



WILMINGTON COLLEGE

Undergraduate Catalog

2006–2007



# WELCOME TO WILMINGTON COLLEGE

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Wilmington College is a private, non-sectarian college which offers both undergraduate and graduate degree programs in a wide range of instructional areas. The College began with a charter class of 194 students in 1968 and has grown to serve a student body of approximately 10,000 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 and also recognize prior college-level learning. These programs are designed for students who wish to complete their degree in less time than is possible with traditional courses.

Wilmington College's main campus is located near the city of Wilmington and 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.

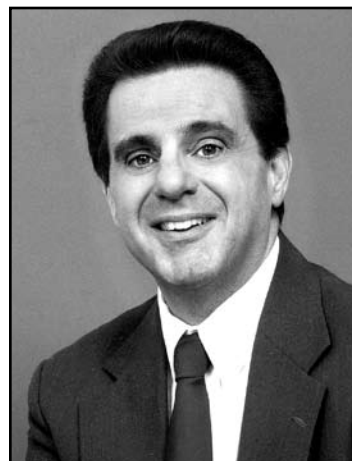
Additional sites include the Wilson Graduate Center; Dover Air Force Base; Dover; the William A. Carter Partnership Center in Georgetown, Delaware; and the College Information Center in Rehoboth Beach, Delaware.

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

## The College Mission

*Wilmington College 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 College 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 College's programs prepare students to begin or continue their career, improve their competitiveness in the job market, and engage in lifelong learning.



## A Message from the President

Wilmington College is committed to academic excellence in our classrooms; relevant programs in our curriculum; and caring, personal attention to our students. One of our great strengths is the enthusiastic, personal involvement of our trustees, administrators, faculty, staff, and alumni in creating a college community. We believe that the opportunity for higher education should be available to all who seek it, and we will continue to meet the ongoing challenges that higher education presents in the years ahead.

Our students are provided with the academic tools, practical skills, and "real world" opportunities necessary to advance as leaders in their professions and their communities. We encourage active participation in an education that challenges critical thinking, provides career preparation, instills values, and inspires lifelong learning. We realize that each student is unique and, as a community, we strive to maximize that unique potential.

We look forward to having you join the Wilmington College family.

A handwritten signature in black ink that reads "Jack P. Varsalona".

Dr. Jack P. Varsalona  
President

## Accreditation

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

## Nondiscrimination Policy

It is the policy of Wilmington College 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 College actively supports the rights of students with disabilities to have equal access to education. Wilmington College 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.

## College Sites

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

**College Information Center** (302) 227-6295  
41 Rehoboth Avenue FAX: (302) 227-6705  
Rehoboth Beach, DE 19971-2119

**Dover** (302) 734-2594  
3282 N. DuPont Highway FAX: (302) 734-2618  
Dover, DE 19901

**Dover Air Force Base** (302) 674-8726  
436 MSS/DPE FAX: (302) 674-5034  
639 Evreux Street  
Room 215  
Dover Air Force Base, DE 19902-6639

**Georgetown** (302) 856-5780  
William A. Carter Partnership Center FAX: (302) 856-5787  
Seashore Highway, P.O. Box 660  
Georgetown, DE 19947

**New Castle** (302) 328-9407  
Office of Admissions FAX: (302) 328-5902  
320 N. DuPont Highway  
New Castle, DE 19720-6491

**Wilson Graduate Center** (302) 295-1117  
31 Read's Way FAX: (302) 295-1123  
New Castle, DE 19720

For additional information about Wilmington College, please visit our world-wide-web site at [www.wilmcoll.edu](http://www.wilmcoll.edu).

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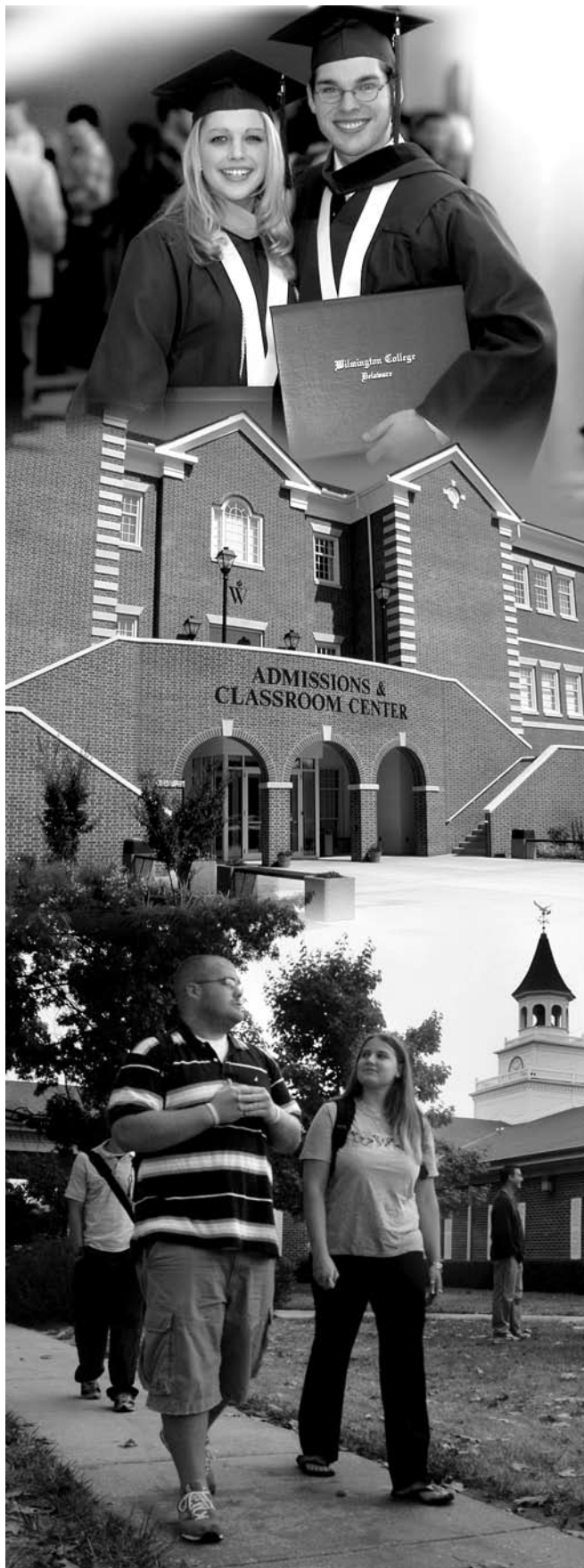
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# UNDERGRADUATE ADMISSION

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

The College 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 a General Educational Development (GED) program.

## **Application Procedures**

An application packet may be obtained by mail, phone, or in person from the Admissions Office or at any of the site offices throughout the state. The application may also be requested via the Wilmington College home page address: <http://www.wilmcoll.edu>. Applicants need to complete the following steps:

1. Send a completed application with the required fee of \$25.
2. Contact all previously attended post-secondary institutions to send official transcripts directly to the site of admission. Students with fewer than 15 transfer credits are required to submit an official high school transcript or GED to the site of admission.
3. Arrange an interview with an admissions representative at the chosen site of attendance.
4. Take the mathematics and English placement evaluations at a convenient time, preferably before registering for class.

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 College and cannot be returned to the student.

## **The Admissions Decision**

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

### **Transfer Student Admission**

Students wishing to transfer to Wilmington College are required to submit official copies of all previous college transcripts to the Admissions Office. Transcripts should be sent directly to the Wilmington College Admissions Office in a sealed envelope from the transfer institution bearing the seal of the institution's Registrar.

Wilmington College accepts for transfer a maximum of 75 hours towards a bachelor's degree and 30 hours towards an associate degree. Different contractual agreements apply at Dover Air Force Base. All credits must be from an accredited institution, 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 College.

### **Veteran Admission**

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

### **International Student Admission**

In addition to the standard admissions procedures, international students must submit the following information required by the U.S. Immigration and Naturalization Service:

1. Translated international credentials reviewed by an accredited U. S. credential translation agency. If you are not aware of such an agency, please call the Admissions Office for a referral.
2. Minimum TOEFL scores of 173 on the computer-based version or the successful completion of 12 credit hours from an accredited American institution.
3. Evidence of financial ability to pay the costs of education. Certified financial statements are required.

### **Nursing Student Admission**

Refer to the Academic Program section of this catalog under the category of Nursing.

### **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.

### **Health History/Immunization Records**

In compliance with Delaware state law, Wilmington College adheres to policies regarding health and immunization records which require full-time undergraduate students born after January 1, 1957, and all education and nursing students, regardless of date-of-birth and attendance status, to submit their health/immunization records to the Admissions Office. Part-time students who are not majoring in education or nursing are not required to submit their health/immunization records.

### **Transcript Waiver Requests**

Wilmington College adheres to policies regarding applicants who wish to waive transcripts from previously attended institutions. 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 Policies Regarding Substance Abuse**

Wilmington College policies regarding substance abuse are detailed in the Wilmington College Student Handbook that is distributed to all students and on the Wilmington College web site at [www.wilmcoll.edu](http://www.wilmcoll.edu).

### **Applicants with Felony Convictions**

Wilmington College 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 documentation is assessed by an attorney, and an admission decision is made. This process can take up to three months to complete.

### **Dismissals from Other Institutions**

Wilmington College 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. An admission decision is made by the Director of Admissions.



## 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 is considered to be in need of 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.

### Federally-Funded Financial Aid

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

- The Federal Pell Grant
- The Federal Supplemental Educational Opportunity Grant (SEOG)

Self-help programs are:

- Federal College Work-Study Program (CWS)
- Federal Stafford Subsidized Loan - This loan is based on need. The federal government pays the interest on the loan from date of first disbursement until the student goes into repayment, which is six months after graduating OR withdrawing from college.
- The Federal 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.
- Federal Family Parent Loans for Undergraduate Students (PLUS) - Parents of **dependent** undergraduate students are eligible to borrow 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 first disbursement.

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 College web site. For those students who do not have access to the web, this same information is available in a hard copy pamphlet called the Wilmington College Guide to Financial Aid.

### 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 College Institutional Scholarships

As a result of gifts to the College, a limited number of scholarships are available to full-time students on the basis of academic achievement and the potential contribution of the student to the total life of the College. A student must have a grade point average (GPA) of 3.25 or higher to qualify for consideration for an academic scholarship. The amount of the scholarship will vary.

### 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 Financial Services determine the amount of a scholarship. Recipients must be academically qualified and must conform to the NCAA requirements and conditions.

### Determination for Financial Aid

In order to be eligible for Federal grants and loans, state grants and scholarships, and institutional scholarships, students 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 College.

The total processing time from submission of the FAFSA to processing by Wilmington College 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.

### **Application Procedures for Financial Aid**

1. Wilmington College requires all financial aid applicants to complete the FAFSA and strongly urges all students to do so on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). If not already done, students must request a PIN as the first step in completing the FAFSA on-line. 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. A hard copy of the FAFSA is available to students who do not have access to the web. 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 College 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 College as to the applicant's aid eligibility. Students then will receive an award letter from the College 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 College must complete a Master Promissory Note (MPN). Students who have received or who are currently receiving a student loan at Wilmington College do not have to do this, as the MPN is good for 10 years. Applicants will be notified by the lending institution (bank, credit union, savings and loan association, etc.) concerning the loan approval and terms.
5. In order to be eligible for aid, applicants must be fully admitted. In order to actually receive aid, students must maintain an enrollment of a minimum of six credits per semester.

### **Renewal of Award Process**

Students must reapply for financial aid each academic year using the steps outlined previously.

### **Student Refund and Withdrawal Policy**

Wilmington College refund and withdrawal policies are published in the Wilmington College Guide to Financial Assistance which is available to all Wilmington College applicants and enrolled students. Please contact the Wilmington College Office of Admissions or the Student Financial Services Office for copies of the guide. This information is also available on the Wilmington College web site at [www.wilmcoll.edu](http://www.wilmcoll.edu).

### **Wilmington College Guide to Financial Assistance**

The guide is a comprehensive booklet which lists policies, procedures, and regulatory requirements; it is available to all students. Satisfactory academic progress requirements for maintenance of financial aid eligibility are outlined in the guide. Please contact the Office of Admissions or the Student Financial Services Office for a copy of this publication.

## STUDENT SERVICES

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### **Academic Advising Services**

The Office of Academic Advising offers all undergraduate students support services regarding academic development. The office provides academic advisement, schedule planning, and transfer credit evaluation. Students in the Division of Education are also assigned a faculty advisor to complement Academic Advising and further explain the intricacies of the education requirements.

### **College Library**

The Wilmington College Library serves all students regardless of program site. Located in the Robert C. and Dorothy M. Peoples Library Building on the New Castle campus, the library holds a collection of over 191,000 volumes and subscribes to over 450 periodicals in print with access to over 10,000 titles electronically. The library features state-of-the-art technologies, including online catalog, e-books, electronic databases, and the Internet, which allow students and faculty from all sites to access and retrieve information resources in a variety of formats. The library maintains a toll-free telephone reference service to assist users from all program locations. Students living out-of-state or in Kent or Sussex counties in Delaware may use a books-by-mail service with prepaid two-way postage provided on materials sent directly to the home residence.

There is a library center available for students at the Dover site. The Dover Library Center provides Internet access to WebCat, e-books, and electronic databases. Services include reference, interlibrary loan, PowerPoint tutorials, 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. Services include reference, borrowing privileges, individual instruction, and assistance with using resources.

Information about the library can be found on the Wilmington College website at: <http://www.wilmcoll.edu/library/>.

### **Facilities for the Handicapped**

Most of the College's facilities are wheelchair accessible. For further information, please contact the Office of Student Affairs.

### **Housing**

Wilmington College does not provide on-campus housing for students. However, the College 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 Affairs offers assistance in introducing students to prospective roommates.

## **Student Activities**

### **Office of Student Affairs**

The Office of Student Affairs is responsible for planning, coordinating, developing, and implementing all student activities. Student activities at Wilmington College enhance the educational process.

The Student Government Association and other clubs/organizations sponsor cultural and social events throughout the year. The College sponsors additional extracurricular and group activities. Any member of the student body may request any type of activity through the Student Government Association.

### **Athletics**

Wilmington College is a member of the National Collegiate Athletic Association (NCAA), the Central Atlantic Collegiate Conference (CACC), and the Eastern Collegiate Athletic Conference (ECAC). The College 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.

### **Student Organizations**

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

The College requires all official organizations to identify their goals and objectives to ensure they are compatible with the philosophy and regulations of the College. Procedures for organizing student clubs are outlined in the Student Government Association by-laws, available in the Office of Student Affairs.

### **The Alumni Association**

The Wilmington College Alumni Association was founded with the first graduating class of 150 students in 1972 to strengthen and promote the growth of the College. An alumni representative is elected to the College's Board of Trustees and participates in College governance. Comprised of undergraduate and graduate alumni, the Association recruits students to the institution and communicates students' accomplishments to the community-at-large. It also is involved in coordinating special events and fund-raising activities.

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

### **Guest Speakers**

Wilmington College and participating campus organizations sponsor guest speakers on a wide range of subjects. The College is eager to have a variety of points of view expressed and to have the best available representatives of each point of view. The College 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. Policy pertaining to guest speakers and entertainment can be obtained in the Office of Student Affairs.

## ACADEMIC INFORMATION

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Wilmington College 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 an undergraduate degree. These awards are described below:

#### Division of Behavioral Science Award

The Division of Behavioral Science 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/her field of study.

#### Division of Business Award

The Division of Business Award is given to a graduating student completing the requirements for a baccalaureate degree in a business major. The student must have a distinguished academic record and must demonstrate excellence in fulfilling the goals of his/her program of study.

#### Division of Education Award

The Division of Education Award is given to an undergraduate degree recipient in education. The recipient must have achieved distinguished academic standing and must demonstrate a strong commitment to the education profession.

#### Division of General Studies Award

The Division of General Studies Award is given to an undergraduate degree recipient from the General Studies Division. The award is granted to a student with a distinguished academic record who has demonstrated excellence in achieving the goals of his/her respective academic program.

#### Division of Information Technology and Advanced Communications Award

The Division of Information Technology and Advanced Communications Award is given to an undergraduate degree recipient from the iTAC Division. The student must have a distinguished academic record and must demonstrate excellence in one or more fields of information technology, communications, or design.

#### Division of Nursing and Allied Health Award

The Division of Nursing Award is given to a graduating BSN student who has a distinguished academic record and exemplifies the spirit of professional nursing.



## **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 Coordinator 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 Coordinator, 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 Coordinator.

### **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 Coordinator 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 Coordinator, 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 Coordinator.

### **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 Assistant Vice President for 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 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 determine that a hearing is not warranted, the student will be so informed within 10 business days. The decision of the Academic Review Committee or the Assistant Vice President will be final.

## **Academic Credit**

### **Advanced Placement**

Advanced Placement (AP) examinations of the College Entrance Examination Board may be used for advanced placement. Specific college course credits will be granted for scores of three, four, or five on the Advanced Placement (AP) examinations. You must have official AP score reports forwarded from ETS to Wilmington College. Wilmington College does not charge students for transferring these credits. Contact the Office of Academic Advising for procedures required to initiate an evaluation of transfer credit.

### **Attendance/Absences**

Regular and prompt class attendance is an essential part of the educational experience. Wilmington College expects students to exercise good judgment regarding attendance. 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 College-sponsored or work-related activities, illness, or valid emergencies.

### **Challenge by Examination**

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. Students interested in challenge by examination may contact an academic advisor or site director.

Wilmington College accepts a maximum of 15 credit hours through challenge by examination. Students interested in the option should inquire with an academic advisor or site director for details. Tuition and fees are the same as standard course tuition.

### **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 College recognizes these examinations for transfer credit.

Wilmington College does not charge students for transferring these credits. Students who are interested in CLEP exams should contact an academic advisor and refer to the Wilmington College Prior Learning Assessment Guide for Students for further information.

### **Credits through Examination**

Students who are interested in earning credit through the credits by examination programs listed below should contact their academic or program advisor before taking an examination to ensure it will be accepted 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. A maximum of 15 credits through examination will be accepted by the College.

### **DANTES Subject Standardized Tests**

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. Students who are interested in DSST examinations should contact an academic advisor and refer to the Wilmington College Prior Learning Assessment Guide for Students for further information. Wilmington College does not charge students for transferring these credits. Information about DSST Test preparation and study guides can also be found at <http://www.getcollegecredit.com/>

### **Directed Study**

Directed study is available only under extenuating circumstances for students who are approved by their program Academic Dean. A minimum 2.5 cumulative grade point average is required to be eligible for directed study.

### **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 (G.P.A.).

### **Excelsior College Examinations**

Wilmington College recognizes Excelsior College Examinations (ECE) for credit. Excelsior has 40 examinations in the arts and sciences, business, nursing, and education. Wilmington College does not charge students for transferring these credits. Students who are interested in ECE should contact their academic advisor and refer to the Wilmington College Prior Learning Assessment Guide for Students for further information. Information about ECE and study guides can also be found at <http://www.excelsior.edu>.

### **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 advanced registration period in which the independent study is to be conducted. Upon final approval by the Academic Dean, a student may register for 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 pass/fail 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.

### **Internship/Field Placements**

Students can be provided with field placement in public or private agencies and companies. Field placements provide first-hand experiences upon which future career choices can be based. Students gain a better understanding of the relationship between theoretical concepts and their practical application.

Written permission must be obtained from an academic advisor or internship coordinator. Students are reminded that coordinating the requirements for an internship requires prior planning. Students must communicate with their internship coordinator or academic program coordinator at least 60 days prior to their expected internship start date.

Upon approval by the Academic Dean, 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 pass/fail basis. A minimum 2.5 cumulative grade point average is required to be eligible for internships/field placements.

### **Prior Learning Assessment (previously Competency-Based Evaluation)**

The College allows students to obtain academic credit for learning that has taken place outside the traditional classroom setting. As a result, the College accepts a maximum of 15 credit hours through Prior Learning Assessment (PLA), which makes it possible for students to earn college credit for the skills and knowledge they already possess. PLA applies to knowledge that was obtained after completing high school through work experience (military or civilian), in-service/corporate training programs, volunteer activities, workshops, and/or personal study. To earn PLA credit, students must prepare a portfolio which will be reviewed by a qualified faculty member. The portfolio must include evidence relevant to the area in which credit is sought and demonstrate clear achievement and thorough understanding of the subject matter. Students who are interested in the PLA process

for academic credit should contact an academic advisor and refer to the Wilmington College Prior Learning Assessment Guide for Students for further information.

### **Probation and Suspension**

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 College, to be determined by the Academic Review Committee.

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

<b>Credit Hours Earned</b>	<b>Cumulative GPA</b>
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 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 will be limited to a maximum load of 12 credit hours (less, if recommended by the Academic Review Committee) and will not be permitted to participate in extracurricular activities. 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 a complete academic year after the suspension was issued before submitting the letter of appeal to the Academic Review Committee Chairperson.

Students receiving Title IV financial aid funds, state grants, and forms of scholarship offered by Wilmington College must make academic progress as defined by the institutional criteria for maintaining satisfactory academic progress. The Director of Financial Aid reserves the right to make decisions concerning the student's circumstances. Students receiving financial aid who are placed on academic probation must schedule a meeting with the Director before aid will be offered the following semester. Students who do not schedule a meeting will automatically forfeit their financial aid package.

Any student who receives an institutional scholarship or tuition assistance from Wilmington College 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.

## **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 division. A student must complete Wilmington College residency requirements in order to be considered for honors. A maximum of 15 credit hours of challenge by exam and/or competency-based evaluation credit can be applied toward the residency requirement.

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

<b>Summa Cum Laude</b>	<b>highest 5%</b>
<b>Magna Cum Laude</b>	<b>next 8%</b>
<b>Cum Laude</b>	<b>next 12%</b>

**NOTE:** The above policy is effective for students graduating on or after August 2004.

## **Academic Policies**

Complete copies of Wilmington College academic policies are located in the Division and site offices, Admissions Office, and the Office of the Registrar and are available to any registered or prospective student upon request. These policies contain detailed explanations of academic probation, Dean's List, transfer credit policy, etc., as well as definitions for terms used in the maintenance of a student's academic record. Some frequently used policies are outlined below.



**Table 1. Undergraduate Grading System**

<b>Grade</b>	<b>Numerical Equivalent</b>	<b>Quality Points</b>	<b>Explanation</b>
<b>A</b>	<b>95-100</b>	<b>4.00</b>	<b>Excellent.</b> The student has demonstrated a quality of work and accomplishment far beyond the normal requirements and shows originality of thought and mastery of material.
<b>A-</b>	<b>92-94</b>	<b>3.67</b>	
<b>B+</b>	<b>89-91</b>	<b>3.33</b>	<b>Good.</b> The student's achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts.
<b>B</b>	<b>86-88</b>	<b>3.00</b>	
<b>B-</b>	<b>83-85</b>	<b>2.67</b>	
<b>C+</b>	<b>80-82</b>	<b>2.33</b>	<b>Satisfactory.</b> The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.
<b>C</b>	<b>77-79</b>	<b>2.00</b>	
<b>C-</b>	<b>74-76</b>	<b>1.67</b>	
<b>D+</b>	<b>71-73</b>	<b>1.33</b>	
<b>D</b>	<b>68-70</b>	<b>1.00</b>	
<b>D-</b>	<b>65-67</b>	<b>0.67</b>	<b>Lowest Passing Grade.</b> The student's accomplishment, while passing in some programs, is deficient. Minimum requirements have been met without distinction.
<b>F</b>	<b>Below 65</b>	<b>0.00</b>	<b>Failure.</b>
<b>FA</b>		<b>0.00</b>	<b>Failure Due to Absence.</b> Student has excessive unexcused absences and did not withdraw.
<b>S</b>		<b>0.00</b>	<b>Satisfactory.</b> The student has met expected standards of scholarship. This grade signifies acceptable performance of the course objectives.
<b>U</b>		<b>0.00</b>	<b>Unsatisfactory.</b> The student has not met the minimum course requirements.
<b>I</b>		<b>0.00</b>	<b>Incomplete.</b> Extension granted to complete course work. Failure to complete course work within 60 days of the ending of the course results in a final grade of "F," unless an extension is granted.
<b>IP</b>		<b>0.00</b>	<b>Course in Progress.</b> This grade is specific to Practicums, Internships, and Senior Seminars.
<b>AU</b>		<b>0.00</b>	<b>Audit.</b> Does not yield credit.
<b>W</b>		<b>0.00</b>	<b>Withdraw.</b> No academic penalty.
<b>NG</b>		<b>0.00</b>	<b>No Grade.</b> A grade was not recorded by the instructor.
<b>NA</b>		<b>0.00</b>	<b>Never Attended.</b> 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 (also PSY 101 and SOC 101 in the Behavioral Science Division). If a grade of less than "C-" is achieved, the course must be retaken.

