment of minority groups in the system are reviewed. **Prerequisite(s):** CRJ 101 and CRJ 205

CRJ 411 **3 credits**
Criminal Evidence and Procedures

This course will examine the legal procedures for the collection and introduction of evidence at a criminal trial. A review of pertinent cases will help the student to sort through the complexities that govern the trial process. The anatomy of a trial will be presented. Search warrants, probable cause, the exclusionary rule, and hearsay will be topics of discussion. **Prerequisite(s):** CRJ 101, CRJ 205, CRJ 304, and CRJ 316, or major in Computer Network Security

CRJ 412 **3 credits**
Ethics in Criminal Justice

An examination of professional standards of behavior by criminal justice practitioners and the conflict with what is acceptable behavior in the system is provided in this course. Corruption, perjury, false reports, wrongful actions, and the code of silence will be discussed. Ethical behavior and the challenge of honesty and integrity are examined within the context of their origins. **Prerequisite(s):** CRJ 101 and CRJ 205

CRJ 413 **3 credits**
Research Methods in Criminal Justice

This course provides an introduction to basic research in criminal justice that is designed to prepare the student to understand research methods. Students will review quantitative, qualitative, and experimental methods as techniques in criminal justice research. Review and discussion of the process of analysis, interpretation and clarification of problems, the issue of confidentiality, and the terminology of research are examined. Students will focus on preparation for the role of research consumer. **Prerequisite(s):** Senior status and all core criminal justice courses

CRJ 450 **3 credits**
Seminar in Criminal Justice

This is the capstone course for the Criminal Justice program. Students demonstrate research abilities, develop an in-depth understanding of the criminal justice system, and become acquainted with the range and scope of professional career options and settings within the system. **Prerequisite(s):** All CRJ core courses and senior status

CRJ 461 **3 credits**
Organized Crime

This specialized type of crime continues to be a serious problem in society and influences control on many aspects of American society. Students will learn the structure and history of organized crime, both domestically and internationally, and will exhibit knowledge of the laws passed to combat it. **Prerequisite(s):** Criminal Justice Major, Junior or Senior, CRJ 101, and (CRJ 205 or 334)

CRJ 466 **3 credits**
Topics in CRJ: Psychology Of Criminal Conduct

Topics in CRJ: Psychology Of Criminal Conduct

CRJ 469 **3 credits**
Domestic Violence

Statistics indicate that family violence is a serious pervasive problem in our society that affects increasingly larger numbers of individuals each year. The course will provide a psychological and criminal justice perspective on family violence. Included in the course will be a review of theories and research on family violence; the types of abuse; responses from the legal and criminal justice systems; assessment and intervention techniques; and community support services for victims and perpetrators. **Prerequisite(s):** Junior or Senior, CRJ 101, and (CRJ 205 or 334)

<p>CRJ 472 3 credits Terrorism</p> <p>Students will gain an understanding of the concept of terrorism as a specialized form of crime through an in-depth view of the history, theory, definitions, and political philosophies that have fueled the debate on this issue. Students will review the issues that have resulted in the present day terrorists groups through an integrated approach that will include religious and philosophical perspectives. Revolution within the context of change will be presented as an issue. The discussion will include foreign terrorism and domestic terrorists within the context of extremists groups. Examples of each type of group will be presented. Case studies of the various groups, and their activities will be presented within a criteria that will provide understanding of the overall concept of terrorism. Law enforcement strategies and overall operational considerations will be discussed. Prerequisite(s): CRJ 101 and CRJ 205</p>	<p>CRJ 476 3 credits Topics in CRJ: Elder Abuse</p> <p>Americans are growing older and living longer than ever before and all deserve protection and intervention to stop abuse when it occurs. As the aging population continues to grow, so does the potential for elders to become the victim. This course will describe the multidisciplinary approach at the local, state, and national levels towards fighting elder abuse. Prerequisite(s): CRJ 101, and CRJ 205 or CRJ 334</p>
<p>CRJ 473 3 credits Hostage Takers</p> <p>With the increase of hostage taking incidents in the United States criminal justice professionals must have an understanding, and appreciation of the issues involved in the resolution of these incidents. Students will develop an understanding of the hostage taking phenomena and will apply crisis protocols and guidelines for negotiating with hostage takers in a variety of situations in which the principles of hostage negotiations can be used. Prerequisite(s): Criminal Justice Major, Junior or Senior, CRJ 101, and (CRJ 205 or 334)</p>	<p>CRJ 490-494 3 credits Internship in Criminal Justice</p> <p>CRJ 490-494 consists of supervised field placement in an agency related to criminal justice such as family court, a law enforcement agency, or a correctional facility. The course is graded satisfactory/unsatisfactory. Prerequisite(s): CRJ 101, CRJ 205, substantial number of core courses, junior status, and GPA of 2.5</p>
<p>CRJ 474 3 credits Victims of Crime</p> <p>In recent years, there has been an emphasis on the victims of crime by the various criminal justice agencies with a movement toward the return to a "victim justice" system. The student will understand the concepts of victimology, the role of the victim in a criminal action, and the methods used by the criminal justice system that attempt to make the victim whole again. Prerequisite(s): CRJ 101, and (CRJ 205 or 334)</p>	<p>CUL 302 3 credits World of Wines</p> <p>Introduction to the world of wines explores the different wine producing grapes and wine regions around the world in terms, growing condition, and the skill of winemakers to produce wines which reflect the character and style of these world class regional wines. This will be accomplished with an in-depth study and discussion of the key wine grape regions in the world, including historical and geographical backgrounds, pertinent grape varieties and manufacturing processes. Each week will include a wine tasting and evaluation to support the premises. Sensory perception will also be utilized to gain a pragmatic approach to food and wine matching. Prerequisite(s): Must be 21 years of age to register for this section. Lab fee required.</p>
<p>CRJ 475 3 credits Community Policing</p> <p>This style of policing, which emphasizes police-community partnerships and crime prevention, is being instituted throughout the country and is a major departure from the traditional style of policing that was practiced for several decades. The student will learn the elements and initiatives, history, mission, and culture of community policing, and how community policing effects the relationships that exist between youths, gangs, drugs, and terrorism. Prerequisite(s): Criminal Justice Major, Junior or Senior, CRJ 101, and (CRJ 205 or 334)</p>	<p>CUL 410 3 credits Food: Art and Custom</p> <p>Food appreciation explores the rituals of dining, with emphasis on terminology and techniques used in the preparation and presentation of each dinner course, including complimentary beverages. Social and business implications of food will be discussed and demonstrated. Concentration will be on the pleasure that awareness of the art of food preparation affords the diner. Prerequisite(s): Must be 21 years of age to register for this section. Lab fee required.</p> <p>CUL 411 3 credits Food: Art and Custom: International</p> <p>Food: International explores the cultural impact of dining in countries currently playing major roles in the global economy. Recognizing that the future will require traveling and working in the world community, this course will provide an introduction</p>

to the traditional dishes of the selected countries, the etiquette of dining in those countries, and the fusion of that food into American cuisine. **Prerequisite(s):** Must be 21 years of age to register for this section. Lab fee required.

DFM 200 **3 credits**
Introduction to Digital Film-Making

This course is an introduction to the theory and practice of digital film pre-production. It provides a basic understanding of digital film production technology, equipment operation, terminology, and techniques. Students will write, produce, budget (financing, fundraising), cast a pre-approved script, and obtain all necessary clearances needed for a short film. **Prerequisite(s):** TEC 102 or VMG 102

DFM 300 **3 credits**
Directing Digital Films

This is an analytical/practical class intended to give students a basic understanding of the craft and art of directing the digital film. Through the study and analysis of scenes from shorts, features, film scripts, and a series of exercises, students will discover: the natural “beats” in a film; how to break down a script; how to work with actors; and how to develop a shooting strategy. **Prerequisite(s):** DFM 200

DFM 350 **3 credits**
Digital Film-Making II

This course is a continuation of DFM 200, Introduction to Digital Film-Making. The final phases of pre-production will take place, including scouting, script breakdown, scheduling, and rehearsing. For the remainder of the course, students will shoot and edit the project. The film must be a maximum of 5 minutes in length. **Prerequisite(s):** DFM 200 and DFM 300

DFM 400 **3 credits**
Directing Digital Films II

In this culminating digital film-making course, students will plan, shoot, and edit an approved script. This course is designed to enable students to produce a short independent film. The entire class will work as the film crew. Students will participate in every aspect of the film production process: from casting to rehearsing, from shooting to editing the project. The final project should be no more than 12 minutes in length. **Prerequisite(s):** DFM 200, DFM 300, and DFM 350

DIS 095 **0 credit**
Online Learning Orientation for Students

Students who wish to take an online learning course at Wilmington University must first complete the prerequisite course DIS 095, Online Learning Orientation for Students. This orientation is a free, non-credit course that provides the

student with the background knowledge necessary to engage in an online environment. The student will complete six learning modules and the final steps which include an assessment. The orientation can be completed in Blackboard in approximately 60 minutes.

DRA 105 **3 credits**
Introduction to the Theater

This all-encompassing course will introduce students to the various aspects of theater production. Topics include acting, directing, producing, and writing.

DRA 110 **3 credits**
Acting I

This introductory course will examine the purpose and underlying principles of acting, including the role of voice and body training in the projection of accurate characterization in dramatic productions.

DRA 111 **3 credits**
Acting II

This course is a continuation of DRA 110, Acting I. It will further explore voice and body training, presentation techniques, and also introduce students to improvisational methods used to enhance acting skills. **Prerequisite(s):** DRA 110

DRA 120 **3 credits**
Introduction to Directing

This course presents students with an overview of the directing process and different styles of directing, giving them varied experience in both directing and training actors. **Prerequisite(s):** DRA 110

DRA 140 **3 credits**
Origins and Early Forms of Theater

This course will survey the development of the theater from its beginning to the present day. Dramatic trends through the years will also be examined.

DRA 200 **3 credits**
Playwriting

Students will learn the principles of playwriting by writing short plays that will be performed by students in the acting and performance courses.

DRA 220 **3 credits**
Performance

This is the capstone course in the drama minor. Students will apply skills learned in previous courses in a theatrical production. **Prerequisite(s):** DRA 110, DRA 111, DRA 120, and another DRA course to complete the Drama minor

<p>DRA 230 3 credits Introduction to Scene Design This introductory course covers the theory and practice of theatric design. Students will learn to analyze scripts to identify scenery needs and how to effectively sketch designs that will translate into actual sets.</p>	<p>and proportion, color, and form. An emphasis is placed on the development of aesthetic sensitivity.</p>
<p>DRA 307 3 credits The Performing Arts This course is an introduction to all disciplines of performing arts, with special emphasis on the arts in Delaware. Attendance at a variety of performing arts events and reviews and critiques of these programs are an essential part of the course.</p>	<p>DSN 112 3 credits Digital Drawing This introductory course allows students the opportunity to combine drawing skills with computer applications using a vector-based program. The student will work with line, texture, light and dark, space and balance, scale and proportion, color, and form. The course will concentrate on traditional methods of drawing techniques emphasizing the digital representation.</p>
<p>DRA 330 3 credits Modern Theater This course gives students a thorough understanding of the intricacies of play production, including the interacting roles of the dramatist, actor, and backstage worker. Also included is a brief history and discussion of the changing theater from 1930 to the present.</p>	<p>DSN 121 3 credits Digital Publishing This course introduces the student to digital publishing with Adobe InDesign. Students will learn how to design and produce a variety of documents along with the basic principles of design with an emphasis on the effects of typography on a layout. Commercial printing and its impact on digital files will be studied in addition to the basic skills needed to be a successful Media Designer.</p>
<p>DSN 94 0 credit Portfolio Archiving Orientation The ultimate goal of any visual arts student is to build a portfolio. Since the portfolio is a constant work in progress that should regularly be upgraded and changed with new and better examples of the student's work, it is imperative each student gets the proper orientation to saving and archiving their work before they start on their degree. This orientation provides the student with the necessary knowledge to protect their investment for future use in their respective portfolios.</p>	<p>DSN 210 3 credits Digital Image Manipulation This course evaluates photographic image digitizing and manipulation of software and hardware. It examines the role of the computer as a tool in the photographic process. Students will learn the techniques of retouching and manipulating photographic images. Prerequisite(s): BCS 210</p>
<p>DSN 105 3 credits Visual Communication This course is an introduction to media studies, with an emphasis on the elements of visual form and the basic characteristics of time-based media and the fundamentals of mediated communication. Through theory and practice, the course is intended to develop the perceptual/cognitive and intellectual skills that will enhance an analytical appreciation and understanding of print, electronic, and moving image media, especially for students interested in graphic design, web development, advertising, and other fields in which visuals play a key role.</p>	<p>DSN 220 3 credits Concept Development In this course, students are introduced to media production by identifying the components of good production design, emphasizing the importance of problem solving, planning, and design functionality. The process of creative team dynamics is explored along with its principles and practices. Production planning, software, word processors, and desktop publishing software will be used to develop a pre-production file. Prerequisite(s): DSN 210</p>
<p>DSN 110 3 credits Fundamentals of Drawing This introductory course allows students to practice framing subjects, including plant life and the human form, in the context of line, texture, light and dark, space and balance, scale</p>	<p>DSN 235 3 credits Vector Drawing This course introduces the student to the creation of vector artwork, emphasizing the integration of a leading software creative suite, specifically the drawing application. Students will learn to manipulate existing art as well as creating new art while learning the aspects of the application with hands-on experience in projects relating to real world situations in print and web design. The course will also examine the aesthetics and technical details of typography, design, and page layout.</p>

<p>DSN 241 3 credits Color Theory This course covers fundamental color principles, color characteristics, properties, and uses in art and design through blending with paint. Students will develop a basic vocabulary for color theory and recognition. Students will encounter color as a language and understand its position and possibilities in relation to form and design. Prerequisite(s): DSN 110 or DSN 112</p>	<p>the designer's work. This course provides the student with an opportunity to concentrate on building both the electronic and tangible (physical) portfolio that will be needed to showcase one's design work in order to further career and personal goals. Prerequisite(s): DSN 320</p>
<p>DSN 300 3 credits Design for Marketing This course focuses on the role of design in marketing communications with an emphasis on "brand identity". Case studies of effective brand identity programs allow students to explore and critique brand expressions including print materials, website, video, and television advertising. Students also will be introduced to basic visual aesthetics and the relevance of good design.</p>	<p>DSN 320 3 credits Web Page Design This course will develop the scripting skills necessary for web page design and introduce students to the basics of HTML. Prerequisite(s): DSN 210</p>
<p>DSN 308 3 credits Illustration This course will expose students to the basic editorial, storytelling, and advertising illustration principles and techniques. Students will examine, from a historical perspective, illustrators; illustration trends; styles; and techniques, including print and animated motion pictures. Students will focus on visualization and sketching of concepts through traditional and nontraditional methods to explore digital means of manipulating illustrations. The course will also introduce the basic terminologies used in computer-based illustration. Prerequisite(s): DSN 110/DSN 112, DSN 210 and DSN 230</p>	<p>DSN 325 3 credits Multimedia Web Page Design This course covers the fundamental concepts for creating a multimedia web page. Students will be expected to learn the differences in creating graphics by using shapes versus vector formats and then converting these formats to symbols, using these elements to further explore a 2-dimensional environment. When the basic skills are acquired, students will use these elements to create their own multimedia project, whether it is for CD or the web. Prerequisite(s): COM 360 or WIS 370</p>
<p>DSN 315 3 credits Typography The principle goal of typography is the assembly of text in a fashion that is both easy to read and visually engaging. This course examines the historical, aesthetic, and cultural development of typographic forms and fonts. Students will explore historical styles and theories of type design, letter forms and typographic layouts, and their influence on modern and contemporary typography. Students will study type mechanics using type in a variety of design applications. Prerequisite(s): DSN 210 and DSN 230</p>	<p>DSN 326 3 credits Intermediate Multimedia Web Page Design This course builds on DSN 325 (Multimedia Web Page Design) by exposing the student to the next level of multimedia interactivity and action scripting. Students will become familiar with the process of publishing a multimedia web site. Prerequisite(s): DSN 325</p>
<p>DSN 318 3 credits Portfolio Production Building a portfolio of accomplished images in individual areas of interest is an integral part of any design program. The portfolio is a constant work in progress that should regularly be upgraded and changed with new and better examples of</p>	<p>DSN 335 3 credits Advanced Vector Drawing This course takes an in-depth look into the creation of vector artwork and the integration of a leading software creative suite that handles photos, page layout, and graphics. Students will learn more in-depth aspects of the application with hands-on experience in projects relating to real world situations in print and web design. Prerequisite(s): DSN 235</p> <p>DSN 350 3 credits Interactive Publication Design This course will teach using Adobe InDesign to create interactive documents; interactive PDFs, interactive and animated browser-based (SWF) documents as well as Adobe digital publishing suite (DPS) files for Android and iPad Apps. Prerequisite(s): DSN 121 and DSN 210</p>

<p>DSN 401 3 credits Publication Design This course looks at the theory, technology, and preparation needed for a publication layout, print separation, print reproduction, and a print bureau file. The focus will include typographical design, design layout, scanning and importing files, file choice, and color. Logos and other symbolic images will be examined in historic and contemporary context. Prerequisite(s): DSN 120 or DSN 121</p>	<p>DSN 487 3 credits Senior Project This course is designed to allow senior year students the opportunity to practice their specialization in a production environment. At the start of the project, students will identify a realistic project in their main competency area(s) with a faculty mentor. Having agreed on a timetable for their project's completion, the students will then begin a required/flexible workshop where they must prepare a clear and comprehensive pre-production plan. The students must also develop an appropriate corporate style and logo to accompany their project. All work must be presented in the best possible manner, with well designed digitally published pages, a proper use of color, typography, etc., using their own corporate style and logo. This course may be completed as a directed study with an instructor of the student's choice or in a classroom setting Prerequisite(s): Permission required</p>
<p>DSN 402 3 credits Graphic Design of Brochures and Catalogs In this course, students will get hands-on experience producing direct mail pieces, including brochures, advertisements, posters, and postcards. They will utilize an outside source to produce printed pieces as well as explore costs associated with printing. Prerequisite(s): DSN 121</p>	
<p>DSN 410 3 credits Advanced Digital Image Manipulation This course extends the use of image-manipulating software to create new images, masks, layers, and type. Designs for video covers, book covers, etc., will be produced for the student's use in later publication. Prerequisite(s): DSN 210</p>	<p>DSN 490 3 credits Internship This course will provide students with real-world experience in the field of media design where they will become acquainted with daily operations, while enhancing their professional skills and interacting with other professionals. College of Technology students wishing to complete their internship requirements should review procedures at wilmu.edu/technology/internships/index.aspx. This course is graded satisfactory/unsatisfactory Prerequisite(s): Permission required</p>
<p>DSN 415 3 credits Packaging and Display Design In this course, students will be expected to develop point-of-purchase displays along with product package design. Marketing strategy; manufacturing requirements; and product branding, with an emphasis on advertising, will be explored. Prerequisite(s): BMK 305</p>	
<p>DSN 420 3 credits Advanced Web Page Design This course builds on Introduction to Web Page Design to develop student skills at an advanced level. With this knowledge, students will be able to design, set up, and maintain web sites (Webmasters) at the corporate or institute level. Topics will be covered in a theoretical and practical way. The course includes a large component of hands-on computer work. Prerequisite(s): DSN 320</p>	<p>ECE 201 3 credits Health, Safety, and Nutrition Students receive an overview of the philosophy, principles, and evaluation of health, safety, and nutrition in education settings for young children. Age-appropriate teaching strategies are highlighted. Emphasis is on the importance of health, fitness, safety, and nutrition to an individual's overall performance and behavior—socially, emotionally, and physically. Prerequisite(s): PSY 201 and EDU 203</p>
<p>DSN 460 3 credits Topics in Design This course surveys contemporary subjects and current events pertaining to Multimedia Design, Networking and Internet design, or Television and Video Production Design. Prerequisite(s): permission required</p>	<p>ECE 202 3 credits Professional Issues in Early Childhood Students examine and analyze major concepts of contemporary programs for young children. Students learn historical, theoretical, and research perspectives. Professional ethics and diversity issues in programs for young children and their families are major topics. Prerequisite(s): EDU 203</p>

ECE 203 **3 credits**
Methods of Teaching Art, Music, and Movement

Students learn the art, music, and perceptual motor skills areas for children ages 3-7 years. Students develop a repertoire of activities and approaches in these areas, emphasizing the child's participation. Students learn techniques for teaching music, art, and movement through observation, lesson planning, and actual classroom teaching. A virtual clinical experience from schools using "best practices" is required. **Prerequisite(s):** (or corequisites:) For BS students - PSY 201 and 6 credits of Fine Arts; passing score on all sections of PRAXIS (core): Reading, Mathematics and Writing (or relevant exemption test), and for students entering Fall 2007 and afterward, PRAXIS II. For AS Students - PSY 201, 3 credits of Fine Arts and, (for those entering Fall 2009 and after), a passing score on all sections of PRAXIS (core): Reading, Mathematics, and Writing (or relevant exemption test).

ECE 204 **3 credits**
Integrated Methods: Language Arts, Social Studies, Science, and Math

This course is an introduction to the language arts, social studies, science, and math programs suitable for use with children ages 2-7 years. The design of the course enables students to understand the importance of these curriculum areas in the child's overall development. The kinds of materials and activities to be included in the preschool curriculum are also studied. A virtual clinical experience from schools using "best practices" is required. **Prerequisite(s):** For AS Students: ECE 211 and (for those entering Fall 2009 or after) a passing score on all sections of PRAXIS (core): Reading, Mathematics, and Writing (or relevant exemption test). For BS Students - ENG 111, MAT 201, and passing score on all sections of the PRAXIS (core): Reading, Mathematics and Writing (or relevant exemption test), and for students entering Fall 2007 and after, PRAXIS II.

ECE 205 **3 credits**
Parent, Family, and Community Interactions

This course examines the development of the family and emerging family issues, with an emphasis on the teacher's role in parent conferences and home-school communications. Family types and their impact on children in educational settings are emphasized, as well as parenting issues, parent education, and parental involvement in the educational process. Community resources to support the family and the child in the schooling process are explored. **Prerequisite(s):** EDU 203

ECE 206 **3 credits**
Family Development and Service Systems

The structure and development of the family and its relationship to educational programs and other service delivery systems are studied. The clinical component of the course is student attendance at community-based family services. The purpose of the clinical component is to relate service systems to educational programs for children as students explore possibilities for seamless service delivery to children and their families. **Prerequisite(s):** EDU 203

ECE 211 **3 credits**
Language Arts in Early Childhood Programs

Methods and materials to promote effective language skills of listening, speaking, and vocabulary development are emphasized. Activities for pre-writing and pre-reading are included. Criteria for appropriate selection of children's books are presented. Students learn techniques for reading and telling stories. **Prerequisite(s):** PSY 201 and EDU 203

ECE 214 **3 credits**
Creating Environments for Learning

Students learn concepts and strategies for preventing discipline problems as well as models of discipline for use if such problems occur in the early childhood/elementary classroom. Preventive strategies include organizing the classroom effectively, maintaining on-task behavior, positive interactions, developing and teaching rules and behavioral expectations, and ignoring attention-getting behavior. Discipline models reviewed by students include student-centered approaches including the Supportive Model and Transactional Analysis, and such teacher-directed approaches as Assertive Discipline and Behavior Modification. **Prerequisite(s):** PSY 201 and EDU 203

ECE 216 **6 credits**
Internship in Early Childhood Education

ECE 216 is designed for AS Early Childhood Education majors. The supervised field experience/internship includes at least 45 full teaching days. Interns are placed with individual mentor teachers or with teams of supervising teachers in approved clinical settings appropriate to the area of program concentration (birth to kindergarten). Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Interns are monitored and supported by Wilmington University supervisors, and are required to attend regularly scheduled seminars. ECE 216 is graded Satisfactory/Unsatisfactory. **Prerequisite(s):** All ECE core courses; approved application from the Office of Clinical Studies (applications must be received by October 1 for the spring semester and by March 1 for the fall semester); A criminal background check is required.

<p>ECE 450 9 credits</p> <p>Early Childhood Education Student Teaching</p> <p>ECE 450 is designed for Early Care and Education (Birth-2) majors. This supervised field experience requires at least 80 full student teaching days. Student teachers are placed with individual mentor teachers or with teams of supervising teachers in approved clinical settings. Student teachers are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours of seminar sessions are scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required portfolio. ECE 450 is graded Satisfactory/Unsatisfactory. Prerequisite(s): approved application from the Office of Clinical Studies (applications must be received by October 1 for the spring semester and by March 1 for the fall semester). Student teaching must be taken in conjunction with EDU 499. A criminal background check is required.</p>	<p>ECO 203 3 credits</p> <p>Economic Theory</p> <p>Relevant theories of income, output and price level, wealth determination, growth, and international economics are discussed in detail. Current social balance issues and conflicts between the private and public sectors are emphasized.</p>
<p>ECO 101 3 credits</p> <p>Economics I</p> <p>This course gives students a basic understanding of economics, with particular emphasis on the operation of the American economic system. The topics of macroeconomics, classical economics, Keynesian and Post-Keynesian economics, private enterprise, and national income are examined. Prerequisite(s): successful completion of math skills assessment or MAT 110</p>	<p>ECO 300 3 credits</p> <p>International Trade and Economics</p> <p>This course examines the theoretical and historic framework relating to international trade and economic principles utilized within the global economy. Specific areas examined in the course include problems associated with different trade policies, balance of payments, comparative advantage, international exchange rate systems, trade barriers and tariffs, and the economics of transitioning and developing countries. Prerequisite(s): ECO 102</p>
<p>ECO 102 3 credits</p> <p>Economics II</p> <p>This course studies microeconomic issues such as the price system, income distribution and international economics. Applying and extending knowledge of basic economic principles are emphasized. Prerequisite(s): ECO 101 and MAT 101</p>	<p>ECO 301 3 credits</p> <p>Contemporary Economic Problems</p> <p>This course is an analysis of how the economic system works and how theory and events shape decisions of business owners, government officials, and households. Prerequisite(s): ECO 102</p>
<p>ECO 105 3 credits</p> <p>Fundamentals of Economics</p> <p>This course emphasizes both macro- and microeconomics for the non-business student. Basic economic concepts, tools and terms economists use, and methods of economic analysis are covered. A student's understanding of the American business system is developed.</p>	<p>ECO 321 3 credits</p> <p>Economics of Income, Money, and Banking</p> <p>This course familiarizes the student with the banking system, the Federal Reserve System, and the creation of money. Monetary policy and theory are reviewed. Prerequisite(s): ECO 102</p>
	<p>EDC 100 0 credit</p> <p>E-Folio</p> <p>This course provides access to the electronic portfolio housed on TaskStream, and is required for all students who began their Career and Technical Education degree programs on or after September 1, 2009. This course provides access to the electronic portfolio housed on TaskStream. This is a non-credit course and does not meet as a regular class. Registration for the course requires an initial fee which provides students with access to the electronic portfolio for a period of six years. Students must (1) enroll in this course at the beginning of their programs because documents, assignments, and artifacts from designated courses will be placed into the electronic portfolio, and (2) register for and attend a webcast at www.wilmu.edu/education/efolio.aspx. Completion of the portfolio is a graduation requirement.</p>

EDC 400**Educational Psychology**

This course will enable career and technical teachers to make decisions regarding appropriate instruction for students they serve. Students will learn the nature and use of measurement tools and evaluation in educational settings. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. This is an online course; students should utilize available Blackboard learning resources and be prepared to function in an online learning environment at the inception of the course.

Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

3 credits**EDC 401****Career and Technical Education Instructional Technology**

The focus of this course is to assist career and technical teachers in the application of technology to enhance student learning and increase student achievement. Course topics include spreadsheets, desktop publishing, multimedia, web design, and selection/use/evaluation of instructional software appropriate for a teacher's particular career program, using the internet, and developing an understanding of how technology can change the learning environment and the roles of teacher and learner. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. **Prerequisite(s):** EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

3 credits**EDC 402****Career and Technical Education Advanced Curriculum Design**

This course focuses on curriculum design for career and technical courses. Students will learn how to develop the sequence of teaching activities in career and technical courses as well as the content that should be taught to be state-of-the-art for the workplace. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional differentiated assignments will be required for students taking this course at the graduate level. **Prerequisite(s):** EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

3 credits**EDC 403****History and Regulations of Career and Technical Education**

This course explores the history, philosophy, and the regulations of Career and Technical Education (CTE). Each of these areas will be examined to determine how and why CTE has developed into current practices. The historical context of philosophy and regulation will be used to foster an understanding of issues expected to impact the future of CTE. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

3 credits**EDC 404****Career and Technical Education Guidance Practices**

This course will emphasize the impact of career development theory and the relationship of career guidance and development to career and technical schools, community colleges, and four-year colleges. Job placement in community and school-based settings is also studied. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. **Prerequisite(s):** EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

3 credits**EDC 405****Career and Technical Education: Community and Business Relations**

This course explores strategies for developing purposeful relationships among career and technical teachers, business representatives, and the community to ensure that the needs of the students and of the business community are being met. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. This may be an online course; students should utilize available Blackboard learning resources and be prepared to function in an online learning environment at the inception of the course. **Prerequisite(s):** EDC 100 (for all students who began their career and technical degree programs on or after September 1, 2009. EDC 100 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

3 credits

EDC 406 **3 credits**
Career and Technical Education: Assessment and Course Construction

The purpose of this course is to assist vocational-technical teachers in learning how to develop their courses to meet the workplace needs and satisfy curriculum standards, as well as the Delaware content standards. An introduction to student organizations and to key safety practices will also be a part of this course. This course is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. **Prerequisite(s):** EDC 100 (for all students who began their career and technical degree programs on or after September 1, 2009. EDC 100 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 407 **3 credits**
Career and Technical Student Organizations

This course focuses on the history and importance of student organizations in the career and technical high schools. The course will focus on building student leadership skills, presentation skills, and technical skills appropriate to the specific career program. Instruction will also include preparing students for the state and national skills events. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. **Prerequisite(s):** EDC 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDC 100 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 410 **3 credits**
Multicultural Education

This course addresses the principles and practices for providing instruction in the multicultural classroom. The students will study the role of race and social class in the classroom as well as the impact of cultural learning styles and racial identity on learning. They will learn concepts and strategies for effective decision-making, delivery of instruction, classroom management, and culturally responsive assessments. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. This may be an online course; students should utilize available Blackboard learning resources and be prepared to function in an online learning environment at the inception of the course.

Prerequisite(s): EDC 100 (for all students who began their career and technical degree programs on or after September 1, 2009. EDC 100 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 411 **3 credits**
Methods of Teaching Career and Technical Education I

Methods of Teaching Career and Technical Education I includes methods and demonstration of proficiency in teaching the particular career program of the teacher. Students are expected to develop materials, lesson plans, units, and structure for their courses. This course also addresses strategies that include helping students to develop problem-solving skills. Safety procedures will also be emphasized as an integral part of this course. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional assignments will be required for students taking this course at the graduate level. **Prerequisite(s):** EDC 100 (for all students who began their career and technical degree programs on or after September 1, 2009. EDC 100 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 412 **3 credits**
Career and Technical Education Classroom Management

Effective classroom management techniques are emphasized to maximize student achievement. Concepts in academic learning time and active instruction are stressed. Students will learn strategies for preventing discipline problems, including organizing the classroom effectively, maintaining on-task behavior, interacting positively with students, and developing rules and procedures for a positive learning environment. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. **Prerequisite(s):** EDC 100 (for all students who began their career and technical degree programs on or after September 1, 2009. EDC 100 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 413 **3 credits**
Methods of Teaching Career and Technical Education II

This course is geared to meeting the developmental learning needs of career and technical education students. The effective teaching skills evident in the DPAS system and the Delaware Professional Teaching Standards will be emphasized in this course. Multiple strategies will be considered for (1) planning and delivering lessons that make learning meaningful for students; (2) meeting the developmental and diverse learning needs of students; (3) creating an environment in the classroom conducive to learning; (4) assessing, analyzing, and reflecting

upon teaching and student learning; (5) using technology to support learning; and (6) treating all students equitably in the classroom. Employability skills and developing integration projects will also be taught. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level **Prerequisite(s):** EDC 100 (for all students who began their career and technical degree programs on or after September 1, 2009. EDC 100 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 414

3 credits

Student Testing and Evaluation

This course will assist career and technical education teachers in learning how to prepare, administer, and score classroom assessments that are aligned with curriculum and instruction. Attention will be given to the design of performance assessments that will align with project-focused learning targets common to career and technical education courses. This is a dual-listed and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. **Prerequisite(s):** EDC 100 (for all students who began their career and technical degree programs on or after September 1, 2009. EDC 100 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 420

6 credits

Clinical Component for Career and Technical Education Teachers

OPTION 1 – Action Research/Problem Solving Project. The candidate will apply knowledge gained from previous career and technical education courses as well as from personal and professional experiences in the field to identify and solve a classroom, content area, or school-wide problem related to teaching and learning. Components of the project will vary depending on content area and degree level (B.S. or M.Ed.). The project must include, but is not limited to: a literature review; an analysis of student demographics, context and culture; an exploration of best practices; the development of appropriate lesson plans and assessments; an analysis of the project's impact on student learning and other outcomes; information about possible legal and ethical issues; and a discussion of professional dispositions, conduct and development. Candidates will prepare an electronic presentation that describes the project and its outcomes for review/approval by the Program Chair. The presentation will be posted on the course website and in E-Folio (EDC 100 or MCT 6102). Final grade for the course will be either Satisfactory or Unsatisfactory. OPTION 2 – Supervised Clinical Experience (Student Teaching). The candidate will

engage in a 40-day (school days) clinical experience, co-supervised by a college mentor provided by the Office of Clinical Studies and a school-based mentor provided by the placement school (fully certified teacher, department chair, content area supervisor, or administrator). During this 40-day period the candidate will prepare lesson/activity/unit plans, carry out those plans, assess levels of student learning using approved College of Education (or school-mandated) formats and processes, and reflect on outcomes. The candidate will be observed at least six times during the placement using the DPAS II model or the observation/evaluation system required by the school. The same e-portfolio student teaching components required for other College of Education teacher preparation programs are also required for this option (reflections on and evidence of achievement of Delaware's teaching standards, etc.). Final grade for the course will be either Satisfactory or Unsatisfactory. *EDC 420/MCT 6420 is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments are required for students taking this course at the graduate level. **Prerequisite(s):** ALL STUDENTS MUST TAKE AND PASS ALL THREE SECTIONS OF PRAXIS (core): (writing, reading and mathematics) BEFORE REGISTERING FOR THIS COURSE. *All Career and Technical Education students must be register in EDC 100(undergraduate) or MCT 6102 (graduate) which is the E-Folio System that is used for documenting and tracking student mastery of program competencies.

EDU 102

E-Folio

0 credit

This course provides access to the electronic portfolio housed on TaskStream, and is required for all students enrolled in a Graduate Program in the College of Education. E-portfolio is a non-credit course and does not meet as a regular class. Registration for the course requires a one-time fee which provides students with access to the electronic portfolio for a period of six years. Students must (1) enroll in this course at the beginning of their program and (2) open the course on Blackboard and follow the instructions to activate their TaskStream account. Throughout your program, assignments, documents, and artifacts from designated courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

EDU 202

School Involvement with Families and Community

2 credits

This course is an examination of issues related to the family, school, and community. Professional ethics, issues of diversity, and the availability of community and school resources are major focuses. In addition, an emphasis will be placed on the need for collaboration, reaching out, and the necessity of a shared vision

when trying to meet and understand the joint needs of the child, family, and school. Effective parent conferencing techniques and home/school communications are stressed, in addition to how to achieve sensitive solutions to school-related problems
Prerequisite(s): EDU 102 and EDU 203

EDU 203 **3 credits**
Instructional Technology

The selection, use, production and development of technology applications and venues to enhance instruction and facilitate learning are emphasized. Course topics emphasize the use of a variety of technology applications as tools for delivering current, informative, interactive and engaging lessons. As a precursor to using technology as a vehicle for effective instruction, students will learn a variety of software applications and network tools.

EDU 301 **3 credits**
Teaching English as a Second Language

This course is an overview of the field of teaching English as a second language (ESL), including practice in the preparation and presentation of ESL lesson plans.

EDU 303 **2 credits**
Contemporary Theories and Practices in Middle Level Education

Contemporary theories and practices that apply to middle level schools are reviewed and critiqued. Topics include contemporary social and cultural issues, school organization, curriculum, guidance, and student activities. A major focus of the course is the special developmental needs of middle level students and appropriate classroom management techniques for this age group
Prerequisite(s): EDU 102 and EDU 203

EDU 304 **3 credits**
Health and Physical Education

This course focuses on teaching the mind, body, and spirit components of a healthy lifestyle. Particular emphasis will be placed on the important role of exercise, family and community, work and diet in maintaining good health. Recent findings and reports in medicine, exercise, diet, and nutrition will be discussed. This course includes health services, health education, and healthy school environments
Prerequisite(s): EDU 102 and EDU 203

EDU 306 **3 credits**
Effective Teaching Strategies

This course will focus on the fundamentals of effective classroom teaching, with an emphasis on specific strategies for meeting the developmental learning needs of a diverse population of students. Multiple strategies will be considered for (1) planning and delivering lessons that make learning meaningful for

students; (2) meeting the developmental and diverse learning needs of students; (3) creating an environment in the classroom conducive to learning; (4) assessing, analyzing, and reflecting upon teaching and student learning; (5) using technology to support learning; and (6) treating all students equitably in the classroom. The effective teaching skills evident in the Delaware Performance Appraisal System and the Delaware Professional Teaching Standards and the content standards delineated in the Delaware Student Content Standards will be emphasized in the course
Prerequisite(s): EDU 102 and EDU 203

EDU 310 **2 credits**
Applied Behavior Analysis and Classroom Culture

Understanding, interpretation and use of behavioral programming in classroom management for special education are the focus of this course. An awareness of the role of behavior modification and reinforcement principles, cognitive and humanistic theories, in concert with the affective domain and self-esteem strategies are stressed. Emphasis is on the teacher's need to achieve maximum effectiveness in predicting and controlling behavior. The special education teacher and other professionals are equipped with the skills necessary to effectively manage the behavior of the children entrusted in their care. Teacher candidates will learn about reasons for misbehavior and about several discipline models or options for use by teachers to establish a positive classroom culture. Pre-Req: EDU 102 and EDU 203

EDU 311 **2 credits**
Assistive Technology

This course is designed to help professionals in schools understand assistive technology for students with disabilities. The main focus of the course is on students with mild mental handicaps, learning disabilities, or emotional disturbances. The meaning of assistive technology and methods of assessing students to match them with appropriate assistive technology are emphasized
Prerequisite(s): EDU 102 and EDU 203

EDU 312 **2 credits**
Integrated Curriculum in Schools

This course examines current curricular programs and instructional methodologies while analyzing their teaching strategies, backgrounds, and purposes with an emphasis for school implementation. An understanding of the curricular models used in the instruction of various learning needs will provide pre-service teachers with information and ideas regarding innovative programs of instruction and how these programs operate at the middle level. The course also provides a fundamental understanding of a curriculum scope and sequence related to various subject areas. This knowledge is related to developing cross-curriculum sub objectives within a

given curriculum guide, developing model lessons that include cross-curricular activities, including enrichment and fine arts connections **Prerequisite(s):** EDU 102 and EDU 203

EDU 313 **2 credits**
Classroom Culture and Student Behavior

This course is an in-depth study of practical techniques applied by teachers to deal effectively with middle level student behavior problems when such problems arise in classrooms and schools. Different students misbehave in different ways and for different reasons. As a result, not all misbehavior can be handled by teachers in the same way. In this course, middle level teacher candidates will learn about reasons for misbehavior and about several discipline models or options appropriate for middle schools that can be used by teachers when students misbehave. A clinical experience in schools is required **Prerequisite(s):** EDU 102 and EDU 203

EDU 390 **1 credit**
Practicum I

Note: it is anticipated that there will be significant changes in the content and structure of all practicum courses during the 2014-15 academic year, reflecting modifications in Delaware Department of Education program approval regulations.

EDU 390 Practicum I is a structured, field-based, semester-long exploratory course that requires at least 50 hours of actual and/or virtual classroom experience. Fieldwork is supervised by Wilmington University practicum advisors and mentor teachers. Placements (virtual and actual) expose candidates to culturally, linguistically, and socioeconomically diverse classrooms and schools. Practicum I requires candidates to attend weekly practicum seminar sessions. Practicum I introduces the teacher candidate to components of professional practice as defined in Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. Practicum I provides the teacher candidate with opportunities to observe, describe, interpret, and understand the classroom environment and to reflect on the personal and professional attributes required for success in teaching. **Prerequisite(s):** Current TB clearance, Criminal Background Check (State and Federal), Delaware Child Protection Registry Clearance (Sex Offender Registry), EDU 102 and EDU 203. Students who started their programs in Fall 2013 or later must satisfy Delaware Department of Education Praxis requirements prior to placement. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>

EDU 391 **1 credit**
Practicum II

Note: it is anticipated that there will be significant changes in the content and structure of all practicum courses during the 2014-15 academic year, reflecting modifications in Delaware Department of Education program approval regulations.

EDU 391 Practicum II builds on Practicum I and is a structured, field-based, semester-long clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is supported by weekly, required practicum seminar sessions. A reflective set of learning activities focusing on the Delaware Professional Teaching Standards is completed for Practicum II. Practicum II helps the teacher candidate analyze and reflect on the classroom environment in relation to current research, components of professional practice, and the Delaware Professional Teaching Standards. Practicum II includes planning and teaching a lesson to an entire class of students as well as working with individual students and/or small groups. **Prerequisite(s):** Current TB clearance, Criminal Background Check (State and Federal), Delaware Child Protection Registry Clearance (Sex Offender Registry), EDU 102, EDU 203, EDU 390. Students who started their programs in Fall 2013 or later must satisfy Delaware Department of Education Praxis requirements prior to placement. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>

EDU 392 **1 credit**
Practicum III

Note: it is anticipated that there will be significant changes in the content and structure of all practicum courses during the 2014-15 academic year, reflecting modifications in Delaware Department of Education program approval regulations.

EDU 392 Practicum III builds upon the experiences and content knowledge developed in Practicum I and II. Practicum III is a structured, field-based, semester-long course that requires at least 50 hours of supervised clinical experience in an approved setting. Fieldwork is supported by required, weekly practicum seminar sessions. Practicum III requires planning and teaching multiple lessons to an entire class of students as well as working with individual students and/or small groups. **Prerequisite(s):** Current TB clearance, Criminal Background Check (State and Federal), Delaware Child Protection Registry Clearance (Sex Offender Registry), EDU 102, EDU 203, EDU 390, EDU 391. Students who started their programs in Fall 2013 or later must satisfy Delaware Department of Education Praxis requirements prior to placement. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>

EDU 396 **3 credits**
Environmental Education Practicum

This course is a structured, field-based mentored program that requires a minimum of 40 hours in an approved off-campus setting and 21 hours of seminar. Practicum will mesh the content base of the science courses with the practicality of the classroom, the home, and the community at large. Through a variety of methodology, the earth and its systems will be studied from a holistic view and methods of instruction that enable the citizenry to make informed choices.

EDU 402 **3 credits**
Integrated Methods to Teaching Elementary Language Arts/Reading

This course includes content, methods, and demonstration of proficiency in the literacy areas of reading, written composition, listening, oral communication, grammar and usage, and spelling. Students are expected to develop materials, lesson plans, units, and methods for teaching the elements of language arts/reading in an integrated way. A team approach with other teachers and the integration of other content areas are emphasized in the course. A virtual clinical experience from schools using “best practices” is required. **Prerequisite(s):** EDU 102, EDU 203, RDG 301 and RDG 302; passing scores on all sections of PRAXIS (core), and a passing score on the appropriate PRAXIS II

EDU 403 **3 credits**
Integrated Methods to Teaching Elementary Social Studies

Students learn selection and evaluation of teaching methods, use of curriculum, use of technology, and preparation of instructional materials appropriate for social science content. Emphasis is placed on an integrated unit approach (integrating both the social sciences and the social sciences with other major content areas). A virtual clinical experience from schools using “best practices” is required. **Prerequisite(s):** EDU 102, EDU 203, HIS 300, HIS 316, HIS 320, POL 300, and ECO 105; passing scores on all sections of PRAXIS (core), for students entering Fall 2007 and afterward, a passing score on the appropriate PRAXIS II

EDU 404 **3 credits**
Integrated Methods to Teaching Elementary Science

The scope and sequence of the science curriculum for elementary students are emphasized via planning integrated lessons and units of instruction and laboratory methods. The integration of the lessons/units will focus on integrating the various science disciplines and on integrating the sciences with other major content areas. A virtual clinical experience from schools using “best practices” is required. **Prerequisite(s):** EDU 102, EDU 203, SCI 232, SCI 305, and SCI 307; passing score on all

sections of PRAXIS (core) and, for students entering Fall 2007 and afterward, a passing score on the appropriate PRAXIS II

EDU 405 **3 credits**
Integrated Methods to Teaching Elementary Math

Students are exposed to mathematics learning strategies and the methods and strategies for teaching mathematics. Students have the opportunity to analyze programs and learning materials as they set up environments and situations which stimulate interest in learning mathematics. A special emphasis is on how math can be integrated with other major content areas in the teaching and learning process. Modeling strategies, the appropriate use of manipulatives, the integral use of calculators and computers, learning in cooperative groups, reading and writing to learn, and the other NCTM standards are the core of this course. A virtual clinical experience from schools using “best practices” is required. **Prerequisite(s):** EDU 102, EDU 203, MAT 201, MAT 202, and MAT 304 (with a 2.0 GPA in those 3 courses); passing score on all sections of PRAXIS (core), and, for students entering Fall 2007 and afterward, a passing score on the appropriate PRAXIS II

EDU 407 **3 credits**
Integrated Approaches to Teaching Middle Level Language Arts/Reading

This course includes content, methods, and demonstration of proficiency in the literacy areas of reading, written composition, listening, oral communication, grammar and usage, and spelling. Students are expected to develop materials, lesson plans, units, and methods for teaching the elements of language arts/reading in an integrated way. A team approach with other teachers and the integration of other content areas are emphasized in the course. A virtual clinical experience from schools using “best practices” is required. **Prerequisite(s):** RDG 300, RDG 302, RDG 305, and EDU 312; passing scores on all sections of PRAXIS (core) and, for students entering Fall 2007 and afterward, a passing score on the appropriate PRAXIS II

EDU 408 **3 credits**
Integrated Approaches to Teaching Middle Level Social Science

Students learn selection and evaluation of teaching methods, use of curriculum, use of technology, and preparation of instructional materials appropriate for social science content. Emphasis is placed on an integrated unit approach (integrating both the social sciences and the social sciences with other major content areas). A virtual clinical experience from schools using “best practices” is required. **Prerequisite(s):** EDU 102, EDU 203, HIS 204, HUM 360, HUM 361, SOC 101, ECO 105, POL 326, and EDU 312; passing scores on all sections

of PRAXIS (core) and for students entering Fall 2007 and afterward, a passing score on the appropriate PRAXIS II

EDU 409

3 credits

Integrated Approaches to Teaching Middle Science

The scope and sequence of the science curriculum for elementary students are emphasized via planning integrated lessons and units of instruction and laboratory methods. The integration of the lessons/units will focus on integrating the various science disciplines and on integrating the sciences with other major content areas. A virtual clinical experience from schools using “best practices” is required. **Prerequisite(s):** EDU 102, EDU 203, EDU 312, SCI 232, SCI 305, SCI 315, and MAT 101 or MAT 205; passing score on all sections of PRAXIS (core) and, for students entering Fall 2007 and afterward, a passing score on the appropriate PRAXIS II

EDU 410

3 credits

Integrated Approaches to Teaching Middle Math

Students are exposed to mathematics learning strategies and the methods and strategies for teaching mathematics. Students have the opportunity to analyze programs and learning materials as they set up environments and situations which stimulate interest in learning mathematics. A special emphasis is on how math can be integrated with other major content areas in the teaching and learning process. Modeling strategies, the appropriate use of manipulatives, the integral use of calculators and computers, learning in cooperative groups, reading and writing to learn, and the other NCTM standards are the core of this course. A clinical virtual experience from schools using “best practices” is required. **Prerequisite(s):** MAT 101, MAT 200, EDU 102 and EDU 203; passing score on all sections of PRAXIS (core) and a passing score on the appropriate PRAXIS II

EDU 451

9 credits

Student Teaching

EDU 451 Student Teaching is designed for Elementary K-6/ Middle Level 6-8 majors. This supervised field experience requires at least 60 full student teaching days. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Teacher candidates are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. EDU 451 is graded Satisfactory/Unsatisfactory. **Prerequisite(s):** Approved application from the Office of Clinical Studies; application must be received by October 1 for spring student teaching and

by March 1 for fall student teaching; Student teaching must be taken in conjunction with EDU 499. A criminal background check is required.

EDU 460-462

3 credits

Topics in Education

This course is an intensive study of contemporary topics and issues in education. **Prerequisite(s):** Approval of Academic Dean

EDU 499

3 credits

Clinical Assessment in the Classroom

Clinical assessment addresses contemporary issues and practices in the field of assessment. The course will focus on developing competence in assessing student work in an educational setting. The collection, analysis, and interpretation of immediate, real-time information for making data-driven decisions about teaching and learning will be emphasized. Related topics such as conferencing techniques, reporting systems, analyzing student work, applying rubrics, and continuous assessment techniques will be discussed in the course. (This course must be taken in conjunction with student teaching.)

ENG 95

0 credit

English Review

This course will provide a review of reading and writing for students who need to strengthen their backgrounds in English before taking university level courses requiring university level reading and writing. It establishes a foundation for success in subsequent university level courses. Students begin with close reading exercises that are followed by writing paragraph-length essays. Students’ literacy levels will increase; students will also learn to use strategies in the writing process as well as other strategies for self-regulation. Grammar instruction will be both contextual and localized: students will be complete a writing diagnostic and explicit grammar instruction will be in response to the errors of the class’s diagnostic essays. Grammar will be assessed from student writing.

ENG 110

3 credits

English Essentials

This course will teach students the steps in the writing process as well as strategies for academic success. Students will be shown how to write and evaluate essays in a variety of rhetorical modes first by instructor modeling, then collaboration with the instructor, and then students will write independently. Students will begin the course with paragraph writing and end the course with multi-paragraph essay writing in preparation for college-level writing courses. All essays will have two drafts, a first draft and a revised draft, both of which will be assessed for academic integrity issues through SafeAssign. The first draft will allow students to correct any issues with use of outside

sources before the revised draft (although no use of outside sources is expected). Students will receive direct instruction in mechanics, usage, and grammar (MUGs); assessment in MUGs will be through student writing. Students will be required to apply all attained skills to all writing assignments. Credit from this course applies as an elective credit toward graduation. **Prerequisite(s):** Placement after taking Accuplacer or successful completion of ENG 095.

ENG 121

3 credits

English Composition I

PRIOR TO FALL 2013, THIS COURSE WAS OFFERED AS ENG 101. This course is designed to help students become more proficient and effective writers. Students will study the principles and skills involved in effective writing and will be required to apply these skills to writing assignments throughout the course. Students will study the elements that constitute various rhetorical patterns of writing and develop skills in using these patterns in their writing. The rhetorical patterns studied in this course are description, narration, compare/contrast, classification/division, and extended definition. Students will strengthen their knowledge of APA conventions through direct instruction in the use of APA formatting and citation; APA formatting and citation is required in all papers. Students will receive direct instruction in mechanics, usage, and grammar (MUGs); assessment in MUGs will be through student writing. All essays will have two drafts, a first draft and a revised draft, both of which will be assessed for academic integrity issues through SafeAssign. The first draft will allow students to correct any issues with use of outside sources before the revised draft. Students will be required to apply these skills to all writing assignments. Successful completion of an independent library orientation project is also a requirement. **Prerequisite(s):** Successful completion of ENG 110 (with a grade of a "C") or placement through Accuplacer. Please note the minimum passing grade of ENG 121 is a "C".

ENG 122

3 credits

English Composition II

PRIOR TO FALL 2013, THIS COURSE WAS OFFERED AS ENG 102. The course is designed to improve student writing effectiveness and close-reading skills. Students will be required to expand upon the skills learned in English 121 and apply these skills to selected writing assignments. This course will help students learn how to think more clearly, organize thoughts in a logical sequence, and improve writing skills through prewriting, writing, and revision processes. Students will continue to study various rhetorical patterns and use their writing skills to develop essays in these patterns. The rhetorical patterns studied in this course are process analysis, cause and effect, and argument/persuasion. Students will also learn the

process and skills needed to write a clear, precise, and accurate research paper, including researching a topic, assessing sources, and incorporating outside sources into student writing. Research writing skills will be scaffolded for students. All essays will have two drafts, a first draft and a revised draft, both of which will be assessed for academic integrity issues through SafeAssign. The first draft will allow students to correct any issues with use of outside sources before the revised draft. Students are given detailed instruction in the use of APA formatting and citation; APA formatting and citation is required in all papers. Students will receive direct instruction in mechanics, usage, and grammar (MUGs); assessment in MUGs will be through student writing. Students will be required to apply all attained skills to all writing assignments. **Prerequisite(s):** ENG 121

ENG 131

3 credits

Public Speaking

PRIOR TO FALL 2013, THIS COURSE WAS OFFERED AS ENG 111. This course is designed to help students develop and improve effective oral communicative skills. Students will learn the basic skills and principles necessary to prepare written presentations and to orally deliver these presentations with confidence. They will receive practical assistance in the areas of reading, writing, speaking, listening, and critiquing. **Prerequisite(s):** ENG 122

ENG 200

3 credits

English Grammar

This course will survey the structure of contemporary English grammar. It will also explore the usage problems associated with contemporary grammar in both speech and writing. Topics will include: the structure of English (words, phrases, clauses, and sentences), sentence structure problems, agreement errors, commonly confused and misused words, and spelling. **Prerequisite(s):** ENG 122

ENG 205

3 credits

History of the English Language

This course is designed to provide students with an understanding of the development of the English language. They will recognize changes in language as the product of political, social, religious, technological, and economic factors. This course will focus on the study of the origins, changes, and reasons for changes in the grammar, sounds, and vocabulary of English from its beginnings to modern time. **Prerequisite(s):** ENG 200

ENG 320

3 credits

Advanced Composition

This course is intended to prepare classroom teachers to communicate well to a variety of audiences in a variety of modes. This class is also intended to prepare teachers for professional

development beyond the classroom. For use in the classroom, teachers will be prepared to communicate with students, parents, other teachers, administrators, and the community as a whole. Teachers will be comfortable using varying levels of formality, but always employing standard English. Teachers will also be prepared to perform independent action research in order to continue their own professional development. **Prerequisite(s):** ENG 122

ENG 360 **3 credits**
Creative Writing

This course allows students to express their creative abilities through the writing of stories, plays, poems, and essays. Critical appraisals of students' work by members of the class are an important element in this course. **Prerequisite(s):** ENG 102

ENG 365 **3 credits**
Academic Writing

This course seeks to develop skills in advanced composition, critical reading, and research: evaluation of sources and incorporating others' research into student writing. It is designed to improve students' abilities to create a persuasive argument, and to use outside sources through quoting, paraphrase, summary, and synthesis. Students will use the outside sources to reinforce their own persuasive arguments correctly and effectively. Students will also concentrate on APA style and how it can be used to ensure correct use of sources and academic integrity. **Prerequisite(s):** ENG 122

EPY 301 **3 credits**
Assessment of Exceptional Children and IEPs

Assessment procedures that provide information that enable teachers to make decisions regarding appropriate instruction for the children they serve are learned and applied. Informal and formal assessments used in identifying exceptionalities are analyzed. The formally evaluated strengths and weaknesses are developed into an Individualized Education Plan (IEP). Standardized and informal test results are evaluated and analyzed in relation to student achievement, curriculum development, and instructional improvement. Special emphasis is given to individually administered achievement instruments in relation to intelligence test measures.

EPY 302 **3 credits**
Educational Assessment

Students learn the nature and use of measurement and evaluation in educational settings. Construction of teacher-made tests and assessment portfolios are emphasized. Professionally prepared standardized achievement and aptitude tests are examined. **Prerequisite(s):** EDU 102 and EDU 203

EPY 303 **3 credits**
Advising, Mentoring, and Counseling Techniques

Exploration of middle level counseling and mentoring models that are congruent with culturally responsive interaction between teacher and student is the focus of this course. Included are learning styles, contemporary problems, home-school communications and parent involvement, and community resources. Attendance at community-based family services is required. **Prerequisite(s):** EDU 102, EDU 203, and PSY 332

EPY 306 **3 credits**
Educational Psychology and Assessment

Interdisciplinary studies in learning, motivation, and teaching are stressed. Educational implications and application of research relating to human development, cognitive science, learning, motivation, and teaching will be included. Focus is on application of learning theory and demonstration of knowledge of lesson design and constructing measurable objectives. Students learn the nature and use of measurement and evaluation in educational settings. Construction of teacher-made tests and assessment portfolios are emphasized. Professionally prepared standardized achievement and aptitude tests are examined **Prerequisite(s):** EDU 102 and EDU 203

EPY 401 **3 credits**
Teaching Diverse Populations and Exceptional Children

This course will provide students with a variety of teaching strategies that enhance teaching and learning in an inclusive, multi-cultural classroom including students with exceptionalities. Students will explore ways to better understand how context and culture affect teaching and learning, and will acquire strategies to support learning for students whose first language is not English as well as for children of special needs. Emphasis will be placed on an understanding of how student learning is influenced by factors such as: poverty, prior learning, race, language of origin, culture, gender, health, family structure, religion, and community. **Prerequisite(s):** EDU 102, EDU 203, and PSY 333

ESL 101 **3 credits**
Intermediate Grammar and Writing

This course will emphasize the fundamentals of essay writing and grammar skills with emphasis on the academic needs of International students. Students will receive instruction and practice in essay writing, decoding text, grammar usage, and spelling. They will learn the process of writing different types of essays and proper usage of grammar. Please note the minimum passing grade is a "B".