## **Library Orientation**

A basic library orientation project is required of all new undergraduate students as part of ENG 101 (English Composition I). An advanced library orientation should be completed by all undergraduate students as part of a course in the student's major program.

## **Military Science Program/Army and Air Force ROTC**

Wilmington College has a cross-enrollment agreement program with the Air Force and Army ROTC Departments of the University of Delaware. Students who are interested in pursuing such a program can obtain information on ROTC courses from the Wilmington College Academic Advising Office.

Classes for the Military Science or ROTC Program are instructed in a partnership status with the University of Delaware on its Newark campus. The program consists of two major subsets – the Basic Course and the Advanced Course. Both courses are straightforward and hands-on, rather than conceptual, and tend to include small groups of students (25 or less), with considerable personal interaction between the cadre and the students.

The Basic Course is for freshmen and sophomores and consists of a series of four, one-credit classes that are open to all students with no military obligation. Student instruction includes basic leadership skills, an orientation to the U.S. Army, time management and other academic skills, decision making, and adventure training opportunities (rappelling, land navigation, etc.).

Faculty and the advanced course cadets form support groups and act as mentors to the basic course students, providing assistance and a positive environment. Students enrolled in the basic course can compete for two- and three-year scholarships that will pay full tuition/fees and provide stipends.

The Advanced Course is for juniors and seniors and leads to a commission as a Second Lieutenant. This series of four, two-credit classes involves advanced practical leadership and military skills training, including a five-week summer training camp at Fort Lewis in the state of Washington. Students are paid and all travel, medical needs, lodging, and meals are provided while attending Advanced Camp.

No military obligation is incurred until the beginning of this phase. Once the student satisfactorily completes all ROTC requirements and graduates from the College, he/she receives a commission in the U.S. Army (Active Duty or Reserve status).

## **Policy for Residency Requirements and Transfer Credit**

Residency is defined as those courses completed at Wilmington College. The College will maintain a 45-credit hour residency requirement for a bachelor's degree and a 30-credit-hour residency requirement for an associate degree. All baccalaureate degree programs require a minimum 120 credits, of which 45 credits must be upper division level course work. The maximum credit allowed for transfer from other accredited institutions is 75 credit hours for a bachelor's degree and 30 credit hours for an associate degree with a grade of "C" or better. A maximum of 6 credit hours may be transferred into a certificate program.

## **Grading**

### **Academic Integrity**

Students of Wilmington College are expected to be honest and forthright in their academic pursuits. It is inappropriate conduct to falsify the results of research; include someone else's words, ideas or data as one's own as well as one's own previously submitted work (plagiarism) without proper credit being given. It is also inappropriate to intentionally use or invent information or the falsification of research or other findings (fabrication). When a student places his or her name on submitted work, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Additional information may be found in the Wilmington College Student Handbook.

### **Course Load**

Twelve credit hours per semester constitute a full-time undergraduate course load. A course load in excess of 19 credit hours per semester requires approval of the Academic Dean or Program Coordinator. 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 Vice President for 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.

## Course Numbering System

Courses at Wilmington College 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.) courses

## Grade Point Average

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 College.

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.

## Grading System

Wilmington College 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 of "C-" for passing.

### "I" Grade for Incomplete Work

An "incomplete" may be granted with prior approval of the course instructor. The student must complete course work within 60 days following the end of the grading period for 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 Academic Advising to enroll in selected courses on a pass/fail basis. This option is limited to two courses beyond the 15 credit hours permitted for 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).

## Graduation

Students must satisfy degree and course requirements as outlined in the catalog in effect at the time of initial enrollment at the College 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 College 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 file the Registration for Graduation 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 Registration for Graduation 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 undergraduate students will achieve the following competencies:

1. Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
2. Demonstrate an understanding of basic mathematics and statistics.
3. Demonstrate effective oral and written communication.
4. Demonstrate an awareness of ethical principles within one's field of study.
5. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning.
6. Recognize the principles associated with a pluralistic society and show respect for our multicultural world.
7. Demonstrate an awareness of self in relationship to others, including the ability to work in teams.
8. Demonstrate ability to access and use information and information technologies.
9. Exhibit flexible thinking and goal-directed behaviors.

10. Demonstrate an awareness of creative expression through the arts and humanities.
11. Demonstrate knowledge of the natural sciences.
12. Demonstrate an understanding of basic economic principles.
13. Describe how past and current world events influence contemporary society.
14. Meet the unique competencies in one's academic program.

### **Student Writing and Math Skills**

The College has adopted a policy intended to identify students who have writing and/or math deficiencies that may impair their ability to progress through their course of study.

1. New College students complete the English and math placement analyses. If they meet the standard for each subject, they may enroll in ENG 101 or the first level math required by the student's degree curriculum. If they do not meet the standard, they will be expected to complete ENG 110, English Essentials, and/or MAT 110, Math Essentials. For students needing academic preparation at a more basic level, zero credit courses in both English and math are available (i.e. ENG 095 and MAT 095).
2. Once students reach junior status, a writing assessment is administered during a course assignment. If the College standard is not met, the student will be advised to complete ENG 365, Academic Writing.

## **Privacy Policy**

### **Release of Student Information**

In accordance with the Family Educational Rights and Privacy Act, 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 College 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 College will notify the student in writing of the decision regarding amendment of the record.

#### ***Right to consent to disclosure:***

The College 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, 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 College 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 College 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 20202-4605

#### ***Annual Notification to Students***

Wilmington College is required to notify students annually of their rights regarding privacy. An ongoing message is inserted in each registration booklet, directing students to the following web address:

<http://www.wilcoll.edu/studentlife/privacy.html>

## Registration

Students can register for classes during official registration periods as announced by the College in the academic calendar. Dates for advanced registration, open registration, late registration, drop/add, and withdrawal are published by the College each semester in the registration booklet. Copies are available at the Office of the Registrar, any site offices, or on our website, <http://www.wilmcoll.edu>. Students should become familiar with academic calendar dates and deadlines for proper academic planning.

### Change of Policy

Wilmington College 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.

### College and Academic Calendar Year

The academic year is divided into three semesters, six accelerated sessions (blocks), and weekend modules.

### Course Withdrawal

Students may withdraw from a course without academic penalty prior to the course withdrawal deadline stated in the College academic calendar, registration booklets, and on our website. Course withdrawals are completed at the Office of the Registrar, a student's home site office, or by mail or fax using an official withdrawal form. Students who choose to fax or mail withdrawal forms are responsible for calling the appropriate office to verify receipt of the request. Withdrawing from a course does not release a student from financial responsibility or obligation for the course. Students may conclude payment arrangements at the time of withdrawal or continue to be billed under the existing payment plan agreement. A grade of "W" is recorded on the student's record for official withdrawals. Failure to withdraw before the withdrawal deadline results in a grade of "FA" or "NA."

Wilmington College will consider employer/medical-based withdrawals on both a per course basis and an entire semester basis. Students are required to complete the withdrawal form and submit it as stated previously. Additionally, a brief letter explaining the employer/medical conditions that warrant a withdrawal and supporting documents from an employer or doctor should be submitted to the Student Financial Services Office for appropriate consideration.

## Dropping/Adding Courses

Course drop/add instructions and dates are listed in registration booklets, 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. To drop or add a course after initial registration, students should go directly to the Registrar's Office or home site office during the scheduled drop/add period. Students can also fax or mail in a drop/add form to the Registrar's Office or home site office. Students who fax/mail in a drop/add form are responsible for calling the appropriate office to verify receipt of the request. Students receiving financial aid should consult with the Student Financial Services Office to determine potential consequences of any change in course credit load.

### 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. All grades will remain on the transcript. A successfully completed course can be applied to graduation requirements only once.

## Student Conduct

Wilmington College 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 College, which are communicated in the College Student Handbook. Copies of the handbook are available in the Office of Student Affairs.

# DEGREE REQUIREMENTS

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## 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 Studies core.
- Complete 30 credit hours of residency at Wilmington College. 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.

## Requirements for the Baccalaureate Degree

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 Studies core.
- Complete 45 credit hours of residency at Wilmington College. 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.

## 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 College.

## General Studies Requirements for the Baccalaureate Degree

Certain core courses are required in each of the degree programs of the College. 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. Core 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 Studies requirements for the baccalaureate degree:

### English Composition (9 credits)

English Composition I  
English Composition II  
Advanced Communication Skills

### Humanities (12 credits)

Human World Views: 3500 BCE–1650 AD  
Human World Views: 1650 AD–Present  
Two Humanities electives (6 credits) to be selected from:  
BBM 319 Business Ethics  
COM 245 Writing for the Media  
COM 322 Aesthetics of Film  
Drama  
DSN 110 Fundamentals of Drawing  
ENG 360 Creative Writing  
ENG 365 Academic Writing  
HIS 230 History of Art and Design  
Fine Art, Foreign Language  
Literature, Music, Philosophy

### Social Science (9 credits)

Economics  
Two of the following:  
Introduction to Psychology  
Introduction to Sociology  
History or Government Elective

### Mathematics (3 credits)

See program requirement

### Natural Science (3 or 4 credits)

See program requirement

### Computer Operations (3 credits)

See program requirement

### Total credits (39 or 40 credits)

# DIVISION OF BEHAVIORAL SCIENCE

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## Bachelor of Science Degree Programs:

Behavioral Science  
Criminal Justice  
Organizational Dynamics  
Psychology

## Certificates:

Criminal Justice



## BEHAVIORAL SCIENCE

### Purpose

The purpose of the Bachelor of Science degree program in Behavioral Science is to prepare students to enter and advance in careers within the human services. These jobs are found in various settings, including community mental health centers, social agencies, business, and government. Upon completion of the program, some students may also consider graduate study in social work, counseling, criminology, psychology, or sociology.

### 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 Studies courses required of all Wilmington College 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.

### 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.
12. Demonstrate an awareness and respect for diversity and multiculturalism in a pluralistic society.

## **Program Policies**

### **Elective Guidelines**

The Behavioral Science Division 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 divisions.

### **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 Studies Core**

**(40 credits)**

BCS	205	PC Operations I
ECO	105	Fundamentals of Economics
ENG	101	English Composition I
ENG	102	English Composition II
ENG	111	Advanced Communication Skills
HUM	360	Human World Views: 3500 BCE–1650 AD
HUM	361	Human World Views: 1650 AD–Present
MAT	205	History & Principles of Math
PSY	101	Introduction to Psychology
SOC	101	Introduction to Sociology

### **Humanities Electives (6 credits)**

Choose two courses from the following:

ART, DRA, HUM, LIT, MUS, PHI, Foreign Language,  
COM 245, COM 322, DSN 110, ENG 360, HIS 230

SCI	335	Human Anatomy and Physiology (4 credits)
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### **Behavioral Science Core**

**(45 credits)**

MAT	308	Inferential Statistics
PHI	302	Ethics & Values in Behavioral Science
PSY	204	Life Span Development
PSY	300	Theories of Personality
PSY	305	Abnormal Psychology
PSY	309	Interpersonal Communication Skills
PSY	315	Group Dynamics

Choose a course from the following:

PSY	406	Tests and Measurements
PSY	490	Internship in Behavioral Science
PSY	408	Seminar in Behavioral Science
SDL	300	Life Planning
SOC	201	Cultural Anthropology
SOC	302	Marriage and Family
SOC	304	Ethnic Groups and Minorities
SOC	318	Social Change
SOC	340	Applied Research Design

### **Behavioral Science Electives**

**(18 credits)**

Courses beginning with the prefix CRJ, PSY, or SOC may be used as Behavioral Science electives.

**NOTE:** Guided Practicum (PSY 290-291) as well as Internship (PSY 490) experiences are available.

### **Free Electives (18 credits)**



## Behavioral Science Suggested Program Sequence

### Freshman

#### 1st Semester

BCS 205  
ENG 101  
PSY 101  
SOC 101  
Free Elective

#### 2nd Semester

ENG 102  
PSY 204  
SOC 201  
Free Elective  
Humanities Elective

### Sophomore

#### 1st Semester

ENG 111  
MAT 205  
PSY 300  
PSY 309  
Humanities Elective

#### 2nd Semester

ECO 105  
SCI 335  
SDL 300  
SOC 302  
Free Elective

### Junior

#### 1st Semester

HUM 360  
MAT 308  
PSY 305  
Behavioral Science Elective  
Behavioral Science Elective

#### 2nd Semester

HUM 361  
PSY 315  
SOC 304  
SOC 318  
SOC 340

### Senior

#### 1st Semester

PHI 302  
PSY 406 or PSY 490  
Behavioral Science Elective  
Free Elective  
Free Elective

#### 2nd Semester

Seminar in Behavioral Science  
Behavioral Science Elective  
Behavioral Science Elective  
Behavioral Science Elective  
Free Elective

## CRIMINAL JUSTICE

### 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

#### Criminal Justice for the 21st Century

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 Studies core courses, required of all Wilmington College 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.

### 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.

## Curriculum

### General Studies Core

(39 credits)

BCS 205	PC Operations I
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 205	History & Principles of Math
PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology
Humanities Electives (6 credits):	
Choose two courses from the following:	
ART, DRA, HUM, LIT, MUS, PHI, Foreign Language,	
COM 245, COM 322, DSN 110, ENG 360, HIS 230	
Natural Science Elective	

### 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 Coordinator 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, PSY, or SOC may be used as criminal justice electives.

### Free Electives

(18 credits)

## Criminal Justice

### Suggested Program Sequence

#### Freshman

##### 1st Semester

BCS 205  
CRJ 101  
ENG 101  
PSY 101  
SOC 101

##### 2nd Semester

CRJ 205  
ENG 102  
MAT 205  
Humanities Elective  
Natural Science Elective

#### Sophomore

##### 1st Semester

CRJ 204  
CRJ 206  
ENG 111  
Free Elective  
Humanities Elective

##### 2nd Semester

CRJ 316  
CRJ 318  
CRJ 350  
ECO 105  
Core Elective\*

## Junior

1st Semester	2nd Semester
CRJ 303	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
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, PSY, or SOC.

## Criminal Justice Certificate Program

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.

### Certificate in Criminal Justice (30 credits)

#### Certificate Core Courses (21 credits)

BCS 205	Personal Computer Operations I
CRJ 101	Survey of Criminal Justice
CRJ 205	Principles of Criminology
ENG 101	English Composition I
ENG 102	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 Electives (3 credits)

## ORGANIZATIONAL DYNAMICS

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.

### Purpose

The purpose of the Bachelor of Science degree in Organizational Dynamics is to prepare students to enter the job market or advance in current employment with the theoretical, practical, and professional knowledge in the managerial aspects of administration. The Bachelor of Science degree in Organizational Dynamics is an accelerated degree-completion program that provides the skills, knowledge, and abilities in the social and psychological elements of organizational behavior that are needed to facilitate organizational growth and change. The focus on the non-profit, governmental, public agency sector and corporate workplace meets the growing need within the workplace environment to enhance the understanding of people and organizations in changing times. The Organizational Dynamics accelerated program is designed for students who have some post-high school experience which exposed them to the functions of organizational/workplace behaviors and have a two-year degree or at least 48 credit hours of college credits.

### Program of Study

The Organizational Dynamics program offers a curriculum that is designed to provide students with the most current knowledge in the social and psychological aspects of leadership, motivation, group decision making, supervision, management 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 accelerated core of the program consists of 36 credits of course work that include a balance of theory, practice, and research in the field. Other courses in the major can be taken as electives. Courses are taught primarily in an accelerated hybrid course format. The classes meet one night per week for five weeks. Students who choose to take three courses and one weekend modular during the fifteen-week term can complete the required core course work in one year. Courses will be taught on a one-year cycle for the convenience of the students. This program is intended for the busy working adult who wants to complete their degree and grow professionally in their organization.

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 is 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 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.

## Curriculum

### Prerequisites

In addition to the College 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 SOC 101 and PSY 101 prior to taking Organizational Dynamics courses. Students entering this program will have demonstrated a level of academic maturity and experience in the organizational workplace setting that should prepare them to take the upper level courses in this program.

### General Studies Core (39 credits)

Computer Operations	3 credits
English	9 credits
Humanities	12 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.

### Accelerated Core Courses (36 credits)

These courses must be taken in residence at Wilmington College.

ORG 301	Survey of Organizational Dynamics
ORG 302	Psychology of Leadership
ORG 311	Organizational Behavior, Change and Development
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 <b>OR</b>
PSY 302	Industrial Organizational Psychology
PSY 309	Interpersonal Communication
PSY 315	Group Dynamics
PSY 408	Seminar in Behavioral Science
SOC 318	Social Change
SOC 340	Social Research Design

### 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 College catalog.

**Total credits****(120 credits)****PSYCHOLOGY****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: normal life span development, personality development, abnormal development, prevention, group behavior, cultural variations, 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 throughout the community in a wide variety of settings to provide experiences in applying knowledge and skills. In addition, the General Studies core courses, required of all Wilmington College undergraduates, provide a well-rounded academic foundation. The program is offered, with day and evening classes, at New Castle, Dover, and Georgetown.

**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, ability to work in teams.
12. Demonstrate an awareness and respect for diversity and multiculturalism in a pluralistic society.

**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 Studies Core

(40 credits)

BCS 205	PC Operations I
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 205	History and Principles of Math
PSY 101	Introduction to Psychology
SCI 335	Human Anatomy & Physiology (4 credits)
SOC 101	Introduction to Sociology
Humanities Electives (6 credits):	
Choose 2 courses from the following:	
ART, DRA, HUM, LIT, MUS, PHI, Foreign Language,	
COM 245, COM 322, DSN 110, ENG 360, HIS 230	

### Common Major Core

(18 credits)

PHI 302	Ethics and Values in Behavioral Science
PSY 315	Group Dynamics
PSY 408	Seminar in Behavioral Science
SDL 300	Life Planning
SOC 304	Ethnic Groups and Minorities
SOC 340	Applied Research Design

### Psychology Major

(24 credits)

MAT 308	Inferential Statistics
Developmental: Choose one of the following courses:	
PSY 201	Child Growth & Development
PSY 204	Life Span Development
PSY 331	Middle Childhood Development
PSY 332	Adolescent Development
PSY 300	Theories of Personality
PSY 301	Social Psychology
PSY 305	Abnormal Psychology
PSY 334	Biological Basis of Behavior
PSY 351	Learning & Cognition
PSY 406	Tests & Measurement

### 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.

## Psychology

### Suggested Program Sequence

#### Freshman

##### 1st Semester

BCS 205
ENG 101
PSY 101
SOC 101
Free Elective

##### 2nd Semester

ENG 102
PSY 301
Free Elective
Humanities Elective
Psychology Elective

#### Sophomore

##### 1st Semester

ENG 111
MAT 205
PSY 300
Free Elective
Humanities Elective

##### 2nd Semester

ECO 105
SCI 335
SDL 300
Developmental Psychology Elective
Psychology Elective

#### Junior

##### 1st Semester

HUM 360
MAT 308
PSY 305
PSY 334
Psychology Elective

##### 2nd Semester

HUM 361
PSY 315
PSY 351
SOC 304
SOC 340

#### Senior

##### 1st Semester

PHI 302
PSY 406
Psychology Elective
Free Elective
Free Elective

##### 2nd Semester

Seminar in Behavioral Science
Free Elective
Free Elective
Psychology Elective
Psychology Elective

# DIVISION OF BUSINESS

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## **Bachelor of Science Degree Programs:**

- Accounting
- Accounting & Finance
- Business Management
  - Professional Aeronautics Track
- Finance
- Human Resource Management
- Marketing
- Organizational Management
- Sports Management

## **Minors:**

- Business
- Finance
- Global Management
- Human Resource Management
- Management Information Systems

## **Certificates:**

- Training & Staff Development Certificate
- Certificate in Human Resource Management



## **BUSINESS DIVISION**

### **Vision**

Create a diverse community of learners who are knowledgeable, ethical, adaptable, successful, and confident in their lives and chosen careers.

### **Mission Integration Statement**

The Business Division is committed to excellence in teaching, relevancy of the curriculum, and individual attention to undergraduate and graduate business students. We believe that a student is best served by learning strong conceptual frameworks that can be adapted to the ever-changing global environment. Our goal is to produce graduates who understand the requirements of their chosen careers, have the skills needed for productive action, and the ethics and values to work for the common good. We value interpersonal, qualitative and quantitative skills, recognizing that all are necessities for success. A diverse faculty and student body are the essence of our mission and an implicit acknowledgement that vision and creativity are enhanced when we value differences. The Business Division is eager to serve the needs of all organizations, including for-profit, not-for-profit, and government. We regard our students and our practitioner-based faculty as members of a learning community who recognize the granting of a degree is only a milestone in the continuing need for education.

### **Accreditation**



The Business Division is an institutional member of and fully accredited by the International Assembly for Collegiate Business Education (IACBE).

### **Sigma Beta Delta**

Graduating business students who rank in the upper 20 per cent of their class will be invited to join Sigma Beta Delta, a national honor society. Sigma Beta Delta is founded on the principles of wisdom, honor, and the pursuit of meaningful aspirations. The society recognizes these qualities as being important to success in the academic realm as well as providing guidelines which will lead to a fulfilling personal and professional life.

## Division 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.

### Prior Learning Assessment (PLA)

Some entering students have acquired significant experience in the business world that might provide the basis for granting them credit for specific courses by means of testing or individual assessment of their prior learning. Testing is the preferred manner of evaluating a student's prior learning, when it is available. The procedure for applying for a PLA for business courses is as follows:

1. If a Dante or CLEP test is available for the requested course, the student must take the test and receive a passing grade. There are no Wilmington College limits to the number of times a student can take the test. No PLA will be permitted.
2. If there is no test available through DANTES or CLEP, the course may be eligible for a PLA. For certain specific courses, a PLA may not be possible.
3. Students should contact their academic advisor regarding tests available and whether alternatives such as portfolio submission (PLA) are possible for specific courses. Where a PLA is possible, final discretion is up to the appropriate Program Coordinator.

### 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. Academic Advising is eager to help students plan their programs.

### Minimum Grade Policy

The Business Division 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.

## ACCOUNTING

### 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 related to the operating practices and policies of actual accounting organizations. In addition, the General Studies core courses, required of all Wilmington College undergraduates, provide a well-rounded academic foundation.

Wilmington College 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.

### Program Competencies

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

1. Apply financial knowledge in the business setting to promote organizational planning and decision making.
2. Analyze and interpret financial statements through the use of financial ratio analysis and other techniques.
3. Prepare a complete financial statement package presented in a professional format in conformity with generally accepted accounting principles.
4. Demonstrate knowledge in specialized areas such as tax accounting, cost accounting, and auditing as preparation for entry-level positions.
5. Understand the ethical principles required in the accounting profession.



6. Use technology to effectively summarize and process accounting information.
7. Effectively communicate accounting information.

## Curriculum

### General Studies Core (39 credits)

BCS 206	Computer Applications for Business
ECO 101	Economics I
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 101	College Math I

Humanities Electives (6 credits):

Choose two courses from the following:

ART, DRA, HUM, LIT, MUS, PHI, Foreign Language,  
COM 245, COM 322, DSN 110, ENG 360, ENG 365,  
HIS 230

Natural Science Elective (3 credits)

Social Science Elective (6 credits):

Select two courses from the following:

PSY 101 Introduction to Psychology  
SOC 101 Introduction to Sociology

History/Government 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
BMK 305	Marketing
FIN 305	Financial Management
MAT 102	College Math II
MAT 301	Principles of Statistics I

Select one of the following courses:

BBM 411 Operations and Systems Management  
HRM 311 Human Resource Management

### Accounting Program Core (39 credits)

The Business Division 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.

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)
BBM 319	Business Ethics
BLA 305	Business Law for Account and Finance Majors
ECO 102	Economics II

### Free Electives (9 credits)

## Suggested Program Sequence

### Freshman

#### 1st Semester

BAC 101  
BCS 206  
ENG 101  
MAT 101  
Free Elective

#### 2nd Semester

BAC 102  
BBM 201  
ENG 101  
MAT 102  
Social Science Elective

### Sophomore

#### 1st Semester

BAC 201  
ECO 101  
ENG 111  
MAT 301  
Humanities Elective

#### 2nd Semester

BAC 202  
BBM 301  
BMK 305  
ECO 102  
Social Science Elective

### Junior

#### 1st Semester

BAC 301  
BAC 321  
BBM 411 OR  
HRM 311  
BLA 305  
HUM 360

#### 2nd Semester

BAC 302  
BAC 322  
BBM 319  
BBM 320  
HUM 361

### Senior

#### 1st Semester

BAC 401  
BAC 423  
FIN 305  
Free Elective  
Humanities Elective

#### 2nd Semester

BAC 402  
BAC 435  
BBM 402  
Free Elective  
Humanities Elective

## ACCOUNTING & FINANCE (Integrated Degree)

### Purpose

The Bachelor's Degree in Accounting & 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 College'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 201, 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.

### Program Competencies

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

1. Apply financial knowledge in the business setting to promote organizational planning and decision making.
2. Prepare a complete financial statement package presented in a professional format in conformity with generally accepted accounting principles (GAAP).
3. Using the tools of ratio and common-sized analysis, exercise critical thinking strategies in the evaluation and interpretation of financial information.
4. Demonstrate knowledge in specialized areas such as tax and cost accounting, financial planning, auditing and corporate finance.
5. Be able to apply an historical perspective (both financial and economic) to current topics affecting personal and organizational planning.
6. Demonstrate skill in the use of technology (information sources, quantitative manipulation and spreadsheet applications) to effectively summarize and process accounting and financial information.
7. Understand the application of ethical and legal standards as required by accounting and finance professionals.
8. Demonstrate college-level proficiency in oral and written communications.

## Curriculum

### General Studies Core

(39 credits)

BCS 206 Computer Applications for Business  
ECO 101 Economics I  
ENG 101 English Composition I  
ENG 102 English Composition II  
ENG 111 Advanced Communication Skills  
HUM 360 Human World Views: 3500 BCE – 1650 AD  
HUM 361 Human World Views: 1650 AD – Present  
MAT 101 College Math I  
Humanities Electives (6 credits)  
Natural Science Elective (3 credits)  
Social Science Electives (6 credits)

### Business Core

(33 credits)

BAC 101 Accounting I  
BAC 102 Accounting II, prerequisite: BAC 101  
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 102 College Math II  
MAT 301 Principles of Statistics I

One of the following:

BBM 411 Operations and Systems Management  
HRM 311 Human Resource Management

**Accounting & Finance Program Core (42 credits)**

The Business Division 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.

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 & Finance Majors
FIN 306	Corporate Finance
FIN 308	Financial Economics & Instruments
FIN 410	Financial Statement Analysis

Two of the following four courses:

BAC 423	Auditing
FIN 202	Financial Planning
FIN 411	Investments and Security Analysis
FIN 412	Financial Institution Management

One of the following two courses:

BAC 435	Accounting Information Systems
MIS 320	Management Information Systems

**Free Electives (6 credits)****Suggested Program Sequence****Freshman**

1st Semester	2nd Semester
BAC 101	BAC 102
BCS 206	BBM 201
ENG 101	ENG 102
MAT 101	MAT 102
Humanities Elective	Social Science Elective

**Sophomore**

1st Semester	2nd Semester
BAC 201	BAC 202
ECO 101	BBM 301
ENG 111	BMK 305
FIN 305	ECO 102
MAT 301	FIN 306

**Junior**

1st Semester	2nd Semester
BAC 301	BAC 302
BAC 321	BAC 322
BLA 305	BBM 319
FIN 308	BBM 320
HUM 360	HUM 361

**Senior**

1st Semester	2nd Semester
FIN 410	BBM 402
Humanities Elective	Science Elective
Choose one of the following: FIN 411 or FIN 412	Choose one of the following: BBN 411 or HRM 311
Choose one of the following: * BAC 423 or FIN 202	Choose one of the following: BAC 435 or MIS 320
Free Elective **	Free Elective **

\* Students concentrating in Accounting should choose Auditing.

\*\* Students concentrating in Accounting should enroll in Advanced Accounting I & II.

**BUSINESS MANAGEMENT****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 Studies core courses, required of all Wilmington College undergraduates, provide a well-rounded academic foundation.

## Program Competencies

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

1. Explain and apply general theories and practices relating to management.
2. Demonstrate effective oral and written communications utilized within various areas of the business environment.
3. Demonstrate the ability to integrate various management technologies within the functions of management.
4. Understand ethical issues associated with business decisions.
5. Demonstrate the ability to effectively manage human resources and the importance of focusing on both the internal and external customer.
6. Identify and analyze factors critical to strategic planning, including economic principles associated with organizational behavior.
7. Relate the knowledge and experience necessary to think critically and creatively with respect to business decisions.

## Curriculum

### General Studies Core

(39 credits)

BCS 206	Computer Applications for Business
ECO 101	Economics I
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 101	College Math I

Humanities Electives (6 credits)

Choose two courses from the following:

ART, DRA, HUM, LIT, MUS, PHI, Foreign Language,  
COM 245, COM 322, DSN 110, ENG 360, ENG 365,  
HIS 230

Natural Science Elective (3 credits)

Social Science Elective (6 credits)

Select two courses from the following:

PSY 101 Introduction to Psychology  
SOC 101 Introduction to Sociology  
History/Government Elective

## Business Core

(33 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBM 301	Organizational Behavior
BBM 320	Business Communications
BBM 402	Strategic Management
BBM 411	Operations and Systems Management
BBM 201	Principles of Management
BMK 305	Marketing
FIN 305	Financial Management
MAT 102	College Math II
MAT 301	Principles of Statistics I

### Business Management Program Core

(24 credits)

The Business Division 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
BBM 370	Global Business Management
BLA 303	Legal and Ethical Environment of Business
ECO 102	Economics II
HRM 310	Organizational Development
HRM 311	Human Resource Management
MAT 302	Principles of Statistics II
MIS 320	Management Information Systems

### Business Electives

(12 credits)

### Free Electives

(12 credits)

## Suggested Program Sequence

### Freshman

#### 1st Semester

BCS 206  
ENG 101  
MAT 101  
Free Elective  
Social Science Elective

#### 2nd Semester

BBM 201  
ECO 101  
ENG 102  
Humanities Elective  
Natural Science Elective

### Sophomore

#### 1st Semester

BAC 101  
BMK 305  
ENG 111  
MAT 102  
Business Elective

#### 2nd Semester

BAC 102  
BBM 301  
ECO 102  
Business Elective  
Humanities Elective

### Junior

#### 1st Semester

BLA 303  
FIN 305  
HUM 360  
MAT 301  
Business Elective

#### 2nd Semester

HUM 361  
HRM 311  
BBM 320  
HRM 311  
Business Elective

### Senior

#### 1st Semester

BBM 411  
HRM 310  
Business Elective  
Free Elective  
Free Elective

#### 2nd Semester

BBM 315  
BBM 370  
BBM 402  
MIS 320  
Free Elective

Business Management electives may include: Business Management, Human Resources, and Marketing courses or other courses with prior approval by the Business Management Coordinator.

## Professional Aeronautics Track of the Business Management Program

### 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 College; however, the four aviation core courses are only offered 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, A&P, 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 Studies core courses, required of all Wilmington College undergraduates, provide a well-rounded academic foundation.

### Program Competencies

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

1. Apply critical thinking strategies to analyze how competition and government influence affect the aviation industry.
2. Develop a strong safety consciousness in all facets of aviation.
3. Synthesize knowledge from Business Management courses and Aviation Management courses.

## Curriculum

### General Studies Core (39 credits)

BCS	206	Computer Applications for Business
ECO	105	Fundamentals of Economics
ENG	101	English Composition I
ENG	102	English Composition II
ENG	111	Advanced Communication Skills
HIS	303	History of Aviation
HUM	360	Human World Views: 3500 BCE–1650 AD
HUM	361	Human World Views: 1650 AD–Present
MAT	101	College Math I

#### Humanities Electives (6 credits)

Choose a course from the following:

ART, DRA, HUM, LIT, MUS, PHI, Foreign Language,  
COM 245, COM 322, DSN 110, ENG 360, ENG 365,  
HIS 230

#### Natural Science Elective (3 credits)

#### Social Science Elective (3 credits)

Select a course from the following:

PSY 101 Introduction to Psychology  
SOC 101 Introduction to Sociology

### Business Core (27 credits)

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

### Aviation Program Core (21 credits)

The Business Division 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
BLA	303	Legal and Ethical Environment of Business
MAT	302	Principles of Statistics II
MIS	320	Management Information Systems

### Concentration

A concentration requires 18-33 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 101	ENG 102
HIS 303	MIS 320
MAT 101	Social Science Elective

### Junior

1st Semester	2nd Semester
BAC 101	BLA 303
BAM 411	BBM 320
ENG 111	BMK 305
MAT 301	MAT 302
Humanities Elective	Humanities Elective

### Senior

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

\* Courses are offered every other year and should be taken when offered.

## FINANCE

### 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 Studies core courses, required of all Wilmington College undergraduates, provide a well-rounded academic foundation.

Wilmington College 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.

### Program Competencies

In addition to achieving the Wilmington College undergraduate graduation competencies given in the *Academic Information and Procedures* 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 understanding of financial management concepts and theories affecting corporations, brokerage firms, insurance companies and financial institutions (banks, credit unions, pension funds, etc.). Topics include: risk and return, the time value of money, cost/benefit and break-even analysis, interest rate determination, budgeting and financial planning.
2. Exercise critical thinking strategies in the analysis and evaluation of financial information in order to formulate appropriate decisions/recommendations.
3. Be able to apply an historical perspective (both financial and economic) to current topics affecting personal and corporate planning.
4. Demonstrate skill in the use and application of technology (information sources, quantitative manipulations and spreadsheet applications) in financial analysis and decision making.

5. Demonstrate college-level proficiency in oral and written communications.
6. Understand the application of ethical and legal standards as required by practicing finance professionals.

## Curriculum

### General Studies Core (39 credits)

BCS 206	Computer Applications for Business
ECO 101	Economics I
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 101	College Math I

#### Humanities Electives (6 credits)

Choose two courses from the following:

ART, DRA, HUM, LIT, MUS, PHI, Foreign Language,  
COM 245, COM 322, DSN 110, ENG 360, ENG 365,  
HIS 230

#### Natural Science Elective (3 credits)

#### Social Science Elective (6 credits)

Select two courses from the following:

PSY 101 Introduction to Psychology  
SOC 101 Introduction to Sociology  
History/Government 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
BMK 305	Marketing
FIN 305	Financial Management
MAT 102	College Math II
MAT 301	Principles of Statistics I

Select one of the following courses:

BBM 411 Operations and Systems Management  
HRM 311 Human Resource Management

**Finance Program Core (30 credits)**

The Business Division 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 319	Business Ethics
BLA 305	Business Law for Accounting and Finance Majors
ECO 102	Economics II
FIN 201	Personal Finance
FIN 202	Financial Planning
FIN 306	Corporate Finance
FIN 308	Financial Economics & Instruments
FIN 410	Financial Reporting & Analysis

Select one of the following:

FIN 411	Investment and Security Analysis
FIN 412	Financial Institution Management
MIS 320	Management Information Systems

**Business Electives (6 credits)**

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	ECO 102
ECO 101	ENG 102
ENG 101	MAT 102
MAT 101	Natural Science Elective
Humanities Elective	Social Science Elective

**Sophomore**

1st Semester	2nd Semester
BAC 101	BAC 102
BBM 201	BMK 305
ENG 111	FIN 202
FIN 201	Business Elective
MAT 301	Social Science Elective

**Junior**

1st Semester	2nd Semester
BBM 320	HUM 361
FIN 305	BLA 305
HUM 360	FIN 306
MIS 320	FIN 308
Business Elective	Humanities Elective

**Senior**

1st Semester	2nd Semester
BBM 301	BBM 319
BBM 411 or HRM 311	BBM 402
FIN 410	FIN 411 or FIN 412
Free Elective	Free Elective
Free Elective	Free Elective

**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 Studies core courses, required of all Wilmington College undergraduates, provide a well-rounded academic foundation for the human resources management degree program.

**Program Competencies**

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

1. Demonstrate knowledge of human resource management theories and principles as they relate to the entire organization and individual employee.
2. Demonstrate the ability to synthesize and apply knowledge of various human resource management issues critically and creatively.
3. Demonstrate the effective use of technology in the field of human resource management to solve basic, as well as critical, issues or problems.
4. Demonstrate an understanding of the legal and ethical issues affecting various areas of human resource development.
5. Develop effective written and oral communication skills at a high level of expression in dealing with all levels of employees.
6. Provide an understanding of how internal and external forecasts impact human resource issues.



## Curriculum

### General Studies Core

(39 credits)

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 101	College Math I

Humanities Electives (6 credits)

Choose two courses from the following:

ART, DRA, HUM, LIT, MUS, PHI, Foreign Language,  
COM 245, COM 322, DSN 110, ENG 360, ENG 365,  
HIS 230

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/Government 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
BBM 411	Operations and Systems Management
BMK 305	Marketing
FIN 305	Financial Management
MAT 102	College Math II
MAT 301	Principles of Statistics I

### Human Resource Program Management Core (33 credits)

The Business Division 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 & Collective Bargaining
HRM 305	Staffing Organizations
HRM 310	Organizational Development
HRM 311	Human Resource Management
HRM 312	Computer Applications in Human Resource Management
HRM 320	Safety in the Workplace
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 & Development (prerequisite HRM 311)

### HRM/BBM Electives

(9 credits)

### Free Electives

(6 credits)

## Suggested Program Sequence

### Freshman

#### 1st Semester

BCS 206
ENG 101
MAT 101
Free Elective
Social Science Elective

#### 2nd Semester

ENG 102
BBM 201
ECO 105
MAT 102
Natural Science Elective

### Sophomore

#### 1st Semester

BAC 101
BBM 301
BMK 305
ENG 111
HRM/BBM Elective

#### 2nd Semester

BAC 102
BLA 303
HRM 311
Free Elective
Humanities Elective

### Junior

#### 1st Semester

FIN 305
HRM 310
HRM 320
HUM 360
MAT 301

#### 2nd Semester

BBM 320
HRM 305
HRM 312
HRM 350
HUM 361

### Senior

#### 1st Semester

HRM 300
HRM 400
HRM 410
HRM/BBM Elective
Humanities Elective

#### 2nd Semester

BBM 402
BBM 411
HRM 405
HRM/BBM Elective
Social Science Elective

## MARKETING

### 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 and business-to-business market planning, product development, consumer behavior, marketing research, integrated marketing communication (i.e., advertising, public relations, and selling), 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.

### Program Competencies

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

1. Understand the important role marketing plays in relation to meeting the strategic objectives of the organization.
2. Demonstrate effective information literacy and communication as they apply to marketing through research and expression of both written and oral ideas.
3. Demonstrate the ability to use a variety of marketing concepts, theories, and tools on both an individual and team basis.
4. Demonstrate knowledge of the design, implementation, control, and evaluation functions relating to marketing.
5. Become aware of how various environmental and ethical challenges affect the marketing of products and services.
6. Exercise critical marketing mix strategies involving research, analysis, application, and evaluation.

### Curriculum

#### General Studies Core (39 credits)

BCS 206	Computer Applications for Business
ECO 101	Economics I
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views : 1650 AD–Present
MAT 101	College Math I

#### Humanities Electives (6 credits)

Choose two courses from the following:

ART, DRA, HUM, LIT, MUS, PHI, Foreign Language,  
COM 245, COM 322, DSN 110, ENG 360, ENG 365,  
HIS 230

#### 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/Government 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
BBM 411	*Operations and Systems Management
BMK 305	Marketing
FIN 305	Financial Management
HRM 311	*Human Resource Management
MAT 102	College Math II
MAT 301	Principles of Statistics I

\* Marketing students may choose either BBM 411 or HRM 311

#### Marketing Program Core (21 credits)

The Business Division 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.

#### Required Core (12 credits)

BMK 310	Business to Business Marketing
BMK 320	Consumer Behavior
BMK 321	Marketing Research
BMK 413	Marketing Management

#### Marketing Electives (9 credits)

Select from the following:

BMK 221	Principles of Advertising and Public Relations
BMK 308	Global Business Management
BMK 311	Sales Force Management
BMK 312	Personal Selling
BMK 366	Entrepreneurship
BMK 407	Sports Marketing
BMK 490	Marketing Internship

**Free Electives** (9 credits)

**Business Elective** (18 credits)  
(including the following required courses)

BLA 303 Legal & Ethical Environment of Business  
ECO 102 Economics II  
MIS 320 Management Information Systems

## Suggested Program Sequence

### Freshman

1st Semester	2nd Semester
BCS 206	BBM 201
ENG 101	ECO 101
MAT 101	ENG 102
Free Elective	Humanities Elective
Social Science Elective	Natural Science Elective

### Sophomore

1st Semester	2nd Semester
BAC 101	BAC 102
BMK 305	ECO 102
ENG 111	MAT 102
HRM 311 or BBM 411	MIS 320
Social Science Elective	Humanities Elective

### Junior

1st Semester	2nd Semester
BLA 303.	BBM 320
BMK 320	BMK 321
FIN 305	HUM 361
HUM 360	MAT 302
MAT 101	Marketing Elective

### Senior

1st Semester	2nd Semester
BMK 310	BBM 402
Free Elective	BMK 308
Free Elective	BMK413
Business Elective	Business Elective
Marketing Elective	Marketing Elective

## ORGANIZATIONAL MANAGEMENT

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.

### 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 timeframe 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 College undergraduate graduation competencies given in the *Academic Information and Procedures* section of this catalog, each graduating student will be able to:

1. Apply general management theories, principles, processes and skills to a variety of organizational situations.
2. Be able to apply the use of financial and budget procedures and tools used to ensure organizational success.
3. Demonstrate an understanding of how technology, global markets, and legal and ethical principles influence organizations.
4. Demonstrate the ability to apply principal decision-making resources in various situations when dealing with management of an organization.
5. Demonstrate an understanding of how individual and group systems influence and interact with an organization.
6. Demonstrate the principles and practices of effective communications in a variety of organizational settings.

## Curriculum

### Course Requirements

The BSOM degree requires completion of 120 credit hours of which 39 credits must be in specified general education areas, 42 credits are from the BSOM core courses, 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:

English	3 credits
Humanities	12 credits
Social Science	6 credits
Science	3 credits of natural science

### Organizational Management Program Core (42 credits)

BBM 301	Organizational Behavior
BBM 320	Business Communications
BBM 370	Global Business
BBM 400	Current Topics in Business Leadership
BBM 405	Organizational Project I
BBM 406	Organizational Project II
BBM 411	Operations Management
BBM 412	Project Management
BFM 300	Fundamentals of Finance for Managers
BLA 303	Legal and Ethical Environment of Business
BMK 305	Marketing
HRM 311	Human Resource Management
HRM 405	Compensation and Benefits
MIS 320	Management Information Systems

### Free Electives (39 credits)

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

## SPORTS MANAGEMENT

### 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 Studies core courses, required of all Wilmington College undergraduates, provide a well-rounded academic foundation.

## Program Competencies

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

1. Demonstrate an understanding of the different individual and team skills that are necessary to be an effective manager in the sports industry.
2. 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.
3. Demonstrate the ability to manage athletic events.
4. Implement marketing and fund-raising strategies and concepts relative to promoting sporting events.
5. Demonstrate an awareness of the relationship of sports to various governing bodies and their impact on sports operations.
6. Demonstrate knowledge of policies and the judicial system which are necessary for decision making in the sports industry.
7. Demonstrate an understanding and appreciation of ethical principles as they apply to various areas of athletics and sports management.
8. Demonstrate effective information literacy, including oral and written communication, as it applies to sports management.

## Curriculum

### General Studies Core

(39 credits)

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 101	College Math I

Humanities Electives (6 credits)

Choose two courses from the following:

ART, DRA, HUM, LIT, MUS, PHI, Foreign Language,  
COM 245, COM 322, DSN 110, ENG 360, ENG 365,  
HIS 230

Natural Science Elective (3 credits)

Social Science Elective (6 credits)

Select two courses from the following:

PSY 101 Introduction to Psychology  
SOC 101 Introduction to Sociology  
History /Government 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
BMK 305	Marketing
BMK 407	Sports Marketing and Promotions
FIN 305	Financial Management
MAT 102	College Math II
MAT 301	Principles of Statistics I
BBM 411	Operations and Systems Management
HRM 311	Human Resource Management

NOTE: BMK 407, Sports Marketing and Promotions, is required in place of BMK 305, Marketing, for Sports Management students only.

## Sports Management Program Core

(27 credits)

The Business Division 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.

MIS 320	Management Information System
SPM 301	Legal and Ethical Issues in Sports
SPM 304	Current Issues in Sports Management
SPM 305	Sports Management I
SPM 306	Sport Media Relations
SPM 405	Sports Management II
SPM 406	Sport Facilities Management & Planning
SPM 408	Financing Sport Operations
SPM 490	Sports Management Internship I
SPM 491	Sports Management Internship II

## Sports Management Business Electives

(9 credits)

PSY 353, Sports Psychology is recommended as an elective in this category.

## Free Electives

(9 credits)

## Suggested Program Sequence

### Freshman

1st Semester	2nd Semester
BCS 206	BBM 201
ENG 101	ECO 105
MAT 101	ENG 102
Natural Science Elective	Humanities Elective
Social Science Elective	Social Science Elective

### Sophomore

1st Semester	2nd Semester
BAC 101	BAC 102
ENG 111	BBM 320
MAT 102	BBM 411 or HRM 311
SPM 305	SPM 301
SPM or Business Elective	Humanities Elective

### Junior

1st Semester	2nd Semester
BMK 407	HUM 361
FIN 305	MAT 301
HUM 360	SPM 301
SPM 405	SPM 490
SPM/Business Elective	Free Elective

### Senior

1st Semester	2nd Semester
BBM 301	BBM 402
SPM 406	SPM 304
SPM 408	SPM 491
Free Elective	Free Elective
SPM/Business Elective	SPM or 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.

### Business Minor

This general option includes the following courses:

#### Business Minor (27 credits)

BAC 101	Accounting I
BAC 102	Accounting II
FIN 305	Financial Management
MAT 301	Principles of Statistics I
MAT 302	Principles of Statistics II

BBM 320	Business Communications
ECO 101	Economics I
ECO 102	Economics II
BMK 305	Marketing

### Global Management Minor

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.