ESL 102 **3 credits**
Intermediate Vocabulary and Speech
This course will emphasize vocabulary-building elements and public speaking with an emphasis on the academic needs of International students. Students will receive instruction and practice in building reading and decoding skills. Students will improve pronunciation and speech fluency through short, in-class presentations and conversation. Students will also learn skills in preparing for presentations using multimedia technology. Please note the minimum passing grade is a “B”.

ESL 203 **3 credits**
Advanced Grammar and Writing
This course is designed to improve essay writing and grammar skills with emphasis on the needs of International students. Students will be required to expand their writing and grammar skills learned in ESL 101 and apply these skills to selected writing assignments. Students will receive instruction and practice in advanced essay writing, decoding text, grammar usage, and spelling. This course will help students to develop skills about how to think more clearly, organize thoughts in logical sequence, and improve writing skills through prewriting, writing, and rewriting processes. Please note the minimum passing grade is a “B”.

ESL 204 **3 credits**
Advanced Vocabulary and Speech
This course will emphasize advanced vocabulary-building elements and public speaking, with an emphasis on International student needs. Students will be required to expand their speaking and vocabulary skills learned in ESL 102 and apply these skills to selected presentation assignments. Students will improve decoding, reading, pronunciation and speech fluency skills. Students will also learn basic research and citation (APA, current edition) skills in preparing for their presentations using various multimedia technologies. Please note the minimum passing grade is a “B”.

ETN 334 **3 credits**
Italian Conversation and Culture
This course will introduce students to the language and culture of the Italian-speaking world and promote the development of basic conversational student communicative competence in the target language. Students will also develop an awareness and appreciation of Italy’s regional intercultural and intra-cultural history and in Italy of the 21st century.

ETN 335 **3 credits**
Italian American Heritage and Culture: A Local Perspective
Italian Americans have played a central and continuous role in the American consciousness, shaping our political, economic, cultural and social lives. This course will explore the multi-layered history of Italian Americans, from Columbus to DiMaggio, from food and family to the entrapping stereotypes of *The Godfather* and *The Sopranos*. Special emphasis will be given to the local and regional impact of the Italian American community.

ETN 336 **3 credits**
Irish American Heritage and Culture: A Local Perspective
Irish Americans have played an integral role in shaping American political, economic, cultural, and social lives. This course will explore the multi-layered history of Irish Americans, from Commodore James Barry to the Kennedys, from food to the arts; each aspect of the course will seek to answer the question, “What does it mean to be Irish-American?” Special emphasis will be given to the local and regional impact of the Irish-American community.

ETN 337 **3 credits**
African American Heritage and Culture: A Local Perspective
African Americans have played an integral role in shaping American political, economic, cultural, and social lives. This course will explore the multi-layered history of African Americans, from Harriet Beecher Stowe’s *Uncle Tom’s Cabin* to the Civil Rights era to Thurgood Marshall, from food to the arts; each aspect of the course will seek to answer the question, “What does it mean to be African American?” Special emphasis will be given to the local and regional impact of the African American community.

ETN 340 **3 credits**
Hispanic Culture and Enrichment
This course is an overview of the influence of Hispanic culture in American society. The student will explore the multicultural, multiethnic and multiracial aspects as well as the geography, history, language and culture of the many groups who have come to the United States and how these groups have and will influence the future of our country.

ETN 341 **3 credits**
Native Americans
This course includes the study of Native American social and economic history and culture. It will acquaint the students in a broad way with the struggles and accomplishments of the Native Americans. One of the aims of this course is to bring about greater understanding and appreciation of the contributions and achievements of the Native Americans.

<p>FIN 101 Financial Literacy</p> <p>This course is a basic survey of how to effectively handle personal money issues. Aimed at the general student population, it will focus on such topics as money management, financing a higher education (to include student loans), reaching personal financial goals, creating a personal budget, understanding credit, financing major purchases (cars, computers, entertainment systems, homes) and an introduction to investing.</p>	<p>3 credits</p>	<p>FIN 305 Financial Management</p> <p>This course is an introduction to the role of finance, the operating environment of the firm, analysis of financial statement information, present value concepts, risk, return, and valuation fundamentals. Prerequisite(s): BAC 102, ENG 102 and MAT 308 or MAT 301</p>	<p>3 credits</p>
<p>FIN 300 Applied Concepts in Accounting and Finance</p> <p>This course is an applications-based approach to the study of accounting and finance for the non-business major. Topics will include the preparation and basic analysis of financial statements (with emphasis on the income statement and balance sheet), the time value of money, cash and capital budgeting, financing the organization, and cost/volume/profit relationships also known as break-even analysis. The course assumes no prior knowledge of accounting or finance. Prerequisite(s): ENG 102</p>	<p>3 credits</p>	<p>FIN 306 Corporate Finance</p> <p>Building on the fundamentals of financial management, the major emphasis of this course is on the cost of raising funds for projects (cost of capital) and major project decisions (capital budgeting). Additional topics include: working capital management, cash flow, inventory, and the proper distribution of debt and equity. Prerequisite(s): FIN 305 (or BFM 300 for OMA students only)</p>	<p>3 credits</p>
<p>FIN 301 Personal Finance</p> <p>This course introduces students to the fundamentals of personal finance. The course covers career planning, budgeting and cash-flow management, credit use, planned borrowing, taxes, and managing major expenditures such as automobiles and housing. Prerequisite(s): ENG 102</p>	<p>3 credits</p>	<p>FIN 308 Financial Economics and Instruments</p> <p>This course explains the key elements of financial markets (and associated instruments) and their contribution to bringing together the suppliers and users of funds within the framework of national and international economics. It is assumed that the student has a basic understanding of managerial finance which includes present value and bond valuation techniques. The course will emphasize financial concepts and theories and apply them to “real-world” situations. Prerequisite(s): FIN 305</p>	<p>3 credits</p>
<p>FIN 302 Financial Planning</p> <p>This course covers the essentials of risk management, property and liability insurance, an introduction to investments (stocks, bonds, and mutual funds), health care planning, retirement, and estate planning. Prerequisite(s): ENG 102</p>	<p>3 credits</p>	<p>FIN 309 Introduction to Global Derivatives</p> <p>This course is designed to provide students with the conceptual framework to develop an understanding of Derivative securities. Students will learn to understand the uses of derivatives while evaluating potential risks, opportunities, and hedging strategies. Topics include Options, Forwards, Futures, and Swaps. Prerequisite(s): FIN 305</p>	<p>3 credits</p>
<p>FIN 304 Applications of Corporate Finance</p> <p>Continuing with the basic financial models presented in FIN 300, this course will concentrate on the application of discounted cash flow and financial analysis to specific corporate financial topics to include capital budgeting, cost of capital, the structure of capital markets, debt and stock financing, and factors affecting dividend policy and retained earnings. This two course sequence will culminate with the presentation of a detailed two corporation comparative analysis. Prerequisite(s): FIN 300</p>	<p>3 credits</p>	<p>FIN 309 Introduction to Global Derivatives</p> <p>This course is designed to provide students with the conceptual framework to develop an understanding of Derivative securities. Students will learn to understand the uses of derivatives while evaluating potential risks, opportunities, and hedging strategies. Topics include Options, Forwards, Futures, and Swaps. Prerequisite(s): FIN 305</p>	<p>3 credits</p>
		<p>FIN 310 Small Business Finance</p> <p>Small Business Finance</p>	<p>3 credits</p>

<p>FIN 410 Financial Reporting and Analysis</p> <p>This course is designed to help the student understand and interpret financial statements. The course will include information on how to read and understand financial statements and how to apply this knowledge to determine the health and current status of a business. Prerequisite(s): FIN 305</p>	<p>3 credits</p>	<p>common reading provides a context for academic, personal, and social investigation by students.</p>
<p>FIN 411 Investments and Security Analysis</p> <p>From a basic understanding of traditional investments (stocks, bonds, and mutual funds), the students will expand their knowledge of the investment world to include: fundamental and technical analysis, the efficient market hypothesis, valuation and portfolio theories, and an introduction to options and futures. Prerequisite(s): FIN 302 and FIN 305</p>	<p>3 credits</p>	<p>GEN 440-445 Cooperative Education for General Studies</p> <p>The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.</p>
<p>FIN 412 Financial Institution Management</p> <p>This advanced course covers the major decision-making considerations in the management of financial institutions. Emphasis is on recent developments in the financial services industry, balance sheet management, value production in financial services, and the regulation of financial institutions. Prerequisite(s): FIN 305</p>	<p>3 credits</p>	<p>GEN 460 Topics in General Studies</p> <p>This course is an intensive study of contemporary topics and issues in General Studies. Prerequisite(s): Permission required.</p>
<p>FIN 450 International Finance</p> <p>This course applies global financial principles and methodologies with respect to decision making in the international environment of organizations. Case analysis will be used representing a diverse range of industries and situations. Specific areas examined in the course will include foreign exchange markets, financing the global firm, capital budgeting, and managing multinational operations. Prerequisite(s): FIN 306</p>	<p>3 credits</p>	<p>GEN 480 General Studies Senior Seminar</p> <p>Students will discuss concepts that help to develop attributes that lead to continued professional success. Emphasis will be placed refining communication, self-management, and other “soft” skills that determine one’s place in an organization. Students in this capstone course will demonstrate their mastery of professional skills, including oral and written communication, understanding of legal and ethical issues, critical thinking and problem solving, and information literacy. Students will have the opportunity to explore career interests and/or investigate and address an issue in their career field. The content and outcomes in this course assess the broad knowledge and understanding gained in the General Studies curriculum. Prerequisite(s): ENG 102, ENG 111, MAT 205 or equivalent, and senior status (at least 90 credit hours)</p>
<p>FYE 101 First Year Experience Seminar</p> <p>This is an academic centered seminar that introduces students to the University. This course is designed to provide students with the skills, knowledge, and dispositions that will promote success in higher education. Primary focus will be placed on the ability to locate and gather information and to engage in critical thinking. Each session of the seminar will address a topic or body of knowledge for the purpose of developing students as learners and active members of the University community. Topics will include (but are not limited to): time management, self-knowledge, learning, wellness, reading, writing, APA format, technology, University information, student services, campus organizations, and academic integrity polices. A</p>	<p>3 credits</p>	<p>GMD 100 Intro to Game Engines</p> <p>This course introduces the workflow needed to build playable games using the assets created in other areas of the Game Design and Development Program. Activities will include the creation of design documents and the development of playable prototypes. Key concepts in game design and development such as game world design, level design, level balancing, and game character development will be addressed. Students explore limitations of game engines. Students also study and exercise production methodologies and practices utilized by development studios to create stand-alone gaming applications.</p>

<p>GMD 105 3 credits Video and Audio for Game Design Sound characteristics, acoustics, basic audio technology and professional practices will be introduced. In relation to video, it also includes the importance of a team approach to media production. Instruction is given on basic techniques, including pre-production planning, camera control, recording, and lighting. Basic editing will also be covered.</p>	<p>GMD 300 3 credits Advanced Game Engines: Using Unity3D Advanced game engines focuses the student on team collaboration with the use of game engines to accomplish project builds based on requirements given to the class. The course is based on working on internal and external projects assigned by the instructor. Students will collaborate on 3 different projects that require specific game engines to be utilized and explored. Prerequisite(s): GMD 100, GMD 110, and (DSN 301 or VMG 321)</p>
<p>GMD 110 3 credits Intro to JavaScript for Unity3D This course introduces the scripting language of JavaScript. Primarily used to develop interactivity on web sites; for the purposes of this class, it will apply to the Unity game engine in order to create game/environment functionality.</p>	<p>GMD 310 3 credits Environment Creation for Games This course focuses on the setting that games take place, whether it is in a fantasy world, realistic world, or futuristic world. Creating the feel and mood of the environment is critical for the game's success aesthetically and technically. Prerequisite(s): Either VMG 321 or DSN 301, and either VMG 322 or DSN 302.</p>
<p>GMD 150 3 credits 2D Game Programming and Development A further study on the use of 2D game engines for development of that genre of game style furthering the combat systems, level design, and health systems from previous course work. Concentrating on the more advanced programming techniques, data objects, recycling assets, and compact scripting practices. Students should be prepared to create at least 2 games from scratch using the chosen game engine of choice. Prerequisite(s): Students should be familiar with programming their own games and must have taken GMD 100 and GMD 110.</p>	<p>GMD 311 3 credits Publishing for Indie Developers This course focuses on deploying your game, simulation, or application for the Apple App Store and Google play. Common pitfalls, and best practices for publishing your project will also be covered. Obtaining and creating provisioning profiles, developer accounts, discovering resources and pre-flight inspections will be covered. Prerequisite(s): GMD 110 and GMD 210</p>
<p>GMD 202 3 credits Soundtracks for Film, Video and Games This course is based around creating the auditory presence of the film, video, or game. It covers topics like pace, transitioning, tonal moods, and timing. Focus on creating an environment and matching the other assets given to the student will be emphasized. Prerequisite(s): GMD105</p>	<p>GMD 401 3 credits Game Development I The history and evolution of gaming will be discussed along with current developments in gaming and virtualization/simulation. This course includes a study and execution of the workflow, managing and collection of assets, and building playable games/simulations for deployment to personal computers. Students will work with various game engines and the testing and development phases of game design and development. Prerequisite(s): GMD300 and either DSN 301 or VMG 321</p>
<p>GMD 203 3 credits Creating Sound Effects and Dialog for Film, Video and Games This course focuses on the recording of sound effects for character movement, interactions with the environment, and cinematic effects like explosions, gunfire, etc. Recording of character dialog techniques will also be heavily explored. Prerequisite(s): GMD105</p>	<p>GMD 405 3 credits Game Development II In this course, the students will develop games using the engines covered in the Prerequisites. Focus is on documentation for the development, management of assets, team management, asset creation, and the delivery of a fully functioning game in a fast paced environment. Prerequisite(s): GMD401</p>
<p>GMD 210 3 credits Advanced JavaScript for Unity 3D This course continues the foundation of GMD 110 to further enhance the capabilities of the student to perform complex functions within JavaScript based engines. Prerequisite(s): GMD 110</p>	

GMD 440-442 **3 credits**

Cooperative Education for Game Design

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. **Prerequisite(s):** Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

GMD 487 **3 credits**

Game Design and Development Senior Project

This course is designed to allow senior year students the opportunity to practice their specialization in a production environment. At the start of the project, students will identify a realistic project in their main competency area(s) with a faculty mentor. Having agreed on a timetable for their project's completion, the students will then begin a required/flexible workshop where they must prepare a clear and comprehensive pre-production plan. This course may be completed as a directed study with an instructor of the student's choice or in a classroom setting. This course is equivalent to COM487. **Prerequisite(s):** Permission required

GMD 490 **3 credits**

Game Design and Development Internship

This course will provide students with real-world experience in the field of communication where they will become acquainted with daily operations, while enhancing their professional skills and interacting with other communication professionals. College of Technology students wishing to complete their internship requirements should review procedures at www.wilmu.edu/technology/internships/index.aspx. **Prerequisite(s):** Permission required

HIS 204 **3 credits**

World History

This course is a study of the major cultural, economic, military, political, religious, and social events in western history from antiquity to the Scientific Revolution. Particular attention is given to the Western societies' contacts with the peoples of Africa, the Americas, and Asia.

HIS 230 **3 credits**

History of Art and Design

This course studies the artistic trends and developing technologies that have influenced creative work throughout Europe and America. This course focuses on the relationship

between design and art, the artist's role and influence on Western Culture and Society.

HIS 300 **3 credits**

World and Regional Geography

This course will focus on the interactions of people with their regional environments around the world to produce distinctive places to live, both from a physical and cultural perspective. Students will develop the ability to read maps, use an atlas to learn location and characteristics of major regions and sub regions of the world, and examine the effects of contemporary communication and transportation technologies on the global economy and the interconnection of the people of this earth. An overview of human geography (study of environment culture, economics, the environment, politics, population, resources and technology; the human impact on natural environmental systems of air, water, and land), political geography (relevance of geographic conditions fundamental to the world's resources), and urban geography (land use) is included.

HIS 301 **3 credits**

Women in History

This course explores the role of women through the recorded history of the western world by focusing on specific individuals, as well as cultural trends. In the process of exploring women's roles and contributions, students will gain a perspective on history, sociology, religion, and the arts.

HIS 303 **3 credits**

History of Aviation

This course reviews the history of aviation and aerospace from the pioneer balloonists to the 2000s, including the use of air power in the Balkans and the International Space Station. Progressive developments in aerodynamics, aerospace equipment, the support structure, and the human role are considered.

HIS 305 **3 credits**

Colonial and Revolutionary America

This course is a study of the economic, political, and social forces in Colonial America in the seventeenth and eighteenth centuries. The background, causes, and results of the American Revolution; the adoption of the Constitution; and the founding of republican government are studied. Emphasis is on the Revolutionary Period.

<p>HIS 310 3 credits Twentieth Century America This course examines the major economic, political, and social developments in the United States from 1900 to 1945, with emphasis on the 1914-1945 period.</p>	<p>HIS 322 3 credits American Business History A survey of the American business experience from colonial times into the Twenty First century. The course will examine the relationship of business to cultural, economic, political and social forces, as well as trends in the business forms: sole proprietorships, partnerships, and corporations.</p>
<p>HIS 315 3 credits The Green Revolution: History of the Environmental Movement in America This course examines the history of the environmental movement in America, with emphasis on key individuals and their contributions, major events, and legislation enacted to protect the environment. By reviewing the history of the environmental movement, students will be better able to understand the complex environmental issues facing the world today.</p>	<p>HIS 324 3 credits Delaware History This course examines Delaware history from the period of discovery to the present. Special emphasis is placed on the political, social, economic and cultural forces that transformed Delaware as events are placed in the context of larger national and global trends. Although this course will be beneficial to any student who wishes to develop an appreciation of Delaware history, it will be very beneficial to prospective Delaware teachers.</p>
<p>HIS 316 3 credits American History This course covers the history of the United States from the voyages of discovery to the complexities of the modern world. It will be divided into five categories: Discovery and Exploration, Settlement, Forging a New Nation, Growing Pains, and the Challenges of the Modern World.</p>	<p>HIS 330 3 credits The Holocaust The focus of this course is to review the facts and attempt to answer the soul-searching questions of the Holocaust in order to provide an interpretation of the past that can help shape the present and the future. How could it have happened? How could a modern state destroy innocent men, women, and children just because of their religion/race? Why did so many people allow themselves to be killed? How could the modern world let this mass execution take place? Can and will history repeat itself? There are no easy answers to these questions, but this course invites students to look deeply at these troubling issues.</p>
<p>HIS 317 3 credits Military History This is a study of warfare from prehistoric to modern times. The course focuses on how political, social, and economic conditions shape the battle and the tools that are used in warfare. In addition, the moral and psychological aspects of war will be considered. Geography plays an important role in shaping warfare, its causes and outcomes. The course will focus secondarily on the geographical aspect.</p>	<p>HIT 301 3 credits Healthcare Informatics This course will provide an overview of the interdisciplinary nature of Healthcare Informatics. It will incorporate and explore technology-enabled educational innovations using current informatics tools. Emerging technologies, tele-health, healthcare policy, research & evidence-based practice, mandatory process & government funding, Health Insurance Portability and Accountability Act of 1996 (HIPAA), Patient Safety and Quality Improvement Act of 2005 (PSQIA), and professional organizations & certifications will be identified and discussed to create a vital online learning community and a working healthcare informatics network.</p>
<p>HIS 320 3 credits Global Civilizations This course will cover the progress of mankind from the rudimentary beginnings of civilization in the Yellow River Valley of China, the Indus River Valley of India, and the Tigris-Euphrates Valley of Mesopotamia, and Mesoamerica to the present time. Emphasis will be placed on the causes of differences and similarities of cultures, as well as, climate and geography. Each civilization will be examined to ascertain what affect the similarities and differences had on its dealings with its neighbors.</p>	<p>HIT 302 3 credits Healthcare Database Systems Healthcare Database Systems</p>

<p>HLT 301 3 credits First Aid, Prevention and Care of Injuries This course focuses on safety in schools and the community, basic first aid, accident prevention, and prioritization of care. Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.</p>	<p>for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.</p>
<p>HLT 302 3 credits The Power of Yoga Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.</p>	<p>HLT 367 3 credits Womens Health Issues This course increases awareness of women's health issues in the health care community and society in general. Guidelines for maintaining and promoting a healthy lifestyle for women of all ages are addressed. Specific disorders and conditions frequently impacting women's health across cultures are discussed. Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.</p>
<p>HLT 321 3 credits Personal Wellness This course focuses on the importance of holistic health encompassing: basic nutrition, exercise, disease prevention, personal safety, stress, and mental health. Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.</p>	<p>HLT 371 3 credits TPC: Cultural Diversity Health and Illness This course focuses on the meaning of health and illness both personally and for the health care consumer. Potential conflicts between the consumer and the health care system are identified and viable solutions to overcome barriers are explored. Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.</p>
<p>HLT 322 3 credits Strength Training Essentials and Theory Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.</p>	<p>HLT 372 3 credits Issues in Aging This course focuses on various theories of aging and the impact of changing demographics on society. Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.</p>
<p>HLT 356 3 credits Men's Health Issues This course increases awareness of men's health issues in the health care community and society in general. Guidelines for maintaining and promoting a healthy lifestyle for men of all ages are discussed. Specific conditions and disorders that frequently affect male populations across cultures are addressed. Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.</p>	<p>HLT 377 3 credits Process of Intervention Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.</p>
<p>HLT 364 3 credits The Process of Dying In this course, the student identifies and discusses factors affecting the dying individual and the responses of families and caregivers as they deal with the changes and events that occur with dying. This will be done within the context of age, gender, and cultural beliefs about death and grieving. The student will explore current economic and ethical issues related to dying as presented by the media, in literature, and in actual experiences. Health (HLT) courses count as nursing electives. The reason</p>	<p>HLT 378 3 credits Our Environment, Our Health Current issues regarding the environment and its effect on human health (physical, psychological, psychosocial) will be explored from an ecological point of view. The effects of humans on the environment and the cyclical patterns this sets up will be examined. In particular, changes in attitudes and lifestyles that have occurred since the end of World War II will be investigated as contributing factors to the global situation in which we now find ourselves. The built environment, water, food, chemicals, air, land use, occupational exposures, climate change, risk, advocacy, and legislation are some of the topics</p>

which will be covered in this class. The basic science underlying environmental concerns will be addressed and definitions for the multitude of environmental concepts will be developed through class and individual activities. Current and emerging issues will be explored through the use of a variety of teaching and learning techniques. Extensive use of electronic resources, significant class participation, readings, and exposure to experts in the field will provide views from both the “ground” (local) and 10,000 feet (global).

HLT 379 **3 credits**
Healthcare Emergency Management

The Health Care Emergency Management Course will provide students with information about how disasters impact the health care community and what types of actions may be taken to by health care workers and systems during the four phases of disaster. Students will also examine the response and recovery of recent and past disasters. Students will learn how they can protect themselves and their families during a disaster. During the course, learners will work independently and collaboratively to learn about the challenges of planning and responding to natural disasters.

HLT 380 **3 credits**
Introduction to Military and Veteran Health

The course will provide an introduction to the distinctive culture of the military/veteran and the healthcare needs and concerns related to this unique population. A better understanding of the specific needs will be obtained by the exposure to sociopolitical, health, and cultural elements of the veteran population. The course will examine health concerns in regard to their commonality among veteran groups and identify and explore the unique characteristics and dynamics of the military family introducing students to the complexity of combat related injury, traumatic brain injury and poly-trauma rehabilitation.

HRM 300 **3 credits**
Labor Relations and Collective Bargaining

Bargaining relationships, collective bargaining content, and the use of mediation are discussed in this course. Arbitration and other approaches to resolve conflicts are considered. **Prerequisite(s):** BBM 201

HRM 305 **3 credits**
Staffing Organizations

This course provides students with the skills and knowledge to make effective staffing decisions. Topics include job analysis, recruitment, writing effective advertising copy, selection (including interviewing techniques), orientation and turnover. Emphasis is on the ethical and legal considerations involved in staffing decisions. **Prerequisites(s):** BBM 201

HRM 310 **3 credits**
Organizational Development

This course studies the structures and dynamics of organizations as complex systems. Students examine theories and concepts which explain organizational behavior and productivity. Organizational norms, cultural design, and structure are explored. **Prerequisite(s):** BBM 201, and for HRM minors ONLY: BBM 301

HRM 311 **3 credits**
Human Resource Management

This course reviews systems required to effectively recruit, select, train, and maintain a workforce. Particular emphasis is placed on training and development, wage and salary administration, and personnel planning. **Prerequisite(s):** BBM 201

HRM 312 **3 credits**
Computer Applications in Human Resource Management

This course examines the use of computer applications in human resource management (in particular PeopleSoft®) through interactive computer lab utilization. Students review basic computer theory and then apply that theory to produce human resources documents and projects. **Prerequisite(s):** BCS 206, BBM 201, and HRM 311

HRM 315 **3 credits**
Occupational Health, Safety and Security

Occupational Health, Safety and Security is the concerned with developing and maintaining a safe workplace for all employees. This course is designed to equip Human Resource professionals with an understanding of the theory and the practical implications of maintaining a safe, healthy, and secure workplace. Students will learn how to insure that policies and procedures are established and are followed by employees. Additionally, this course will evaluate theory and implications behind workplace wellness initiatives. **Prerequisite(s):** BBM 201, HRM 311

HRM 320 **3 credits**
Safety in the Workplace

This course focuses on topics regarding the Occupational Safety and Health Administration (OSHA). Students develop the knowledge and skills necessary to provide a safe, healthy, and secure work environment for all employees. **Prerequisite(s):** BBM 201

<p>HRM 321 3 credits Organizational Communication</p> <p>This course examines the communication process as it relates to the successful internal and external communication of information within the organization. Particular emphasis will center on successful communication within a diverse workplace. Prerequisite(s): BBM 201</p>	<p>HRM 405 3 credits Compensation Administration</p> <p>This course examines compensation and reward systems, including wage and salary administration, incentive plans, and employee benefit programs. The role of the human resources professional in developing and administering these programs is examined throughout the course. Prerequisite(s): HRM 311</p>
<p>HRM 340 3 credits The Adult Learner</p> <p>The purpose of this course is to provide learners with a broad understanding of the theoretical base and principles of adult learning, the methods of adult education, and the role of the teacher in facilitating effective learning. The course examines the adult as a unique learner and the implications of the knowledge of adult development on the instructional process. Prerequisite(s): BBM 201</p>	<p>HRM 410 3 credits Training and Development</p> <p>This course provides students with a practical approach to training employees in the business environment. Components of training design, including needs assessment, objectives, and evaluation are studied. Training presentation styles are also reviewed. Prerequisite(s): HRM 311</p>
<p>HRM 350 3 credits International HRM</p> <p>This course is designed specifically for those students interested in the application of HRM techniques and practices in a global context. It will focus on strategic issues related to the effective management of international HRM in the modern multi-national organization. The course will cover general HRM processes and systems but will focus on unique challenges faced by global companies as they acquire, develop, deploy, and maintain human resources. Prerequisite(s): BBM 201</p>	<p>HRM 450 3 credits Strategic Human Capital Management</p> <p>The field of Human Resources continues to evolve as the needs of organizations change in an era of globalization and increasing competitiveness. Human Resource professionals need to be proficient in their discipline and the business operations to assess the human capital needs and to achieve the human capital objectives necessary for the successful implementation of business goals. Additionally, Human Resource professionals need to be able to effectively articulate human capital needs utilizing business vocabulary to gain board and senior leadership support. This capstone course will help enhance the business acumen of Human Resources students so that they can effectively partner with various levels of an organization to further the human capital initiatives within an organization. Additionally, this course will examine the implications of globalization and knowledge management upon the field of Human Resources. Prerequisite(s): BAC 102, BBM 201, BBM 320, BLA 303, BMK 305, ECO 105, FIN 305, HRM 300, HRM 305, HRM 310, HRM 311, HRM 315, HRM 350, HRM 405, HRM 410 and MAT 308</p>
<p>HRM 400 3 credits Legal Aspects of Human Resource Management</p> <p>This course develops a comprehensive understanding of the legislative and administrative laws and judicial rulings affecting the human resources professional. Understanding employment law is the primary focus of this course. Prerequisite(s): HRM 311</p>	
<p>HRM 402 3 credits International Comparative Labor and Employment Relations</p> <p>This course surveys the range of approaches to labor and employment relations in various developed and developing countries. The course will compare various aspects of employee relations (e.g. unionization, labor-management relations, government intervention, and adopted models of employee relations) and how they are adapting to the challenges presented through globalization and technological advancement. Prerequisite(s): HRM 350, HRM 400</p>	<p>HRM 460 3 credits Topics in Human Resource Management</p> <p>This course is an intensive study of selected topics related to the field of human resource management. Emphasis is on in-depth research in staffing, human resource development, or international human resource management, as selected by the instructor. Prerequisite(s): Advanced standing, permission of the instructor, and HRM 311</p>

<p>HRM 490 3 credits Internship in Human Resource Management The internship provides work experience, allowing the student to consolidate knowledge, apply skills, and organize a philosophical framework vital for success in the field of human resource management. Students must have a minimum of 60 credits and a minimum GPA of 2.5. Course is graded satisfactory/unsatisfactory. Prerequisite(s): HRM 311</p>	<p>HUM 350 3 credits American Folklore Throughout its history, America has established a rich and varied folklore tradition. In this course, students will gain a greater understanding of this expressive area of study which explores the heritage of traditional America.</p>
<p>HRM 491 3 credits Internship in Human Resource Management The internship provides work experience, allowing the student to consolidate knowledge, apply skills, and organize a philosophical framework vital for success in the field of human resource management. Students must have a minimum of 60 credits and a minimum GPA of 2.5. Course is graded satisfactory/unsatisfactory. Prerequisite(s): HRM 311</p>	<p>HUM 360 3 credits Human World Views: 3500 BCE–1650 AD Contemporary individual and societal issues have at least some basis in one or more philosophical positions or questions. While specific issues change over time, their philosophical bases have applicability or relevance. By examining the opinions and positions of some of history’s most significant thinkers, as well as some of the most historic cultural influences in the arts, literature, and architecture, students directly benefit by bringing their own thoughts into sharper focus, thereby enriching conversation of contemporary life and issues Prerequisite(s): ENG 122 or COM 245</p>
<p>HRM 492 3 credits Internship in Human Resource Management The internship provides work experience, allowing the student to consolidate knowledge, apply skills, and organize a philosophical framework vital for success in the field of human resource management. Students must have a minimum of 60 credits and a minimum GPA of 2.5. Course is graded satisfactory/unsatisfactory. Prerequisite(s): HRM 311</p>	<p>HUM 361 3 credits Human World Views: 1650 AD–Present This course takes into consideration the major contemporary world views necessary for one to develop an informed and reasoned world view that will be a useful tool in making sense out of today’s complex, fast-paced, and multi-faceted world. Prerequisite(s): ENG 122 or COM 245</p>
<p>HRM 493 3 credits Internship in Human Resource Management The internship provides work experience, allowing the student to consolidate knowledge, apply skills, and organize a philosophical framework vital for success in the field of human resource management. Students must have a minimum of 60 credits and a minimum GPA of 2.5. Course is graded satisfactory/unsatisfactory. Prerequisite(s): HRM 311</p>	<p>ISM 110 3 credits Information Systems Theory and Practice This course will include an introduction to systems and development concepts, information technology and application software. It will further involve an understanding of organizational systems planning, decision-making processes and how information is used for decision support in organizations. Quality and decision theory as well as information theory and practice essential for providing viable information to an organization will also be discussed.</p>
<p>HUM 204 3 credits Folklore In many ways, world folklore is the basis of the arts and also a strong influence on areas as diverse as psychology and religion. This course acquaints the students with an array of topics, including myths, proverbs, superstitions, fairy tales, and other sources of folk belief.</p>	<p>ISM 300 3 credits Business Process Management This course will introduce students to understanding, documenting, mapping, and improving business processes, including a systematic approach and notation for planning, graphically representing, communicating, and managing a company’s business process performance. It will include processes at a strategic, tactical, and organizational level. Discussions of the logical design of processes, process design and implementation and IT’s role in business process automation will also be included. Prerequisite(s): BCS206 or equivalent</p>
<p>HUM 342 3 credits Western Myth This course will examine the myths of the western world. Students will become acquainted with certain myths that have helped shape some of our western values and beliefs.</p>	

ISM 330 **3 credits**
Business Intelligence
This course will introduce students to the concepts of business intelligence. It will include contemporary applications and practices for the collection, analysis and presentation of an organization's information. Students will also be introduced to the concepts of converting data into business intelligence to improve organizational performance. **Prerequisite(s):** BCS206 or equivalent

ISM 350 **3 credits**
Information Technology Policy and Strategy
This course will include: 1) management's strategic perspective for aligning competitive strategy; 2) an introduction to the development and implementation of policies and plans to achieve organizational goals; 3) an introduction to operational, strategic and administrative needs of an organization and the systems that support them; 4) examining the collaboration and dual challenges of maintaining information systems and keeping apprised and using emerging technologies. **Prerequisite(s):** BCS 206 (or equivalent)

ISM 400 **3 credits**
System Analysis and Design
This course provides an understanding of the system development and modification process. It enables students to evaluate and choose a system development methodology. The factors for effective communication and integration with users and user systems are emphasized. Interpersonal skill development with clients, users, team members, and others associated with development, operation, and maintenance of the system is encouraged. Other topics examined are object-oriented analysis and design, use of data modeling tools, and development and adherence to life-cycle standards. **Prerequisite(s):** BCS 206 or equivalent.

ISM 410 **3 credits**
Physical Design and Implementation with DBMS
This course covers information systems design and implementation within a database management system environment. Students demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement the logical design. **Prerequisite(s):** BCS 206 or equivalent.

ISM 420 **3 credits**
Data Modeling and Warehousing
This course will focus on the data warehousing concepts and the general architecture of data warehousing systems, including data marts. Students will learn the business drivers for deciding to make an investment in data warehousing. The course will

include a review of the entity-relationship/domain class modeling techniques used in the design of the transactional databases that provide the source of data for data warehouses. Students will learn how to create dimensional data models to design data warehouses. In addition, students will develop an understanding of the ETL (extract, transform, load) processes for extracting data from multiple sources and converting the data into a consistent format, based upon the reference data standards, for consolidation in the data warehouse. The students will be introduced to the Business Intelligence (BI) concepts of OLAP and data mining that are generally used in conjunction with data warehouses. This course will focus on the implications of different data warehousing technologies on the use of BI techniques. A separate course will explore Business Intelligence applications in depth. **Prerequisite(s):** BCS 206 (or equivalent) and either ISM 410 or WIS 210.

ISM 430 **3 credits**
Systems and Business Process Analysis for Healthcare Professionals
This course provides an understanding of the importance of workflow and process management in healthcare, as well as the tools used to model business processes. The course will familiarize students with the techniques to analyze both the systems requirements and the business process changes associated with the implementation of information technology in the healthcare environment. It will emphasize how workflow and process management can play a significant part in clinical transformation within an organization.

ISM 445 **3 credits**
Agile Project Management
Many organizations are embracing Agile approaches to implement new technological solutions. This course will focus on the project management methodologies and techniques that these organizations are utilizing to manage these efforts and how a successful project manager approaches their responsibilities in these types of projects. Traditional project management fundamentals will also be introduced in this course, and Scrum, the most common Agile approach used today, will also be covered in detail. **Prerequisite(s):** BCS 206 or equivalent

ISM 450 **3 credits**
Project Management and Practice
The factors necessary for successful management of system development or enhancement projects are covered in this course. Both technical and behavioral aspects of project management are discussed. The focus is on management of development for enterprise-level systems. This course incorporates such

functional areas as finance, marketing, and production in the project. **Prerequisite(s):** BCS 206 or equivalent

ISM 455 **3 credits**
Strategic Application of Information Technology

This capstone course will involve identifying, analyzing, planning and reflecting on a current business/IT system. It will involve a project, approved by the instructor that includes an existing organization or case study. Business processes and the IT assets and resources that support them must be included as well as a recommended strategy for improvement by the student. The review will also include the concepts studied in the preceding core courses. A final report and presentation will be required. **Prerequisite(s):** BCS 206 (or equivalent), ISM 300, ISM 330, ISM 350, ISM 400, ISM 410, ISM 420, and ISM 450.

LES 200 **3 credits**
Legal Ethics

This course is designed to expose students to the major ethical problems they may face as part of a legal team. The focus of the course is the ABA Model Code and the Model Rules of Professional Conduct. The course also addresses the role of non-lawyers in the delivery of legal services and the various professional codes of ethics which provide guidance to non-lawyers. Emphasis will be placed on related codes of civility, the attorney-client privilege and work product doctrine, proper handling of legal fees and client property, as well as the disciplinary process. (Please note: minimum passing grade needed is a "C") This course is a legal specialty. **Prerequisite(s):** ENG 121

LES 205 **3 credits**
State and Local Government

This course surveys the complexity of the fifty state governments and numerous local governments in the United States. The issue of authority in the three forms of government found throughout the United States - unitary, confederate, and federal - is examined. **Prerequisite(s):** ENG 122

LES 220 **3 credits**
Introduction to Legal Studies

This course provides an introduction to the study of law and the many opportunities available within the legal services industry. Emphasis is placed on the judicial system and its role within the state and federal governments, the importance of judicial opinions including how to read, understand, and summarize case law, an introduction to legal research and writing, and an overview of the ethical obligations, regulations, professional trends, and skills required of those working in this field. (Please note: minimum passing grade needed is a "C") **PRIOR TO**

FALL 2012, THIS COURSE WAS OFFERED AS LES 120. This course is a legal specialty. **Prerequisite(s):** ENG 121

LES 303 **3 credits**
History of American Jurisprudence

This course examines the American jurisprudence system from the founding of the government of the United States of America to the system of laws that exists today. The main focus of the course is on laws and the courts and the tremendous impact of the rule of law that has developed during the last century. **Prerequisite(s):** ENG 122

LES 304 **3 credits**
Constitutional Law

This course examines the United States Constitution and its broad framework. Specific topics of review include the powers of each branch of government, judicial review of Congressional enactments, separation of powers, the relationship between the federal government and the states, the limitations of the federal government's interference with private transactions, and the concept of state action which underpins all the limitations on the governmental power of the Constitution. The course also explores individual rights under each of the amendments. **Prerequisite(s):** LES 220, LES 314, and LES 316

LES 314 **3 credits**
Legal Research

This course provides students with hands-on training in the use of both primary and secondary legal sources, including: reported court decisions, constitutions, statutes, administrative regulations, court rules, treatises, legal encyclopedias, and legal periodicals. Various legal finding tools such as digests, citators, annotated statutes, legal dictionaries, and form-books are also discussed. Students will also receive training in computer-assisted legal research and proper Bluebook citation format. (Please note: minimum passing grade needed is a "C") This course is a legal specialty. **Prerequisite(s):** ENG 121 and LES 220

LES 316 **3 credits**
Legal Writing

This course provides students with an introduction to case analysis and the fundamentals of legal writing. Students learn how to analyze legal opinions for use as legal precedent. Students also learn how to distinguish various legal opinions and draft persuasive arguments. Emphasis is placed on the identification of key facts, issues, holdings, and reasoning in a legal opinion. Further instruction in proper Bluebook citation format will be provided, as well as how to prepare client correspondence, legal briefs, and memorandums of law. (Please

note: minimum passing grade needed is a “C”) **Prerequisite(s):** LES 220, LES 314, and ENG 122

LES 317

3 credits

Contracts

This course provides students with both the theory behind contract formation as well as the skills in drafting, reviewing, analyzing, and revising contracts. Instruction includes interesting and significant court cases for discussion while emphasizing a practical approach to understanding contracts. Emphasis is placed on all major areas of contract law, including offer, acceptance, consideration, statute of frauds, third-party beneficiaries, performance, breach of contract, and damages.

Prerequisite(s): ENG 122, LES 220, and LES 314

LES 330

3 credits

Cyberlaw

This course provides an overview of the legal doctrines and principles that apply to the operation and development of computer technology and the Internet. Topics include: issues related to jurisdiction, constitutional issues of free speech, property rights, e-business, and current developments in legislation and case law.

Prerequisite(s): ENG 121, and ENG 122

LES 331

3 credits

Electronic Discovery

This course looks at the structure and scope of system and records regulation in various industries, the process of discovery within the legal system and its likely impact on a systems administrator. Topics include: technologies for handling electronic discovery, computer forensics, identifying media types, and best practices for data collection.

Prerequisite(s): ENG 121, and ENG 122

LES 350

3 credits

Interviewing and Investigating

This course provides hands-on instruction in various methods of obtaining information from a variety of public and private sources and instructs students in the skill of gathering information from individuals through active listening, record keeping, proper questioning, and other essential interview techniques. This course is a legal specialty.

Prerequisite(s): ENG 122, LES 200, and LES 220

LES 401

2 credits

LSAT Preparation

This course is designed to aid students in preparing for the LSAT examination by introducing them to the form and content of the exam. Students will develop a personal study plan and complete several self-diagnostic tests. Each type of LSAT question will be discussed in-depth. This is a junior or senior

level course. (Please note: this course may leave students one credit short for degree completion unless they have extra credits from transfer or a 4 credit science course. Students considering this course should check with an Academic Advisor.)

LES 402

3 credits

Business Organizations

This course provides a comprehensive overview of the formation of legal entities. Main topics include the legal procedures essential to the creation and structuring of various entities, including sole proprietorship, corporations, trusts, and limited liability corporations. Students will also receive instruction in the preparation of documents necessary to the legal organization and the operation of each type of entity. This course is a legal specialty.

Prerequisite(s): ENG 122, LES 220, and LES 314

LES 403

3 credits

Civil Procedure

This course examines the theoretical and practical aspects of basic civil litigation including preliminary investigation, pleadings, motions, discovery, trials, and appeals. Emphasis will be placed on the requirements and restrictions of the Federal Rules of Civil Procedure which apply throughout the United States. Please note the minimum passing grade for LES 403 is a C. This course is a legal specialty.

Prerequisite(s): ENG 122, LES 220, and LES 314

LES 404

3 credits

Criminal Law

The course features an overview of the principles and philosophy of criminal law, focusing primarily on court rules and case precedents. Specific topics include: administration of criminal justice, components of a crime, search and seizure, confessions and Miranda, and pretrial through sentencing and punishment.

Prerequisite(s): LES 316

LES 405

3 credits

Delaware Practice

This course discusses various areas of substantive law as they are applied in Delaware. The jurisdiction of each court and their respective rules will also be covered: Justice of the Peace, Court of Common Pleas, Superior Court, Chancery Court, and Delaware Supreme Court. Students may be required to attend one or more court proceedings. This course is a legal specialty.

Prerequisite(s): LES 220, LES 314, LES 316 and LES 403

LES 406

3 credits

Family Law

This course introduces students to the procedural and substantive law affecting the family and domestic relations. The law affecting prenuptial agreements, separation, divorce,

annulments, spousal support, alimony, spousal abuse, custody, child support, and adoption is also discussed. Emphasis is placed on the preparation of relevant legal documents and procedures for various court filings. **Prerequisite(s):** ENG 122, LES 220 and LES 31

LES 408 **3 credits**
Employment Law

This course examines the concepts and laws governing employment and collective bargaining in both the private and public sectors. It includes a thorough discussion of bargaining units, election procedures, unfair labor practices, and good faith bargaining. Additionally, it will acquaint the student with the philosophy and practice of labor arbitration. Topics include federal wage regulation, labor law, workplace discrimination, the impact of employment practices, the ADA, privacy laws, sexual harassment, human resource management, and employee handbooks. **Prerequisite(s):** ENG 122, LES 220 and LES 314

LES 409 **3 credits**
Bankruptcy

This course introduces the relevant rules and procedures involved in the presentation of a petition for bankruptcy of an individual or a company, from consumer Chapter 7 and Chapter 13 petitions to an overview of the complexities of Chapter 11 business bankruptcies. This course is a legal specialty. **Prerequisite(s):** ENG 122, LES 220 and LES 314

LES 410 **3 credits**
Real Estate, Transfer, and Ownership Law

This course provides a comprehensive survey of the modern real estate property transaction, covering the drafting of basic documents involved in transfer of land such as deeds, mortgages, sales agreements and options and a review of federal and state regulation of land transfer. Emphasis is placed on ownership rights, survey and land descriptions, encumbrances, easements and licenses, financing, title examinations, real estate closings and leases. This course is a legal specialty. **Prerequisite(s):** ENG 122, LES 220 and LES 314

LES 411 **3 credits**
Estates, Trusts, and Probates

This course discusses the law of testamentary disposition, the common instruments used in testamentary dispositions, and the formalities for validity, construction, and interpretation of wills, trusts, and other post-death transfer devices. Emphasis will be placed on the probate process, estate administration, and federal and state tax concerns. **Prerequisite(s):** ENG 122, LES 220 and LES 314

LES 416 **3 credits**
Environmental Law

This course surveys the major federal statutes related to environmental quality and analyzes various approaches to regulation. Primary focuses are on the interaction of law and policy and the roles of Congress, the regulatory agencies, and the courts in defining and implementing environmental mandates. In addition, toxic torts and environmental litigation will be discussed. **Prerequisite(s):** ENG 122, LES 220 and LES 314

LES 417 **3 credits**
Intellectual Property

This course provides an overview of the classes of intellectual property, including U.S. patents, copyrights, trademarks, and trade secrets, with an emphasis on the process for securing intellectual property rights, ownership issues, and licensing of intellectual property, i.e., technology transfer. **Prerequisite(s):** ENG 122, LES 220 GPA 2.0 and LES 314

LES 420 **3 credits**
Personal Injury and Malpractice

This course provides a comprehensive overview of civil wrongs. Students will learn the elements of negligence as applied in personal injury and malpractice actions. Also discussed will be intentional torts, strict liability, and affirmative defenses. This course is a legal specialty. **Prerequisite(s):** ENG 122, LES 220 and LES 314

LES 440 **3 credits**
Advanced Litigation Skills

This course builds on prior coursework in civil practice, tort, legal writing, and law office technology. Students enrolled in this course will apply their knowledge in litigation practice and develop new skills in settlement negotiations, trial strategy, preparation of exhibits, and document management. Other topics covered will include alternative dispute resolution, motion practice, and post-trial appeals. This course is a legal specialty. **Prerequisite(s):** LES 220, LES 314, LES 316 and LES 403

LES 480 **3 credits**
Law Office Administration and Technology

This course is a survey of the common structure and staffing in law offices, including employment policies, accounting practices, hiring policies, discrimination in the workplace, professional development, and disaster preparation. In addition, students will be introduced to the specialized software used in case management, document control, timekeeping, accounting, and other elements of the well-managed law practice. Please note minimum passing grade for LES 480 is a C. This course is a legal specialty. **Prerequisite(s):** LES 200, LES 220 and (BCS 205 or BCS 206)

<p>LES 490 3 credits Internship in Legal Studies This course consists of supervised, practical work experience in a law office, judicial office, nonprofit agency, or another entity which employs legal paraprofessionals. Prerequisite(s): LES 220, LES 314, LES 316 and LES 403</p>	<p>LIT 313 3 credits Visual Approaches to Literature: The Graphic Novel This course will cover graphic novels and storyboarding, looking at both text and graphics to discuss plot, characterization, themes, symbolism, and other literary elements. Students will become familiar with Joseph Campbell's monomyth in order to explore common structures and ideas in graphic novels. Students will also begin to storyboard in order to understand the logical underpinnings of plot and character development. This class will be taught by reading, class discussion, and analysis. Assessment will be through essays, storyboarding, and presentations. Prerequisite(s): ENG 122 or COM 245</p>
<p>LES 491 3 credits Capstone: Virtual Experience in Legal Studies This course provides students with a series of simulated, experiential learning environments which give students an interactive law office environment suitable for the development and refinement of competencies needed for the real-world legal workplace. The simulation modules are supplemented with exercises and instruction geared toward preparing students for the transition from the academic environment to the workplace. Prerequisite(s): DIS 095, Senior status, LES 200, LES 220, LES 314, LES 316, LES 403 and (LES 480 or LES 320)</p>	<p>LIT 332 3 credits Major American Writers This course will survey American literature from the Colonial period to the present. Emphasis will be placed on writers that have significantly influenced the national literature. Prerequisite(s): ENG 122</p>
<p>LIT 201 3 credits Introduction to Literature This course introduces students to the historic forms of literature that include short story, drama, poetry, and the novel. Students will read, critically analyze, and evaluate selected works from each literary genre. They will prepare short reports and papers about the characteristics of these selected works. Prerequisite(s): ENG 122</p>	<p>LIT 333 3 credits African American Literature This course is a survey of African American literature from the 1700s to the present. Students will examine writings from their historical contexts, analyzing the social, economic, and political forces that influenced these works. Prerequisite(s): ENG 122</p>
<p>LIT 205 3 credits World/Non-Western Literature This course is designed to provide students with an overview of non-western literature. The study will cover selected literary works of four major areas: India, South East Asia, Asia, and Latin America. Students will examine the influence of politics, religion, economics, and geography on literary expression. They will also explore the influence of the literature and culture of these non-western countries on many American concerns. Prerequisite(s): ENG 122</p>	<p>LIT 334 3 credits Dramatic Literature This course is designed to provide the opportunity for study and enjoyment of dramatic literature. Students will study the history of the theater and the forms of drama through the reading and analysis of representative plays. The course will focus on playwrights, periods, settings, characters, plots, and historical aspects of particular plays. Prerequisite(s): ENG 122</p>
<p>LIT 302 3 credits Adolescent Literature This course is a study of literature for children and adolescents and is designed to introduce students to both classic and contemporary materials related to children's literature. The course will emphasize the development of knowledge of literature and how to effectively integrate that knowledge into the curriculum. Students will learn how to evaluate and select appropriate literature for children through consideration of age, values, cultural and linguistic backgrounds. Prerequisite(s): ENG 122</p>	<p>LIT 353 3 credits History of Mystery Students will study the literary genre of the mystery throughout its history. The course begins with selected readings from Edgar Allan Poe (1840s) and presents a historical progression of the mystery with discussions of works by Wilkie Collins, Arthur Conan Doyle, G. K. Chesterton, Agatha Christie, Dashiell Hammet, and Raymond Chandler. Students will also view selected films and write reviews emphasizing the elements of mystery and their roots in literature. Prerequisite(s): ENG 122</p>

<p>LIT 354 3 credits Women's Literature This course surveys selected major female writers of the nineteenth and twentieth centuries with an emphasis on their portrayal of the female in relation to twentieth century issues. Prerequisite(s): ENG 122</p>	<p>LIT 451 3 credits The Novel This course is designed to acquaint students with the history, theory, and structural aspects of the novel. Students will study the form of the novel, including theme, point of view, plot, and characterization. Prerequisite(s): ENG 122</p>
<p>LIT 361 3 credits The Art of Poetry Students will study the major forms of poetry through the works of selected poets. They will examine various poetic techniques and devices as well as various poetic symbols. Students will also explore the characteristics of various poetic schools such as Symbolism, Modernism, Imagism, Confessional Poetry, Beat Poetry, African American Poetry, Women's/Feminist Poetry, Native American Poetry, Nature Poetry, and Deep Image Poetry. Prerequisite(s): ENG 122</p>	<p>MAT 95 0 credit Mathematics Review This course is designed to provide a review of basic mathematics skills for students who need to strengthen their background in mathematics before they take higher-level courses. It provides a foundation for success in subsequent college-level mathematics. This is a lecture course which includes the following topics: order of operations, properties of numbers, fractions and decimals, ratio and proportion, percents, graphs and charts, applications, and exponents. Basic concepts in geometry (length, area, and volume) will be introduced if time permits.</p>
<p>LIT 370 3 credits American Short Story This course will survey the short story from the 18th century to the present. Special attention will be paid to authors who add to the diverse voices that make up the canon or are in some way representative of a movement in literature. Elements such as plot, character, theme, symbolism, figurative language, longevity (within the canon), the story's place in its cultural context or history, and dialogue will all be discussed. This class will be taught through reading, discussion, reaction essays, and journals. Prerequisite(s): ENG 122</p>	<p>MAT 101 3 credits College Math I BEGINNING FALL 2013, THIS COURSE WILL BE OFFERED AS MAT 121. This course provides a review of algebra fundamentals, including linear equations and inequalities, polynomials, factoring, rational expressions, integer exponents, and quadratic equations. The course will also cover linear, quadratic, polynomial, rational, and exponential functions as well as graphing techniques for these functions. The elimination method for solving systems of linear equations will be discussed. The mathematics of finance will be introduced. Applications of mathematics will be stressed. Please note that a minimum grade of "C" or better is required in this course in order for a student to take higher level math courses for which this course is a prerequisite Prerequisite(s): Pass math skills assessment or MAT 110 with a grade of "C" or better.</p>
<p>LIT 443 3 credits Shakespeare's Plays Students will examine five major plays of William Shakespeare. They will view and discuss the plays especially in terms of their application to the present time. The discussions will focus on the characters in the plays and the conflicts that they faced. Prerequisite(s): ENG 122</p>	<p>MAT 102 3 credits College Math II BEGINNING FALL 2013, THIS COURSE WILL BE OFFERED AS MAT 122. This course covers basic set theory and operations. Basic probability will be introduced as well as conditional probability, permutations and combinations, binomial trials and probability distributions, and expected value. An introduction to statistics will cover frequency distributions, measures of central tendency and variation, as well as the normal and binomial distributions. An introduction to calculus will cover limits of functions, derivatives, applications of derivatives. An overview of integration will be provided, if time permits Prerequisite(s): MAT 101 with a minimum grade of C.</p>
<p>LIT 445 3 credits British Literature This course presents the works of representative major British authors from Chaucer to contemporary writers. The focus is on a limited number of authors, and students engage in an in-depth study of selections by each. Literature includes prose fiction, essays, plays, and poems. Prerequisite(s): ENG 122</p>	

MAT 110**3 credits****Math Essentials**

This course provides a basic introduction to algebra. Topics covered in this course include: real numbers and their properties, algebraic expressions and exponents, solving first-degree equations in one variable, solving and graphing inequalities, graphing linear equations, using slope and y-intercept in graphing, polynomials and polynomial operations, solving quadratic equations, and solving two linear equations in two unknowns. Applications of algebra and the use of formulas will be covered. Credit for this course applies toward graduation as an elective. (Please note: minimum passing grade is a “C”).

Various classes of functions and their respective graphs and applications will be covered. Specifically, the course will cover linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. Please note that a minimum grade of C is required in order for students to take Calculus I (MAT 310). **Prerequisite(s):** MAT 101 with a minimum grade of “C” or college algebra equivalent.

MAT 121**3 credits****College Math I**

PRIOR TO FALL 2013, THIS COURSE WAS OFFERED AS MAT 101. This course provides a review of algebra fundamentals, including linear equations and inequalities, polynomials, factoring, rational expressions, integer exponents, and quadratic equations. The course will also cover linear, quadratic, polynomial, rational, and exponential functions as well as graphing techniques for these functions. The elimination method for solving systems of linear equations will be discussed. The mathematics of finance will be introduced. Applications of mathematics will be stressed. Please note that a minimum grade of “C” or better is required in this course in order for a student to take higher level math courses for which this course is a prerequisite. **Prerequisite(s):** Pass math skills assessment or MAT 110 with a grade of “C” or better.

MAT 201**3 credits****Mathematics for Teachers I**

This course is designed for pre-service teachers and provides an understanding of topics in mathematics which the student will be expected to teach. Course content includes set theory, numeration systems, selected topics in number theory, real numbers and their properties, problem-solving techniques, and topics in algebra. Please note that a minimum grade of “C” is required in this course in order for a student to take higher level math courses for which this course is a prerequisite. **Prerequisite(s):** Successfully passing math skills assessment or MAT 110.

MAT 122**3 credits****College Math II**

PRIOR TO FALL 2013, THIS COURSE WAS OFFERED AS MAT 102. This course covers basic set theory and operations. Basic probability will be introduced as well as conditional probability, permutations and combinations, binomial trials and probability distributions, and expected value. An introduction to statistics will cover frequency distributions, measures of central tendency and variation, as well as the normal and binomial distributions. An introduction to calculus will cover limits of functions, derivatives, applications of derivatives. An overview of integration will be provided, if time permits. **Prerequisite(s):** MAT 101 or MAT 121 with a minimum grade of C.

MAT 202**3 credits****Mathematics for Teachers II**

This course is designed for pre-service teachers and is a continuation of MAT 201. Course content includes probability, statistics, geometry, and concepts of measurement. Applications and problem solving will be stressed. Please note that a minimum grade of “C” is required in this course in order for a student to take higher level math courses for which this course is a prerequisite. **Prerequisite(s):** MAT 201 with a grade of “C” or better.

MAT 200**3 credits****Pre-Calculus**

This course provides an integrated review of intermediate algebra, analytic geometry, and basic trigonometry in order to prepare the student for calculus. Appropriate topics in algebra are reviewed. The concept of “function” is stressed.