#### Global Management Minor (18 credits)

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

### Finance Minor

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.

#### Finance Minor (21 credits)

BAC 101	Accounting I
FIN 202	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 101	College Math I*
MAT 202	Mathematics for Teachers II
MAT 205	History and Principles of Mathematics*

\*Business students complete these requirements through their major.

## Human Resource Management Minor

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:

### HRM Minor (18 credits)

#### 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

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:

### MIS Minor (21 credits)

IRM 100	Fundamentals of Information Systems
IRM 200	Information Systems Theory and Practice
IRM 300	Information Technology Hardware and Software
IRM 310	Programming, Data, File, and Object Structures
IRM 400	Analysis and Logical Design
IRM 410	Physical Design and Implementation with DBMS
IRM 450	Project Management and Practice

## BUSINESS DIVISION CERTIFICATES

### 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 and successfully pass a certification examination.

#### 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 & Development (prerequisite: HRM 311)

### 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.

#### HRM Certificate Core Courses (18 credits)

ENG 101	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 Administration

#### HRM Certificate Free Electives (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.



Wilmington College's pass rate submitted on the HEA Title II report for the years 1999-2004 is 100% on the PPST Reading, CBT Reading, PPST Writing, CBT Writing, PPST Mathematics, and CBT Mathematics. The HEA Title II full report is available on the web site: <http://www.wilmcoll.edu/education>.

**The Division of Education at Wilmington College reserves the right to change requirements to comply with any licensure/certification mandates by the Professional Standards Board and/or the Delaware State Department of Education.**

As a result of the federal mandate, HOUSSSE, and each state's requirement to comply with this legislation, expectations for both beginning and veteran teachers have been developed and were implemented in the 2005-2006 school year. Very briefly summarized, the law indicates that all children must be taught by "highly qualified" teachers and that each state must define what "highly qualified" means and the appropriate steps needed to achieve that status.

The State of Delaware has essentially determined the components for "highly qualified" status of NEW teachers as someone with a degree in teacher preparation from an approved program and passing scores on the appropriate PRAXIS II test. Where applicable and appropriate, a PRAXIS II test is also required for a teaching certificate.

### **Associate of Science Degree Program:**

Early Childhood Education

### **Bachelor of Science Degree Programs:**

Early Care and Education - Birth through Grade 2

Elementary Education - Kindergarten through Grade 6

Middle Level Education - Grade 6 through Grade 8

Career and Technical Education

### **Philosophy**

The Division of Education at Wilmington College prepares students for careers as professional educators. Areas of program concentration include Early Care and Education (Birth–Grade 2), Elementary Education (grades K–6), and Middle Level Education (grades 6–8).

The program is grounded in research, is standards-driven, and is based on four central beliefs:

1. Teacher candidates must have extensive practical experiences in living classrooms and schools, and must gain such experience in a manner that provides for informed analysis and reflection.
2. Teacher candidates must acquire, and keep acquiring, a broad foundation of general knowledge in the liberal arts, the fine arts, mathematics, technology, and the sciences.
3. Teacher candidates must acquire, and keep acquiring, an essential body of verified and reliable knowledge about human development, teaching, and learning.



4. Teacher candidates must acquire, and keep acquiring, an essential body of skills related to effective communication.

Course work and supervised field experiences stress the creation of effective and appropriate learning environments, effective communication, high expectations for children, the translation of knowledge and theory into best practice, equity, cultural and contextual sensitivity, collaboration, decision-making, reflection, technology, constructivism, transformation, and professionalism.

## 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. The program requires an internship in an approved setting. Most course work requires supervised fieldwork in settings such as childcare facilities, preschools, or kindergartens. 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 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. 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. Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for others.

#### Clinical Requirements

Internship placements for students must be arranged and approved through the Division of Education, Office of Clinical Studies. Applications are due in the Office of Clinical Studies by October 1 for spring semester placements and March 1 for fall semester placements.

### Curriculum

#### General Studies Core

(24-25 credits)

ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
MAT 205	History and Principles of Mathematics
PSY 101	Introduction to Psychology

#### Fine Arts Electives:

Select three credits from:

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

#### Natural Science Elective:

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 201	Child Growth and Development
PSY 333	Psychology of the Exceptional Child

**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 the Young Child
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

**EDUCATION****Bachelor of Science**

The Bachelor of Science degree programs in Education are approved by the State 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 from birth to 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 Studies core courses, required of all Wilmington College 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. All methods courses have fieldwork components. Students must pass all sections of the PRAXIS I test prior to admission to the first methods course. Students must also satisfy Delaware's appropriate PRAXIS II Test requirement prior to student teaching.

**Program Competencies – BS in Education**

Numbers 1–12 are based on the 1998 Delaware Professional Teaching Standards. All relate to the Division of Education Conceptual Framework.

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. Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for students.
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 to the Office of Clinical Studies on the New Castle campus by October 1 for spring semester placements, or by March 1 for fall semester placements. Applications for student teaching are available at all sites, in all advising offices, and may be downloaded from the Wilmington College website. Applications for student teaching do not replace the need to register for each course. Registration and payment of all fees, including laboratory fees for student teaching, are still necessary. The following are also required:

1. A cumulative GPA of 2.5 before receiving a student teaching placement (ECE 450 or EDU 451)
2. A passing score on the appropriate PRAXIS II exam before receiving a student teaching placement (ECE 450 or EDU 451)
3. A portfolio documenting achievement of program competencies for graduation

### PRAXIS I Requirements

All students must meet Delaware minimum score requirements on all three sections of the PRAXIS I 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

### Teacher Dispositions and Values

A significant element of programs for the preparation of teacher candidates deals with their proficiency in working with students from diverse backgrounds and exceptionalities to ensure that each student has an opportunity to learn. The required clinical experiences in the BS program are designed to encourage candidates to interact with exceptional students and students from different socioeconomic, gender, racial, language, geographic and ethnic groups.

A second area of importance for teacher candidates is the realization 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. BS candidates must recognize, develop, and model dispositions that are expected of professional educators.

In order to assess a teacher candidate's initial dispositions and multicultural values, the Division of Education administers three (3) inventories during the first clinical course (EDU 390) of their undergraduate program. These surveys are: "Inventory of Beginning Teacher's Dispositions," "Multicultural Inventory-Form A," and "Multicultural Inventory-Form B." To measure the teacher candidate's changes in values and dispositions over the length of the undergraduate experience, as well as the quality of the program, teacher candidates are given the same inventories during their culminating clinical experience (ECE 450/EDU 451).

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) Curriculum

### General Studies (60 credits)

BCS 205	Personal Computer Operations I or
BCS 206	Computer Application for Business
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
ENG 320	Advanced Composition
HIS 204	World History
HIS 300	Geography and Man
HIS 314	Contemporary US History: 1945 to Present
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 201	Mathematics for Teachers I
MAT 202	Mathematics for Teachers II
MAT 304	Mathematics for Teachers III
SCI 105	Physical Science with Lab
SCI 232	Life and Environmental Science with Lab
SCI 305	Earth and Space Science with Lab

Fine Arts Electives (6 credits):

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

### Behavioral Science Core (12 credits)

PSY 101	Introduction to Psychology
PSY 201	Child Growth and Development
PSY 330	Infant and Toddler Development
PSY 333	Psychology of the Exceptional Child

**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 401	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
EDU 390	Practicum I
EDU 391	Practicum II
EDU 392	Practicum III
ECE 450	Student Teaching
RDG 401	Methods of Teaching Language/Literacy
EDU 499	Clinical Assessment in the Classroom [This course must be taken in conjunction with ECE 450 Student Teaching.]

**Elementary Education K-6 and Special Education 1-8\* (Grades K-6) Curriculum**

Students with junior status and a 3.0 cumulative GPA are eligible to enroll in graduate level courses to complete the certification for Elementary Special Education (grades 1-8). Upon completion of the course work and a successful score on the appropriate PRAXIS II exam, candidates will be eligible for such certification.

**General Studies (54-57 credits)**

BCS 205	Personal Computer Operations I or
BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
HIS 300	Geography and Man
HIS 314	Contemporary US History: 1945 to Present
HUM 360	Human World Views: 3500 BCE-1650 AD
HUM 361	Human World Views: 1650 AD-Present
MAT 201	Mathematics for Teachers I
MAT 202	Mathematics for Teachers II
MAT 304	Mathematics for Teachers III
SCI 105	Physical Science with Lab

SCI 232 Life and Environmental Science with Lab

SCI 305 Earth and Space Science with Lab

**General Studies/Behavioral Science Electives (6 credits)**

Select 2 courses from: ENG 111; 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; MUS 101, 201; HUM 307, 330; TEC 215; DSN 110

**Behavioral Science Core (6 credits)**

PSY 201	Child Growth and Development
PSY 333	Psychology of the Exceptional Child

**Education Core (36 credits)**

ECE 214	Creating Environments for Learning
EDU 202	School Involvement with Families and Community
EDU 304	Health and Physical Education
EDU 310	Applied Behavior Analysis and Classroom Culture
EDU 311	Assistive Technology
EDU 401	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
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.)

## Middle Level Education (Grades 6-8) Curriculum

Each student who wishes to teach at this level must declare one area (math, science, English, or social science) as their 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 student can choose to have a math major concentration and a science, social science, or English minor concentration. The required courses for the 12 possible different combinations are listed below in the following order:

- General studies courses that are required in all options
- Behavioral science courses that are required in all options
- Education courses that are required in all options
- Clinical courses that are required in all options
- Major concentration courses that are required (**Math, Science, English, Social Science**)
- Minor concentration courses that are required

### General Studies courses required in ALL options

BCS 205	Personal Computer Operations I or
BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
HIS 204	World History
HUM 360	Human World Views: 3500 BCE-1650 AD
HUM 361	Human World Views: 1650 AD-Present
SCI 232	Life & Environmental Science
Fine Arts Elective (choose one)	
Select from: ART 101, 202, 210, 245, 301, 302, 304, 310, 315; DRA 105, 110, 140, 200; MUS 101, 201; HUM 307, 330; TEC 215; DSN 110	

### Behavioral Science courses required in ALL options

PSY 332	Adolescent Development
PSY 333	Psychology of the Exceptional Child

### Education courses required in ALL options

EDU 202	School Involvement with Families & Communities
EDU 303	Contemporary Theories & Practices in Middle Level Education
EDU 306	Effective Teaching Strategies
EDU 312	Integrated Curriculum in Schools
EDU 313	Classroom Culture and Student Behavior
EDU 401	Instructional Technology
EPY 302	Educational Assessment
EPY 401	Teaching Diverse Populations & Exceptional Children

RDG 301	Teaching of Reading/Writing
RDG 305	Reading in the Content Area

### Clinical courses required in ALL options

EDU 390	Practicum I
EDU 391	Practicum II
EDU 392	Practicum III
EDU 451	Student Teaching
EDU 499	Clinical Assessment in the Classroom

### Courses required for all who choose MATH as a MAJOR concentration

EDU 410	Integrated Approaches to Teaching Middle Level Math
MAT 101	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 MINOR concentrations with a MATH major concentration

#### Science Minor

MAT 201	Math for Teachers
SCI 305	Earth & Space
SCI 312	Physics
SCI 315	Applied Chem
EDU 409	Int Appr Sci

#### Social Science Minor

GOV 101	Am Govt & Pol
GOV 200	Civic Ideals
HIS 201	U.S. His I
HIS 300	Geog & Man
SOC 101	Intro to Soc
EDU 408	Int Appr Soc St

#### English Minor

COM 300	Com Theory
ENG 105	Eng Gram
LIT 332	OR LIT 333
RDG 300	Lang Dev
RDG 302	Lit for Child
EDU 407	Int Appr LA

**Courses required for all who choose SCIENCE as a MAJOR concentration**

EDU 409	Integrated Approaches to Teaching Middle Level Science
EDU 396	Environmental Education Practicum
MAT 101	College Math I
MAT 200	Pre-Calculus
SCI 305	Earth & Space Science w/lab
SCI 312	Physics w/ lab
SCI 315	Applied Chemistry w/lab
SCI 320	Metric Measurement & Statistics for the Sciences
SCI 321	Technology in the Sciences

**Courses required for MINOR concentrations with a SCIENCE major concentration**

**Math Minor**

MAT 308	Infer Stat
MAT 310	Calculus I
MAT 311	Calculus II
MAT 320	Finite Math
MAT 331	Geometry
EDU 410	Int Appr Math

**Soc Sci Minor**

GOV 101	Am Govt & Pol
GOV 200	Civic Ideals
HIS 201	U.S. His I
HIS 300	Geog & Man
SOC 101	Intro to Soc
EDU 408	Int Appr Soc Sci

**English Minor**

COM 300	Com Theory
ENG 105	Eng Gram
LIT 332	Major American Writers
OR LIT 333	African American Literature
RDG 300	Lang Dev
RDG 302	Lit for Child
EDU 407	Int Appr LA

**Courses required for all who choose ENGLISH as a MAJOR concentration**

COM 300	Communication Theory
COM 431	Media and Society
EDU 407	Integrated Approaches to Teaching Middle Level Language Arts and Reading
ENG 105	English Grammar
ENG 200	History of the English Language

ENG 320	Advanced Composition
LIT 205	World/Non-Western Literature
LIT 332	Major American Writers
or IT 333	African American Literature
RDG 300	Language Development & Early Literature
RDG 302	Literature for Children

**Courses required for MINOR concentrations with an ENGLISH major concentration**

**Math Minor**

MAT 101	College Math I
MAT 200	Pre-Calculus
MAT 201	Math for Teachers
MAT 308	Infer Statistics
EDU 410	Int Appr Math

**Social Science Minor**

MAT 205	His & Prin of Math
GOV 101	Am Gov & Pol
GOV 200	Civic Ideals
HIS 201	U.S. History I
SOC 101	Intro to Sociology
EDU 408	Int Appr Soc Studies

**Science Minor**

MAT 205	His & Prin of Math
SCI 312	Physics
SCI 315	Applied Chem
SCI 305	Earth & Space
MAT 320	Finite Math
EDU 409	Int Appr Sci

**Courses required for all who choose SOCIAL SCIENCES as a MAJOR concentration**

EDU 408	Integrated Approaches to Teaching Middle Level Social Studies
GOV 101	American Government and Politics
GOV 200	Civic Ideals in a Democratic Society
HIS 201	United States History I
HIS 202	United States History II
HIS 300	Geography and Man
SOC 101	Introduction to Sociology
SOC 201	Cultural Anthropology
SOC 320	Society and Technology

## **Courses required for MINOR concentrations with a SOCIAL SCIENCE major concentration**

### **Math Minor**

MAT 101	College Math I
MAT 200	Pre-Calculus
MAT 201	Math for Teachers
MAT 308	Infer Statistics
MAT 320	Finite Math
PSY 101	Intro to Psychology
EDU 410	Int Appr Math

### **English Minor**

COM 300	Comm Theory
ENG 105	Eng Grammar
LIT 332	Major American Writers
OR LIT 333 African American Literature	
RDG 300	Lang Dev
RDG 302	Lit for Children
MAT 205	His & Prin Math
EDU 407	Int Appr LA/Read

### **Science Minor**

AT 101	College Math I
MAT 200	Pre-Calculus
SCI 305	Earth & Space
SCI 312	Physics
SCI 315	Earth & Space
EDU 409	Int Appr Sci

## **Career and Technical Education**

### **Purpose**

The purpose of the Bachelor of Science in Education in Career and Technical Education is to provide professional development and certification opportunities for career and technical teachers who are currently working in vocational-technical high schools. The program is designed for adults who seek certification as career and technical education teachers (currently T & I). A student must also satisfactorily document at least six (6) years of full-time work experience/training in his/her particular career area to be considered for Delaware T & I certification. The courses in the program will provide vocational teachers with the necessary skills to be successful in the classroom. Students will learn methods to successfully communicate the content and skills of their craft as well as to develop effective teaching strategies to ensure that students are receiving the best instruction possible while increasing student achievement.

### **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.

### **Praxis I: PPST Requirements**

Students must satisfy Delaware's PRAXIS I testing requirements prior to completion of their sixth year of teaching in a T & I program and prior to completing the necessary requirements for the degree.

## **Curriculum**

### **General Studies Core (45 credits)**

BCS 205	Personal Computer Operations I or
BCS 206	Computer Applications for Business or
BCS 210	Computer Science
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
ENG 320	Advanced Composition or a course in technical writing
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 201	Math for Teachers I
MAT 202	Math for Teachers II

Natural Science Elective

Six credits to be selected from:

PSY 101 Introduction to Psychology  
History or Government 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  
ENG 360 Creative Writing  
ENG 365 Academic Writing  
Fine Arts, Foreign Language, Literature, Music,  
Philosophy, Communications courses

<b>Education Core</b>		<b>(45 credits)</b>	<b>Other electives approved by Program Coordinator:</b>
EDC 400	*Educational Psychology		
EDC 401	*Career and Technical Education Instructional Technology		• NOCTI Competency Exam in specific career area - up to 18 credits
EDC 403	History and Regulations of Career and Technical Education		• Appropriate trade school courses - up to 18 credits
EDC 404	Career and Technical Education Guidance Practices		• Appropriate manufacturers' service school courses - up to 12 credits
EDC 405	Career and Technical Education: Community and Business Relations		• DOE approved apprenticeship, military, or trade school/extension
EDC 406	*Career and Technical Education Assessment and Course Construction		• DOE approved industry certification (ASE)
EDC 407	Career and Technical Student Organizations		• National Center for Construction Education and Research Instructor Certification Course
EDC 410	*Multicultural Education		• DOE approved instructor's certification course(s)
EDC 411	*Methods of Teaching Career and Technical Education I		• DOE approved test-based Professional Municipal License
EDC 412	*Career and Technical Education Classroom Management		• DOE approved test-based Professional Municipal License Preparation Course
EDC 413	*Methods of Teaching Career and Technical Education II		• Post-secondary courses in the occupational area to be taught
EDC 414	Student Testing and Evaluation		
EPY 401	*Teaching Diverse Populations and Exceptional Children		
RDG 301	Teaching of Reading/Writing		
RDG 305	Reading in the Content Areas		
* Required for Initial Delaware Teacher Certificate			

<b>Clinical Component</b>		<b>(6 credits)</b>
EDC 420	Major Professional Project through Directed Study	

<b>Education or Free Electives</b>		<b>(24 credits)</b>
EDC 402	Career and Technical Education Advanced Curriculum Design	
EPY 303	Advising, Mentoring, and Counseling Techniques	
MAT 110	Math Essentials	
PSY 201	Child Growth and Development	
PSY 332	Adolescent Development	



# DIVISION OF GENERAL STUDIES

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**Associate of Arts Degree Program:**  
General Studies

**Bachelor of Science Degree Programs:**  
General Studies  
Legal Studies



## **GENERAL 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 General 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 College.

### **Program of Study**

The Associate of Arts degree program in General 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 Studies Core (42 credits)**

BCS 205 Personal Computer Operations I  
ECO 105 Fundamentals of Economics  
ENG 101 English Composition I  
ENG 102 English Composition II  
ENG 111 Advanced Communication Skills  
MAT 205 History and Principles of Mathematics  
SDL 300 Life Planning

#### **Social Studies Elective (Choose 1):**

PSY 101 Intro to Psychology  
SOC 101 Intro to Sociology

#### **History or Government Elective**

**OR CRJ 304 (Constitutional Law)**

#### **Natural Science Elective**

#### **Fine Arts Elective**

#### **Humanities Electives (9 credits):**

Choose 1 of each: Literature, Philosophy, Humanities

#### **Electives (or core specialization) (18 credits)**

## GENERAL 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 College Associate of Arts in General Studies may also enroll in this program.

All general College policies concerning the requirements for a bachelor's degree will apply. Students entering the program are required to obtain the approval of the academic advisor.

#### Goal-Directed Track

Students have the opportunity to tailor a program of study that concentrates on individual areas of interest. The student, academic advisor, and Academic Dean design a customized program of study from existing courses to create an academically valid, educationally fulfilling program.

#### Program Competencies

Upon completion of the program, each graduating student will:

1. Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
2. Demonstrate an understanding of basic mathematics and statistics.
3. Demonstrate effective oral and written communication.
4. Demonstrate an awareness of ethical principles within one's field of study.
5. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning.
6. Recognize the principles associated with a pluralistic society and show respect for our multicultural world.
7. Demonstrate an awareness of self in relationship to others, including the ability to work in teams.
8. Demonstrate ability to access and use information and information technologies.
9. Exhibit flexible thinking and goal-directed behaviors.
10. Demonstrate an awareness of creative expression through the arts and humanities.
11. Demonstrate knowledge of the natural sciences.
12. Demonstrate an understanding of basic economic principles.
13. Describe how past and current world events influence contemporary society.

## Curriculum

The program design consists of two parts: 20 general education "core" required courses and 20 elective courses. The "core" courses provide a well-rounded academic foundation; the elective courses may be selected to meet individual student goals.

### General Studies Core (61–62 credits)

#### English Composition (12 credits)

ENG 101 English Composition I  
ENG 102 English Composition II  
ENG 111 Advanced Communication Skills  
Composition Elective

#### Humanities (21 credits)

HUM 360 Human World Views: 3500 BCE–1650 AD  
HUM 361 Human World Views: 1650 AD–Present  
PHI 310 Critical Thinking

#### Humanities Electives (12 credits)

Select 4 courses from the following:  
ART, SPA, FRE, GER, HUM, LIT, MUS, PHI, DRA,  
COM 245, COM 322, DSN 110, HIS 230

#### Social Sciences (15 credits)

ECO 105 Fundamentals of Economics  
PSY 101 Introduction to Psychology  
SOC 101 Introduction to Sociology  
Government Elective OR CRJ 304 (Constitutional Law)  
History Elective

#### Mathematics (3 credits)

MAT 205 History & Prin. of Mathematics (or equivalent)

#### Natural Science (7 or 8 credits)

Select 2 natural science electives. At least one course must include a lab. **NOTE:** The student could select 2 four-credit science courses.

#### Computer Operations (3 credits)

BCS 205 Personal Computer Operations I

### Elective Core (or goal-directed track) (58–59 hours)

## 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 Studies core courses, which are required of all Wilmington College 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. This curriculum is designed to meet the guidelines of the American Bar Association.

#### Program Competencies

Upon graduation, students will be able to:

1. Demonstrate proficiency in computerized and manual legal and non-legal research techniques and the effective analysis and communication of those findings in writing.
2. Demonstrate a knowledge of effective interviewing and fact finding techniques.
3. Demonstrate an understanding of law office dynamics and technology.
4. Demonstrate personal skills in organization, time management, and prioritization.
5. Demonstrate an understanding of the substantive and procedural components within the major fields of American law.

#### Minimum Grade Policy

The Legal Studies program has set a minimum passing grade of “C” for LES 120, 200, 314, 316, and 320 (designated with an asterisk). Students receiving a grade lower than “C” in any of these courses must retake that course.