MAT 205**3 credits****Introductory Survey of Mathematics**

This course provides an introduction to a broad range of areas in mathematics, including set theory, properties of real numbers, algebra, probability, statistics, and basic consumer math. Topics in algebra include solving linear and quadratic equations, graphing linear and quadratic equations, inequalities, and applications. Topics in probability include the definition of probability, odds, and the probability of compound events. The statistics portion of the course covers measures of central tendency, measures of dispersion, and the normal curve. Topics in consumer math include simple and compound interest and present value. Please note that the minimum passing grade for this course is “C”. **Prerequisite(s):** Pass math skills assessment or MAT 110 with a minimum grade of “C”.

<p>MAT 301 Principles of Statistics I</p> <p>This course introduces methods of summarizing data in the form of tables and graphs, measures of central tendency and dispersion, bivariate relationships (correlation and linear regression), elementary probability, discrete probability distributions, and continuous random variables. Business applications are emphasized. Prerequisite(s): MAT 102 or MAT 205</p>	<p>3 credits</p>	<p>MAT 310 Calculus I</p> <p>After a brief review of classes of functions and their properties, this course provides an introduction to differential calculus. Topics include limits, continuity, the derivative, techniques for finding the derivative, use of the derivative in graphing functions, and implicit differentiation. Applications of the derivative, including extrema applications and related rates, are covered. Prerequisite(s): MAT 200 with a minimum grade of “C”.</p>	<p>3 credits</p>
<p>MAT 302 Principles of Statistics II</p> <p>This course builds on the foundation laid in MAT 301. It introduces the student to testing hypotheses using the normal and student’s “t” distributions, the chi-square test, analysis of variance, multiple regression and modeling, and various non-parametric methods. Business applications are emphasized. Prerequisite(s): MAT 301</p>	<p>3 credits</p>	<p>MAT 311 Calculus II</p> <p>This course is a continuation of MAT 310. Topics include antiderivatives, the definite integral, the Fundamental Theorem of Calculus, integration techniques, applications of the definite integral, and improper integrals. An overview of multivariable calculus includes partial derivatives, minima and maxima, and double integrals. The course concludes with a discussion of Taylor series and L’Hospital’s rule. An introduction to differential equations is given, if time permits. Prerequisite(s): MAT 310</p>	<p>3 credits</p>
<p>MAT 304 Mathematics for Teachers III</p> <p>This course is designed for pre-service teachers and is a continuation of MAT 201 and MAT 202. It covers selected topics in algebra (polynomials, quadratic equations, and systems of linear equations), the rectangular coordinate system, functions, graphs of linear and quadratic functions, the use of functions as models, linear inequalities, consumer mathematics. Applications of mathematics will be stressed. Additional topics may be introduced as time permits. Please note that a minimum grade of “C” is required in this course in order for a student to take higher level math courses for which this course is a prerequisite. Prerequisite(s): MAT 202 with a minimum passing grade of “C”.</p>	<p>3 credits</p>	<p>MAT 320 Finite Mathematics</p> <p>This course provides a survey of selected topics in mathematics, with emphasis on problem solving and applications. Core topics include an introduction to logic, set theory, probability, systems of linear equations, and an introduction to linear programming. Additional topics may include an introduction to statistics and mathematics of finance, if time permits. Prerequisite(s): MAT 304, MAT 101 or college algebra equivalent.</p>	<p>3 credits</p>
<p>MAT 308 Inferential Statistics</p> <p>This course introduces the student to the scientific method of collecting, organizing, and interpreting quantitative data in the behavioral, social, and medical sciences. Students are introduced to ways of making wise choices in the face of uncertainty and ways to recognize developing situations that may require corrective action. Topics include measurement concepts, frequency distributions, measures of central tendency and variability, probability distributions, random sampling, and hypothesis testing using “sign”, “z”, and “t” tests, analysis of variance, and chi-square tests. Prerequisite(s): MAT 102 or MAT 202 or MAT 205 with minimum grade of “C” or BSN candidate or College of Business completion degree candidate.</p>	<p>3 credits</p>	<p>MAT 330 Discrete Math</p> <p>This course provides an introduction to discrete mathematics. Topics include sets, functions and relations, mathematical induction and logic, elements of number theory, counting techniques, recursion, graphs and trees, and an introduction to Boolean algebra. Applications in computer science are reviewed. Prerequisite(s): MAT 200 and MAT 320</p>	<p>3 credits</p>
		<p>MAT 331 Geometry</p> <p>This course presents the core concepts and principles of Euclidean geometry in two and three dimensions. Topics include geometric constructions, congruence, similarity, transformations, measurement, and coordinate geometry. Axiomatic systems and proofs are covered. An overview of non-Euclidean geometries is provided. Prerequisite(s): MAT 200</p>	<p>3 credits</p>

<p>MAT 332 3 credits History of Mathematics</p> <p>This course provides an overview of the historical evolution of major concepts in mathematics including counting and number systems, geometry, algebra, calculus, and statistics. The contributions of various civilizations ranging from Babylonia and Egypt through Greece and the Middle East to the modern world are reviewed. Biographical sketches of some of the individuals who made major contributions to the development of mathematics are presented. The interrelationship between the evolution of mathematics and science and technology is explored. Prerequisite(s): MAT 311, MAT 308, and MAT 331</p>	<p>MLS 106 1 credit Introduction to Leadership II</p> <p>This course continues to build on the basics of MLS 105. It presents additional leadership opportunities and expands upon leadership theory. Students will learn basic rifle marksmanship, develop public presentation abilities, and continue physical fitness development. No military obligation is associated with this course. Previous ROTC participation is not required. (This course will be taught at the University of Delaware.)</p>
<p>MEC 6901 3 credits Classification of Psychopathology</p> <p>The new DSM -5 classification system of psychopathology will be studied with emphasis on symptomatology, etiology, and implications for treatment modalities. Special emphasis will be given to the new research based system of diagnosis as it impacts students and educational systems. Various treatment interventions, including the adjunctive use of medications, are presented.</p>	<p>MLS 108 1 credit Ranger Company</p> <p>This course provides training in a variety of military disciplines in order to build knowledge of small-unit military tactics, develop leader skills, and improve physical fitness and overall confidence levels. No military obligation is associated with this course. ROTC participation is not required. (This course will be taught at the University of Delaware.)</p>
<p>MIS 320 3 credits Management Information Systems</p> <p>This course is an overview of management information systems and their use to support business operations. Students are exposed to current information systems technology used in the business decision-making process. Emphasis is placed on management control of information systems. Topics include information systems concepts and planning; end-user computing; hardware, software, including decision support systems, "Groupware," and database systems; networks; international, social, political, legal, behavioral, and ethical issues of MIS. Prerequisite(s): BCS 206</p>	<p>MLS 166 3 credits Special Problem</p> <p>See course description for MLS 105 or MLS 106. This course number is designed for students who have scheduling conflicts due to courses required for their degree. (This course will be taught at the University of Delaware.)</p>
<p>MLS 105 1 credit Introduction to Leadership I</p> <p>This course provides an introduction to leadership principles using case studies, historical perspectives, and hands-on leadership opportunities. Students will learn to rappel, use a map and compass, understand the basics of physical fitness, and become familiar with Army traditions and ceremonies. No military obligation is associated with this course. (This course will be taught at the University of Delaware.)</p>	<p>MLS 205 1 credit Basic Leadership I</p> <p>This course is designed to enhance understanding of human behavior, leadership techniques, and management and planning structures. It builds leadership competencies through leadership opportunities with structured evaluations and feedback. Students will learn about the various branches and job opportunities in the Army. No military obligation is associated with this course. Previous ROTC participation is not required. (This course will be taught at the University of Delaware.)</p> <p>MLS 206 1 credit Basic Leadership II</p> <p>This course continues to build on the basics of MLS 205. Students will learn small-unit tactics and how to handle up to ten people in stressful situations with feedback on performance. Students will also further develop skills with a map and compass, weapons safety, and emergency first-aid techniques for basic life saving. No military obligation is associated with this course. (This course will be taught at the University of Delaware.)</p>

<p>MLS 215 4 credits Leadership Development</p> <p>This is an introductory, six week off-campus, hands-on leadership education and assessment course called the Leader Training Course, designed for students interested in becoming Army officers. Real life individual and collective leadership challenges and opportunities are presented. This course is held at Fort Knox, Kentucky. All expenses are paid. Multiple scholarship opportunities are available. No military obligation is associated with this course, but a sincere interest in becoming an Army officer is required. Previous ROTC participation is not required. (This course will be taught at the University of Delaware.)</p>	<p>MLS 315 4 credits Leader Evaluation</p> <p>This is an advanced, four-week off-campus, hands-on leadership education and assessment course. Real life individual and collective leadership challenges and opportunities are provided. This course is held at Fort Lewis, Washington. All expenses are paid. Commitment to military service is required. Restriction: Permission of instructor required. (This course will be taught at the University of Delaware.) Prerequisite(s): MLS 305 and MLS 306</p>
<p>MLS 266 3 credits Special Problem</p> <p>See course description for MLS 205 or MLS 206. This course number is designed for students who have scheduling conflicts due to courses required for their degree. (This course will be taught at the University of Delaware.)</p>	<p>MLS 365 3 credits Military History Studies</p> <p>This course covers selected topics in American military history, current military trends, and future military requirements. No military obligation is required. (This course will be taught at the University of Delaware.)</p>
<p>MLS 305 2 credits Applied Leadership I</p> <p>This course provides advanced training in military leadership. It is one of two courses designed to prepare cadets for the ROTC Leader Development and Assessment Course. It focuses on leadership development through multiple, small-unit leadership opportunities and counseling, and fine tunes skills learned in the previous two years of Military Science; the ROTC Leader Training Course; or prior military service, especially marksmanship, land navigation, drill and ceremonies, and physical fitness. Commitment to military service is required. Restriction: Permission of instructor required. This course is for ROTC students, current military service members, or veterans. (This course will be taught at the University of Delaware.)</p>	<p>MLS 366 3 credits Independent Study</p> <p>See course descriptions for MLS 305 or MLS 306. This course is designed for students who have conflicts due to the scheduling of required degree courses. (This course will be taught at the University of Delaware.)</p>
<p>MLS 306 2 credits Applied Leadership II</p> <p>This course continues to build on the basics of MLS 305. It completes preparation for the Leader Development and Assessment Course and focuses on leadership at the platoon (40 adults) and company (120 adults) level. Small-unit tactics and training are emphasized. Information is provided to help the student make wise decisions about military service options. Commitment to military service is required. This course is for ROTC students only. (This course will be taught at the University of Delaware.) Prerequisite(s): MLS 305</p>	<p>MLS 405 2 credits Advanced Leadership</p> <p>This course prepares cadets for commissioning by refining professional skills and leadership ability. Students are assigned leadership positions and function as commanders and staff officers in planning and executing cadet battalion activities. The course focuses on technical skills needed to accomplish assigned missions and other topics which expand cadet knowledge of Army systems and procedures. Commitment to military service is required. This course is for ROTC students only. (This course will be taught at the University of Delaware.) Prerequisite(s): MLS 305 and MLS 306</p>
	<p>MLS 406 2 credits Advanced Leadership II</p> <p>This course builds on leadership skills from MLS 405 and helps complete the transition from cadet to lieutenant. Cadets are assigned new leadership positions to broaden their leadership experience. The focus is on officer professional development subjects needed to manage a military career and personal affairs. This course is for ROTC students only. Commitment to military service is required. (This course will be taught at the University of Delaware.) Prerequisite(s): MLS 405</p>

<p>MLS 466 Independent Study</p> <p>See course descriptions for MLS 405 or MLS 4306. This course is designed for students who have conflicts due to the scheduling of required degree courses. (This course will be taught at the University of Delaware.)</p>	<p>3 credits</p>	<p>NUR 323 Nurse as Teacher</p> <p>This course focuses on the development of teaching skills for professional nursing practice. The course will explore the role of the professional nurse in teaching individuals, families, communities, and peers. Prerequisite(s): NUR 303 or NUR 305 and 60 lower level division credits</p>	<p>3 credits</p>
<p>MNY 300 Money Management</p> <p>This course is a basic survey of how to effectively handle personal money issues. Aimed at the general student population, it will focus on such topics as money management, reaching personal financial goals, creating a personal budget, understanding credit, financing major purchases (cars, computers, entertainment systems, homes) and an introduction to investing.</p>	<p>3 credits</p>	<p>NUR 327 Hispanic Cultural Immersion (for Hispanic Cultural Certificate only)</p> <p>In this course, students will utilize the skills and knowledge they gained in previous courses in Hispanic language and culture. Students will participate in a community clinical site which provides health care to the Hispanic community. Prerequisite(s): HUM 340, SPA 301, SPA 302, SPA 305, and HLT 371</p>	<p>3 credits</p>
<p>MUS 101 Music Appreciation</p> <p>This course increases the student's comprehension and perception of music. Each developmental period will be discussed (i.e. Middle Ages, Renaissance, Baroque, etc.) in terms of the historical background, social influences, characteristics, styles, composers, representative compositions, and performance media.</p>	<p>3 credits</p>	<p>NUR 333 Nurse as Leader</p> <p>This course focuses on the development of leadership skills for professional nursing practice. The course will explore the leadership role of the professional nurse through clinical practice, self-awareness, and professional involvement. Clinical experiences provide opportunities for students to expand leadership skills needed in professional nursing practice. The students' perspectives of leadership as a component of all professional nursing practice are enhanced through self-directed interaction with a variety of nursing leaders. This course requires sixteen (16) hours of clinical observation with a nurse leader. Prerequisite(s): NUR 303 or NUR 305 and 60 lower division credits</p>	<p>3 credits</p>
<p>MUS 201 Music in Contemporary Society</p> <p>This course is an examination of music in contemporary society, including discussion of 19th century romanticism, progressive jazz, disco music, bluegrass, country western and folk ballads.</p>	<p>3 credits</p>	<p>NUR 343 Nurse as Consumer of Research</p> <p>Emphasis in this course is placed on the ability to read, understand, and critique published research reports. Students learn the relevance of research and strategies for utilization. Advocacy and accountability in the conduct and use of research are stressed. Prerequisite(s): NUR 303 or NUR 305, MAT 308</p>	<p>3 credits</p>
<p>NUR 303 Nurse as Professional</p> <p>This course provides a basis for role transition of the registered nurse to student and provides opportunity for exploration of the many dimensions of professional nursing. The student considers the multiple roles of the nurse, the conceptual basis for nursing practice, and selected issues facing the profession of nursing. The course includes an introduction to information literacy and writing skills. Class sessions and course assignments are designed to foster critical thinking skills. Prerequisite(s): Registered nurse and BSN major</p>	<p>4 credits</p>	<p>NUR 363 Nurse as Caregiver: Chronic and Palliative Care</p> <p>This course emphasizes the professional nurse's role in health restoration and maintenance for individuals and families affected by chronic conditions from diagnosis through end of life. Palliative care issues are examined. The impact of chronic health problems on the individual, family, and community is explored. Prerequisite(s): NUR 303 or NUR 305 and 60 lower division credits</p>	<p>3 credits</p>
<p>NUR 313 Nurse as Decision Maker</p> <p>This course focuses on the application of ethical thinking to contemporary nursing practice. The major ethical theories are examined, and the issue of ethical standards is addressed. The relationship of ethics to technology, legal issues, and economics is explored. Prerequisite(s): NUR 303 or NUR 305 and 60 lower level credits</p>	<p>3 credits</p>		

<p>NUR 392 2 credits Independent Study in Nursing Research This course is intended to increase the student’s ability to relate research findings to their clinical practice. Through independent research, the student identifies nursing research studies that relate to specific clinical problems.</p>	<p>approved community learning setting. The course requires a total of twenty (20) community learning experience hours and a minimum of fifteen (15) additional hours of community learning activities. Prerequisite(s): NUR 303 or NUR 305, NUR 323, NUR 363, NUR 413 or NUR 410, NUR 423 or NUR 420, and 60 lower division credits</p>
<p>NUR 393 3 credits Independent Study In Nursing Practice This course recognizes the student’s personal and/or professional experiences and/or accomplishments relevant to nursing. The student will independently document the experience and/or accomplishment to show achievement of course objectives. If contracting for more than 1 credit, a review of relevant literature is required. Examples of personal and/or professional experiences and/or accomplishments related to nursing include: missionary work, disaster/humanitarian relief work, military experiences, volunteer work, community service, conference presentation, political action, national certification, parish nursing, and/or corporate training courses.</p>	<p>NUR 461-462 3 credits Topics in Nursing These elective courses focus on contemporary subjects and current issues related to nursing and health care. Topics vary, with several different courses offered each year.</p>
<p>NUR 413 3 credits Holistic Health Assessment This course focuses on acquiring the skills to complete a holistic health assessment on an individual and family. Emphasis is placed on: physical assessment skills, communication skills, assessment of growth and development, identification of learning needs, and awareness of cultural diversity. Prerequisite(s): NUR 303 or NUR 305 and 60 lower division credits</p>	<p>NUR 470 and 475 3 credits Topics in Nursing These elective courses focus on contemporary subjects and current issues related to nursing and health care. Topics vary, with several different courses offered each year.</p>
<p>NUR 423 3 credits Global Health Care This course focuses on health care needs of aggregates in local, national, and international communities from the perspective of primary, secondary, and tertiary prevention. Students explore a variety of frameworks such as epidemiology, health care systems, and health care planning as conceptual bases for diverse community health nursing roles. Prerequisite(s): NUR 303 or NUR 305, NUR 343 or NUR 325, NUR 413 or NUR 410, ENG 365 (except for Nursing Pathway Students), and 60 lower division credits</p>	<p>ORG 301 3 credits Survey of Organizational Dynamics This course reviews the factors that demonstrate how organizations interact with their stakeholders: employees, government leaders, clients, and the community. It also explores the attitudes and behaviors of individuals and groups in organizations with a focus on change in the workplace. Theories of cooperation, conflict, and innovation are discussed. Prerequisite(s): SOC 101 and PSY 101</p>
<p>NUR 433 3 credits Global Health Care Practicum This course focuses on the integration and practical application of community/global health principles and conceptual bases for community health nursing. Students gain community-based experience in community assessment, group teaching for aggregates, and community nursing practice. The focus of this practicum is a community learning experience at an</p>	<p>ORG 302 3 credits Psychology of Leadership Effective leadership is essential to a free society, and an understanding of effective leadership behaviors and traits prepares students for cultivating and honing their own leadership styles. Effective leadership requires the ability to attract followers and motivate them to put forth their best efforts in solving problems. The psychology of leadership behaviors will analyze the leadership behaviors of well-known leaders, evaluate leadership behaviors according to societal values, and synthesize leadership theory into a personal leadership philosophy and action plan. Borrowing from many disciplines, this course will examine the impact of psychological needs and leadership influence. This highly interactive course will use reflection, self-assessments, and simulation scenarios to reflect on effective leadership behaviors and develop leadership skills in students. Prerequisite(s): SOC 101 and PSY 101</p>

- ORG 304** **3 credits**
Survey of Human Dynamics
 Success in the workplace requires the application of a variety of skills, many of which involve managing our interactions and relationships with others. This course will help students identify strengths and weakness in areas such as communication, teamwork, problem solving, cross-cultural relations, conflict resolution, stress management, and organizational politics, as well as providing specific skill building opportunities to develop greater proficiency in these areas. **Prerequisite(s):** ENG 121
- ORG 311** **3 credits**
Organizational Behavior, Change, and Development
 The success and survival of any organization depends on the ability to adapt to change. This course reviews the challenges inherent in overcoming people's resistance to change as a key factor and determinant of organizational effectiveness. Topics will include incremental change and quantum change. Strategic planning and change process will be discussed. Organizational development techniques will be viewed as effective tools for getting people to adapt to change. Projects will include case studies, role playing, and group discussions. **Prerequisite(s):** SOC 101 or PSY 101
- ORG 402** **3 credits**
Applied Organizational Research
 This course is the capstone for the Organizational Dynamics Fusion program and is designed to provide a foundation in the application of research methods in organizational settings. As a project-focused course, students will construct a high quality, applied research project that can be used to inform organizational policy and/or decision making. This course is appropriate for students studying organizational dynamics or other related fields and seeking greater understanding of applied organizational research. Examples of some of the topics to be covered in this course are: the philosophical basis of science - deciphering truth from fiction; organizational research techniques and tools; construction and implementation of organizational surveys; construction and implementation of organizational focus group research practices; quantitative versus qualitative research; report writing; research-based decision making, etc. **Prerequisite(s):** PSY 101, SOC 101, SOC 331
- ORG 408** **3 credits**
Culture of the Workplace
 General patterns of beliefs, expectations, and values that influence workplace cultural behavior will be discussed. Organizational cultural behavior will be presented as the cognitive framework that consists of assumptions and values that are shared by the organization members. Issues of diversity and multiculturalism will be included. **Prerequisite(s):** SOC 101 and PSY 101
- ORG 433** **3 credits**
Theoretical View of Organizational Systems
 This course is designed to explore the prevailing theoretical perspectives that guide the behavior of humans and the organizational systems in which they participate. The practical knowledge and skills necessary to create and lead high performance organizations are examined. **Prerequisite(s):** SOC 101 and PSY 101
- ORG 444** **3 credits**
Organizational Justice, Ethics, and Social Responsibility
 This course reviews the multifaceted concept of justice and the variety of questions that are raised in organizational settings. Fairness is discussed in the context of organizational justice. Ethical workplace behavior and social responsibility of organizations will be reviewed. Students will develop and resolve ethical dilemmas of the workplace that affect individual and group values. **Prerequisite(s):** SOC 101 or PSY 101
- ORG 475** **3 credits**
Special Topics: Violence in The Workplace
 The purpose of this course is to examine the issue of violence from a theoretical and historical perspective. In this course, we will examine the factors that contribute to interpersonal violence and identify populations and settings with potential for risk. Emphasis will be given to the violence continuum, prevention, intervention and resolution for all workplace environments. Students will gain a better understanding of workplace violence through presentations and discussions of case studies and research papers devoted to the theme of the course.
- ORG 477** **3 credits**
Introduction to Conflict Management
 This course provides an overview of the theory, practice, techniques, and effectiveness of programs and interventions to manage personal, workplace, organizational, systems, and community conflict. The course will examine the types, scope, and application of conflict resolution within the workplace, family, education, health systems, social services, courts, neighborhoods, law enforcement, retail consumers, and civil lawsuits. Course faculty and guest lecturers from these settings will portray how conflict is assessed and managed. Students will gain an understanding of how to effectively manage conflict and appreciate the role that conflict and its constructive management can have to improve one's personal, family, work, and community life.

<p>ORG 478 3 credits</p> <p>Mediation Skills</p> <p>This course will provide “hands on” training and experiences in behaving as a neutral third-party mediator to facilitate negotiations between and among disputing individuals, groups, and organizations. The course makes extensive use of self-assessment instruments, role playing, simulations, analyses of videos, feedback, and other highly participative methods to explore one’s conscious use of self in behaving in effective ways to manage conflict. Topics include mediation and negotiation theory; integrative negotiations; role of the mediator; stages of the mediation process; framing negotiations; bids and offers; developing options; reaching an agreement; authoring an Agreement; and related topics including dealing with impasse, handling emotions, fairness, ethics, maintaining neutrality, apology, power, confidentiality, and assessing outcomes.</p>	<p>of positive thinking, and increasing powers of awareness are stressed.</p>
<p>ORG 479 3 credits</p> <p>Dimensions of Organizational Conflict</p> <p>This course will examine the theory, range, expression, amelioration, and scope of interventions regarding types of workplace related conflicts including interpersonal, group/team, departmental, organizational, interorganizational, and between the organization and its environment (including stakeholders, funders, unions, customers, competitors, and the public). Topics include conducting a “Conflict Audit”; expression of conflict; culture of conflict; architecture, marketing, and implementing conflict interventions; and evaluation of conflict management initiatives.</p>	<p>PHI 301 3 credits</p> <p>Philosophy of Love</p> <p>This course is a survey of representative thinking on several types of love. Consideration will be given to affection, friendship, eros, charity, and agape.</p>
<p>PHI 100 3 credits</p> <p>Introduction to Critical Thinking</p> <p>This introductory course challenges students with the question: “Why do you think the way you do?” It gives practical consideration to overcoming thinking errors, developing ethical thought, and applying career-specific principles of effective critical thinking to real-life situations.</p>	<p>PHI 302 3 credits</p> <p>Ethics and Values in Behavioral Science</p> <p>This course is an introduction to ethics and values with emphasis on contemporary society and professional issues. Prerequisite(s): PSY 101 or SOC 101</p>
<p>PHI 101 3 credits</p> <p>Introduction to Philosophy</p> <p>This course offers students a broad survey of philosophical thought from ancient to modern times. Emphasis is placed on western writers, along with some mention of important Asian and modern philosophers.</p>	<p>PHI 305 3 credits</p> <p>Symbolic Logic</p> <p>This course is a study of the principles of valid inference and their application to reasoning in everyday life in the sciences. Topics considered are syllogism and other types of formal reasoning, the nature of proof, the detection of fallacies, and an introduction to the logic of scientific methods. Contemporary developments in symbolic logic are examined as well.</p>
<p>PHI 221 3 credits</p> <p>Meditation and Creative Thought</p> <p>This course examines meditation and the processes of creative thought. Emphasis is placed on developing positive concepts of self and others. Practical exercises in perception, techniques</p>	<p>PHI 310 3 credits</p> <p>Critical Thinking</p> <p>This course is designed to help students develop their critical reading, writing, and thinking skills. They will learn how to think critically and apply this thinking to a wide range of topics, including politics, media, culture, and entertainment. Students will learn to respond in speaking and writing that exhibits structured critical thinking. Prerequisite(s): ENG 102</p>
	<p>PHI 311 3 credits</p> <p>Building Brain Power</p> <p>This course seeks to unlock the individual’s creative potential, both personally and professionally. Creativity is typically ascribed to the outstandingly gifted and, most notably, artists. Therefore, many assume they cannot be creative unless they were born especially talented. However, research indicates that creative skills can be taught and developed. Considering the magnitude and complexity of problems facing contemporary society, fostering the understanding and growth of creative potential has become a crucial agenda.</p>
	<p>PHI 314 3 credits</p> <p>Ethics for Computer Professionals</p> <p>The theory and practice of ethics for computer professionals are examined. The primary goal of the course is to study the basis for ethical decision making and the methodology for reaching ethical decisions. Ethical issues related to the design,</p>

implementation, application, and protection of computer and information systems are explored. Emphasis is placed on the technical and administrative aspects of computer and Internet crimes, safeguards and security, privacy, confidentiality, and data integrity. **Prerequisite(s):** BCS206

PHI 322 **3 credits**
Resolving Interpersonal Conflict

This course introduces students to some foundational principles and essential skills for reaching wise, efficient agreements with the goal of improving interpersonal relationships. It also introduces students to eight methods of conflict resolution and five commonly used, but unsuccessful, techniques for resolving conflict. **Prerequisite(s):** ENG 122

PHI 325 **3 credits**
Empowerment Strategies

This course offers strategies for seeing possibilities in situations, ways of changing perspectives, evaluating opportunities, and discovering the power within you to change your attitudes, your work, your relationships, and your life for the better.

POL 300 **3 credits**
American Politics

This course is a survey of the political institutions of the federal republic of the U.S.A. and their interaction, strengths, and weaknesses. The survey includes a description of the U.S. federal system contained in the Constitution as amended formally and through legislation, the institutions which make up the vertical and horizontal separations of powers, the role of interest groups and elections in society, and the concept of civil rights and equality as opposed to freedoms in the culture. **Prerequisite(s):** ENG 121

POL 304 **3 credits**
Constitutional Law and Procedures

The focus of this course is the interaction, strengths, and weaknesses of the U.S. federal government. The course includes a study of selected Supreme Court cases which have clarified the roles of government and police power. It also includes a description of the U.S. federal system contained in the Constitution as amended formally and through legislation, the institutions which make up the vertical and horizontal separations of powers, the role of interest groups and elections in the society, and the concept of civil rights and equality as opposed to freedoms in the culture. **Prerequisite(s):** POL 300 and ENG 122

POL 315 **3 credits**
Comparative Government and Politics

This is a survey that approaches different forms of government from a theoretical and structural basis. The survey includes a review of political ideologies and the resultant governmental institutions of selected nation-states from democratic, communist, and other governmental forms. The institutional aspects reviewed are the organization of nation-state governments, including the executive, legislative, and judicial branches; political parties; the role of individual leaders; and domestic policies and stability.

POL 321 **3 credits**
International Organization and Politics

This course surveys the international arena, with a focus on political relations among states. It includes a description of the international political environment and its historical development; the principal institutions; the American organizations that conduct foreign policy; the contemporary issues resulting in cooperation and conflict; and the nature of, and reasons for, war.