## Curriculum

### General Studies Core

(40 credits)

BCS	205	Personal Computer Operations I (or BCS 206)
ENG	101	English Composition I
ENG	102	English Composition II
ENG	111	Advanced Communication Skills
HUM	310	Building Brain Power
HUM	360	Human World Views: 3500 BCE–1650 AD
HUM	361	Human World Views: 1650 AD–Present
MAT	205	History and Principles of Mathematics
PSY	101	Introduction to Psychology
SCI	105	Physical Science with Lab
SOC	101	Introduction to Sociology
ECO	105	Fundamentals of Economics
PHI	310	Critical Thinking

### General Studies Concentration

(12 credits)

GOV	326	Public Policy & Social Issues
HIS	204	World History
HIS	314	Contemporary US History: 1945 to Present
MAT	308	Inferential Statistics

### Legal Studies Core

(30 credits)

LES	120	Introduction to Legal Studies
LES	200	Legal Ethics
LES	314	Legal Research
LES	316	Legal Writing
LES	317	Contracts
LES	320	Law Office Technology
LES	402	Business Organizations
LES	403	Civil Procedure
LES	420	Person Injury & Malpractice
LES	499	Senior Seminar in Legal Studies

### Directed Core Electives

(20 credits)

LES	205	State and Local Government
LES	303	History of American Jurisprudence System
LES	304	Constitutional Law
LES	330	Cyberlaw
LES	331	Electronic Discovery
LES	401	LSAT Preparation
LES	404	Criminal Law
LES	405	Delaware Practice
LES	406	Family Law
LES	408	Employment Law
LES	409	Bankruptcy
LES	410	Real Estate, Transfer & Ownership
LES	411	Estates, Trusts, and Probates
LES	416	Environmental Law

LES 417	Intellectual Property
LES 425	Paralegal Adv. Competency Exam (PACE) Prep.
LES 490	Internship in Legal Studies

### Free Electives

(18 credits)

## Legal Studies Suggested Program Sequence

### Freshman

#### 1st Semester

BCS 205 or 206  
ENG 101  
LES 120  
MAT 205  
PSY 101

#### 2nd Semester

ENG 102  
HIS 204  
LES 314  
SCI 105  
SOC 101

### Sophomore

#### 1st Semester

ENG 111  
HUM 360  
LES 200  
LES 216

#### 2nd Semester

HUM 310  
HUM 361  
LES 403  
MAT 308  
Legal Elective

### Junior

#### 1st Semester

HIS 314  
LES 320  
PHI 310  
Free Elective  
Legal Elective

#### 2nd Semester

GOV 326  
LES 317  
LES 420  
Free Elective  
Legal Elective

### Senior

#### 1st Semester

LES 420  
Free Elective  
Free Elective  
Legal Elective  
Legal Elective

#### 2nd Semester

LES 410  
Free Elective  
Free Elective  
Legal Elective  
Legal Elective

## CERTIFICATE IN LEGAL STUDIES

### Purpose

The Wilmington College 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 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

Certificate programs come in a variety of models. Wilmington College has elected to offer our program as a post- baccalaureate program because a four-year degree combined with a certificate offers students the greatest salary potential. The certificate program was designed by paralegals and attorneys to concentrate exclusively on the skills and knowledge needed by working professionals. Our 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.<sup>1</sup> Students actively pursuing a bachelor's degree at Wilmington College will be permitted to enroll in the Certificate program, but will not receive a certificate until the completion of the degree program.

<sup>1</sup>Source: Delaware Paralegal Association, *2005 Salary and Benefits Survey Results*

### Certificate Competencies

Upon completion, students will be able to:

1. Demonstrate proficiency in computerized and manual legal and non-legal research techniques and the effective analysis and communication of those findings in writing.
2. Demonstrate a knowledge of effective interviewing and fact finding techniques.
3. Demonstrate an understanding of law office dynamics and technology.
4. Demonstrate personal skills in organization, time management, and prioritization.
5. Demonstrate an understanding of the substantive and procedural components within the major fields of American law.

## **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.

## **Minimum Grade Policy**

The Legal Studies program has set a minimum passing grade of "C" for LES 120, 200, 314, 316, and 320 (designated with an asterisk). Students receiving a grade lower than "C" in any of these courses must retake that course.

## **Curriculum**

LES	120	Introduction to Legal Studies*
LES	200	Legal Ethics*
LES	314	Legal Research*
LES	316	Legal Writing*
LES	320	Law Office Technology*
LES	403	Civil Practice

Select two courses from the following:

LES	317	Contracts
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 & Probate
LES	416	Environmental Law
LES	417	Intellectual Property
LES	420	Personal Injury & Malpractice
LES	490	Internship

**Total credits for the Legal Studies Certificate – 24**

## DIVISION OF INFORMATION TECHNOLOGY & ADVANCED COMMUNICATIONS (iTAC)

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### **Associate of Science Degree Program:**

Media Art, Design & Technology

### **Bachelor of Science Degree Programs:**

Computer and Network Security

Information Resource Management  
(with managerial concentration)

Information Resource Management  
(with technical concentration)

Interactive Multimedia Design & Communication

Television & Video Production Design

### **Minors:**

Broadcast and Electronic Journalism

Drama

Graphic Design and Desktop Publishing

Multimedia Production

Photography

### **Overview**

Programs in the iTAC Division have been developed for those students wishing to work in informational technology fields and in the many creative design and communication industries that are emerging as digital technologies expand. Design-related careers include, among others, the fields of Multimedia Design, TV and Video Production, Print and Broadcast Journalism, and Photography and Graphic Design. The use of Information Systems and Technology in business and industry continues to increase steadily, as does the number of employees, administrators, and staff who are routinely exposed to computers and associated devices. The increased presence - throughout all of the nation's enterprise - of computers and related technologies has, therefore, created educational and employment opportunities unknown a scant few years ago. Information Resource Management careers include the fields of IT Project Leader/Manager, Web Application Builder, Analyst, Database Specialist, E-commerce Analyst, Network Specialist, Security Technician, Security Analyst, and Computer Forensics Specialist, among many others. Recent Department of Labor surveys have universally supported the notion that the nation's demand for IT professionals outweighs supply across all industry segments. Wilmington College's Division of Information Technology and Advanced Communications programs involve courses that are taught, using an appropriate balance of theory and practice, in state-of-the-art computer labs and extensively equipped studios.

## **Philosophy**

The mission of the Information Technology and Advanced Communications Division is to explore the conceptual and practical aspects of information technologies and to address problems of design in media communications from a creative, technical, and managerial perspective such that students will become competent practitioners, able in the use of technology and capable of assuming a leadership role in its stewardship and implementation. Toward those ends, the faculty is committed to providing an academically challenging, aesthetically pleasing environment that will foster the development of creative and innovative projects to meet the challenges of a constantly changing profession.

## **Competencies**

Upon graduation, all iTAC students will be able to:

1. Apply theory and practice to contemporary professional projects;
2. Appreciate the traditions and sensitivities of his/her chosen profession;
3. Demonstrate appropriate analytical skills;
4. Demonstrate effective communication through the expression of written, oral, and visual ideas;
5. Demonstrate flexibility in meeting the challenges of an evolving global environment;
6. Demonstrate professional and ethical behavior in and out of the academic environment;
7. Demonstrate personal skills in self-management, information processing, and problem solving;
8. Display attitudes of adaptability, curiosity, self-confidence, and flexibility;
9. Qualify for a professional position in his/her chosen career field.

Participants in the design-oriented four-year bachelor's programs will be able to:

1. Demonstrate an understanding of the aesthetics of design and its importance in the world of communications and technology;
2. Demonstrate proficiency in both analog and digital technologies;
3. Provide a portfolio of work that illustrates his/her skills and potential.

Students in the Information Resource Management four-year bachelor's programs will be able to:

1. Demonstrate a systems approach to organizational problems in a complex working environment;
2. Demonstrate a professional understanding of the precepts of management which govern the notion of information as a corporate or organizational asset;
3. Demonstrate a thorough grasp and understanding of informational practices that are grounded in theory and tempered by experience;
4. Demonstrate the infrastructural nature of information resource management and the capital implications of intellectual property within an organization;
5. Demonstrate the ability to apply various models of planning, actuating, and controlling an informational environment within a modern organization.

## **General Purpose**

The Division of Information Technology and Advanced Communications (iTAC) programs are designed to address a wide range of career needs surrounding the informational technology fields in general, and in the media arts and design industries. The diversity of activities and occupations within these professions has little tradition of formal training, and the accelerated rate – and constancy – of change has been nothing short of phenomenal, challenging the emerging academic disciplines in many ways other than sheer pace. The interrelationships of the various parts of the professions, the traditions of the different media, and the power and influence of their professional bodies make it a difficult professional and workaday world to understand. These difficulties are compounded by the new and rapidly changing technologies that are quickly being integrated into all areas. While there is inevitably some divergence in the advice that is received from established professionals in the fields, there is also considerable agreement. To establish oneself in this competitive world, the ability to “sell” oneself, to be adaptive and work well in teams, to demonstrate a creative flair, and to be visually aware and technically competent, are all important and allied attributes. 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 the practical, hands-on assignments associated with iTAC.

## The Program of Study

All Information Technology and Advanced Communications programs observe a rigorous academic regimen involving core areas of study. The Information Resource Management (IRM) degree closely follows the guidelines as created by a joint effort between ACM (Association of Computing Machinery), AIS (Association of Information Systems), and AITP (Association of Information Technology Professionals). Both the managerial and technical concentrations consist of a total of 120 credit hours. Each includes a Business and Management Core of 24 credit hours, 6 credit hours of Technical Support, and a General Studies core of 39 credit hours to provide a well-rounded academic program. The managerial concentration consists of 33 core credit hours in Information Resource Management (IRM) plus 18 credit hours of free electives, while the technical concentration consists of 39 core credit hours of Web Information Systems courses and 12 credit hours of free electives.

The design-oriented programs of study use the Associate of Media Art & Design degree as their core for the freshman and sophomore years. The associate degree is comprised of a General Studies core of ten courses (30 credit hours) and a Media Design and Technology core of nine courses (27 credit hours). An elective (3 credit hours) from one of the four-year programs allows the students an opportunity to sample one of these specialized courses and to complete the associate degree (60 credit hours).

Each four-year degree program involving a design-emphasis continues with three more General Studies courses (9 credit hours), plus 14 courses (42 credit hours) of specialized core and an additional three courses (9 credit hours) of directed electives. These courses, in combination with the associate degree requirements of the first two years, complete the 120 credit hours required for the four-year degree. An internship is also included in all four-year programs to give students a chance for on-the-job experience in their major field of study.

The General Studies core provides a foundation in English, the fine arts, and the social sciences along with design; and the Media Design core explores those areas of technology and design that integrate within the media communications field. Finally, the specialized core, which is different for each program, provides a focused introduction to the student's major field of study.

## MEDIA ART, DESIGN & 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.

#### 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. Cameras, computers, microphones, and recorders are merely tools for creating those images and sounds that are used in the final design and, though important, learning their use is only a small part of the process. To succeed in these professions, students need to be creative and innovative thinkers.

The design approach to our programs provides an opportunity to develop a two-year associate degree that is a basic core to all design-oriented baccalaureate programs offered in the division. 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 Studies Core

(30 credits)

ART 210	Basic Design
BCS 210	Computer Science
COM 245	Writing for the Media
COM 300	Communication Theory
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
HIS 230	History of Art and Design
MAT 205	History and Principles of Math
PSY 101	Introduction to Psychology
SCI 110	Conceptual Physics (with Lab)

### Media Design and Technology Core

(27 credits)

DSN 110	Fundamentals of Drawing
DSN 120	Desktop Publishing
DSN 201	Fundamentals of Animation
DSN 210	Digital Image Manipulation
DSN 220	Concept Development
TEC 101	Introduction to Audio
TEC 102	Introduction to Video
TEC 120	Introduction to the Internet
TEC 215	Basic Photographic Techniques I



**Elective**

Choose 3 credits from the following:

BCS, COM, DRA, DSN, SSD 101, TEC

**(3 credits)**

**Purpose**

The Computer and Network Security (CNS) Bachelor of Science degree will provide students with credentials specializing in digital information security and will also qualify students to “sit” for the following industry recognized certifications:

- CISA - Certified Information System Auditor
- CISSP - Certified Information Systems Security Professional
- Security+ Certification
- CompTIA Network+

**Suggested Program Sequence****Freshman****Semester 1**

ART 210

BCS 210

ENG 101

PSY 101

TEC 120

**Semester 2**

COM 245

DSN 110

DSN 120

MAT 205

TEC 101

**Sophomore****Semester 1**

DSN 210

ECO 105

HIS 230

TEC 102

Elective (3 credits)

**Semester 2**

COM 300

DSN 201

DSN 220

SCI 110

TEC 215

**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, makes life 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 allied focus areas have been included beyond the discipline to provide a well-rounded education. The general studies core and support courses interact with the security core to deliver a “complete package.”

**Computer and Network Security Curriculum****General Studies Core**

**(39 credits)**

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 101	College Math I
PSY 101	Introduction to Psychology
SCI 110	Conceptual Physics (with Lab)

Humanities Elective (6 credits):

Choose two courses from ART, COM, DRA, DSN, ENG, HUM, LIT, MUS, PHI, Foreign Language

Social Science Elective (3 credits):

Choose one course from PSY, SOC, HIS

**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 102	College Math II
MAT 301	Principles of Statistics I
PHI 319	Ethics for Computer Professionals

**Security Core**

**(45 credits)**

IRM 100	Fundamentals of Information Systems
IRM 200	Information Systems Theory and Practice
IRM 300	Information Technology Hardware and Software
IRM 320	Networks and Telecommunications
SEC 210	Principles and Practices of Information Security
SEC 220	Introduction to Computer Forensics
SEC 310	Cryptography: Algorithms and Applications

SEC 330	Operating System and Computer Systems Security
SEC 410	Operating Systems Security: Web and Data Security
SEC 420	Data Integrity, Computer Forensics, and Disaster Recovery
SEC 450	Protecting Your Network: Firewall and Perimeter Security
SSD 101	Introduction to Programming with Java
iTAC Electives (9 credits):	
Choose three courses from IRM, SEC, TEC	

### Free Electives (15 credits)

## Suggested Program Sequence

### Freshman

Semester 1	Semester 2
BCS 206	ECO 105
ENG 101	ENG 102
IRM 100	MAT 102
MAT 101	PSY 101
Elective (3 credits)	SSD 101

### Sophomore

Semester 1	Semester 2
CRJ 101	ENG 111
IRM 200	HUM 360
MAT 301	IRM 300
SCI 110	SEC 220
SEC 210	Elective (3 credits)

### Junior

Semester 1	Semester 2
IRM 320	HUM 361
PHI 319	LES 330
SEC 310	SEC 330
iTAC Elective (3 credits)	HUM Elective (3 credits)
Elective (3 credits)	iTAC Elective (3 credits)

### Senior

Semester 1	Semester 2
HUM Elective (3 credits)	CRJ 411
LES 331	SEC 420
SEC 410	SEC 450
iTAC Elective (3 credits)	Elective (3 credits)
Elective (3 credits)	Social Science Elective (3 credits)

## INFORMATION RESOURCE MANAGEMENT Bachelor of Science

### Philosophy

The Wilmington College undergraduate degree program in Information Resource 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 Resource Management will possess a working command of current informational practices that can be immediately applied in business, educational, and governmental organizations regardless of size. Degree recipients will be capable of managing complex projects from inception to completion, including professional services engagements as well as the acquisition and management of informational infrastructure. The managerial track of the IRM program is closely aligned with the business curriculum at Wilmington College, while the goal of the technical track is to prepare students for careers in web application development. 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 technology changes. All courses involve extensive hands-on assignments.

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. Both the usage and capability of the Internet continue to expand at a blazing pace. To keep abreast of activities and interest, web pages that are static and lifeless are no longer useful. Web pages today, whether they serve as portals to commercial enterprises for the general public or internal portals for employees as part of a corporate intranet, must be dynamic. The data that the client/customer/user sees are updated instantly from one or more databases at the click of a button. The ability to do this and do it well provides an enormous advantage to the company or individual it serves. The goal of the IRM Technical Track is to train graduates to be skilled in these technologies.

### Purpose

The use of Information Systems and Technology in business and industry continues to increase steadily, as does the number of employees, administrators, and staff who are routinely exposed to computers and associated devices. The increased presence throughout the entire nation's enterprise of computers and related technologies has, therefore, created educational and

employment opportunities unknown a scant few years ago. Among IT professionals and business leaders, several unmet IT-related staffing needs have emerged, namely:

- A need to become competent practitioners, able in the use of technology and capable of assuming a leadership role in its implementation;
- A need to be effective problem solvers, with the ability to integrate information systems and technology into the workplace;
- A need to be 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 College's program in Information Resource 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.

## Information Resource Management Curriculum

### Common Foundation Course Requirements

#### General Studies Core (39 credits)

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 101	College Math I
PHI 319	Ethics for Computer Professionals
SCI 110	Conceptual Physics (with Lab)
Humanities Electives (3 credits)	

Choose one course from the following:

ART, DRA, HUM, LIT, MUS, PHI, Foreign Language, COM 245, COM 322, DSN 110, ENG 360, ENG 365, HIS 230

Social Science Electives (6 credits)

Choose two courses from the following:

PSY 101, SOC 101, HIS

#### Technical Support (6 credits)

MAT 102	College Math II
MAT 308	Inferential Statistics

#### Business and Management Core (24 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 & Finance
MIS 320	Management Information Systems (for Technical track only)

Elective (3 credits)

(Technical track choose one 3-credit course; Managerial track choose two 3-credit courses)

BBM, BMK, HRM 311, LES, PHI 319

### Managerial Concentration Course Requirements

#### Information Resource Management (33 credits)

IRM 100	Fundamentals of Information Systems
IRM 110	Personal Productivity with IS Technology
IRM 200	Information Systems Theory and Practice
IRM 300	Information Technology Hardware and Software
IRM 310	Programming, Data and Object Structures
IRM 320	Networks and Telecommunications
IRM 400	Analysis and Logical Design of an Information System
IRM 410	Physical Design and Implementation with DBMS
IRM 420	Physical Design and Implementation with a Programming Environment
IRM 450	Project Management and Practice
IRM Elective (3 credits)	

#### Free Electives (18 credits)

Choose 18 credits from the following:

BBM, BCS, BLA, CNS, COM, DSN, ECO, FIN, GOV, HIS, IRM, LES, PHI, PSY, SEC, SOC, SSD, TEC, WIS

## Technical Concentration Course Requirements

### Web Information Systems (39 credits)

WIS 100	Basic to Intermediate Web Design
WIS 120	Basic Web Application Development
WIS 200	Internet Foundations
WIS 210	Database Fundamentals
WIS 220	Intermediate Web Application Development
WIS 300	Foundations of Object Oriented Programming
WIS 330	Distributed Systems
WIS 370	User-Centered Design
WIS 400	Advanced Database Design
WIS 420	Systems Analysis and Design
WIS 450	Software Project Management
iTAC Elective (3 credits)	
Choice of:	
WIS 490	Internship (3 credits) or
WIS 485	Senior Project Plan (1 credit); and
WIS 486	Senior Project (2 credits)

### Free Electives (12 credits hours)

Choose 12 credits from the following:  
BBM, BCS, BLA, CNS, COM, ECO, FIN, GOV, HIS,  
LES, PHI, PSY, SOC, TEC, WIS

## Suggested Program Sequence, Managerial Concentration

### Freshman

Semester 1	Semester 2
BCS 206	ECO 105
ENG 101	ENG 102
MAT 101	IRM 100
SCI 110	MAT 102
Elective (3 credits)	Elective (3 credits)

### Sophomore

Semester 1	Semester 2
FIN 300	BBM 201
IRM 110	IRM 300
IRM 200	IRM 310
MAT 308	Electives (6 credits)
Elective (3 credits)	

### Junior

Semester 1	Semester 2
BBM 301	BBM 320
ENG 111	Elective (3 credits)
HUM 360	HUM 361
IRM 320	IRM 410
IRM 400	Elective (3 credits)

### Senior

Semester 1	Semester 2
BBM 350	BMK 305
IRM 420	IRM 450
Elective (3 credits)	PHI 319
Electives (6 credits)	Electives (6 credits)

## Suggested Program Sequence, Technical Concentration (WIS)

### Freshman

Semester 1	Semester 2
BCS 206	ECO 105
ENG 101	ENG 102
MAT 101	MAT 102
SCI 110	WIS 100
Elective (3 credits)	Elective (3 credits)

### Sophomore

Semester 1	Semester 2
ENG 111	BBM 201
MAT 308	WIS 200
WIS 120	WIS 220
WIS 210	Elective (3 credits)
Elective (3 credits)	Elective (3 credits)

### Junior

Semester 1	Semester 2
BBM 301	BBM 320
FIN 300	HUM 370
HUM 360	PHI 319
MIS 320	WIS 370
WIS 300	WIS 400

### Senior

Semester 1	Semester 2
BMK 305	BBM 350
WIS 330	WIS 420
Elective (3 credits)	WIS 450
Elective (3 credits)	WIS 490 or WIS 485/486
Elective (3 credits)	Elective (3 credits)

# INTERACTIVE MULTIMEDIA DESIGN & COMMUNICATION Bachelor of Science

## Purpose

Interactive multimedia, an exciting field of integrated electronic design, has exploded into education, business and entertainment markets over the past few years. This rapid development has led to the creation of many employment opportunities. Students will become proficient in planning and scripting; story boarding; digital capture; and editing of audio, video, and still images. They will also gain an understanding of the theory of intuitive interface design. Content includes: Video, Non Linear Editing, Photography, Desktop Publishing, Digital Imaging Manipulation, Graphic Design, Digital Sound, Typography, Animation, Video and Audio Production, and Media Design Theory.

## Curriculum

### General Studies Core

(39 credits)

ART 210	Basic Design
BCS 210	Computer Science
COM 245	Writing for the Media
COM 300	Communication Theory
COM 322	Aesthetics of Film
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
HIS 230	History of Art and Design
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 205	History and Principles of Math
PSY 101	Introduction to Psychology
SCI 110	Conceptual Physics (with Lab)

### Media Design and Technology Core

(30 credits)

DSN 110	Fundamentals of Drawing
DSN 120	Desktop Publishing
DSN 201	Fundamentals of Animation
DSN 210	Digital Image Manipulation
DSN 220	Concept Development
TEC 101	Introduction to Audio
TEC 102	Introduction to Video
TEC 120	Introduction to the Internet
TEC 215	Basic Photographic Techniques I
Elective (3 credits)	

### Multimedia Design Core

(42 credits)

COM 310	Legal Aspects of Communication
COM 346	Introduction to Interactive Authoring
COM 360	Human Computer Interface Design

COM 420	Non-linear Editing
COM 431	Media and Society
COM 485	Advanced Production Design A (1 credit)
COM 486	Advanced Production Design B (2 credits)
COM 490	Internship
DSN 230	Graphic Design Applications
DSN 310	Advanced Animation
DSN 318	Portfolio Production
DSN 325	Multimedia Web Page Design
DSN 401	Publication Design
DSN 410	Advanced Digital Image Manipulation
TEC 405	Photographic Studio Lighting

## Electives

(9 credits)

Choose 9 credits from the following:

BCS, COM, DRA, DSN, SSD101, TEC

## Suggested Program Sequence

### Freshman

#### Semester 1

ART 210
BCS 210
ENG 101
PSY 101
TEC 120

#### Semester 2

COM 245
DSN 110
DSN 120
MAT 205
TEC 101

### Sophomore

#### Semester 1

DSN 210
ECO 105
HIS 230
TEC 102
Elective (3 credits)

#### Semester 2

COM 300
DSN 201
DSN 220
SCI 110
TEC 215

### Junior

#### Semester 1

COM 346
DSN 310
DSN 318
DSN 401
TEC 405

#### Semester 2

COM 360
COM 420
DSN 230
DSN 410
HUM 360

### Senior

#### Semester 1

COM 431
COM 446
COM 485
COM 490
Electives (6 credits)

#### Semester 2

COM 310
COM 322
COM 486
HUM 361
Elective (3 credits)

## TELEVISION AND VIDEO PRODUCTION DESIGN

### Bachelor of Science

#### Purpose

The video production major is designed to give students the opportunity to explore the processes and potentials of various communication fields. A major in video production appeals to students wishing to pursue careers in broadcasting. Students entering this concentration come from diverse backgrounds, including those with high school experience in journalism and broadcasting, as well as those with training in electronics and computers.