POL 326 **3 credits**
Public Policy and Social Issues

This course studies how American societal problems become public policy issues; how those issues become part of the public agenda; and how public problems reshape or reorganize governmental institutions, structures, programs, and budgets. It includes both the process and the principles—public and private. **Prerequisite(s):** POL 300 or LES 316

POL 340 **3 credits**
Criminal Justice Policy

This course provides an overview of the policies and ethics surrounding criminal justice. Topics covered include capital punishment, drugs, violent crime, decriminalization, gun control, mandatory sentencing, public assistance, inequality, and redistribution of wealth. **Prerequisite(s):** ENG 122 and (POL 326 or Criminal Justice major)

POL 350 **3 credits**
Economic, Welfare and Income Policy

This course provides an overview of the policies and ethics surrounding the economy, welfare, and income. Topics covered include taxation and tax reform, guns vs. butter, poverty, Social Security, public assistance, inequality, and redistribution of wealth. **Prerequisite(s):** POL 326 and ENG 122

<p>POL 360 3 credits Education Policy This course provides an overview of the policies and ethics surrounding education. Topics covered include federal, state and local involvement in education, school choice, student achievement, multiculturalism, and the No Child Left Behind Act. Prerequisite(s): POL 326 and ENG 122</p>	<p>their issues on the “public agenda.” Prerequisite(s): POL 326 and junior or senior status</p>
<p>POL 370 3 credits Energy and Environmental Policy This course provides an overview of the policies and ethics surrounding energy and the environment. Topics covered include policies effecting the production, distribution, and consumption of traditional and alternative energy sources, natural resources, air pollution, water pollution, toxic wastes, the Clean Air Act, and the National Environmental Policy Act. Prerequisite(s): POL 326 and ENG 122</p>	<p>POL 403 3 credits Writing for Public Policy This capstone course examines the theories, principles and ethics of government writing. Students apply this learning to the potential laws they researched in POL 402. Specifically, each student writes press releases, memos, and speeches relating to building public awareness and support as well as drafting an original law. Prerequisite(s): POL 402</p>
<p>POL 380 3 credits Health Care Policy This course provides an overview of the policies and ethics surrounding health care. Topics covered include managed care, quality of health care, cost of and payment for health care, access to health care, Medicare, Medicaid, the State Children’s Health Insurance Program, and health care reform. Prerequisite(s): ENG 122 and (POL 326 or College of Health Professions major)</p>	<p>POL 405 3 credits Special Topics: Political Strategy This course will give students an objective look at how candidates maneuver, plot, position, calculate, attack, defend, and strategize in order to give themselves the best chance at winning in November. Students will learn the power of perception over reality, the role of truths and half-truths, how to add up election math, how to use the media, how to win a debate, and identify parallels between this election and elections of the past.</p>
<p>POL 401 3 credits Special Topics: Chinese Politics This course examines China’s political institutions and their interaction, strengths, and weaknesses, both historically and since 1949. The study includes the Chinese Communist Party, the National People’s Congress, and the Supreme People’s Court. Students will also examine the differences between the Mao Zedong era and the post-Mao Zedong era, including China’s status as an emerging superpower.</p>	<p>POL 460 3 credits American Planning and Politics While planning can be studied from a number of perspectives, such as the aesthetic (design), economic, environmental, fiscal, and social welfare perspectives, it is the political (sometimes described as ‘behavioral’) that is the perspective of this course. This course provides a broad overview of the methods and procedures used to develop policies and then implement plan and programs through a combination of implementation and regulation. Topics covered include plans affecting economic development and the environment, sustainable growth, growth management tools, transportation access and mobility, and urbanization in the United States and around the world. Prerequisite(s): ENG 122.</p>
<p>POL 402 3 credits Analysis of Public Policy This course combines theory and application. From a theory perspective, it evaluates the processes through which policy is created and the dynamics of power and access to the policy process. Measurements of policy success and ways to improve both policy quality and the efficiencies of its implementation are evaluated and explored. From an application perspective, each student selects a hypothetical new law that is of interest. Students conduct research, using primary as well as secondary sources, to justify and design their potential laws. They also analyze potential allies and foes, and develop strategies to get</p>	<p>POL 490 3 credits Public Policy Internship This course consists of supervised, practical work experience in a government office, nonprofit organization, or another appropriate entity Prerequisite(s): Junior status; POL 300 and POL 326; Approval from Program Chair is required prior to registering for this course.</p>

<p>PSY 101 Introduction to Psychology</p> <p>This course offers an overview of the principles of human behavior. Developmental theories, psychophysiology, thinking, learning, personality theories, abnormal, and deviant psychology are introduced. Methods of assessment and research principles are discussed.</p>	<p>3 credits</p>	<p>PSY 301 Social Psychology</p> <p>This course is a study of the impact of social institutions on the behavior of the individual, as well as the impact of the individual on the group. Topics include attitudes, beliefs, public opinion, propaganda, leadership, prejudice, and international tension. Prerequisite(s): PSY 101 and SOC 101</p>	<p>3 credits</p>
<p>PSY 215 The Family: Effect on Development</p> <p>The effects of family and home environment on the development of children are examined. Current trends in the family, the impact of society on the family and the child, as well as the influence of values on family interactions are explored. Prerequisite(s): PSY 101</p>	<p>3 credits</p>	<p>PSY 302 Organizational and Industrial Psychology</p> <p>This course is the analysis of psychological issues in industry. Topics include motivational theories, supervisory and management skills, personnel selection, the use of statistics and testing, group decision-making processes, leadership skills, and the general impact of organizational structure on employee performance and productivity. Prerequisite(s): PSY 101</p>	<p>3 credits</p>
<p>PSY 280 Problem Solving</p> <p>This course is an introduction to human information processing: how we think, reason, and solve problems. Students explore the way in which problems can be transformed into opportunities. Topical issues include models of thinking, simulation, and creativity. Prerequisite(s): PSY 101</p>	<p>3 credits</p>	<p>PSY 303 History of Psychology</p> <p>This course surveys the history of psychology through psychological research endeavors that have had remarkable and lasting effects on the various disciplines that comprise the science known as psychology. Prerequisite(s): PSY 101</p>	<p>3 credits</p>
<p>PSY 290-291 Guided Practicum in Behavioral Science and Psychology</p> <p>This course is a supervised and guided 30-clock hour field experience for undergraduate students who have completed more than 15 credits but less than 60 credits in an organization or agency involved in the coordination or delivery of human services. Such organizations could be psychiatric facilities, nursing homes, or community-based agencies providing social services. Prior Learning Assessment credits are not applicable to this course. Course is graded satisfactory/unsatisfactory. Prerequisite(s): PSY 101 and SOC 101 and freshman or sophomore status</p>	<p>1 credit</p>	<p>PSY 304 Survey of Human Dynamics</p> <p>Success in the workplace requires the application of a variety of skills, many of which involve managing our interactions and relationships with others. This course will help students identify strengths and weakness in areas such as communication, teamwork, problem solving, cross-cultural relations, conflict resolution, stress management, and organizational politics, as well as providing specific skill building opportunities to develop greater proficiency in these areas. Prerequisite(s): ENG 121 and PSY 101</p>	<p>3 credits</p>
<p>PSY 300 Theories of Personality</p> <p>The concept of personality is explored via the developmental theories of several social scientists. The impact of personality upon such processes as intelligence, anxiety, health, aggression, altruism, and moral behavior is studied. Prerequisite(s): PSY 101</p>	<p>3 credits</p>	<p>PSY 305 Abnormal Psychology</p> <p>This course is a study of the causes, characteristics, and management of abnormal behavior. The course is divided into three general areas: major theoretical perspectives of abnormal behavior; major disorders following the categories of the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-IV-TR); and causes, treatment, and impact of abnormal behavior. Prerequisite(s): PSY 101</p>	<p>3 credits</p>

<p>PSY 306 3 credits Behavior Modification This course surveys and examines the theory and technique of operant and classical conditioning in behavior modification. The main emphasis is on understanding the basic principles of behavior modification. Prerequisite(s): PSY 101</p>	<p>PSY 319 3 credits Family Systems This course focuses on how families function as a system; aspects of assessment and treatment are also considered. Prerequisite(s): PSY 101</p>
<p>PSY 309 3 credits Interpersonal Communication Skills This course explores communication patterns and styles between people. Focus is on developing effective communication skills and understanding those factors which influence the implementation of these skills. Prerequisite(s): PSY 101</p>	<p>PSY 322 3 credits Wellness in the Workplace This course will cover the challenges of creating and sustaining wellness in the workplace. The course will examine health promotion models and preventative management techniques for planning, implementing, and evaluating worksite wellness programs and interventions. The underlying premise of the course is that improving the quality of health of the individual and the organization involves changing organizational systems as well as people's attitudes and behaviors. Prerequisite(s): PSY 101</p>
<p>PSY 310 3 credits Community Psychology This course studies the community as a system which affects the development of the individual. It provides a study of community organizations as they impact the individual and includes a search for approaches to creating and re-creating the community through grass-roots efforts. Prerequisite(s): PSY 101</p>	<p>PSY 329 3 credits Lifespan Development This course is a survey of maturational and learned behaviors as they develop through all life phases. Human behavioral development is traced from prenatal stages through infancy, childhood, adolescence, adulthood, and later life. Physical, cognitive, and social development are considered, along with the development of language and personality. Prerequisite(s): PSY 101</p>
<p>PSY 314 3 credits Psychology of Human Potential This course is a study of the techniques and theoretical approaches common to the human potential movement. The course examines the basics of humanistic psychology and its origins in eastern philosophy. Special attention is given to the reconciliation of rational and non-rational modes of thought in human psychology. Prerequisite(s): PSY 101</p>	<p>PSY 330 3 credits Infant and Toddler Development This course is an in-depth study of the growth and development of an infant from conception to age three. The effect of nature vs. nurture on development is emphasized; recent trends in infant group care are reviewed. Basic knowledge of child growth and development is essential to succeed in the course. Prerequisite(s): PSY 101</p>
<p>PSY 315 3 credits Group Dynamics This course focuses on the social and psychological implications and processes of groups, group participation, and organization. Included are class exercises which foster students' understanding of group development, styles of facilitation, and interdependency. Prerequisite(s): PSY 101</p>	<p>PSY 331 3 credits Middle Childhood Development This course focuses on physical, cognitive, and social/emotional development in middle childhood. Attention is also given to development immediately preceding and following this phase of development. Prerequisite(s): PSY 101</p>
<p>PSY 316 3 credits Stress Management This course provides the student with an understanding of the causes and symptoms of stress and burnout. The emphasis is on prevention strategies and the development of individual coping skills, including proper exercise, nutrition, breathing techniques, biofeedback, time management, and progressive relaxation. Prerequisite(s): PSY 101</p>	<p>PSY 332 3 credits Adolescent Development This course provides an overview of the significant developmental stages of adolescent growth. Consideration of this stage spans preadolescence and extends into early adulthood. Special emphasis is placed on the sequences of</p>

social and emotional development common to all adolescents.

Prerequisite(s): PSY 101

PSY 333

3 credits

Psychology of the Exceptional Child

This course provides information and strategies for individuals working with exceptional children. Emphasis is on identification, assessment, and intervention appropriate to various types of exceptionalities, as well as the impact of these exceptionalities on the social-emotional development of the child.

Prerequisite(s): PSY 101

PSY 334

3 credits

The Biological Basis of Behavior

This course focuses on the biological systems that impact human behavior. Special attention is given to the parts of the brain, hormones, and neurochemistry of behavior, as well as drugs that affect behavior. Additional topics include illness; abnormality or defects that affect behavior; applications of knowledge to understanding of common behaviors; and implications of this information for treatment, prevention, remediation, and common research methodologies. Evolutionary considerations are also an important focus of this course.

Prerequisite(s): PSY 101 and SCI 335

PSY 336

3 credits

Child Development

This course provides a comprehensive study of human development from the prenatal period through adolescence. Areas that are studied include physical, social-emotional, and intellectual development. Major development theorists are reviewed. The interrelationship of heredity and environmental factors that influence change are also considered.

Prerequisite(s): PSY 101

PSY 340

3 credits

Research Methods in Psychology

This course provides an introduction to psychological research techniques and methodology. The course will help you become a more critical research consumer, increase your knowledge of those working in research-related occupations, and provide you with the background necessary for further undergraduate and graduate studies in psychology. Students who complete this course will understand the nature of scientific explanations, factors that threaten the validity and reliability of observations, the limitations of measurement scales, the use of experimental and quasi-experimental designs to test hypotheses, and the proper interpretation of correlational and experimental data. In addition, students will learn how to write research papers according to the current guidelines of the American Psychological Association.

Prerequisite(s): MAT 308 and SOC 331

PSY 351

3 credits

Learning and Cognition

This course is the study of the thinking process from sensory perception through attention, memory, learning, and the higher-order skills of problem solving. In addition to basic research in the field of neuropsychology, the course includes theories of language acquisition and information processing.

Prerequisite(s): PSY 101

PSY 352

3 credits

Human Sexuality

This course provides a basic knowledge of both the anatomy and the physiology of the human sexual response in the male and female. Attitudes with regard to controversial issues such as homosexuality, sterilization, and abortion are also considered.

Prerequisite(s): PSY 101

PSY 353

3 credits

Sports Psychology

This course provides knowledge about psychological factors that affect behavior in sports, such as anxiety, motivation, concentration, and confidence. Students also study the psychological effect that participation in a sport or physical activity has on a performer. **Prerequisite(s):** PSY 101

PSY 363

3 credits

Psychology of Language

This course is a study in language behavior. Normative, cognitive, emotional, and relational aspects of language behavior are examined. Emphasis is placed on aspects of language learning, production, and comprehension. Individual, social, and gender-based differences are explored, as well as surface and deep structures of language and the psychological aspects of miscommunication. **Prerequisite(s):** PSY 101, ENG 102, and ENG 111

PSY 364

3 credits

Disability Issues

This course is a comprehensive overview of the barriers faced by people with physical and mental disabilities. The focus is on sensitivity training, awareness of community resources, and recent civil rights legislation as means of surmounting stereotypical attitudes. **Prerequisite(s):** PSY 101

PSY 375

3 credits

Forensic Psychology

This course is designed to give the student a general understanding of the interface of psychology and the law and the differences between the two fields of study. In doing so, the course will examine the roles and responsibilities of forensic psychologists and will include topics such as: the selection

and training of police, police interrogations and confessions, criminal profiling, criminal investigation, eyewitness accounts, trial preparation, jury selection, mental defenses and issues of competency, other types of defenses, sexual abuse issues, child custody disputes, discrimination, sexual harassment, and death penalty cases. **Prerequisite(s):** PSY 101

PSY 390-349 **3 credits**
Independent Study in Behavioral Science

Through independent study, the student is offered the opportunity to pursue individual special interests under supervision. This course is graded satisfactory/unsatisfactory. **Prerequisite(s):** PSY 101 and GPA of 2.5

PSY 401 **3 credits**
Adult Development and Aging

Biological, sociological, psychological, and medical attributes of the facts and myths regarding adulthood and aging are examined in this course. Historical and cultural perspectives are applied to understanding attitudes regarding adulthood and aging. **Prerequisite(s):** PSY 101

PSY 403 **3 credits**
Counseling Process: Techniques and Applications

This course is an introduction to current theory about psychological counseling. Theories covered include cognitive approaches, behavior modification, psychoanalytic approaches, existential therapy, and others. **Prerequisite(s):** PSY 101

PSY 406 **3 credits**
Tests and Measurements

This course is a study of the construction and evaluation of standardized tests for psychological, educational, and industrial applications. **Prerequisite(s):** SOC 331 GPA 1.67, SOC 340 GPA 1.67, and MAT 308 GPA 1.67

PSY 407 **3 credits**
Psychology of Learning

This course explores the perspectives, theories, and concepts related to how individuals learn. Topics such as the brain, behaviorism, the cognitive view, the sociocultural perspective, transfer, problem solving, critical thinking and motivation will be discussed. Application of theories/perspectives and concepts to real world contexts will also occur. **Prerequisite(s):** PSY 101

PSY 409 **3 credits**
Senior Seminar in Psychology

Senior Seminar is the capstone course for the Psychology program. Students will further develop their abilities to read, analyze, and evaluate research, identify and solve problems, apply ethical principles, write professionally and in accordance

with current American Psychological Association guidelines, and effectively deliver oral presentations. Students will have the opportunity to enhance their knowledge of research methods by designing a research study, writing a proposal, and presenting their proposal to a mock Institutional Review Board. In addition, students will discuss grant writing, review the range and scope of professional career options, the responsibilities and educational requirements of different careers in psychology, and explore graduate programs. The Senior Seminar requires the application of knowledge and skills developed in core curriculum courses such as Inferential Statistics; Research, Writing, and Information Literacy; Research Methods in Psychology; and Tests and Measurement. **Prerequisite(s):** SOC 331 GPA 1.67, (SOC 340 GPA 1.67 or PSY 340 GPA 1.67) and MAT 308 GPA 1.67

PSY 412 **3 credits**
Crisis Intervention

This course uses a theoretical approach to crisis intervention in social, therapeutic, and business settings. Students develop a sound theoretical approach to crisis work, along with some pragmatic approaches to commonly encountered problems. **Prerequisite(s):** PSY 101

PSY 451 **3 credits**
Health Psychology

Health and human behavior are closely related. Health psychology uses the biopsychosocial model to examine the interaction of physiological process, psychological thoughts, feelings and behaviors, and the social-cultural environment on health. Topics such as mind-body interventions, health protective factors, health behavior change, coping with chronic and advanced illnesses, health belief models, and the link between personality traits and health will be addressed. **Prerequisite(s):** PSY 101

PSY 452 **3 credits**
Multicultural Psychology

The purpose of this course is to examine multiculturalism as a central or proximal variable in psychology. In this course, students will examine the nature and contribution of multiculturalism in psychology and the influence it has on the way we study and understand behavior. Students will examine theories and research in multicultural psychology. Students will gain a better understanding of the ways in which the multicultural context influences psychological processes, learn about empirical methods in multicultural psychology, and achieve a better appreciation of the multicultural context of human behavior. **Prerequisite(s):** PSY 101

<p>PSY 453 Families and Crisis</p> <p>This course will define what is meant by family crisis, identify some of the major theoretical frameworks for studying families and crisis, consider major lifestyle transitions, and explore the major catastrophic crises families face. It will also examine resources and strengths that enable families to deal with crisis more adequately. Prerequisite(s): PSY 101</p>	<p>3 credits</p>	<p>PSY 471 Wealth and Democracy</p> <p>This course examines current concepts of personal wealth in the United States. Some of the many conflicting ideas about wealth are explored, including: what it is, how we get it, how we scorn it, how we love it, how we steal it, how we fear it, and what money buys (and doesn't buy). Students will be required to do research, examine assigned materials, and write essays on a specified theme each week. Assignments will include three to four novels, three to four videos, and some newspaper/magazine articles.</p>	<p>3 credits</p>
<p>PSY 460 Topics in Behavioral Science</p> <p>This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101, SOC 101, and junior status</p>	<p>3 credits</p>	<p>PSY 472 Bullying</p> <p>This course provides an overview of bullying across the lifespan. It will explore the history of bullying, how physical, cognitive, and socioemotional development influence bullying, psychosocial and legal issues, and the latest research on causes and consequences of bullying. Students will consider their own experiences with bullying and the impact bullying has had on themselves and others. They will also identify effective strategies for reducing instances of bullying and reacting to such instances if they occur. Topics will include the abuse of power, bystander responses, cyberbullying, populations at high risk of being bullied, youth suicide, workplace and elderly bullying, and legal issues related to bullying. Prerequisite(s): PSY 101</p>	<p>3 credits</p>
<p>PSY 461 Topics in PSY: Psychology of Leadership</p> <p>Effective leadership is essential to a free society, and an understanding of effective leadership behaviors and traits prepares students for cultivating and honing their own leadership styles. Effective leadership requires the ability to attract followers and motivate them to put forth their best efforts in solving problems. The psychology of leadership behaviors will analyze the leadership behaviors of well-known and not so well-known leaders, evaluate leadership behaviors according to societal values, and synthesize leadership theory into a personal leadership philosophy and action plan. Borrowing from many disciplines, this course will examine the impact of psychological needs and leadership influence. This highly interactive course will use reflection, self-assessments, and simulation scenarios to reflect on effective leadership behaviors and develop leadership skills in students. Prerequisite(s): PSY 101</p>	<p>3 credits</p>	<p>PSY 474 Topics in PSY: Psychology of Relationships</p> <p>This course will allow students the opportunity to explore the process of falling in love, of forming intimate and committed relationships from a psychological perspective. Students will read empirical studies that focus on topics such as: attachment, identity development, gender and cultural differences as they relate to different types of love and relationships. The relationships of popular characters in literature and film will be analyzed to help students form an understanding of the theoretical views of love. Prerequisite(s): Junior or Senior status and (PSY 101 GPA 1.67 or SOC 101 GPA 1.67)</p>	<p>3 credits</p>
<p>PSY 464-467 Topics in Behavioral Science</p> <p>This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101, SOC 101, and junior status</p>	<p>3 credits</p>	<p>PSY 475 Topics in PSY: Violence In the Workplace</p> <p>The purpose of this course is to examine the issue of violence from a theoretical and historical perspective. In this course, we will examine the factors that contribute to interpersonal violence and identify populations and settings with potential for risk. Emphasis will be given to the violence continuum, prevention, intervention and resolution for all workplace environments. Students will gain a better understanding of workplace violence through presentations and discussions of</p>	<p>3 credits</p>

case studies and research papers devoted to the theme of the course **Prerequisite(s):** PSY 101

PSY 481 **3 credits**
Domestic Violence

This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. **Prerequisite(s):** PSY 101

PSY 482 **3 credits**
Expressive Arts Therapy

This course is an introduction to the therapeutic use of the expressive arts (drama, dance/movement, art, music, poetry, and play/humor) in counseling process. A focus is given to exploring the history and rationale behind the development of expressive art therapies as well as an opportunity to engage in experiential exercises which will foster a greater understanding of creative process and Its Impact on the potential for human growth. **Prerequisite(s):** PSY 101

PSY 483 **3 credits**
Addictive Behavior

This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. **Prerequisite(s):** PSY 101

PSY 484 **3 credits**
Losses and Grief Journey

This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. **Prerequisite(s):** PSY 101

PSY 485 **3 credits**
Spirituality and Counseling

This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. **Prerequisite(s):** PSY 101

PSY 490-494 **3 credits**
Internship in Behavioral Science (Psychology Majors)

This course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course **Prerequisite(s):** PSY 101, junior status, and overall GPA of 2.5 or higher

RDG 300 **3 credits**
Language Development and Early Literacy

Students examine language and its relationship to developing literacy in English based on one's native language. Students develop an awareness of social and cultural language differences, language acquisition of young children across cultural and linguistic groups, assessment and intervention of language and communication, facilitation of literacy, and the relationship of oral language to the development of writing and reading. **Prerequisite(s):** PSY 201

RDG 301 **3 credits**
Teaching of Reading/Writing

This course presents the fundamental concepts and principles of reading instruction, with an emphasis on the critical analysis of varied materials and techniques. The reading and writing connection is included giving emphasis to working with children from various lingual and cultural backgrounds. Students learn to support English as a Second Language Learner's access to core curriculum through creating supportive learning environments and by teaching language through academic content. Alphabetics (Phonemic Awareness and Phonics), Fluency, Comprehension (Vocabulary, Text), organizations of reading instruction, and other aspects of the reading program are included, with the major focus on the process approach to writing. **Prerequisite(s):** RDG 300, EDU 102 and EDU 203

RDG 302 **3 credits**
Literature for Children

This course is a study of literature for children and adolescents and is designed to introduce students to both classic and contemporary materials related to children's literature. The course will emphasize the development of knowledge of literature and how to effectively integrate that knowledge into the curriculum. Students will learn how to evaluate and select appropriate literature for children through consideration of age, values, cultural and linguistic backgrounds. **Prerequisite(s):** RDG 300, EDU 102 and EDU 203

RDG 305 **3 credits**
Reading in the Content Areas

Students examine theories about the reading process and reading to learn. Emphasis is placed on practical strategies for acquiring knowledge through reading in a variety of subject areas at the middle level. Pre-Req: EDU 102 and EDU 203

RDG 306 **3 credits**
Diagnosis/Correction of Reading Difficulties

The focus is on the nature and causes of reading difficulties as well as an examination of methods, techniques, and materials used in diagnosing and correcting reading-related difficulties.

Attention is focused on the learner and interpretation of physiological, psychological, sociological, emotional, cultural, linguistic and educational factors which influence reading achievement. Provisions are made for identification, analysis, and interpretation of informal and formal measures of reading performance and for the development of instructional strategies employed in the remediation process. Students are introduced to the issues faced by ELLs regarding assessment (i.e. accountability, bias, language proficiency, testing accommodations.)

Prerequisite(s): RDG 301, EDU 102 and EDU 203

RDG 401

3 credits

Methods of Teaching Language/Literacy

Students learn lesson and unit planning as required by teacher evaluation systems. Content, methods, materials, and demonstration of the integrated language areas of listening, speaking, reading, and writing are addressed. A major focus of this course is the pre-reading and pre-writing abilities of young children. The development of vocabulary, spelling, and handwriting will be included. All language/literacy areas will be related to the developmental stages, needs, interests, and background of the child. A virtual clinical experience from schools using “best practices” is required. **Prerequisite(s):** EDU 102, EDU 203, RDG 300 and passing score on all sections of PRAXIS (core), and for students entering Fall 2007 and afterward, PRAXIS II

REL 301

3 credits

Biblical Studies

This course presents the Bible as historical literature through which the roots of the Judeo-Christian world view are traced. Using a biblical perspective, social issues such as the origin of racism, sexism, and other contemporary issues are discussed and analyzed.

REL 305

3 credits

Religion in America Today

The United States was founded on ideals which include the dual concepts of religious freedom and religious tolerance. Yet, many religious beliefs and practices in this country are misunderstood and the actual degree of diversity is underestimated. At times, tension between religious freedom and religious tolerance has been the cause of unrest – even violence. This course is designed to increase religious literacy as a means of understanding the diversity of world views, beliefs, and practices of those with whom we coexist. Content will include an overview of religion in the United States from colonial times to the present, with an emphasis on contemporary issues and current events.

REL 306

3 credits

Comparative Religion

This course is a survey of the major world religions and their relationship to the broad cultural settings in which each impact. This course also helps to promote awareness and appreciation of the diversity of religious thought and helps students going into the “working world” to develop spiritual sensitivity in their professions. Also, a development of a broader perspective helps strengthen relationships with the diverse culture of today’s society.

SCI 110

3 credits

Conceptual Physics (with Lab)

This course provides an understanding of how the physical environment changes around us. It gives an understanding of the relationship between matter and energy, including the following concepts: force, motion, conservation laws, energy, heat, wave motion (including sound and light), electricity and magnetism, the atom, and semiconductor materials.

Prerequisite(s): MAT 121 or MAT 205 or MAT 304

SCI 232

4 credits

Life and Environmental Science (with Lab)

This course is an overview of how living things reproduce, develop, and transmit traits. Theories of evolution are discussed to account for the abundance of life forms. A review of how this knowledge is applied to agriculture and human health is given. A study of how all organisms are interconnected through structured ecosystems shows how humans apply scientific knowledge to better use natural resources.

SCI 240

3 credits

Concepts in Physics

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Emphasis is placed on the physics of everyday life and how things work. Topics include basic concepts of motion, forces, energy, fluid mechanics, heat, electricity, magnetism, and waves. Upon completion, students should be able to describe examples and applications of the principles studied. Computer-based exercises will be used to enhance and consolidate the understanding of basic physical principles and applications.

Prerequisite(s): MAT 121 or MAT 205 or MAT 304.

SCI 251

4 credits

Biology I (with Lab)

This course is the first part of a 2 part introductory Biology course designed for those intending to major in the Natural Sciences. Living organisms will be studied on a molecular and cellular level. Emphasis will be placed on the chemistry of

biological molecules, structure and function of cells and their components, genetic patterns of inheritance, flow of genetic information and biotechnology.

SCI 252 **4 credits**
Biology II (with Lab)

This course is the second part of a 2 part introductory Biology course designed for those intending to major in the Natural Sciences. Focus will be on the organism level with emphasis on evolution and species diversity, plant and animal structure and physiology and ecology.

SCI 302 **3 credits**
Secret of Life: A Study of Human Biology

This course involves the study of life on earth. Elements include human development, human interaction with the natural world, changes in disease patterns, and current medical research. A theme of DNA connects the course topics and provides opportunities for a look at genetic research and some ethical questions currently facing researchers.

SCI 303 **3 credits**
Meteorology

This course is a study of the earth and its atmospheric phenomena that result in weather. Weather theories, forecasting, dissemination, and applications of weather principles are studied. Developments resulting from pollution of the atmosphere are examined.

SCI 304 **3 credits**
Astronomy

Students in this course will gain an understanding of the sun and other stars, planets, comets, asteroids, and galaxies in the universe. Emphasis is placed on discovering how happenings in the universe affect everyday life. Stargazing field trips will take place when skies are clear.

SCI 305 **4 credits**
Earth and Space Science (with Lab)

This course emphasizes the process of scientific investigation in the study of the earth and its place in the universe. The course shall include discussions of the earth and space, with emphasis on the processes used by geologist and astronomers in developing an understanding of the growth and evolution of the earth and the universe.

SCI 307 **4 credits**
Physical Science (with Lab)

The relationship between matter and energy and the principles governing this relationship are examined in this course. It sets forth the basic concepts of physics and chemistry, including the physics and chemistry of materials (their properties, the process by which they are changed, and how they are used), and energy (what it is, why it is important, and how it is used).

Prerequisite(s): MAT 121 or MAT 205 or MAT 304

SCI 308 **3 credits**
Statistics for the Sciences

This course introduces the student to the scientific method of collecting, organizing, and interpreting quantitative data in the sciences. Students are introduced to ways of making wise choices in the face of uncertainty and ways to recognize developing situations that may require corrective action. Topics include mathematical and measurement concepts, frequency distributions, measures of central tendency and variability, probability distributions, random sampling, and hypothesis testing using “sign”, “z”, and “t” tests, analysis of variance, and chi-square tests. **Prerequisite(s):** MAT 200.

SCI 310 **3 credits**
Environmental Science

This course identifies the causes of environmental degradation and examines current efforts toward correcting a variety of complex environmental situations. Emphasis is placed on the role of humans using science and technology to find solutions to the problems facing earth.

SCI 311 **4 credits**
Botany (with Lab)

This course involves the study of organisms in the plant kingdom. The course is designed to introduce students to the diversity, ecology, anatomy, morphology, genetics, and physiology of plants. Through lectures and lab exercises, students will gain information about plant biology and lab techniques used to study plants.

SCI 312 **4 credits**
Physics (with Lab)

This is an algebra-based physics course providing an understanding of the major concepts in physics. Topics covered include Newtonian motion, work and energy, thermodynamics, wave properties, sound, optics, electricity and magnetism, the atom and nuclear processes, and relativity. **Prerequisite(s):** MAT 121 or MAT 205 or MAT 304

<p>SCI 315 4 credits Applied Chemistry (with Lab) This course explores the chemistry needed to understand the impact of chemical, human, and industrial processes on our lives and our environment. The basics of inorganic, organic, and biochemistry are covered, including the chemistry of life (DNA).</p>	<p>skills and safety practices. This course maps to the CompTIA A+ Certification.</p>
<p>SCI 321 3 credits Technology in the Sciences This course provides an overview of technology in the sciences. A review of major technological advances and their relationship to man's understanding of the universe will be included. The impact of current technology on individuals, society, and the environment, including moral and ethical concerns, will also be discussed. Prerequisite(s): junior status or higher.</p>	<p>SEC 210 3 credits Principles and Practice of Information Security This course provides the latest security tips and techniques on Internet and computer security best practices. Topics include: important privacy legislation, case studies of infamous hackers, how to develop an effective security system, selection of IT security products, firewall benefits and limitations, intruder detection, correct ways to configure your computer, browser settings, virus settings, operating system vulnerabilities, strong password techniques, parasite detection, and encryption techniques. Prerequisite(s): BCS 206</p>
<p>SCI 331 3 credits Microbiology This course explores the unseen life on earth. The world and the diversity of microorganisms, including the basics of cell biology and genetics, are examined. Students will gain a deeper understanding of how microbes shape the environment and their essential role in human life. Controlling microbes under special situations (e.g. food safety, hospitals), how the human body defends against microbial invaders, disease outbreaks, and current efforts to track and control infectious diseases are discussed.</p>	<p>SEC 230 3 credits Introduction to Linux Designed for the serious computer user, this course will introduce the student to the basic concepts of the Linux operating system. Completion of the course will provide a good basic working knowledge of: essential Linux commands, login and logout sequences; Linux e-mail; fundamentals of the vi editor; piping and redirection; security and process control; Directory and File Systems and essential utilities; Linux shell programming; X Windows; Linux installation; and basic system administration. Prerequisite(s): SEC 100</p>
<p>SCI 335 4 credits Human Anatomy and Physiology (with Lab) Students in this course explore the structure and function of the human body. Basic terminology to describe the structure of the body while explaining the basic concepts of body function are presented. The student is introduced to the principles of operation of the major organ systems in healthy humans.</p>	<p>SEC 235 3 credits Networks and Telecommunications This course provides an in-depth knowledge of data communications and networking requirements, including networking and telecommunications technologies, hardware, and software. Emphasis is upon the analysis and design of networking applications in organizations. Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options are also covered. Students learn to evaluate, select, and implement different communication options within an organization. (Note: This course replaces SEC320) Prerequisite(s): SEC 100. Prerequisite is waived for WIS students.</p>
<p>SDL 300 3 credits Life Planning This course introduces concepts of goal-setting and planning for present and lifelong learning. Students develop and implement a learning contract which is supported through a mentoring process.</p>	<p>SEC 250 3 credits Operating System and Computer Systems Security This course expands upon the material studied in SEC 210. The following topics are covered: Security Principles (Windows 2000 Security Architecture, Linux Security), Account Security (Securing Accounts, Passwords, Password Aging, and Verification of System State), File System Security (Windows 2000, XP File Security, NAS Storage Security), Accessing Risk (Key loggers, Sniffers, Port Scanning), Risk Analysis (Viruses, Patches, Packaging Techniques), and Encryption (applying</p>
<p>SEC 100 3 credits Introduction to Computer Hardware and Operation This course provides an in-depth knowledge of the internal operations of personal computers. Emphasis will be placed on understanding the relationship between various computer parts and peripherals, troubleshooting problems, customer service</p>	

topics from SEC 310 to Web Sites and applications). The student's basic network and operating system skills will be expanded to include planning, implementation, and auditing of a system's security package. **Prerequisite(s):** SEC 210, SEC 230 and SEC 235(formerly SEC 320). Note: This course is equivalent to SEC 330.

SEC 290 **3 credits**
Introduction to Programming with Python

This course introduces the student to computer programming using the Python programming language. The purpose of the course is to help students understand programming as both an art form and a science. (Note: This course replaces WIS290.) **Prerequisite(s):** BCS 206 or equivalent.

SEC 310 **3 credits**
Cryptography: Algorithms and Applications

Algorithms and theory and how they are used in everyday web and computer applications are studied. The theory behind the algorithms is included, as well as application of those theories. Some of the topics explored include the following: Cryptography (encompassing private and public key cryptography; digital signatures; and encryption methods such as Rijdael, RSA, and Kerberos), Data Compression (MPEG/JPEG), Indexing/Traversing methodologies. **Prerequisite(s):** SEC 210

SEC 335 **3 credits**
Linux for Systems Administrators

This course covers key network services managed by the Linux Administrator. Focus is on Web servers, e-mail (POP and SMTP protocols), and security. The course will present the following Internet services: DNS, FTP, HTTP (Apache Web Server), telnet, and SSH. Intranet topics included are: NFS (Network File System), NIS (Network Information Services) and interoperability with the Windows system using Samba. At the conclusion of the course students will explore topics in networking: network configuration, security and interoperability. **Prerequisite(s):** SEC 230 and either SEC 235 or SEC 320

SEC 340 **3 credits**
Windows Operating Systems and Systems Administration

This course uses practices and procedures for installing and configuring modern Windows operating systems, including user accounts; file, print, and terminal servers; mobile computing; and disaster recovery. User account management, security, disk configuration, and backup procedures are addressed, with particular attention to coverage of TCP/IP and TCP/IP applications. Students will learn system installation, configuration and administration issues as well as network file systems, network access and compatibility with other operating

systems. Through practical lab sessions, students receive real-world experience administering Windows operating systems. **Prerequisite(s):** SEC 235 or SEC 320

SEC 350 **3 credits**
Introduction Computer Forensics

This hands-on introductory course provides students with the knowledge and skills necessary to begin a computer-based investigation. The course begins with an overview of computer forensics and then proceeds to introduce forensics tools, concepts, and documentation of evidence/procedures. The course uses common and accepted Incident Response Policies and Procedures for previewing and securing digital evidence. Topics include: (1) Learn "What exactly are computer forensics and computer evidence?" (2) Learn basic forensic methodology: a) how to acquire the evidence without altering or damaging the original, b) how to authenticate the recovered evidence, and c) how to analyze the data without modifying it. This course replaces SEC220. **Prerequisite(s):** SEC 230

SEC 355 **3 credits**
Mobile Device Security and Forensics

This hands-on intermediate course provides students with the knowledge and skills necessary to begin a digital investigation centered around a mobile device. The course begins with an overview of common security issues associated with mobile devices and explains how they relate to digital forensics. The course proceeds to introduce digital forensics tools, concepts, and industry accepted best practices for proper evidence collection, analysis and reporting. **Prerequisite(s):** SEC 350

SEC 380 **3 credits**
Cloud Computing

This course will help students get a firm, practical grasp of cloud computing, its concepts, and implementations. Students will explore the rationale for this fast-growing segment of the IT industry and how virtualization is affecting the traditional client/server architecture. Students get to examine different vendor-specific versions of virtual computing in data-centers, servers, storage and desktops. The course will provide practical exposure to cloud computing through detailed hands-on labs that illustrate the power and functions of virtual environments in VMWare server and workstation, Citrix virtualization, Microsoft Virtual PC, Sun VirtualBox and open source offerings. **Prerequisite(s):** SEC 235(320)

SEC 390-392 **3 credits**
Cooperative Education for Computer and Network Security

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between

student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience
Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

SEC 410

3 credits

Web and Data Security

This course will help students build a security policy and SOP for an organization which is implementing a new network and web infrastructure. Topics include the following: Security Education and Advisory, Risk Management, Threats to IT Assets, Encryption (an expansion of SEC 310), Standards and Compliance, and Security Testing and Implementation.
Prerequisite(s): SEC 250 or SEC 330

SEC 420

3 credits

Data Integrity and Disaster Recovery

This course will expand upon SEC 330 and will leave a student with a complete understanding of the steps necessary to protect an organization from an attack or disaster. Topics include the following: Data Backup and archiving, Retrieval methods, Log Analysis, Error Checking and Integrity Analysis. Also covered in this course is Disaster Recovery. Students will be asked to develop a Disaster Recovery Plan keeping in mind the risk assessment, location, network, computer, financial and power constraints necessary to develop an efficient DRP for an organization. **Prerequisite(s):** SEC 250 or SEC 330

SEC 425

3 credits

Ethical Hacking

The course aims to equip students with the technical skills necessary to identify, exploit and fix vulnerabilities in computer systems and networks. As a result, students would become more effective in defending their computing environments against the damaging work of hackers. While learning about the technical and legal dimensions of the hands-on tasks conducted, students get to perform penetration testing on multiple operating systems spanning Unix/LINUX and Microsoft Windows networks using ethical hacking techniques. With students working with tools like Backtrack and others, topics covered include Ethical Hacking Overview, Network and Computer Attacks, Footprinting, Social Engineering, Port Scanning, Enumeration, Linux Operating System Vulnerabilities, Hacking Web Servers, Hacking Wireless Networks and more
Prerequisite(s): SEC250(330), SEC335, and SEC340

SEC 430

3 credits

Security Issues Concerning RFID Technology Applications

Radio Frequency Identification is an automatic identification methodology relying on the storage and remote retrieval of subject-specific data using devices called RFID “tags” or “transponders”. The use of RFID technology is proliferating and emerging as a ubiquitous and sensitive informational asset within today’s global enterprise. This course will help students better understand the role that RFID plays in various applications to include: product distribution, tracking, education, and government. Security of applicable resources as well as the technology employed and ethical issues will be discussed in detail. As a result, students will be better prepared to identify when and where to employ RFID technology as a business solution. **Prerequisite(s):** SEC 100 or approval of Program Chair

SEC 435

3 credits

Advanced Network Management

This course builds on Introduction to Network Management to develop an understanding of advanced networking management and Management Information Systems, MIS. Students will design and maintain their own corporate network configuration. Topics will be covered in a theoretical and practical way. There is a large component of hands-on computer work. Students will practice network theory, hardware selection and upgrading, operating systems, platforms, programming languages, batch control, shared resources, security systems, anti-virus procedures, and specific manufacturers’ methodology. **Prerequisite(s):** SEC 235 or SEC 320

SEC 440

3 credits

Network Forensics

This hands-on intermediate course provides students with the knowledge and skills necessary to begin a digital investigation centered on network devices and associated network traffic. The course begins with a review of common network topologies and protocols. The course proceeds to introduce industry-accepted tools and techniques used to identify and acquire digital evidence residing or in transmission on a network. The course concludes with a primer on several data exfiltration techniques used by criminals during network intrusions and data theft. **Prerequisite(s):** SEC 350

SEC 450

3 credits

Protecting Your Network: Firewall and Perimeter Security

This is the ultimate security course on protecting company assets through network security. Topics include Firewall, Perimeter Security, Intrusion Detection Systems (IDS), Edge Devices, and Assessment. Students will learn how to develop a set of firewall rules that will keep hackers out, how to look at all possible ways

in which unauthorized users might gain access to network assets, and how an IDS can provide an analysis showing who has access to the system. Students will develop a security plan and monitor ongoing activities to determine effectiveness of a security model. **Prerequisite(s):** SEC 250 (or SEC 330), SEC 335 and SEC 340

SEC 460 **3 credits**
Topics in Computer and Network Security

This course surveys contemporary subjects and current events pertaining to Computer and Network Security. **Prerequisite(s):** Permission of the Program Chair

SEC 490-494 **6 credits**
Computer and Network Security Internship

Students in the final year of the program who have completed the program's core requirements will be offered the option, as an elective, to receive academic credit of up to six credit hours for a supervised field experience. **Prerequisite(s):** Permission of the Program Chair

SOC 101 **3 credits**
Introduction to Sociology

This course introduces students to the fundamental concepts and methods of the scientific study of group behavior in terms of social interactions and processes. An introduction to social psychology, socialization, personal development, culture, and personality is also offered.

SOC 201 **3 credits**
Cultural Anthropology

This course studies the cultural origins, development, and diversity of human beings. The dynamics of the cultural process, similarities and differences within cultures, and the implications and limitations of present research are examined. **Prerequisite(s):** SOC 101

SOC 302 **3 credits**
Marriage and the Family

This course introduces the subjects of marriage and the family from a sociological perspective. It includes an examination and comparison of patterns of behavior surrounding these institutions historically and cross-culturally, with an emphasis on contemporary U.S. society. Students are encouraged to analyze the causes and probable consequences of current trends and social problems surrounding the family. Topics explored are family violence, mate selection, romantic love, gender roles, sex, divorce, and the changing composition of the family. **Prerequisite(s):** PSY 101 or SOC 101

SOC 303 **3 credits**
Contemporary Social Problems

This course addresses social problems, the way people perceive social conditions, and models for analyzing social problems. Among the areas explored are mental illness; crime and delinquency; poverty; environmental issues; racial and economic tensions; and the special problems of families, gender, and aging. **Prerequisite(s):** SOC 101

SOC 304 **3 credits**
Ethnic Groups and Minorities

This course is a study of the cultural diversity and history of ethnic divisions and conflicts in the United States. It provides a framework for the study of inter-group relations, prejudice and discrimination, racial differences, and possible problem solving techniques. **Prerequisite(s):** PSY 101 or SOC 101

SOC 305 **3 credits**
Selected Contemporary Cultures

This course is a survey of a selected contemporary group such as Native Americans, the Vietnamese, etc. Emphasis is on the selected group's natural and present social environment, religion, and current world views. **Prerequisite(s):** SOC 101

SOC 307 **3 credits**
Women in Contemporary Society

This course explores contemporary women from sociological, psychological, and cross-cultural perspectives. The course surveys literature, history, and philosophy pertaining to women in society. **Prerequisite(s):** PSY 101 or SOC 101

SOC 309 **3 credits**
Poverty and Welfare

This course examines poverty and current welfare assistance programs in the U.S. against a background of conflicting values, attitudes, and experience accumulated over hundreds of years. It includes discussion of how today's economic factors affect the incidence of poverty. Current federally supported programs, the political and social context that produced them, and policy choices for the future are also studied. **Prerequisite(s):** PSY 101 or SOC 101

SOC 310 **3 credits**
Men in Contemporary Society

This course explores contemporary man from sociological, psychological, and cross-cultural perspectives. This course surveys literature, history, and philosophy pertaining to men in society. **Prerequisite(s):** PSY 101 or SOC 101

<p>SOC 312 3 credits Community Health and Social Issues This course is designed to provide students with an overview of community health and the social issues that influence the overall health of the community. Students will learn the principles of community health, review human behaviors associated with community health, assess environmental influences that contribute to the overall health of a community, and become familiar with the roles of community agencies related to community health. Prerequisite(s): SOC 101</p>	<p>SOC 331 3 credits Research, Writing and Information Literacy in the Behavioral Sciences This course addresses the information literacy, research methods, and academic journals used in the Behavioral Sciences, and the writing requirements demanded of Behavioral Sciences professionals. Students will be introduced to various research methods used in the Behavioral Science field and instructed in the writing requirements of Behavioral Science programs, and the field in general. In addition, students will be oriented to information literacy of Behavioral Science-related materials on the Internet. Prerequisite(s): (PSY 101 OR SOC 101) GPA 1.67 AND (ENG 101 AND ENG 102) GPA 1.67</p>
<p>SOC 318 3 credits Social Change This course begins by describing recent social changes in America, and more broadly, the world. It analyzes these changes in terms of type and degree, and offers theories of how change is created, concluding with speculation about the future. Prerequisite(s): SOC 101 or PSY 101</p>	<p>SOC 333 3 credits Organizational and Corporate Crime This course provides an in-depth examination of organizational and/or corporate crime. Various topics are explored and contemporary cases representative of each topic are comprehensively studied. The class discusses the theoretical development of these concepts, as well as the laws and investigative techniques that have been developed to specifically address this type of criminal activity. Prerequisite(s): SOC 101, CRJ 101, PSY 101</p>
<p>SOC 320 3 credits Society and Technology This course examines the critical role of technology's effects on society and the effects of culture on the role of technology in that society. Prerequisite(s): SOC 101</p>	
<p>SOC 324 3 credits Health, Society and Culture This course explores approaches to health and healing, with emphasis on related cultural factors and beliefs. Systems such as homeopathy, Chinese medicine, and other alternative or complementary medical approaches are considered. Prerequisite(s): PSY 101 or SOC 101</p>	<p>SOC 340 3 credits Applied Research Design This course is an introduction to research design in the social sciences. Emphasis is on students as consumers of research. Critical reading of research and application of research findings in practice are included. Prerequisite(s): (PSY 101 or SOC 101), ENG 101, ENG 102, SOC 331 GPA 1.67 and MAT 308 GPA 1.67</p>
<p>SOC 325 3 credits Myth, Ritual, Psychotherapy This course is devoted to the exploration of the relationship between human culture and consciousness. It will explore the sacred symbols emerging from the human psyche and revealed in myth and ritual. Areas of study include psychology and the symbolism of rebirth; the therapeutic potential of myth and ritual; the relationship of myth to personality structure, world views, and values. Prerequisite(s): SOC 101</p>	
<p>SOC 330 3 credits Sociology of Sex and Gender This course will explore the historical foundations and the contemporary patterns producing the sex/gender system. Areas of discussion will include traditional and transitional female/male roles in all institutions of society, including the family, workplace, religion, education and government. Prerequisite(s): PSY 101 or SOC 101</p>	<p>SOC 350 3 credits Sociology of Disaster This course will focus on understanding the nature of disasters and the social impact of disaster on communities. The first decade in the 21st century has seen many major disasters, beginning in 2001 with the terrorist disaster of 9/11, in 2003 European heat wave, in 2004 the natural disasters of the Indian Ocean Tsunami that killed 230,000, in 2005 the Kashmir earthquake that killed 86,000 in Pakistan, in 2005 Hurricane Katrina, in 2007 the shootings at Virginia Tech, in 2008 the Sichuan earthquake in China, in 2010 the Russian heat wave and Haiti earthquake, in 2011 the combined natural and man-made disaster of the earthquake and tsunami in Japan which led to the meltdown of Fukushima nuclear power plant, the very destructive 2011 tornado season in the southeastern United States, and the 2011 BP oil spill in the Gulf Coast. Students will learn how communities plan for and respond to</p>

disasters, and the dynamics of disaster responses, including the political and economic impacts. Students will develop greater understanding of community involvement responding to disasters by completing several EMI modules.

SOC 351 **3 credits**
Disaster and The Media

This course will use popular movies and television coverage so as to focus on understanding the role of the media in shaping public response to disasters. Because mass media has such a presence in the everyday lives of citizens, developing knowledge of how media shapes public perceptions, and how media can be utilized to mobilize the public are at the core of this course. This course will require watching several disaster movies in class. Students will develop greater understanding of disaster response by completing several Students will develop greater understanding of disaster response by completing several Emergency Management Institute modules. **Prerequisite(s):** Successful completion of SOC 101 or PSY 101

SOC 352 **3 credits**
Special Topics: Crisis Communications

This course will focus on crisis communications. Students will learn how organizations and corporations manage crisis communications, understand the basics of community relations, examine corporate social responsibility programs, and learn how emergency managers implement crisis communications plans including using social media. The course will cover crisis communications theory, types of crisis, crisis communications plans, and examine a variety of crisis communications examples through case study of past examples.

SOC 401 **3 credits**
Cultural Perspectives in Dream Exploration

This course examines dream symbolism from the psychological and sociological perspective. Also investigated is the function of dreams in our lives and in interpreting social identity and social roles. **Prerequisite(s):** SOC 101

SOC 402 **3 credits**
The Role of Women in Leadership

Current issues and trends pertaining to women and leadership will be examined from historical, sociological, psychological, political, economic, and ethical perspectives. A variety of resources will be used to analyze and synthesize issues facing women who hold or seek leadership roles. Strategies for developing leadership skills will be integrated throughout the course. **Prerequisite(s):** PSY 101 or SOC 101

SOC 405 **3 credits**
Social Deviance

The course follows the development of the sociology of deviance from 19th century functionalism to contemporary perspectives of class and politics. A varied theoretical background with emphasis on real-world approaches to social deviance is examined. **Prerequisite(s):** SOC 101

SOC 409 **3 credits**
Special Topics: Seminar in Applied Behavioral Science

The Applied Senior Seminar in Behavioral Science will focus on developing professional skills and exploring career options. These skills include elements of professionalism such as interviewing skills, writing a resume, learning how to advocate, presentation skills, and understanding evaluation research. Students will use applied techniques such as writing a resume and practice interviewing skills by conducting an agency interview. Students will also conduct an evaluation study, advocate for change, and develop long term career goals. This course is limited to Behavioral Science majors. Behavioral Science majors will take this class instead of PSY 409. **Prerequisite(s):** SOC331, SOC340, and MAT308

SOC 411 **3 credits**
Special Topics: Sociology of Religion

Throughout history societies have incorporated religion as a means of establishing norms and values of societal life and provided a system of order. This course will explore the role and functions of religion and religious experiences as part of larger society. Students will explore the basics concepts of sociology of religion, discuss the role of religion in modern societies, and analyze the “social-ness” of the practice of religion itself. **Prerequisite(s):** SOC 101

SOC 425 **3 credits**
Child Abuse: Recognition and Investigation

Recognizing the varying forms of child abuse and understanding the typical profiles of child abusers, this course provides an introduction to identifying typical profiles of child abuse, the reporting requirements, and investigation processes. **Prerequisite(s):** SOC 101 or PSY 101

SOC 426 **3 credits**
Responding and Investigation: Child Maltreatment

This course is the second course into child advocacy. The focus of the course is on the responses of professionals to allegations of child maltreatment. The purpose of this course is to expand the student’s knowledge and skills in identifying, investigating and prosecuting child maltreatment. Students majoring in criminal justice, education, behavioral science, nursing, and other areas

where knowledge of child maltreatment investigation and advocacy are necessary will receive competency based skills training such as forensic interviewing, documentation, etc. **Prerequisite(s):** SOC 101 or PSY 101

SOC 427 **3 credits**
Responding to the Survivors of Child Abuse and Survivor Responses

This course is the third course in the child advocacy studies series. This course will help prepare students to recognize the effects of child maltreatment and identify intervention strategies for children and their families. Multidisciplinary approaches to prevention, advocacy and treatment of survivors of child maltreatment will be presented and discussed. This course is designed for students majoring in behavioral science, psychology, criminal justice, nursing, education or legal studies or other areas where knowledge of child maltreatment and advocating for children will be necessary. **Prerequisite(s):** SOC 425

SOC 450 **3 credits**
Co-Op Experience

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. **Prerequisite(s):** Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

SOC 460 **3 credits**
Topic in Behavioral Science: Sociology of Globalization

The Sociology of Globalization combines macro and micro-sociological views in examining the impact of globalization with a focus on understanding what globalization is, how it impacts individuals and societies, and the development of world culture. This course will analyze globalization using the perspectives of nations, organizations, and societies, and will include three globalization theories: world-system theory, world polity theory, and world culture theory. **Prerequisite(s):** SOC 101 or PSY 101

SOC 461 **3 credits**
Women and Leadership

The purpose of this course is to analyze the roles and responsibilities of women in leadership positions. Current issues and trends will be examined from historical, sociological, psychological, political, economical, and ethical perspectives. Analysis and synthesis will be used to apply information from a variety of resources to issues facing women who hold or seek

leadership roles. Strategies for developing leadership skills will be integrated throughout the course. **Prerequisite(s):** PSY 101 or SOC 101

SOC 464 **3 credits**
Special Topics: Working in the Helping Professions

This course will provide a general overview of human services work. The course will introduce students to the field of social work as a profession, and orient students to the fundamental values, skills, ethics, and knowledge of social work practice. The student will be introduced to various human service organizations, client groups, various problems agencies address, as well as an examination of direct services and administration/planning of services.

SOC 468 **3 credits**
Special Topics: Case Management

Professionals working in various behavioral science fields are often called upon to carry case loads and utilize collaborative skills with other agencies in the community to help clients establish self-empowerment. Case Management is a comprehensive job that includes evaluating the entire psychosocial model and utilizing community resources to guide and teach clients self-advocacy and to obtain self-empowerment so that they can have success in society. This course will give students the information they need to perform these tasks including; understanding client population, performing intake and assessments, establishing goals and identifying community resources.

SOC 469 **3 credits**
Step-Parenting and Blended Families

This course will focus on understanding complex kinship relationships that develop through step-parenting and blended families. The course will include a discussion of various forms of parent-child relationships; parenting roles and authority as it relates to being a step-parent; understanding different variations and challenges of blended families; and various topics such as discipline, roles, communication, managing emotions, and parenting styles in blended families.