#### Curriculum

##### General Studies Core

(39 credits)

ART 210	Basic Design
BCS 210	Computer Science
COM 245	Writing for the Media
COM 300	Communication Theory
COM 322	Aesthetics of Film
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
HIS 230	History of Art and Design
HUM 360	Human World Views: 3500 BCE--1650 AD
HUM 361	Human World Views: 1650 AD--Present
MAT 205	History and Principles of Math
PSY 101	Introduction to Psychology
SCI 110	Conceptual Physics (with Lab)

##### Media Design and Technology Core

(30 credits)

DSN 110	Fundamentals of Drawing
DSN 120	Desktop Publishing
DSN 201	Fundamentals of Animation
DSN 210	Digital Image Manipulation
DSN 220	Concept Development
TEC 101	Introduction to Audio
TEC 102	Introduction to Video
TEC 120	Introduction to the Internet
TEC 215	Basic Photographic Techniques I
Elective (3 credits)	

##### Television & Video Prod. Design Core

(42 credits)

COM 306	Script Writing II
COM 310	Legal Aspects of Communications
COM 331	Single Camera Video Production
COM 401	Producing the Documentary
COM 410	TV Studio Production
COM 411	TV Studio Production 2

COM 420	Non-linear Editing
COM 431	Media & Society
COM 432	Media Research Methods
COM 435	Comparative International Broadcasting
COM 450	Telecommunications Media Management
COM 485	Advanced Production Design A (1 credit)
COM 486	Advanced Production Design B (2 credits)
COM 490	Internship
TEC 305	TV Studio and Location Lighting

#### Electives

(9 credits)

Choose 9 credits from the following:

BCS, COM, DRA, DSN, SSD 101, TEC

#### Suggested Program Sequence

##### Freshman

###### Semester 1

ART 210
BCS 210
ENG 101
PSY 101
TEC 120

###### Semester 2

COM 245
DSN 110
DSN 120
MAT 205
TEC 101

##### Sophomore

###### Semester 1

DSN 210
ECO 105
HIS 230
TEC 102
Elective (3 credits)

###### Semester 2

COM 300
DSN 201
DSN 220
SCI 110
TEC 215

##### Junior

###### Semester 1

COM 331
COM 401
COM 432
TEC 305
Elective (3 credits)

###### Semester 2

COM 306
COM 410
COM 420
HUM 360
HUM 361

##### Senior

###### Semester 1

COM 411
COM 431
COM 435
COM 485
COM 490
Elective (3 credits)

###### Semester 2

COM 310
COM 322
COM 450
COM 486
Elective (3 credits)

## INFORMATION TECHNOLOGY AND ADVANCED COMMUNICATIONS MINORS

### Purpose

The minors offered in this division are designed to provide all Wilmington College 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. iTAC students wishing to pursue a minor should contact Academic Advisement.

### Broadcast and Electronic Journalism Minor

This minor allows students to develop their journalistic skills by exposure to the various types of journalistic settings they might encounter.

COM 201	Radio Broadcasting and Production
COM 340	Broadcast Journalism
COM 344	Writing and Reporting for the News Media
COM 345	Electronic Journalism
COM 435	Comparative International Broadcasting

### Drama Minor

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.

DRA 105	Introduction to the Theater
DRA 110	Acting I
DRA 111	Acting II
DRA 120	Directing I
Select one of the following:	
DRA 200	Playwriting
DRA 220	Performance

### Graphic Design and Desktop Publishing Minor

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 120	Desktop Publishing
DSN 210	Digital Image Manipulation
DSN 220	Concept Development

DSN 230	Graphic Design Applications
DSN 401	Publication 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.

COM 346	Introduction to Interactive Authoring
COM 420	Non-Linear Editing
DSN 210	Digital Image Manipulation
DSN 310	Advanced Animation
DSN 320	Introduction to Web Page Design

### Photography Minor

Photography is everywhere you look: magazines, web pages, billboards, birthday cards, 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. In this minor, students will improve their photographic skills in a course of study that could ultimately lead to employment as working photographers.

The Photo minor is open to all Wilmington College 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. iTAC students who are normally required to include TEC 215 and TEC 405 for their major will, when electing a Photo minor, take an additional five classes from those listed below.

TEC 215	Basic Photographic Techniques I
TEC 225	Digital Photography
TEC 235	Black & White Photography
TEC 245	Basic Photographic Techniques II
TEC 300	Advanced Photography I
TEC 366	Photojournalism I
TEC 376	Photojournalism II
TEC 405	Photographic Studio Lighting
TEC 470	Advanced Photography II: the Portfolio

## DIVISION OF NURSING AND ALLIED HEALTH

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### **Bachelor of Science in Nursing Degree Programs:**

RN to BSN

FUSION RN to BSN

RN to BSN with Hispanic Cultural Track

### **Certificate:**

Hispanic Cultural Certificate

### **Course of Study**

Pre-RN Option

### **Degree Completion Program for Allied Health**

BS in Allied Health Management

BS in Allied Health Education

## **PRE-RN OPTION**

### **Purpose**

The Pre-RN Option is aimed exclusively at eligible second level associate's degree nursing students who are waiting for clinical placement at their home institutions. This option will allow nursing students to earn credits toward their BSN on a part-time basis before completing their Associate Degree in Nursing at the partner institution.

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

### **Program of Study**

Pre-RN students must complete any lower level core requirements at Wilmington College and then may take the following courses:

HLT 371 Cultural Diversity in Health and Illness  
3 credits

ALH 323 Health Professional as Teacher  
3 credits

ALH 325 Medical Law and Ethics for Careers in Healthcare  
3 credits

Upper level requirements, including MAT 308 Inferential Statistics and required Humanities, may also be taken while Pre-RN students wait for clinical placement.



## **RN TO BSN PROGRAM**

### **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 College and earn a Bachelor of Science in Nursing (BSN) 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 BSN 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 and Dover sites. Nurses can pursue their education on a part-time or full-time basis. In addition, the General Studies core courses, required of all Wilmington College 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.

### **Accreditation**

The BSN and MSN programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). The BSN program first earned accreditation in 1988. The MSN program earned initial accreditation in 1996. Both programs conducted site visits in 2001 and earned accreditation for eight years from the NLNAC.

#### **NLNAC**

61 Broadway - 33rd Floor  
New York City, NY 10006  
Phone: 212-363-5555

The BSN and MSN programs hold approval from the Commission on Collegiate Nursing Education, an agency recently approved to accredit baccalaureate and master's nursing programs. The first site visit for the programs at Wilmington College was completed in spring 2001. Full accreditation for 10 years was granted in fall 2001.

#### **Commission on Collegiate Nursing Education**

One DuPont Circle, NW, Suite 530  
Washington, DC 20036-1120  
Phone: 202-887-8476

### **Curriculum**

The number of transfer credits granted to entering RN 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 BSN 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.

## Nursing Admission

### General Requirements

Students are admitted to the College and to the Division of Nursing and Allied Health without regard to race, age, creed, sex, or national origin. Registered nurses are considered transfer students to Wilmington College 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 RN license number on the Wilmington College application form.
2. Students are required by state law to complete the Wilmington College Health History form, which includes a record of immunizations.
3. Students are responsible for following all Division policies and procedures, which are distributed in NUR 305.
4. The Division of Nursing and Allied Health sets a required minimum grade of "C-" for all nursing core courses.
5. Students are required to submit appropriate documentation in clinical courses.
6. All nursing students are required to complete a background check and drug screening. Details are provided in the program handbook.



## Curriculum

### Lower Division Requirements

#### General Studies Core

(24 credits)

BCS 205	Personal Computer Operations I or
BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
PSY 101	Introduction to Psychology
PSY 204	Life Span Development
SOC 101	Introduction to Sociology
Natural Sciences (12 credits)	

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

#### Lower Division Nursing Core

(30 credits)

Lower division nursing course work equivalent to 30 credits is transferred from associate degree or diploma programs.

### Upper Division Requirements

#### 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 & Palliative Care
NUR 413	Holistic Health Assessment
NUR 423	Global Health Care
NUR 433	Global Health Care: Practice Application*
* Includes clinical or laboratory experiences	
NUR or HLT elective (3 credits)	

#### General Studies Core

(15 credits)

ENG 365	Academic Writing
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 308	Inferential Statistics
Humanities Electives (3 credits)	

Choose one course from the following:

PHI, HUM, ART, DRA, LIT, MUS, Foreign Language,  
COM 245, COM 322, DSN 110, ENG 360, ENG 365,  
HIS 230

### **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.

### **BSN/MSN Accelerated Option**

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 BSN degree is earned at the completion of 120 credits. Courses taken at the graduate level will fulfill requirements for both programs.

Eligibility criteria for this option include: (a) 90 completed undergraduate credits, (b) completion of all lower level courses, (c) completion of NUR 305, (d) completion of statistics, and (e) a GPA of 3.5. Recommendation of an undergraduate faculty member is also required. Students are advised to see the academic advisor for nursing early in the program to plan for this option.

## **FUSION RN TO BSN PROGRAM**

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.

### **Purpose**

Registered nurses who have completed basic nursing education with either a diploma or an associate degree have the opportunity to continue their education at Wilmington College and earn a Bachelor of Science in Nursing degree in an accelerated format taking hybrid courses. This program is an accelerated degree-completion program that provides the critical thinking skills and knowledge base needed to function in today's fast-paced and rapidly changing health care environment.

### **Program of Study**

The Fusion RN to BSN Program has been developed to meet the educational needs of our non-traditional students with work experience who are returning to college to complete a degree at times convenient to their busy schedules. Students will typically have at least 48 credit hours of college credits before commencing accelerated course work. The accelerated nursing core of the program consists of 31 credits of course work in three 15-week terms. Courses are taught primarily in an accelerated hybrid course format.

### **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 RN 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**

Through the completion of the Accelerated RN to Bachelor of Science in Nursing program, graduates 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 into 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.

## **Nursing Admission**

### **General Requirements**

Students are admitted to the College and to the Division of Nursing and Allied Health without regard to race, age, creed, sex, or national origin. Registered nurses are considered transfer students to Wilmington College 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 RN license number on the Wilmington College application form.
2. Students are required by state law to complete the Wilmington College Health History form, which includes a record of immunizations.
3. Students are responsible for following all Division policies and procedures, which are distributed in NUR 303.
4. The Division of Nursing and Allied Health sets a required minimum grade of "C-" for all nursing core courses.
5. Students are required to submit appropriate documentation in clinical courses.
6. All nursing students are required to complete a background check and drug screening. Details are provided in the program handbook.

## Curriculum

### Lower Division Requirements

#### General Studies Core (24 credits)

BCS 205	Personal Computer Operations I or
BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
PSY 101	Introduction to Psychology
PSY 204	Life Span Development
SOC 101	Introduction to Sociology
Natural Sciences (12 credits)	

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

#### Lower Division Nursing Core (30 credits)

Lower division nursing course work equivalent to 30 credits is transferred from associate degree or diploma programs.

### Upper Division Requirements

#### Upper Division Nursing Core (Accelerated) (31 credits)

The accelerated core of the program consists of 31 credits of course work in three 15-week terms. The unique format of the program focuses in-depth on one subject area for five weeks and moves through 10 courses in a logical sequence. Courses are taught primarily in an accelerated hybrid course format.

NUR 303	Nurse as Professional
NUR 323	Nurse as Teacher
NUR 333	Nurse as Leader
NUR 343	Nurse as Consumer of Research
NUR 363	Nurse as Caregiver: Chronic & Palliative Care
NUR 413	Holistic Health Assessment
NUR 423	Global Health Care
NUR 433	Global Health Care: Practice Application
NUR or HLT elective (3 credits)	

#### General Studies Core (15 credits)

ENG 365	Academic Writing
HUM 360	Human World Views: 3500 BCE--1650 AD
HUM 361	Human World Views: 1650 AD--Present
MAT 308	Inferential Statistics (3 credits)
Humanities Electives: (3 credits)	

Choose one course from the following:

PHI, HUM, ART, DRA, LIT, MUS, Foreign Language, COM 245, COM 322, DSN 110, ENG 360, ENG 365, HIS 320

#### 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.

### RN TO BSN WITH HISPANIC CULTURAL TRACK

#### 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 College and earn a Bachelor of Science in Nursing with an emphasis in Hispanic culture. This track will educate BSN-prepared students to provide culturally competent care to the increasing Hispanic population.

#### Program of Study

The BSN degree with a Hispanic Cultural Track is progressive and designed for today's registered nurses. The course of study will consist of 18 credit hours within the 120-credit BSN program. The program will utilize a variety of institutions that provide health care to Hispanic communities. The program is offered at

the New Castle campus and the Georgetown and Dover sites. Nurses can pursue this track on a part-time or full-time basis. In addition, the General Studies core courses, required of all Wilmington College undergraduates, provide a well-rounded academic foundation.

### Career Opportunities

Multiple career opportunities exist for nurses who have knowledge of Hispanic culture and language in a variety of health care settings.

### Curriculum

The number of transfer credits granted to entering RN 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 BSN program, graduating students who have taken the Hispanic Cultural Track will:

1. Use critical thinking as a basis for identifying health-related needs of individuals, families, and communities.
  - a. Analyze family and personal health data from Hispanic individuals, families, and communities in their own language.
  - b. Identify health and social needs of Hispanic communities.
2. Synthesize knowledge from the humanities and physical, behavioral, and nursing sciences to provide nursing care to clients across the lifespan in a variety of health care settings.
  - a. Promote the art of nursing by valuing the unique aspects of the Hispanic culture while providing culturally competent health care.
3. Incorporate theoretical perspectives into nursing practice.
4. Demonstrate skill and commitment in the role of teacher.
  - a. Implement health care, education, and counseling to Hispanic individuals, families, and communities.
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.
  - a. Design culturally-appropriate health and social services for the Hispanic population.
9. Demonstrate commitment to self-directed, lifelong learning to promote personal and professional development.

10. Demonstrate effective oral and written communication.

## Nursing Admission

### General Requirements

Students are admitted to the College and to the Division of Nursing and Allied Health without regard to race, age, creed, sex, or national origin. Registered nurses are considered transfer students to Wilmington College 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 RN license number on the Wilmington College application form.
2. Students are required by state law to complete the Wilmington College Health History form, which includes a record of immunizations.
3. Students are responsible for following all Division policies and procedures, which are distributed in NUR 305.
4. The Division of Nursing and Allied Health sets a required minimum grade of "C-" for all nursing core courses.
5. Students are required to submit appropriate documentation in clinical courses.
6. All nursing students are required to complete a background check and drug screening. Details are provided In the program handbook.
7. Students are required to submit an intent form for this track.

## Curriculum

### Lower Division Requirements

General Studies Core			(24 credits)
BCS	205	Personal Computer Operations I	
OR			
BCS	206	Computer Applications for Business	
ECO	105	Fundamentals of Economics	
ENG	101	English Composition I	
ENG	102	English Composition II	
ENG	111	Advanced Communication Skills	
PSY	101	Introduction to Psychology	
PSY	204	Life Span Development	
SOC	101	Introduction to Sociology	
Natural Sciences (12 credits)			

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

### **Lower Division Nursing Core (30 credits)**

Lower division nursing course work equivalent to 30 credits is transferred from associate degree or diploma nursing programs.

## **Curriculum for BSN with Hispanic Cultural Track**

### **Upper Division Requirements**

#### **BSN Nursing Core (22 credits)**

NUR 303	Nurse as Professional
NUR 313	Nurse as Decision Maker
NUR 333	Nurse as Leader*
NUR 343	Nurse as Consumer of Research**
NUR 363	Nurse as Caregiver: Chronic & Palliative Care**
NUR 413	Holistic Health Assessment
NUR 423	Global Health Care**

\* Includes clinical or laboratory experiences

\*\* Assignments in the course will focus on the Hispanic population

#### **BSN Hispanic Cultural Track (18 credits)**

HLT 371	Cultural Diversity in Health and Illness
HUM 340	Spanish Culture and Enrichment
NUR 426	Hispanic Community Health Practicum*
SPA 301	Practical Spanish I
SPA 302	Practical Spanish II
SPA 305	Spanish for Health Care Personnel

\* Includes clinical or laboratory experiences

#### **General Studies Core (9 credits)**

HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
MAT 308	Inferential Statistics

### **Total credits for BSN with Hispanic Cultural Track -120**

#### **Free Electives**

Choose free electives if needed to complete degree requirements.

## **Hispanic Cultural 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 can not 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 track 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 track 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 healthcare 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.

### **General Requirements**

The program is open to all RNs. Each prospective student must submit the following:

1. An undergraduate application for admission accompanied by a non-refundable admission fee.
2. Their RN license number listed on their application for admission.

- Documentation of graduation from either a diploma or associate degree nursing program.
- A Wilmington College Health History form documenting required immunizations.
- 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 experiences

**Total credits for the Hispanic Cultural Certificate - 18**

### **DEGREE COMPLETION PROGRAM FOR ALLIED HEALTH**

**BS in Allied Health Management**

**BS in Allied Health Education**

#### **Purpose**

Allied Health practitioners are generally prepared in associate degree programs. However, to advance to leadership positions in their areas of expertise, practitioners often require 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 often are not transferable to other institutions. The purpose of this program is to prepare practitioners to advance in their relative disciplines by preparing them for leadership and/or educator roles.

#### **Program of Study**

The degree completion program for Allied Health builds on prior learning in the Allied Health disciplines and provides students with the knowledge and skills needed to advance in their chosen field. It promotes increased communication skills, problem solving, confidence, and leadership, as well as specialized knowledge in management or education. The program is offered at the New Castle, Dover, and Georgetown sites. Allied Health practitioners can pursue their education on a part-time or full-time basis. In addition, the General Studies core courses, required of all Wilmington College undergraduate students, provide a well-rounded academic foundation.

#### **Career Opportunities**

Upon completion of the program, students are prepared to practice in their discipline, in either leadership or educational 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 Allied Health 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 Program Coordinator.

#### **Program Competencies**

It is intended that undergraduate students in Allied Health completion programs will achieve the following competencies:

- Demonstrate the ability to think critically.
- Demonstrate a basic understanding of mathematics and statistics.
- Communicate effectively in writing and orally.
- Demonstrate an understanding of ethics within the Allied Health professions.
- Demonstrate self-direction, self-discipline, and commitment to lifelong learning.
- Recognize the principles associated with a pluralistic society and show respect for our multicultural world.
- Demonstrate an ability to work effectively with others.
- Demonstrate skill in the use of information technologies.
- Exhibit flexible thinking and goal-directed behaviors.
- Demonstrate an awareness of creative expression through the arts and humanities.
- Demonstrate knowledge of the natural sciences.
- Demonstrate an understanding of basic economic principles.
- Describe how past and current world events influence contemporary society.
- Exhibit knowledge and skills in the areas of Allied Health leadership and/or education.

## ALLIED HEALTH ADMISSION

### General Requirements

Students are admitted to the College without regard to race, age, creed, sex, or national origin. Allied Health students are considered transfer students to Wilmington College and are required to submit an official transcript from all colleges attended. Transcripts should be sent directly from the previously attended institutions to the Office of Admissions.

### Program Policies

1. For those Allied Health professions requiring licensure, applicants should submit their license number on the application form.
2. Students are required by state law to submit the Wilmington College Health History Form, which includes a record of immunization.

## Curriculum

### General Studies Requirements

#### General Studies Core (39 credits)

BCS 206	Computer Applications for Business
ECO 105	Fundamentals of Economics
ENG 101	English Composition I
ENG 102	English Composition II
ENG 111	Advanced Communication Skills
HUM 360	Human World Views: 3500 BCE-1650 AD
HUM 361	Human World Views: 1650 AD - present

Two Humanities electives (6 credits)

Two of the following:

PSY 101 Introduction to Psychology

SOC 101 Introduction to Sociology

History or Government Elective

Natural Sciences (3 credits)

Mathematics (3 credits)

#### Lower Division Allied Health Core (30 credits minimum)

Lower division Allied Health course work equivalent to a minimum of 30 credits is transferred from the associate degree program.

## Upper Division Allied Health Core

(30 credits)

### Allied Health Management Track

ALH 333	Leadership for Allied Health Professionals
ALH 325	Medical Law and Ethics
BBM 201	Principles of Management
BBM 301	Organizational Behavior
HRM 311	Human Resource Management
BBM 320	Business Communications
MIS 320	Management Information Systems
	OR
BLA 303	Legal and Ethical Environment
	OR
BBM 319	Business Ethics
ORG 408	Culture of the Workplace
	OR
ALH 401	Allied Health Professional
PSY 315	Group Dynamics
SOC 304	Ethnic Groups and Minorities

### Allied Health Education Track

ALH 323	Health Professional as Teacher
ALH 324	Curriculum and Evaluation
ALH 325	Medical Law and Ethics
ALH 400	Approaches to Teaching
ALH 401	Allied Health Professional
EDC 400	Educational Psychology
EDC 401	Instructional Technology
EDC 410	Multicultural Education
EDC 412	Classroom Management
HRM 340	Adult Learner

### Free Electives

Choose from free electives to complete degree requirement of 120 credit hours.

### Program of Study

Students are urged to seek academic 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.



# COURSE DESCRIPTIONS

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## ALLIED HEALTH

### ALH 323 3 credits

#### Health Professional as Teacher

Theories and models for teaching and learning will be explored, with a focus on teaching and learning for young to middle-aged adults. The development of clear and measurable behavioral objectives, teaching plans, choosing textbooks, teaching strategies, and the use of educational technology will all be addressed.

### ALH 324 3 credits

#### Curriculum and Evaluation

Students will explore the development and maintenance of curricula for the allied health disciplines in this course. Philosophical frameworks for curricula will be addressed. Students will also focus on the evaluation of student learning, including outcomes assessment.

### ALH 325 3 credits

#### Medical Law and Ethics

This course is designed specifically for health care professionals to be able to function as an objective member of the health care delivery team while working within legal and ethical boundaries. Students will be introduced to medical laws and a broad range of ethical issues specific to the health care industry that have an ethical dimension, including the workplace. Topics to be covered include: high-profile landmark law cases, ethical codes, the Health Insurance Portability and Accountability Act (HIPAA), contracts, issues of confidentiality and consents, maintenance of the medical record, legal standards related to documentation procedures, risk management strategies, credentialing of health care professionals, and the functions of an Ethics Committee.

### 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 of the allied health professional through clinical practice, self-awareness, and professional involvement. Clinical experience provides opportunities for the student to expand leadership skills needed in professional practice. The student's perspective of leadership as a component of allied health practice is enhanced through self-directed interaction with a variety of leaders in the health professions.

### ALH 400 3 credits

#### Approaches to Teaching

Students in this course will have the opportunity to explore varied approaches to teaching. Application of these approaches in a clinical teaching situation will be provided. *Prerequisites:* EDC 400, EDC 410, EDC 412, ALH 323, ALH 324, and HRM 340

### ALH 401 3 credits

#### Allied Health Professional

This course serves as a capstone course for both tracks. Students will have the opportunity to explore current issues related to their specific disciplines and health care in general. In addition, each student will work to 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.

## ART

### 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

Neo-classicism, Romanticism, Realism, Impressionism, Symbolism, Modern, and Contemporary art movements are examined in addition to major artists of these periods.