SOC 490-493 **3 credits**
Internship in Behavioral Science (Behavioral Science majors)

This course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/ unsatisfactory. Note: see Academic Advisor prior to registering for this course. **Prerequisite(s):** Behavioral Science or Psychology major, PSY 101, PSY 204, PSY 300, junior status, and overall GPA 2.5 or higher

<p>SPA 101 Spanish I</p> <p>This course is an introduction to the Spanish language with emphasis on developing listening and speaking skills commonly used in conversation.</p>	<p>3 credits</p>	<p>SPA 306 Spanish for Business and Finance</p> <p>This course, which focuses on the business and finance professions, is a follow-up to SPA 302. It provides essential points of grammar and vocabulary for students whose profession requires a working knowledge of Spanish. The course is designed to help students better communicate with Spanish-speaking people with whom they interact in their work as business and finance professionals. Prerequisite(s): SPA 302 or permission from faculty</p>	<p>3 credits</p>
<p>SPA 102 Spanish II</p> <p>This course emphasizes increasing vocabulary and the use of the past tenses (preterite and imperfect) and includes an introduction to Hispanic culture. Prerequisite(s): SPA 101</p>	<p>3 credits</p>	<p>SPA 307 Spanish for Social Services</p> <p>This course, which focuses on social service professionals, is a follow-up to SPA 302. It provides essential points of grammar and vocabulary for students whose profession requires a working knowledge of Spanish. The course is designed to help students better communicate with Spanish-speaking people with whom they interact in their work in the social service profession. Prerequisite(s): SPA 302 or permission from faculty</p>	<p>3 credits</p>
<p>SPA 106 Spanish for Business and Finance</p> <p>This course, which focuses on the business and finance professions, provides essential points of grammar and vocabulary for students whose profession requires a working knowledge of Spanish. The course is designed to help students better communicate with Spanish-speaking people with whom they interact in their work as business and finance professionals.</p>	<p>3 credits</p>	<p>SPA 309 Spanish for Educators</p> <p>This course, which focuses on the teaching profession, is a follow-up to SPA 302. It provides essential points of grammar and vocabulary for students whose profession requires a working knowledge of Spanish. The course is designed to help students better communicate with Spanish-speaking people with whom they interact in their work as educators. Prerequisite(s): SPA 302 or permission from faculty</p>	<p>3 credits</p>
<p>SPA 108 Spanish for Law Enforcement</p> <p>This course, which focuses on the law enforcement profession, provides essential points of grammar and vocabulary for students whose profession requires a working knowledge of Spanish. The course is designed to help students better communicate with Spanish-speaking people with whom they interact in their work as law enforcement professionals.</p>	<p>3 credits</p>	<p>SPA 340 Hispanic Culture</p> <p>This course provides the background of several nations in Hispanic America, summarizing the chief historical trends and influences that have contributed to each nation's present-day culture, character, problems, and behavior. This unique perspective will help the student become more attuned to the needs of the Hispanic people. The course will be taught in Spanish. Prerequisite(s): SPA 301 and 302 or permission from faculty</p>	<p>3 credits</p>
<p>SPA 301 Practical Spanish I</p> <p>This course is an introduction to the Spanish language with emphasis on developing listening and speaking skills commonly used in conversation.</p>	<p>3 credits</p>	<p>SPM 200 Science of Coaching</p> <p>This course focuses on the principles and philosophies of coaching across all area of sports. Specifically, the course introduces the roles of coaches to potential coaches, athletes, and parents. The course also focuses on enhancing the coaching skills of present coaches.</p>	<p>3 credits</p>
<p>SPA 302 Practical Spanish II</p> <p>This course emphasizes increasing vocabulary and the use of the past tenses and includes an introduction to Hispanic culture. Prerequisite(s): SPA 301 or permission from faculty</p>	<p>3 credits</p>		
<p>SPA 305 Spanish for Health Care Personnel</p> <p>This course, which focuses on health care professionals, provides essential points of grammar and vocabulary for students whose profession requires a working knowledge of Spanish. The course is designed to help students better communicate with Spanish-speaking people with whom they interact in their work in the health care profession.</p>	<p>3 credits</p>		

<p>SPM 210 3 credits Sports in America This course is a study of the evolution of sports in America and the impact of sports on society. This course will consider the major influences on sports including economics, politics, and society. The course will consider major contributors to American sports including athletes, managers, and strategists. This course will have discussions on the influences of foreign markets and foreign athletes in American sports.</p>	<p>Students will develop social media and news releases for an existing or special sport event organized by the class. Prerequisite(s): SPM 305</p>
<p>SPM 301 3 credits Legal and Ethical Issues in Sports This course is designed for students interested in the growing problems of sports litigation. Amateur and professional aspects of sports are covered from four major perspectives: (1) judicial review of athletic associations; (2) eligibility rules and disciplinary measures; (3) equal opportunity provisions; and (4) tort liabilities. Specific topics include due process, anti-trust and free speech, Title IX, duty of ordinary care and of care owed athletes and spectators, injuries, assumption of risk, and contributory negligence. The course stresses the application of principles of law and ethics to the sports setting. Actual court cases relating to these principles are examined. Prerequisite(s): ENG 101</p>	<p>SPM 405 3 credits Sports Management II This course gives students a comprehensive view of the procedures and operation of professional sports, collegiate athletics, and recreational organizations and enterprises. The course examines skills and processes such as budgeting, marketing, event staging, and fund-raising that are necessary for the successful administration of these organizations. The interrelationship between these skills and administrative goals and objectives is studied. Prerequisite(s): SPM 305</p>
<p>SPM 302 3 credits Sociology of Sport This course examines the social/cultural history of sports and its influence on our social institutions, such as politics, the economy, and government. Also highlighted will be issues such as race, gender, deviance and social problems, and youth socialization in relationship with sports.</p>	<p>SPM 406 3 credits Sport Facilities Management and Planning This course focuses on the principles and practices of operating athletic centers and recreational facilities. Emphasis is on the management of such facilities, in addition to transportation, security, time management, and other related issues. Prerequisite(s): SPM 405</p>
<p>SPM 304 3 credits Current Issues in Sports Management This course studies current issues, problems, and trends in sports management. Prerequisite(s): ENG 111</p>	<p>SPM 407 3 credits Sports Marketing and Promotions This course is designed to give students an understanding of the marketing process relative to the sports industry. Specific topics include: developing a marketing strategy, promotion, sponsorship, sales, advertising, and licensing. Note: This course previously was designated BMK 407. In addition to being a required course for sports management majors, it is a marketing elective for marketing majors. Students who already have credit for BMK 407 cannot get credit for SPM 407.</p>
<p>SPM 305 3 credits Sports Management I This introduction to the sports industry covers theories of recreation and leisure, planning, policy-making, program evaluation, budgeting, and public relations. Prerequisite(s): BBM 201</p>	<p>SPM 408 3 credits Financing Sport Operations This class discusses the financial concepts and theories and their application in the professional, intercollegiate, and commercial sport industries. Specific topics include: revenues and expenses of professional, intercollegiate, and private sport industries; budgeting; the economic impact of the sports industry; and fund-raising. Prerequisite(s): SPM 405 and FIN 305</p>
<p>SPM 306 3 credits Sport Media Relations This course focuses on the application of media relations and communications in a sport organization. Students learn how to utilize the various broadcast, print, and electronic media and how they are vital to the success of the sport organization.</p>	<p>SPM 490 3 credits Sports Management Internship I The internship provides students with administrative experience in their chosen concentration. Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with professionals in the sports management field. A minimum of 120 hours is required for Sports Management</p>

internships. This course is graded satisfactory/unsatisfactory.

Prerequisite(s): SPM 305

SPM 491

3 credits

Sports Management Internship II

The internship provides students with administrative experience in their chosen concentration. Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with professionals in the sports management field. A minimum of 120 hours is required for Sports Management internships. This course is graded satisfactory/unsatisfactory.

Prerequisite(s): SPM 490

TEC 215

3 credits

Basic Photographic Techniques

This course introduces students to the technical aspects of photography. The content will include camera and lens types, film types and light meters, exposure control, and depth of field. Also explored is the development of basic 2D design, shape, texture, and basic image manipulation.

TEC 300

3 credits

Advanced Photography I

This course will cover the more technical aspects of photography, including how to cover special events. **Prerequisite(s):** TEC 215 or approval of program chair.

TEC 310

3 credits

Black and White Digital Photography

Students will be introduced to the finer art of black and white photography with the use of digital technology. Emphasis will be placed on composition, color converted to black and white, and adding selective color to black and white images. A final portfolio will be completed. **Prerequisite(s):** TEC 215

TEC 315

3 credits

Nature Photography

This course will explore nature through the eye of the digital camera. Students will look up close with the use of macro equipment to see and photograph the small world that often goes unseen, and reach out with the telephoto to those parts of nature that lie just out of reach. There will be an emphasis on equipment, both hardware and software, and its application to the various areas of nature photography. Photo equipment will be provided, but students are invited to use their own equipment if desired. There will be substantial field work and projects associated with such areas as macro, landscape, and wildlife photography. **Prerequisite(s):** TEC 215

TEC 325

3 credits

Business of Photography

This course will teach students the finer points of event photography, from considering aesthetic details such as angle and lighting to working with clients and pricing. In this hands-on photography course, students will learn to shoot ceremonies as well as sporting events. **Prerequisite(s):** TEC 215

TEC 345

3 credits

Surreal Digital Photography

This course will explore the creation of very strange and unusual images of dream quality by utilizing photography and computer graphic tools. It will blend together fantasy and reality by taking the mundane and creating the fantastic. Students will use pieces of imagery and put them together by bending and or shaping objects and backgrounds into one cohesive unit, making them look as though they exist in reality. **Prerequisite(s):** TEC215 and DSN210

TEC 366

3 credits

Photojournalism I

This course is centered on visual storytelling as applied in print media. Students will learn to combine journalism and photography in order to best tell a story using images. They will photograph typical assignments such as general news, sports, and feature photography. **Prerequisite(s):** TEC 215

TEC 400

3 credits

Sports Photography

This course will explore the historic and technical aspects of sports photography. Study will include identification, discussion and interpretation of iconic sports photographs, determining photographic medium, lens, lighting, and perspective. A hands-on approach is employed, as students will be required to photograph, edit and produce a series of finished images from live sporting events. **Prerequisite(s):** TEC 215

TEC 405

3 credits

Photographic Studio Lighting

This course is designed to explore the use of photography in the design process. Through demonstration and practice in the studio, the students will study and produce still life and portrait photographs using tungsten and powerflash equipment. **Prerequisite(s):** TEC 215

TEC 406

3 credits

Photographic Location Lighting

This is a comprehensive course covering practical techniques for better use of light. Students will learn how to obtain predictable visual results as well as dramatic lighting by analyzing existing

light conditions and using multiple light sources. The various aspects and techniques of photographic location work, including considerations for natural and created lighting, and camera flash use. Hands-on opportunities to practice the techniques covered in the class will be provided. **Prerequisite(s):** TEC 215. Some equipment purchases may be required for full participation in the class assignments.

TEC 425 **3 credits**
Photo Editing Techniques

This course introduces students to the technical aspects Lightroom and Photo Mechanic editing software. Content will explore organization, search, and processing of images. Students will work within the 5 modules of Lightroom: Library, Develop, Slideshow, Print and Web. Photo Mechanic will further explore caption and metadata additions to image files, such as basic copyright information, exposure, lens, and keywording. **Prerequisite(s):** DSN 210, TEC 215

TEC 460 **3 credits**
Topics in Photography

Students will have the ability to specialize in this class to suit their needs. Among the genres that can be pursued are commercial/advertising photography, sports, nature/wildlife, wedding photography, studio work, and artistic work. This class is designed to allow the student to explore techniques, styles, and formats. **Prerequisite(s):** Permission of the Program Chair

VFX 110 **3 credits**
Digital Filmmaking for Visual Effects

This course aims at preparing the student to analyze the shooting requirements, set and location considerations, software choices and techniques used for various Visual Effects treatments. The student will take on the role similar to director or effects supervisor while shooting specific scenes during the course, and learn to apply general visual effects techniques to achieve the look for the shot/scene.

VFX 200 **3 credits**
Introduction to Compositing for Visual Effects

This course aims at making the student familiar with using Node based compositing, and techniques such as matte generation, tracking, color correction, and roto-scoping in solving issues like set extension, incorporating shots with green screen, and 3D integration. **Prerequisite(s):** (VMG201 or DSN201) and (VMG321 or DSN301)

VFX 300 **3 credits**
Advanced Compositing Workshop

Building on the concepts of the introductory class (VFX200) students will be challenged with real world examples of compositing challenges and incorporate them into a finished demo reel. **Prerequisite(s):** VFX 110 and VFX 200

VFX 310 **3 credits**
Digital Matte Painting and Set Extensions

Students in this course will be challenged by extending existing shots, or shots with unwanted objects, through digital painting techniques. The creation of totally new environments for use in compositing, game design, and artistic endeavors will also be covered. **Prerequisite(s):** DSN 201/VMG 201, DSN 301/VMG 321, and VFX 110

VFX 400 **3 credits**
Match-moving and Roto-scoping

This course teaches students the two basic skills that are the key to pulling off the most difficult tasks of Visual Effects work: tracking footage for placement of digital objects, and masking out the parts of the shot that ruin the illusion. **Prerequisite(s):** VFX 110 and VFX 200

VFX 420 **3 credits**
Visual Effects Workshop / Final Projects

This is the final course of the VFX program. It culminates each previous course in a capstone project. Demonstration of all of the skills involved in pulling off a visual effect composite (match moving, roto-scoping, lighting considerations, combining imagery, color correction, digital mattes, and 'illusion/realism' techniques) will need to be shown in the project. Students are strongly encouraged to incorporate other DFM / VMG projects in this course. **Prerequisite(s):** VFX 110, 200, 300, 310, and 400 must be completed prior to registering for this course.

VMG 100 **3 credits**
Camera and Cinematography

In this beginning class on camera and cinematography techniques, students will learn how to use a video camera, camera movement techniques, blocking and staging scenes, with special detail on camera specifications, lenses, camera settings and how lighting affects those settings. On the cinematography side, students will be exposed to shot composition, camera movements and how those choices convey meaning to the audience.

<p>VMG 101 3 credits Introduction to Audio This course introduces the principles of sound recording and sound design using analog and digital technologies. The course's aim is to provide the students with the skills necessary to set up and use current equipment and manipulate sound in order to maximize communication. Particular emphasis is placed on using and understanding the concepts of digital sound systems. Also examined are the use of sound design as a communicative medium and the relationship of sound to visuals to create in the student an "auditory awareness." Sound characteristics, acoustics, ergonomics, and basic audio technology professional practices will be introduced. This course is equivalent to TEC101.</p>	<p>room on how their recorded audio could be improved through the use of audio software, or better recording techniques. Prerequisite(s): VMG 101 or TEC 101</p>
<p>VMG 102 3 credits The Production Process Students will cover the basic production process from script to screen and understand the core phases of production. Pre-Production, Production, and Post-Production techniques from the perspective of the Producer will be covered in depth. The result of this class is a production template designed at giving the student producer a toolset from which to launch projects from. This course is equivalent to TEC102.</p>	<p>VMG 222 3 credits Story Design Methods Story Design Methods approaches the practice of creating stories as a science, rather than an art, providing a practical set of collaborative tools and methods for planning and defining successful new plots. Prerequisite(s): ENG 121</p>
<p>VMG 200 3 credits Advanced Camera and Cinematography Building on the basics from the first course, Camera and Cinematography Techniques, complex camera movements and equipment, like: group shots with dialog, stead-cam, dolly, and jib shots, vehicle shots, and VFX shots will be covered. All of the techniques will be related to the cinematography aspects, in context to scripts, dialog, feeling, etc. Prerequisite(s): VMG 100</p>	<p>VMG 301 3 credits Lighting for Production I Students will work on lighting only in this course, and utilize cameras only as a production test element. Basics, such as 3-Point lighting, interview lighting, location considerations, and outdoor lighting are some of the topics covered in this course. Students will walk away with lighting diagrams, and templates for most lighting situations. This course is equivalent to TEC305.</p>
<p>VMG 201 3 credits Fundamentals of Motion Graphics This introductory course covers the history and evolution of animation, as well as the theory and principles behind it. Students will practice timing, rhythm, and movement while exploring their design implications. Digital technology and basic computer animation software will be introduced through demonstration and practice. This course is equivalent to DSN201 Prerequisite(s): BCS 210 and DSN 210</p>	<p>VMG 302 3 credits Lighting for Production II Building on the topics in Lighting for Production 1, students will further explore the use of gobos, lighting effects, green screen considerations, and lighting for camera moves using jibs, steady-cams, and dollies. Prerequisite(s): VMG 301</p>
<p>VMG 202 3 credits Advanced Audio Recording Techniques Continuing from the introduction course, students will examine and manipulate audio while recording and see the results in the production room as part of this course. Recording techniques for music, dialog, group dialog, vehicles, and live performances will also be covered. Students will also experiment in the edit</p>	<p>VMG 307 3 credits Streaming Media Creating streaming media is a multi-step process incorporating audio, video, and any other visual medium. Students will learn how to create streaming media projects. To create such projects, students will learn compression techniques, embedding techniques, and best practice methods for deploying streaming media. Additional topics of discussion include market research techniques, copyright issues, storyboarding, and scripting. This course replaces COM307</p> <p>VMG 310 3 credits Advanced Motion Graphics This course is an extension of DSN 201, Fundamentals of Motion Graphics. The student will manipulate text, computer animation, and motion graphics to create visual effects seen in commercial video. Students learn about composition, rendering, lighting direction, and time management. Projects allow for creativity as well as ability to adhere to guidelines and follow instructions. This course is equivalent to DSN310. Prerequisite(s): DSN 201 or VMG 201</p>

<p>VMG 311 3 credits The Early History of Film This course is designed to introduce students to the art of film and its early history. It will cover major trends, methods and issues in theatrical film history up to the Hollywood cinema of the 1950's. This course replaces COM311.</p>	<p>VMG 324 3 credits Character Creation and Texturing Building upon the basics of the Introduction to 3D, this course focuses on the creation of humanoid and non-humanoid characters. Good structuring techniques and modeling are emphasized. Students will create mapped textures using DI tools (like Photoshop) and include the assets into the 3D application. This course is equivalent to DSN304. Prerequisite(s): Either VMG321 or DSN 301 and either VMG 322 or DSN 302</p>
<p>VMG 312 3 credits The Modern History of Film This course is designed to introduce students to the art of film and its recent history. It will cover major trends, methods, technologies and issues in theatrical film history from the 1960s to modern-day cinema. Emphasis will be placed on the rapid technology changes in modern film history. This course replaces COM312.</p>	<p>VMG 325 3 credits Character Rigging This course focuses on the underlying skeleton structure of the characters created in the previous course, or samples provided. In addition to being applied to animation of characters, it also sets up the structure for integration into 3D game engines. Inverse Kinematics, Bones, and Meshes will be the core topics of this course. Students will develop their creation's motion capabilities by learning the character rigs and skeletal structures used in 3D computer animation. This course is equivalent to DSN305. Prerequisite(s): VMG321 or DSN 301</p>
<p>VMG 313 3 credits Aesthetics of Film The course examines the motion picture as an art form. Elements of film such as writing, photography, acting, and editing are examined with emphases on the director's role as a manipulator of these elements. To illustrate the interplay of these elements, selected feature films are screened and analyzed. This course replaces COM322 – Aesthetics of Film.</p>	<p>VMG 326 3 credits Dynamics and Particles for 3D Students will explore the complex world of using dynamics and particles for simulation of realistic animations and function systems. Creating weather effects, springs, motors, and complex rigs for various applications for Visual Effects and Game engines.</p>
<p>VMG 321 3 credits Introduction to 3D This course demonstrates the critical concepts of 3D time and space, and helps explain the principles of 3D modeling, animation, dynamics and rendering. This course is equivalent to DSN301. Prerequisite(s): VMG201 (or DSN 201) and DSN 210</p>	<p>VMG 327 3 credits Introduction to 3D Digital Sculpting Students will be introduced to the creative world of digital sculpting in 3D space with programs like zBrush and Cinema4D. An overview of the software used and integration into other 3D software packages will be discussed. Projects will range from character creation techniques to other uses like Organics and Vehicles. Students will need to be familiar with the 3D workspace and have completed VMG 321 Intro to 3D and VMG 323 Modeling Techniques. Prerequisite(s): (VMG321 or DSN301) AND (VMG323 or DSN303)</p>
<p>VMG 322 3 credits 3D Modeling Techniques This course focuses on creating structures and objects in three dimensional space, working with polygons, planes, spheres, and hypernurb objects. This course is equivalent to DSN302. Prerequisite(s): VMG201 (or DSN 201), VMG321 (or DSN301) and DSN 210</p>	
<p>VMG 323 3 credits 3D Texture, Rendering and Lighting Techniques Applying realistic textures to objects, lighting objects, scenes and individual channels, as well as rendering those objects/scenes out to still images for use on the web, print and animated scenes for video are covered in this course. This course is equivalent to DSN303. Prerequisite(s): VMG201 (or DSN 201), VMG321 (or DSN301) and DSN 210</p>	<p>VMG 350 3 credits Journalism in Practice This course covers the basic skills and techniques for creating content based on events and coverage for reporting. Various channels of Communication, such as television, web, documentary, radio, podcasts, and print will be discussed. Differences in the approach for each channel or medium will be explored. Determining the appropriate technology to</p>

be utilized for each kind of channel will be explored as well.

Prerequisite(s): ENG 121 and VMG 102

VMG 400

3 credits

On Location Production Techniques

On Location Production Techniques cover site surveys, location scouting, and dealing with unexpected complications of using a location. Proper etiquette, protocol, and professionalism while at a location will also be covered. Lighting, camera, directing and dealing with talent are integrated into the technical aspects of the course. **Prerequisite(s):** VMG 100, VMG 102, and VMG 301

VMG 401

3 credits

Producing the Documentary

This course is an introduction to the theoretical foundations required for creating a documentary. Students will gain an understanding of how this genre is similar to and different from other television programming. The course will further develop scripting techniques and all facets of video pre- and post-production. As part of this course, students will produce a short documentary. This course is equivalent to COM401. **Prerequisite(s):** VMG 100, VMG 102, and VMG 301. Photography majors only: TEC 405 or TEC 406.

VMG 402

3 credits

Studio Production Techniques

All aspects of studio production, and how it differs from location production will be covered. Roles and responsibilities of studio personnel, and job functions, are also covered. The students will also be exposed to the use of equipment in a studio environment. Several types of scenes, such as a news, talk show, sitcom, and drama environments will be presented. **Prerequisite(s):** VMG 100, VMG 102, and VMG 301

VMG 422

3 credits

Non-Linear Editing – Apple MAC Computer

This course introduces the technology and practice of digital editing, from the conversion of analog video and digital capture to final assembly. The course covers a basic introduction to editing software, including importing files, assembling, applying transitions, and adding titles. Editing techniques and theory are also covered. This course is equivalent to COM422. **Prerequisite(s):** VMG 102 (or TEC102), or GMD105

VMG 423

3 credits

Advanced Non-Linear Editing

This second of two non-linear editing courses furthers the theory of editing with the various technical editing skills needed to edit a television show or digital film. Building on

the abilities developed in Intro to Non-Linear Editing - Mac, students will exhibit proficiency in all areas of film editing. New techniques learned, but not limited to, will include chroma keying, importing from other programs such as After Effects and Photoshop, troubleshooting, audio sweetening, and color correction. This course is equivalent to COM423.

Prerequisite(s): COM 422 or VMG 422

VMG 425

3 credits

Podcasting

The ability of audio and video to be globally distributed through the Internet has created exciting technology that is affordable for nearly everyone. With the advance of MP3 players and their availability in just about every imaginable kind of device, the technology has become ubiquitous in today's society. This course will teach students how to get a quality podcast up and running—from planning to recording, editing and preparing your file, to getting heard, finding clients and making money. This course replaces COM425. **Prerequisite(s):** DSN 210, (VMG101 or TEC 101), (VMG102 or TEC 102) and (VMG422 or COM422)

VMG 430

3 credits

Logo Animation

In this course students will create animated sequences and manipulate and refine them, using industry standard programs and techniques to create bumpers for television, web, and podcasts. (If you don't know what a bumper is, you need this course.) This course is equivalent to DSN430. **Prerequisite(s):** COM/VMG 422 and DSN/VMG 201 and DSN 210.

VMG 440-442

3 credits

Cooperative Education for Video and Motion Graphics

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. **Prerequisite(s):** Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

VMG 487

3 credits

Video Motion Graphics Senior Project

This course is designed to allow senior year students the opportunity to practice their specialization in a production environment. At the start of the project, students will identify a realistic project in their main competency area(s) with a faculty mentor. Having agreed on a timetable for their project's

completion, the students will then begin a required/flexible workshop where they must prepare a clear and comprehensive pre-production plan. The students must also develop an appropriate corporate style and logo to accompany their project. All work must be presented in the best possible manner, with well designed digitally published pages, a proper use of color, typography, etc., using their own corporate style and logo. This course may be completed as a directed study with an instructor of the student's choice or in a classroom setting. This course is equivalent to COM487. **Prerequisite(s):** Permission required

VMG 490

3 credits

Video Motion Graphics Internship

This course will provide students with real-world experience in the field of communication where they will become acquainted with daily operations, while enhancing their professional skills and interacting with other communication professionals. College of Technology students wishing to complete their internship requirements should review procedures at wilmu.edu/technology/internships/index.aspx **Prerequisite(s):** Permission required

WIS 100

3 credits

Basic to Intermediate Web Design

This course will introduce the student to the Hypertext Markup Language (HTML), the language of the web. Students will produce and publish basic web sites using HTML, cascading style sheets (CSS), forms, and tables. The emphasis will be on creating web pages manually in a simple text editor to help prepare students for subsequent programming courses. XML. **Prerequisite(s):** BCS205, BCS206 or BCS210 or equivalent.

WIS 210

3 credits

Database Fundamentals

This course covers the fundamentals of the database management systems environment. Students will study database concepts including the Structured Query Language (SQL), the relational model, normalization, database planning, design, and administration. Students will obtain hands on experience using the MySQL DBMS. **Prerequisite(s):** BCS 205, BCS 206, BCS 210 or equivalent.

WIS 240

3 credits

JavaScript

This course will introduce the student to JavaScript, which is a popular programming language used for websites and for apps, which run on smart phones and tablets. Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) generate what the user sees on webpages. JavaScript is used for the programming logic incorporated into websites and apps. **Prerequisite(s):** WIS 100

WIS 250

3 credits

Handheld App Development

In this course, students will learn how to develop apps that can run on a variety of different handheld devices, such as Apple and Android smart phones and tablets. The software development will be done in the university's computer lab, and the apps will be deployed to the student's own Android or Apple device. The standard web programming technologies: Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), and JavaScript, will be used in this class. **Prerequisite(s):** WIS 240 or WIS 320 or GMD 110 or equivalent

WIS 300

3 credits

Foundations of Object-Oriented Programming

This course introduces students to software development using object-oriented programming techniques. Students will learn to apply common software design concepts including abstraction, encapsulation, composition, and inheritance to simplify application development. **Prerequisite(s):** WIS 220 or WIS 306

WIS 305

3 credits

Basic Web Application Development

This is an introductory programming course using PHP, a powerful server side scripting language. Students will explore software development with PHP in conjunction with the Apache web server environment. Features common to all programming languages will be studied, including variables, arrays, functions, and control constructs. Web application development using HTML, forms, and server side scripting will be explored. **Prerequisite(s):** WIS 100; or permission of program chair

WIS 306

3 credits

Intermediate Web Application Development

This course will be offered as WIS 306 beginning Fall 2010 * Object-oriented concepts will be introduced. Students will build on their knowledge of server side programming, focusing on database connectivity to web applications. Other concepts explored through class discussion and individual projects will include layered architectures, maintaining state, and sessions. **Prerequisite(s):** WIS 305, WIS 210

WIS 320

3 credits

Advanced Web Applications Development

This course will further explore web applications development from the perspective of the client and server. Students will investigate the details of http, the browser, server-side, and database components that together comprise a complete platform for developing rich internet applications. **Prerequisite(s):** WIS 306 or WIS 220

WIS 370 **3 credits**
User Centered Design

This course explores human-computer interaction, providing training in the basic skills of task analysis and user interface evaluation and design. Students will learn to develop designs that are usable and useful for people by using well-established heuristics. Graphical user interface (GUI) designs will be implemented and analyzed using rapid prototyping with Visual Basic. **Prerequisite(s):** BCS 205, BCS 206, BCS 210 or equivalent.

WIS 420 **3 credits**
Systems Analysis and Design

The Software Development Life Cycle (SDLC) will be the focus of study. Emphasis will be on current and emerging technologies for systems analysis and requirements gathering. Various object-oriented modeling techniques will be examined in a hands-on environment. Other topics covered will include testing, documentation, and configuration control. **Prerequisite(s):** WIS 300

WIS 460-464 **3 credits**
Special Topics in Web Information Systems

This course surveys contemporary subjects and current events pertaining to Web Information Systems. **Prerequisite(s):** Permission of the Program Chair

WIS 485 **1 credit**
Senior Project Plan

This is the planning phase of the senior project in web information systems and is intended to be taken in conjunction with WIS 486. The student will work with a faculty advisor to identify a realistic project related to his or her career goals and course of study. Having agreed upon a timetable for the project's completion, the student then begins a required, minimum 30-hour flexible workshop where he or she must prepare a clear and comprehensive project plan that includes phases for requirements analysis, design, implementation, and testing, with deliverables for each phase. **Prerequisite(s):** Permission of the Program Chair

WIS 486 **2 credits**
Senior Project

Having agreed upon a project's definition and timetable in WIS 485, students will begin implementation of the project plan. Periodic consultation with the instructor is mandatory throughout the session. In this manner, students will have completed a professional-level, web information systems project prior to graduation. **Prerequisite(s):** WIS 485 and permission of the Program Chair

WIS 490-494 **3 credits**
Web Information Systems Internship

This course will provide students with real world experience in the field of web information systems. Students will become acquainted with the work place while enhancing their professional skills and interacting with other web information systems professionals. **Prerequisite(s):** Permission of the Program Chair

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- Sally S. Stokes** Associate Professor
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 M.S., Wilmington College
- Donald H. Stuhlman** Assistant Professor
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 B.S., Southern Connecticut State College
 M.B.A, University of Montana
- Karen Sundquist** Assistant Professor
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 B.S., James Madison University
 M.Ed., Wilmington University
- Lynne L. Svenning** Associate Professor
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 M.A., University of Southern California
 Ph.D., University of Southern California

- Elizabeth L. Thomas-Bauer**..... Assistant Professor
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Ed.D., Wilmington College
- Danny J. Walker** Assistant Professor
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B.A., Harding University
M.A., Abilene Christian University
- Janice E. Wardle**..... Assistant Professor
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B.S., University of Delaware
M.B.A, Wilmington College
- Gregory A. Warren**Associate Professor
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M.S., Wilmington University
Ed.D., Temple University
- Robin B. Weinstein**..... Assistant Professor
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B.A., Eastern University
M.T.S., The Eastern Baptist Theological Seminary
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M.A., Eastern Kentucky University
Ph.D., Kent State University
- Matthew J. Wilson**..... Assistant Professor
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M.S., Lubbock Christian University
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