### ART 210 3 credits

#### Basic Design

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><b>ART 245</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>The Art of Photography</b></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 35 mm camera is offered.</p> <p>* The Great Themes volume of the Time-Life Library of Photography is recommended (not required) text.</p>	<p><b>ART 315</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Watercolor Painting</b></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><b>ART 301</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Drawing and Painting</b></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><b>ACCOUNTING</b></p> <p><b>BAC 101</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Accounting I</b></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><b>ART 302</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Drawing</b></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><b>BAC 102</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Accounting II</b></p> <p>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. <i>Prerequisite:</i> BAC 101</p>
<p><b>ART 304</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Painting</b></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><b>BAC 201</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Intermediate Accounting I</b></p> <p>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. <i>Prerequisite:</i> BAC 102</p>
<p><b>ART 310</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Exploring Art Media</b></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><b>BAC 202</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Intermediate Accounting II</b></p> <p>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. <i>Prerequisite:</i> BAC 201</p>

<b>BAC 301</b> <b>Cost Accounting I</b> 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. <i>Prerequisite:</i> BAC 202	<b>3 credits</b>	<b>BAC 423</b> <b>Auditing</b> 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. <i>Prerequisite:</i> BAC 202	<b>3 credits</b>
<b>BAC 302</b> <b>Cost Accounting II</b> 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. <i>Prerequisite:</i> BAC 301	<b>3 credits</b>	<b>BAC 435</b> <b>Accounting Information Systems (AIS)</b> 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. <i>Prerequisites:</i> MIS 320 and BAC 423	<b>3 credits</b>
<b>BAC 321</b> <b>Tax Accounting I</b> 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. <i>Prerequisite:</i> BAC 202	<b>3 credits</b>	<b>BAC 460-461</b> <b>Topics in Accounting</b> This course is an intensive study of selected topics related to accounting. Emphasis is on in-depth research in financial/managerial accounting, tax, or auditing as selected by the student. <i>Prerequisites:</i> Advanced standing and permission of the instructor	<b>3 credits</b>
<b>BAC 322</b> <b>Tax Accounting II</b> 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. <i>Prerequisite:</i> BAC 321	<b>3 credits</b>	<b>AVIATION MANAGEMENT</b>	
<b>BAC 401</b> <b>Advanced Accounting I</b> This course examines problems relating to business combinations, consolidated financial statements, debt restructuring, corporate reorganizations, and liquidations. <i>Prerequisite:</i> BAC 202	<b>3 credits</b>	<b>BAM 302</b> <b>Aviation Safety</b> 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.	<b>3 credits</b>
<b>BAC 402</b> <b>Advanced Accounting II</b> 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. <i>Prerequisite:</i> BAC 401	<b>3 credits</b>	<b>BAM 306</b> <b>Air Traffic Control</b> 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.	<b>3 credits</b>

<b>BAM 410</b> <b>3 credits</b> <b>Government and Aviation</b> 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. <i>Prerequisite:</i> HIS 303	<b>BBM 103</b> <b>3 credits</b> <b>Introduction to Public Administration</b> 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.
<b>BAM 411</b> <b>3 credits</b> <b>Airport Management</b> 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. <i>Prerequisites:</i> BBM 201 and BMK 305	<b>BBM 201</b> <b>3 credits</b> <b>Principles of Management</b> 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. <i>Prerequisite:</i> ENG 101
<b>BAM 412</b> <b>3 credits</b> <b>Airline Management</b> 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. <i>Prerequisites:</i> BCS 206, BBM 201, BMK 305, and FIN 305	<b>BBM 301</b> <b>3 credits</b> <b>Organizational Behavior</b> The dimensions of organizational behavior are examined with particular emphasis on formal organizations, individual and group processes. Tools and methods available to a manager for integrating individuals and groups in business are reviewed. <i>Prerequisite:</i> BBM 201
<b>BAM 460-461</b> <b>3 credits</b> <b>Topics in Aviation</b> This is an intensive study of selected contemporary topics related to aviation.	<b>BBM 302</b> <b>3 credits</b> <b>Business and the Environment</b> 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. <i>Prerequisite:</i> BBM 201
<b>BAM 490-494</b> <b>3 credits</b> <b>Internship in Aviation Management</b> This is an approved internship in a selected aviation management activity. The course is graded pass/fail.	
<b>BUSINESS MANAGEMENT</b>	
<b>BBM 102</b> <b>3 credits</b> <b>Introduction to Business</b> 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.	<b>BBM 310</b> <b>3 credits</b> <b>Materials Management</b> 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. <i>Prerequisite:</i> BBM 201

<b>BBM 315</b> <span style="float: right;"><b>3 credits</b></span> <b>Supervisory Management</b> 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. <i>Prerequisite:</i> BBM 201	<b>BBM 350</b> <span style="float: right;"><b>3 credits</b></span> <b>Introduction to E-Commerce</b> 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.
<b>BBM 319</b> <span style="float: right;"><b>3 credits</b></span> <b>Business Ethics</b> 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. <i>Prerequisite:</i> BBM 201	<b>BBM 351</b> <span style="float: right;"><b>3 credits</b></span> <b>Small Business Management</b> 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. <i>Prerequisite:</i> BBM 201
<b>BBM 320</b> <span style="float: right;"><b>3 credits</b></span> <b>Business Communications</b> 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. <i>Prerequisites:</i> ENG 102 and BBM 201	<b>BBM 355</b> <span style="float: right;"><b>3 credits</b></span> <b>Quality Management</b> 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. <i>Prerequisite:</i> BBM 201
<b>BBM 331</b> <span style="float: right;"><b>3 credits</b></span> <b>Business and Society</b> This course reviews the problems facing business and society. Social responsibility, pollution, minority groups, poverty, and consumerism are studied. Society's needs and corporate priorities are analyzed in light of making recommendations to improve quality of life. Government regulatory controls relating to consumer and manufacturer/service provider are examined.	<b>BBM 370</b> <span style="float: right;"><b>3 credits</b></span> <b>Global Business Management</b> 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. <i>Prerequisite:</i> BBM 201
<b>BBM 340</b> <span style="float: right;"><b>3 credits</b></span> <b>Public Administration</b> This course is intended for students who have a working knowledge of government and are in a management area of study. The first half of the course examines concepts and settings of public administration and its core functions. The course then addresses the convergence of management, politics, and law in the public sector.	<b>BBM 380</b> <span style="float: right;"><b>3 credits</b></span> <b>Seminar in Public Administration</b> This course covers responsibilities of public administration, including organization of work, recruitment, hiring, training, evaluation, promotion and termination of employees, and the management of resources.

<b>BBM 400</b> <b>3 credits</b> <b>Current Topics in Business Leadership</b> 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. (Available only for the Organizational Management major) <i>Prerequisite:</i> BLA 303	<b>BBM 406</b> <b>3 credits</b> <b>Organizational Project II</b> This course is the second portion of the capstone course for the Organizational Management program. Students will be guided through a structured process of gathering and analyzing data, identifying current problem-solving tactics and providing recommendations to resolve the dilemma. Students must synthesize the material learned throughout the Organizational Management curriculum. The course is presented mostly online and supported by three 3-hour seminar sessions scheduled over a 15-week period. Student attendance at all seminars is required. (Available only for the Organizational Management major) <i>Prerequisite:</i> BBM 405
<b>BBM 401</b> <b>3 credits</b> <b>International Communication</b> 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, preparation for work assignments for organizations overseas, including intercultural communication differences relating to meetings, negotiations, and social relationships. <i>Prerequisites:</i> BBM 320 and BBM 370	<b>BBM 411</b> <b>3 credits</b> <b>Operations and Systems Management</b> 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. <i>Prerequisites:</i> ENG 102, BBM 201, and BBM 301
<b>BBM 402</b> <b>3 credits</b> <b>Strategic Management</b> 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. <i>Prerequisites:</i> BAC 102, BBM 201, BBM 320, BLA 303, BMK 305, ECO 102, FIN 305, and MAT 302	<b>BBM 412</b> <b>3 credits</b> <b>Project Management</b> 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. <i>Prerequisites:</i> BBM 320 and MIS 320
<b>BBM 405</b> <b>3 credits</b> <b>Organizational Project I</b> This course is the first portion of the capstone course for the Organizational Management program. Students will be guided through a structured process of identifying an organizational problem in their current or previous workplace, developing a problem statement, constructing the problem background, and doing a literature review. The course is presented mostly online and supported by three 3-hour seminar sessions scheduled over a 15-week period. Student attendance at all seminars is required. (Available only for the Organizational Management major)	<b>BBM 460-461</b> <b>3 credits</b> <b>Topics in Business Management</b> 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. <i>Prerequisite:</i> Senior status or permission of the instructor

**BBM 490-491****3 credits****Internship in Business Management**

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 pass/fail.

**BUSINESS FINANCIAL MANAGEMENT****BFM 300****3 credits****Fundamentals of Finance for Managers**

This course surveys the most common financial terms and concepts useful to provide 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.

(Available only for the Organizational Management major)

**COMPUTER OPERATIONS****BCS 205****3 credits****Personal Computer Operations I**

This course is a basic introduction to computer hardware and software, with major emphasis placed on computer utilization. It is a hands-on course, using Windows-compatible personal computers. Students are introduced to some historical aspects of computerization as well as the current environment. Students use word processing, computer presentations, and spreadsheet software. Students will also receive an introduction to "Blackboard," Wilmington College's online learning platform.

**BCS 206****3 credits****Computer Applications for Business**

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 spreadsheet software. Students will also receive an introduction to "Blackboard," Wilmington College's online learning platform.

**BCS 210****3 credits****Computer Science**

This course 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 iTAC Division, 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 will also receive an introduction to "Blackboard," Wilmington College's online learning platform.

**BCS 305****3 credits****PC Operations II**

This course is an advanced, hands-on course focused on understanding the concepts of databases - how to create them and how to use them. The instruction is divided into two phases. The first is directed toward learning how to use database management software to assimilate and manipulate data. The second phase will be centered on the methodology for inputting and reporting the information in the most coherent way. The entire course will be guided by the use of good Systems Analysis techniques.

**BCS 307****3 credits****Computer Presentations**

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-ROM, laser disc, and scanner). *Prerequisite:* BCS 205 or demonstrated computer proficiency

**BCS 308****3 credits****Introduction to Programming Logic**

This course introduces the student to basic programming concepts by exploring the various programming constructs that are used to solve programming concerns. Constructs such as “if,” “repeat,” and “do while” statements are examined in a variety of applications so that students begin to understand the logic behind coding in multiple environments. This is a course on the theory and methods of logic programming.

**BUSINESS LAW****BLA 300****3 credits****Law for Life**

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.

**BLA 303****3 credits****Legal and Ethical Environment of Business**

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. *Prerequisites:* ENG 102, ENG 111, and BBM 201

**BLA 305****3 credits****Business Law for Accounting and Finance Majors**

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.

**MARKETING****BMK 221****3 credits****Principles of Advertising and Public Relations**

This course studies advertising, sales promotion, and the importance of public relations with respect to marketing management. Areas covered include the psychology of advertising; the selection of media; the role of public relations as it relates to marketing; and the economic, social, and ethical effects of advertising. This is a marketing elective.

**BMK 305****3 credits****Marketing**

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.

**BMK 308****3 credits****Global Marketing**

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:* BMK 305

**BMK 310****3 credits****Business to Business Marketing**

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:* BMK 305

**BMK 311****3 credits****Sales Force Management**

This course is a study of managing the sales process as it relates to marketing. The following factors are examined: the importance of proper management of new product/service development, examination of consumer markets, and current trends towards Internet, direct mail, and telemarketing. This is a marketing elective. *Prerequisite:* BMK 305

**BMK 312****3 credits****Personal Selling**

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:* BMK 305



<b>BMK 320</b> <b>Consumer Behavior</b> 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. <i>Prerequisite:</i> BMK 305	<b>3 credits</b>	<b>BMK 413</b> <b>Marketing Management</b> 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. <i>Prerequisites:</i> BMK 305, BMK 320, and BMK 321	<b>3 credits</b>
<b>BMK 321</b> <b>Marketing Research</b> 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. <i>Prerequisites:</i> BMK 305 and MAT 301	<b>3 credits</b>	<b>BMK 490</b> <b>Marketing Internship</b> 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 pass/fail. This is a marketing elective. <i>Prerequisite:</i> BMK 305	<b>3 credits</b>
<b>COMMUNICATION TECHNOLOGY</b>			
<b>BMK 366</b> <b>Entrepreneurship</b> 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. <i>Prerequisites:</i> BMK 305 and BBM 201	<b>3 credits</b>	<b>COM 201</b> <b>Radio Broadcasting and Production</b> This course introduces students to the principles of radio broadcasting. Emphasis will be placed on writing, production, and programming through studio experience in a wide range of styles. <i>Prerequisite:</i> TEC 101	<b>3 credits</b>
<b>BMK 407</b> <b>Sports Marketing and Promotions</b> 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. <b>Note:</b> This course previously was designated SPM 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 SPM 407 cannot get credit for BMK 407.	<b>3 credits</b>	<b>COM 245</b> <b>Introduction to Television, Video, and Film Writing</b> This course is designed to improve writing effectiveness. Throughout the course, insightful, critical reading will play a major role, and the students will learn how to think more clearly, organizing thoughts in logical sequence. Prewriting, writing, and rewriting skills will be an integral component. The course will explore various techniques used to produce scripts or programs, ranging from spot advertisements to a 30-minute pilot television program. The students will develop and produce scripts for radio, television, and motion picture. <i>Prerequisite:</i> ENG 101	<b>3 credits</b>

<p><b>COM 300</b> <b>3 credits</b></p> <p><b>Communication Theory</b></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. <i>Prerequisite:</i> COM 245 or ENG 102</p>	<p><b>COM 307</b> <b>3 credits</b></p> <p><b>Streaming Media</b></p> <p>Creating streaming media is a multi-step process incorporating audio, video, and any other visual medium. Students will learn how to capture, edit, and encode source materials to create streaming media projects. To create such projects, students will learn each step of digital video editing that encompasses the following processes: logging and capturing footage, three-point editing, trimming, motion effects, audio mixing, and finally, exporting digital file formats to a server. Additional topics of discussion include market research techniques, copyright issues, storyboarding, and scripting.</p>
<p><b>COM 302</b> <b>3 credits</b></p> <p><b>Introduction to Video Editing</b></p> <p>This course helps students to understand and to learn the overall concept of video editing. Introduced to editing theory, aesthetics, and techniques, students also explore the relationships between shooting and directing, with editing the raw footage into a completed project.</p>	<p><b>COM 310</b> <b>3 credits</b></p> <p><b>Media Ethics and Law</b></p> <p>Students will examine the ethics and law as it relates specifically to journalism, television, film, and radio in the United States. Special emphasis will be on the media and the First Amendment, censorship, libel, obscenity, invasion of privacy, copyright, infringement, and public access to the media.</p>
<p><b>COM 303</b> <b>3 credits</b></p> <p><b>Introduction to TV Studio Production</b></p> <p>This introductory course, designed to promote a basic understanding of how the television studio process works through theory and practice, allows students the opportunity to assume the various production roles found in a television studio. Students will learn the different studio and control room duties, including writer, producer, director, floor manager, camera operator, and technical director. Students will also have a working knowledge of video engineering and audio engineering. <i>Prerequisites:</i> TEC 101 and TEC 102</p>	<p><b>COM 322</b> <b>3 credits</b></p> <p><b>Aesthetics of Film</b></p> <p>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.</p>
<p><b>COM 306</b> <b>3 credits</b></p> <p><b>Script Writing</b></p> <p>This course builds on theories and techniques introduced in Writing for the Media. Scripts developed in the previous course will be analyzed and further developed. Students will learn techniques used for drama, comedy, and other genres of the industry. A full-length script will also be completed. <i>Prerequisite:</i> COM 245</p>	<p><b>COM 331</b> <b>3 credits</b></p> <p><b>Single Camera Video Production</b></p> <p>This course is designed to develop the students' understanding of a single camera portable approach to moving image production using corporate-level equipment. The course will also develop techniques in planning, shot selection, sequential imaging, continuity, and editing. <i>Prerequisite:</i> TEC 102</p>
	<p><b>COM 335</b> <b>3 credits</b></p> <p><b>Corporate Video Production</b></p> <p>This course is designed to provide students with an overview of industrial video production and script writing for applications in business, education, and industry, as well as for marketing and advertising purposes. Students will be expected to produce an industrial video. <i>Prerequisite:</i> COM 331</p>

<p><b>COM 340</b> <span style="float: right;"><b>3 credits</b></span>  <b>Broadcast Journalism</b>  The principles of television news worthiness, news selectivity, and news writing will be examined and applied by writing copy for WCNR (Wilmington College News Review), a weekly television news program. Students will learn the techniques necessary for writing hard and soft news, sports, weather, and interviews. Additional topics studied will include the rights and responsibilities of television journalism. <i>Prerequisite:</i> COM 201</p>	<p><b>COM 401</b> <span style="float: right;"><b>3 credits</b></span>  <b>Producing the Documentary</b>  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. <i>Prerequisites:</i> COM 245 and COM 331</p>
<p><b>COM 344</b> <span style="float: right;"><b>3 credits</b></span>  <b>Writing and Reporting for the News Media</b>  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. <i>Prerequisite:</i> ENG 101</p>	<p><b>COM 409</b> <span style="float: right;"><b>3 credits</b></span>  <b>Producing/Directing Drama for Television and Digital Film</b>  The culminating television studio production course will introduce students to the processes and skills required to produce and direct television and digital film dramas. Student producers and directors will gain knowledge in proper framing, camera and actor blocking, communicating with crew and actors, storyboarding, and visualizing the final project. <i>Prerequisites:</i> COM 303 and COM 420</p>
<p><b>COM 345</b> <span style="float: right;"><b>3 credits</b></span>  <b>Electronic Journalism</b>  This course is an introduction to the nature of news and its sources. Students will explore the principles of news gathering, news writing, and news editing for the new electronic media and photojournalism. <i>Prerequisites:</i> TEC 101 and TEC 102</p>	<p><b>COM 412</b> <span style="float: right;"><b>3 credits</b></span>  <b>Introduction to TV News Production</b>  This course is designed to teach students how to direct and produce news programs. Students further enhance their skills through the creation, development, and execution of hands-on productions. In this course, each student will be responsible for producing two 10-minute news programs. <i>Prerequisites:</i> COM 303 and COM 420</p>
<p><b>COM 346</b> <span style="float: right;"><b>3 credits</b></span>  <b>Introduction to Interactive Authoring</b>  Students will explore interactive programming through the use of application software. They will learn to integrate existing sound files, images, text, and movies to produce an interactive program.</p>	<p><b>COM 413</b> <span style="float: right;"><b>3 credits</b></span>  <b>Advanced TV News Production</b>  This course covers advanced theory and practice of video production, concentrating on television news and news type programming. Students will learn advanced shooting and editing techniques. Each student will produce one 20-minute newscast. <i>Prerequisites:</i> COM 412 and COM 420</p>
<p><b>COM 350</b> <span style="float: right;"><b>3 credits</b></span>  <b>Ethics in Journalism</b>  This new elective covers an examination of journalistic codes and standards as they apply to the broadcast, new media, and print journalists' abilities to confront legal and ethical issues and problems faced on a daily basis. Additionally, students will learn press responsibilities using case studies, by reviewing historic and current approaches in reporting methodology.</p>	<p><b>COM 420</b> <span style="float: right;"><b>3 credits</b></span>  <b>Non-Linear Editing - PC</b>  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. <i>Prerequisite:</i> TEC 102</p>
<p><b>COM 360</b> <span style="float: right;"><b>3 credits</b></span>  <b>Human Computer Interface Design</b>  This course looks at the information architecture and discusses usability vs. aesthetic visuals. Students will learn how to implement man/machine interfaces via design principles. <i>Prerequisites:</i> DSN 210 and DSN 220</p>	

<p><b>COM 421</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Advanced Non-Linear Editing</b></p> <p>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, 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. <i>Prerequisites:</i> COM 420</p>	<p><b>COM 431</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Media and Society</b></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><b>COM 422</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Non-Linear Editing – Mac</b></p> <p>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. <i>Prerequisite:</i> TEC 102</p>	<p><b>COM 432</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Media Research Methods</b></p> <p>This course introduces students to research methods, including procedures and sampling, survey research, field research, content analysis, and the scope of such research on the media and consumers. Students will critically evaluate a variety of communication research methods and learn specific skills to conduct scholarly research. In addition, they will develop, administer, and report the findings of their surveys.</p>
<p><b>COM 423</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Advanced Non-Linear Editing - Mac</b></p> <p>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 - PC, 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. <i>Prerequisite:</i> COM 420</p>	<p><b>COM 435</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Comparative International Broadcasting</b></p> <p>This is an introduction to the cross-cultural study of international broadcasting systems. This course compares how the media are organized in other countries with how the media are organized in the United States.</p>
<p><b>COM 425</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Podcasting</b></p> <p>The ability of audio and video to be globally distributed through the Internet has created exciting new 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. <i>Prerequisites:</i> DSN201, DSN210, DSN420, and TEC101</p>	<p><b>COM 460</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Topics in Communication</b></p> <p>This course surveys contemporary subjects and current events pertaining to communication.</p>
	<p><b>COM 485</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Advanced Production Design A</b></p> <p>This course is designed as a directed workshop to allow senior year students the opportunity to practice their specialization in a production environment. The workshop is divided into two sessions (A and B), one for each semester. Session A covers the pre-production stage, and Session B covers the production and post-production stages. Students will agree upon a realistic project in their main competency area(s) with their instructor. Having also agreed upon a timetable for their project's completion, the students will then begin a required minimum 30-hour flexible workshop where they must prepare a clear and comprehensive pre-production plan which follows the timetable. The students must also develop an appropriate corporate style and logo to accompany their project. <i>Prerequisite:</i> Permission required</p>

**COM 487** **3 credits**

**Advanced Production Design B**

This course is designed as a directed workshop to allow teams of senior year students the opportunity to practice their specialization in a production environment. The course is divided into two parts. Session A is the pre-production stage, while session B consists of production and post-production stages. At the start of the group project, team(s) of students will agree on a realistic project in their main competency area(s) with their 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 Desktop Published pages, a proper use of color, typography, etc., using their own corporate style and logo. *Prerequisite:* Permission required.

**COM 488-489** **3 credits**

**Advanced Production Design/Internship**

Students learn the advanced techniques of traditional, long-form documentary production. Early units of the course emphasize research skills, including: letters, telephone contacts, and archival research. Later units cover on-camera interviewing, logging, and organization of footage into off-line drafts. Final elements of this course emphasize off-line editing of A roll and B roll, developing, and creating chapters following the path of documentary production. *Prerequisite:* Approval from Program Coordinator

**COM 490-494** **3 credits**

**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. *Prerequisite:* Permission required

**CRIMINAL JUSTICE**

**CRJ 101** **3 credits**

**Survey of Criminal Justice**

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.

**CRJ 205** **3 credits**

**Principles of Criminology**

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:* CRJ 101

**CRJ 206** **3 credits**

**Corrections and Rehabilitation**

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. *Prerequisites:* CRJ 101 and CRJ 205

**CRJ 207** **3 credits**

**Introduction to Law Enforcement**

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. *Prerequisites:* CRJ 101 and CRJ 205

**CRJ 301** **3 credits**

**Juvenile Justice**

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. *Prerequisites:* CRJ 101 and CRJ 205

**CRJ 303** **3 credits**

**Administration of Criminal Justice Organizations**

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. *Prerequisites:* CRJ 101 and CRJ 205

<p><b>CRJ 304</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Constitutional Law</b></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. <i>Prerequisites:</i> CRJ 101 and CRJ 205</p>	<p><b>CRJ 318</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Criminal Investigation</b></p> <p>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. <i>Prerequisites:</i> CRJ 101 and CRJ 205</p>
<p><b>CRJ 305</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Women and Crime</b></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. <i>Prerequisites:</i> CRJ 101 and CRJ 205</p>	<p><b>CRJ 333</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Organizational and Corporate Crime</b></p> <p>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. <i>Prerequisites:</i> CRJ 101 and CRJ 205</p>
<p><b>CRJ 306</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Contemporary Correctional Systems</b></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. <i>Prerequisites:</i> CRJ 101, CRJ 205, and CRJ 206</p>	<p><b>CRJ 335</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Advanced Perspectives in Criminal Justice</b></p> <p>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. <i>Prerequisites:</i> CRJ 101 and CRJ 205</p>
<p><b>CRJ 310</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>History of the Criminal Justice System</b></p> <p>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. <i>Prerequisites:</i> CRJ 101 and CRJ 205</p>	<p><b>CRJ 341</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Community Corrections</b></p> <p>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. <i>Prerequisites:</i> CRJ 101, CRJ 205, and CRJ 206</p>
<p><b>CRJ 316</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Criminal Law</b></p> <p>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. <i>Prerequisites:</i> CRJ 101, CRJ 205, and CRJ 304</p>	

<p><b>CRJ 350</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Computer Operations in Criminal Justice</b></p> <p>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 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. <i>Prerequisites:</i> BCS 205, CRJ 101, and CRJ 205</p>	<p><b>CRJ 412</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Ethics in Criminal Justice</b></p> <p>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. <i>Prerequisites:</i> CRJ 101 and CRJ 205</p>
<p><b>CRJ 390-394</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Independent Study in Criminal Justice</b></p> <p>Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. This course is graded pass/fail. <i>Prerequisites:</i> CRJ 101, CRJ 205, and GPA of 2.5</p>	<p><b>CRJ 413</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Research Methods in Criminal Justice</b></p> <p>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. <i>Prerequisites:</i> senior status and all core criminal justice courses</p>
<p><b>CRJ 409</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Criminalistics</b></p> <p>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. <i>Prerequisites:</i> CRJ 101, CRJ 205, and CRJ 318</p>	<p><b>CRJ 450</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Seminar in Criminal Justice</b></p> <p>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. <i>Prerequisites:</i> All CRJ core courses and senior status</p>
<p><b>CRJ 410</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Multicultural Issues in Criminal Justice</b></p> <p>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. <i>Prerequisites:</i> CRJ 101 and CRJ 205</p>	<p><b>CRJ 490-494</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Internship in Criminal Justice</b></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. <i>Prerequisites:</i> CRJ 101, CRJ 205, substantial number of core courses, junior status, and GPA of 2.5</p>
<p><b>CRJ 411</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Criminal Evidence and Procedures</b></p> <p>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. <i>Prerequisites:</i> CRJ 101, CRJ 205, CRJ 304, and CRJ 316</p>	<p><b>DIGITAL FILM-MAKING</b></p> <p><b>DFM 200</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Introduction to Digital Film-Making</b></p> <p>This course is an introduction to the theory and practice of digital film 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.</p>

<p><b>DFM 300</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Directing Digital Films</b></p> <p>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. <i>Prerequisites:</i> COM 409 and DFM 200</p>	<p><b>DRA 111</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Acting II</b></p> <p>This course is a continuation of Acting I. It will further explore voice and body training, presentation techniques, and also introduce students to improvisational methods used to enhance acting skills. <i>Prerequisite:</i> DRA 110</p>
<p><b>DFM 350</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Digital Film-Making II</b></p> <p>This course is a continuation of 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. <i>Prerequisites:</i> DFM 200, DFM 300.</p>	<p><b>DRA 120</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Introduction to Directing</b></p> <p>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.</p>
<p><b>DFM 400</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Shooting the Digital Film</b></p> <p>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. <i>Prerequisite:</i> DFM 350</p>	<p><b>DRA 140</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Origins and Early Forms of Theater</b></p> <p>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.</p>
<p><b>DRAMA</b></p>	<p><b>DRA 200</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Playwriting</b></p> <p>Students will learn the principles of playwriting by writing short plays that will be performed by students in the acting and performance courses.</p> <p><b>DRA 220</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Performance</b></p> <p>This is the capstone course in the drama minor. Students will apply skills learned in previous courses in a theatrical production.</p>
<p><b>DRA 105</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Introduction to the Theater</b></p> <p>This all-encompassing course will introduce students to the various aspects of theater production. Topics include acting, directing, producing, and writing.</p>	<p><b>DRA 230</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Introduction to Scene Design</b></p> <p>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><b>DRA 110</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Acting I</b></p> <p>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.</p>	



## DESIGN

### 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.

### 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 and proportion, color, and form. An emphasis is placed on the development of aesthetic sensitivity.

### DSN 112

3 credits

#### Digital Drawing

This introductory course allows iTAC design 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.

### DSN 120

3 credits

#### Desktop Publishing

This course introduces the student to the theory and operation of electronic publishing technology, emphasizing the integration of software programs such as page layout, word processing, and graphics. File options and the import of vector and bitmap graphics will be taught. The course will also examine the aesthetics and intricacies of typography, design, and page layout, concluding with the publication of a four-page leaflet.

### DSN 201

3 credits

#### Fundamentals of Animation

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. *Prerequisites:* BCS 210, DSN 110, and DSN 210

### 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:* BCS 210

### 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.

### DSN 230

3 credits

#### Graphic Design Applications

The visualization of graphic design problems is explored using research techniques and hands-on experience in projects relating to real world situations. Several application programs are reviewed. The course concentrates on advertising, sales promotion, marketing, and Graphic Design Applicators. *Prerequisite:* BCS 210

### DSN 241

3 credits

#### Color Theory

This course covers fundamental color principles, color characteristics, properties, and uses in art and design. 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. *Prerequisites:* DSN 110, DSN 112

### 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. *Prerequisites:* DSN 210, DSN 230

<b>DSN 310</b> <b>Advanced Animation</b> This course is an extension of DSN 201, Fundamentals of Animation. 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. <i>Prerequisite:</i> DSN 201	<b>3 credits</b>	<b>DSN 326</b> <b>Intermediate Multimedia Web Page Design</b> This course builds on DSN 325 (Multimedia Web Page Design) by exposing the student to the next level of multimedia interactivity and action scripting. Student will become familiar with the process of publishing a multimedia web site. <i>Prerequisites:</i> DSN 325	<b>3 credits</b>
<b>DSN 315</b> <b>Typography</b> The principal 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. <i>Prerequisites:</i> DSN 210, DSN 230	<b>3 credits</b>	<b>DSN 401</b> <b>Publication Design</b> 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. <i>Prerequisite:</i> DSN 120	<b>3 credits</b>
<b>DSN 318</b> <b>Portfolio Production</b> 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 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.	<b>3 credits</b>	<b>DSN 402</b> <b>Graphic Design of Brochures and Catalogs</b> 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.	<b>3 credits</b>
<b>DSN 320</b> <b>Web Page Design</b> This course will develop the scripting skills necessary for web page design and introduce students to the basics of HTML. <i>Prerequisites:</i> DSN 210 and TEC 120	<b>3 credits</b>	<b>DSN 410</b> <b>Advanced Digital Image Manipulation</b> 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. <i>Prerequisites:</i> DSN 210 and DSN 230	<b>3 credits</b>
<b>DSN 325</b> <b>Multimedia Web Page Design</b> 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. <i>Prerequisite:</i> COM 360	<b>3 credits</b>	<b>DSN 415</b> <b>Packaging and Display Design</b> 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.	<b>3 credits</b>
		<b>DSN 420</b> <b>Advanced Web Page Design</b> 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. <i>Prerequisite:</i> DSN 320	<b>3 credits</b>

**DSN 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. (And, if you don't know what a *bumper* is, you need this course.) *Prerequisites:* DSN 210, DSN 420, and TEC 101

**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:* permission required

## EARLY CHILDHOOD EDUCATION

**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:* PSY 201

**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.

**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. *Prerequisites or corequisites:* PSY 201 and 6 credits of Fine Arts; passing score on all sections of PRAXIS I for BS students. *Prerequisites or corequisites:* PSY 201 and 3 credits of Fine Arts for AS students

**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 ten (10) hour clinical experience in schools is required. *Prerequisites:* ECE 211 for AS students; ENG 111, MAT 201, and passing score on all sections of PRAXIS I for BS students

**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.

**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. A five (5) hour clinical experience in schools is required.

**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:* PSY 201

**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:* PSY 201

**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). Interns are monitored and supported by Wilmington College supervisors. Placement priority is given to settings that serve culturally, linguistically, and socio-economically diverse student populations. Interns are required to attend regularly scheduled seminars and must prepare and present a professional portfolio. ECE 216 is graded Satisfactory/Unsatisfactory. *Prerequisites:* All ECE core courses; approved application from the Office of Clinical Studies (applications must be received by October 15 for the spring semester and by March 1 for the fall semester); health certificate; TB clearance

**ECE 450****9 credits****Student Teaching**

ECE 450 is designed for Early Care and Education (Birth-2) majors. This supervised field experience requires at least 60 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 College supervisors. Placement priority is given to settings that serve culturally, linguistically, and socio-economically diverse student populations.

A minimum of 15 clock hours is scheduled by the Wilmington College 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. *Prerequisites:* approved application from the Office of Clinical Studies (applications must be received by October 15 for the spring semester and by March 1 for the fall semester); health certificate; TB clearance; GPA of 2.50; completion of all prerequisite courses: ECE 214, ECE 203, ECE 204, EDU 392, RDG 401; and PRAXIS II scores that meet certification requirements in the placement setting. Student teaching must be taken in conjunction with EDU 499, Clinical Assessment in the Classroom.

**ECONOMICS****ECO 101****3 credits****Economics I**

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:* successful completion of math placement test or MAT 110

**ECO 102****3 credits****Economics II**

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:* ECO 101 and MAT 101

**ECO 105****3 credits****Fundamentals of Economics**

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.

**ECO 203****3 credits****Economic Theory**

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.

**ECO 300** **3 credits**  
**International Trade and Economics**  
 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:* ECO 102

**ECO 301** **3 credits**  
**Contemporary Economic Problems**  
 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:* ECO 102

**ECO 321** **3 credits**  
**Economics of Income, Money, and Banking**  
 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:* ECO 102

## CAREER AND TECHNICAL EDUCATION

**EDC 400** **3 credits**  
**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.

**EDC 401** **3 credits**  
**Career and Technical Education Instructional Technology**  
 This course focuses on technology selection that is specific to a teacher's particular career program. Course topics include word processing, spreadsheets, and desktop publishing, as well as diagnosis and evaluation of students. Students will be responsible for developing and selecting appropriate software for their particular subject area.

**EDC 402** **3 credits**  
**Career and Technical Education**  
**Advanced Curriculum Design**  
 This course focuses on curriculum design for vocational courses. Students will learn how to develop the sequence of teaching activities in vocational courses as well as the content that should be taught to be state-of-the-art for the workplace.

**EDC 403** **3 credits**  
**History and Regulations of Career and Technical Education**  
 This course addresses cultural and social issues associated with vocational education students. It will also address school organization, curriculum, guidance and student activity organizations, and legal issues associated with being a career program teacher. State and federal regulations for vocational funding will also be an integral part of this course.

**EDC 404** **3 credits**  
**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 vocational-technical schools, community colleges, and four-year colleges. Job placement in community and school-based settings is also studied.

**EDC 405** **3 credits**  
**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.

**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.

**EDC 407** **3 credits**  
**Career and Technical Student Organizations**  
 This course focuses on the history and importance of vocational and student organizations in the career and technical high schools. The course will focus on building student leadership skills, presentation skills, and specific technical skills appropriate to the specific career program. Instruction will also include preparing students for the state and national skills events.

**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.

**EDC 411** **3 credits**  
**Methods of Teaching Career and Technical Education I**  
This course 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.

**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.

**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.

**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 vocational-technical courses.

**EDC 420** **6 credits**  
**Clinical Component for Career and Technical Education Teachers**  
A major professional project will be required for graduation. An example of a major professional project would be to develop and implement an integration project to promote inter-disciplinary learning within career and technical studies or infusing academic studies with career and technical education's emphasis on the application of theory to everyday problems. Other examples might be to rewrite the career program content to make it part of a career cluster or to develop an innovative exploratory program for students.

## **EDUCATION**

**EDU 202** **2 credits**  
**School Involvement with Families and Community**  
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. A five-hour clinical experience in schools is required.

**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.

<p><b>EDU 303</b> <span style="float: right;"><b>2 credits</b></span></p> <p><b>Contemporary Theories and Practices in Middle Level Education</b></p> <p>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.</p>	<p><b>EDU 310</b> <span style="float: right;"><b>2 credits</b></span></p> <p><b>Applied Behavior Analysis and Classroom Culture</b></p> <p>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 to 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.</p>
<p><b>EDU 304</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Health and Physical Education</b></p> <p>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.</p>	<p><b>EDU 311</b> <span style="float: right;"><b>2 credits</b></span></p> <p><b>Assistive Technology</b></p> <p>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.</p>
<p><b>EDU 306</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Effective Teaching Strategies</b></p> <p>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. A five-hour clinical experience in schools is required.</p>	<p><b>EDU 312</b> <span style="float: right;"><b>2 credits</b></span></p> <p><b>Integrated Curriculum in Schools</b></p> <p>This course examines current curricular programs and instructional methodologies while analyzing their researched constructs, 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 elementary 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.</p>

**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 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, teacher candidates will learn about reasons for misbehavior and about several discipline models or options that can be used by teachers when students misbehave. A five (5) hour clinical experience in schools is required.

**EDU 390****1 credit****Practicum I**

EDU 390 Practicum I is a structured, field-based, exploratory clinical course that requires at least 35 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington College Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socio-economically diverse student populations. Fieldwork is supported by 21 hours of Practicum seminar sessions. Seminars are conducted at the College sites by faculty of the Division of Education. Student attendance at all Practicum seminars is required and must be documented. A reflective professional journal is required. Content modules are part of the Practicum seminars.

Practicum I introduces the beginning teacher preparation student to essential content and pedagogical knowledge related to the components of professional practice and to Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching. Practicum I provides the teacher preparation student 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. Teaching individual students and small groups of students is required.

*Prerequisite:* TB clearance

**EDU 391****1 credit****Practicum II**

EDU 391 Practicum II is a structured, field-based clinical course that requires at least 35 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington College Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socio-economically diverse student populations. Fieldwork is supported by 21 hours of Practicum seminar sessions. Seminars are conducted at the College sites by faculty of the Division of Education. Student attendance at all Practicum seminars is required and must be documented. A reflective professional journal is continued from Practicum I. Content modules are part of the Practicum seminars.

Practicum II helps the student analyze and reflect on the classroom environment in relation to current research, components of professional practice, and the Delaware Professional Teaching Standards. Classroom management and multiple assessment strategies are emphasized. Teaching a planned lesson as well as individual students is required. *Prerequisites:* EDU 390 and TB clearance

**EDU 392****1 credit****Practicum III**

EDU 392 Practicum III is a structured, field-based course that requires at least 35 hours of supervised clinical experience in an approved setting. Fieldwork is monitored by Wilmington College Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socio-economically diverse student populations. Fieldwork is supported by 21 hours of Practicum seminar sessions. Seminars are conducted at the College sites by faculty of the Division of Education. Student attendance at all Practicum seminars is required and must be documented. A reflective professional journal is continued. Content modules are part of the Practicum seminars.

EDU 392 Practicum III emphasizes synthesis and evaluation but narrows the focus to the area of reading. Practicum III teaches students how to administer and interpret a diagnostic reading inventory, and then enables students to devise and carry out a remediation plan for one child under the close supervision of the Practicum advisor, classroom teacher mentor, and/or school reading specialist. *Prerequisites:* EDU 390, EDU 391, RDG 300 for 0-2 majors, RDG 301 for K-6 and 6-8 majors, and TB clearance



<p><b>EDU 396</b> <b>3 credits</b></p> <p><b>Environmental Education Practicum</b></p> <p>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.</p>	<p><b>EDU 404</b> <b>3 credits</b></p> <p><b>Integrated Approaches to Teaching Elementary Science</b></p> <p>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 clinical experience of six (6) clock hours in schools is required. <i>Prerequisites:</i> SCI 105, SCI 232, and SCI 302; passing score on all sections of PRAXIS I</p>
<p><b>EDU 401</b> <b>3 credits</b></p> <p><b>Instructional Technology</b></p> <p>The selection, use, and production of technology to facilitate children's learning are emphasized. Course topics include word processing, spreadsheets, Desktop publishing, multimedia, diagnosis and evaluation of students, as well as selection and use of instructional software and computer networks. <i>Prerequisite:</i> BCS 205 or BCS 206</p>	<p><b>EDU 405</b> <b>3 credits</b></p> <p><b>Integrated Approaches to Teaching Elementary Math</b></p> <p>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 experience of six clock hours in the schools is required. <i>Prerequisites:</i> MAT 201, MAT 202, and MAT 304; passing score on all sections of PRAXIS I</p>
<p><b>EDU 402</b> <b>3 credits</b></p> <p><b>Integrated Approaches to Teaching Elementary Language Arts/Reading</b></p> <p>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 12-hour clinical experience in schools is required. <i>Prerequisites:</i> ENG 111, RDG 301, and RDG 302; passing scores on all sections of PRAXIS I</p>	<p><b>EDU 407</b> <b>3 credits</b></p> <p><b>Integrated Approaches to Teaching Middle Level Language Arts/Reading</b></p> <p>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 12-hour clinical experience in schools is required <i>Prerequisites:</i> ENG III, RDG 301, RDG 305, and EDU 312; passing scores on all sections of PRAXIS I</p>
<p><b>EDU 403</b> <b>3 credits</b></p> <p><b>Integrated Approaches to Teaching Elementary Social Studies</b></p> <p>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 six-hour clinical experience in schools is required. Students will be expected to participate in a Junior Achievement teaching activity, including teaching five Junior Achievement lessons in a school. <i>Prerequisites:</i> HIS 300, HIS 314, HUM 360, HUM 361, and ECO 105; passing scores on all sections of PRAXIS I</p>	

<p><b>EDU 408</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Integrated Approaches to Teaching Middle Level Social Science</b></p> <p>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 six-hour clinical experience in schools is required. Students will be expected to participate in a Junior Achievement teaching activity, including teaching five Junior Achievement lessons in a school. <i>Prerequisites:</i> HIS 201, HIS 204, SOC 101, ECO 105, GOV 200, and EDU 312; passing scores on all sections of PRAXIS I</p>	<p><b>EDU 451</b> <span style="float: right;"><b>9 credits</b></span></p> <p><b>Student Teaching</b></p> <p>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. 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 College supervisors. Placement priority is given to settings that serve culturally, linguistically, and socio-economically diverse student populations.</p> <p>A minimum of 15 clock hours is scheduled by the Wilmington College 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. <i>Prerequisites:</i> approved application from the Office of Clinical Studies; application must be received by October 15 for spring student teaching and by March 1 for fall student teaching; GPA of 2.5; EDU 392, EDU 402, EDU 403, EDU 404, EDU 405 for K-6; EDU 392, the two designated Integrated Approaches courses required in specific concentrations for 6-8, and appropriate PRAXIS II exam. Student teaching must be taken in conjunction with EDU 499</p>
<p><b>EDU 409</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Integrated Approaches to Teaching Middle Level Science</b></p> <p>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 clinical experience of six (6) clock hours in schools is required. <i>Prerequisites:</i> SCI 110, SCI 232, SCI 305, SCI 315, MAT 101 or MAT 205, and EDU 312; passing score on all sections of PRAXIS I</p>	<p><b>EDU 460-462</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Topics in Education</b></p> <p>This course is an intensive study of contemporary topics and issues in education. <i>Prerequisite:</i> Approval of Academic Dean</p>
<p><b>EDU 410</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Integrated Approaches to Teaching Middle Level Math</b></p> <p>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 experience of six (6) clock hours in the schools is required. <i>Prerequisites:</i> MAT 201, MAT 202, and MAT 304; passing score on all sections of PRAXIS I</p>	<p><b>EDU 499</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Clinical Assessment in the Classroom</b></p> <p>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.)</p>

## ENGLISH

### ENG 095

0 credits

#### English Review

This course will provide a review of English grammar skills for students who need to strengthen their backgrounds in English before taking college-level courses requiring college reading and writing. It establishes a foundation for success in subsequent college-level courses. The course will include lecture, discussion, recitation, team learning, and teacher-student tutoring to maximize students' success. English Review would benefit students returning to the classroom after a long absence who wish to gain English skills for classroom confidence before enrolling in credit courses. In addition, the course would also help students speaking English as a second language gain needed written and oral fluency. Topics covered in the course will include: simple sentences, subject-verb agreement, simple verb tenses, paragraph writing, main linking and main helping verbs, punctuation rules, possessives/plurals/homonyms, and topic sentences.

### ENG 101

3 credits

#### English Composition I

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 reading and will be required to apply these skills to selected writing assignments throughout the course. They will also study elements that constitute various rhetorical patterns of writing and develop skills in writing essays in these patterns. The rhetorical patterns studied in this course are description, narration, compare/contrast, definition, and classification/division. Students will also be introduced to the elements of APA documentation. This course will emphasize the use of correct grammar, usage, spelling, punctuation, and mechanics. 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:* Successfully passing the English evaluation test or ENG 110.

### ENG 102

3 credits

#### English Composition II

This course is designed to improve writing effectiveness. Students will be required to expand their reading and writing skills learned in English 101 and apply these skills to selected writing assignments. They 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 term paper. Detailed instruction in the use of APA documentation will be provided and required in the term paper. This course will help students learn how to think more clearly, organize thoughts in logical sequence, and improve writing skills through prewriting, writing, and rewriting processes. Grammar, usage, spelling, punctuation, and mechanics instruction will be important elements in this course. *Prerequisite:* ENG 101

### ENG 110

3 credits

#### English Essentials

This course will emphasize the fundamentals of correct writing. Students will receive instruction and practice in grammar, usage, spelling, punctuation, and mechanics. They will learn the process of writing, including generating ideas, drafting, revising, editing, and proofreading. They will also learn reading and study skills. This course will be taught in a competency/mastery format. Students will be required to master specific English competencies to pass the course. Those who experience difficulties in mastering these competencies will be required to receive assistance from the Tutoring Center. Credit from this course applies as an elective credit towards graduation.

### ENG 111

3 credits

#### Advanced Communication Skills

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:* ENG 102

### 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:* ENG 102

**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:* ENG 102

**ENG 300****3 credits****Linguistics**

Linguistics is an introductory course in which students examine the nature of language, including its sounds, structures, and symbols. It will explore these characteristics as exhibited in various cultures and time periods. *Prerequisite:* ENG 102

**ENG 320****3 credits****Advanced Composition**

This course emphasizes correct and effective expression, providing advanced training in the organization and writing of a research paper. The focus of this course is on the principles and style of advanced expository writing. Students will be prepared to write an undergraduate thesis in their major area of study. Strategies are provided for the composition of scholarly discourse, and forms of critical analysis and inquiry are examined and practiced. *Prerequisite:* ENG 102

**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:* ENG 102

**ENG 365****3 credits****Academic Writing**

This course seeks to develop skills in advanced composition and critical reading. It is designed to improve students' abilities to paraphrase, summarize, and synthesize and to correctly and effectively express themselves. *Prerequisite:* ENG 102

**EDUCATIONAL PSYCHOLOGY****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. *Prerequisites:* PSY 201, MAT 201, MAT 202, and MAT 304

**EPY 303****3 credits****Advising, Mentoring, and Counseling Techniques**

Exploration of 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:* 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.

<b>EPY 401</b> <b>3 credits</b> <b>Teaching Diverse Populations and Exceptional Children</b> This course is the study of models of service delivery from infancy to adulthood with special emphasis on inclusion, assessment processes and procedures, prevention, and intervention strategies. Five (5) hours of clinical observation of children with special needs is included in multiple settings. <i>Prerequisite:</i> PSY 333	<b>FIN 306</b> <b>3 credits</b> <b>Corporate Finance</b> Building on the fundamentals of financial management, the major emphasis of the 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. <i>Prerequisite:</i> FIN 305
<b>FINANCE</b>	
<b>FIN 201</b> <b>3 credits</b> <b>Personal Finance</b> 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.	<b>FIN 308</b> <b>3 credits</b> <b>Financial Economics &amp; Instruments</b> 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. <i>Prerequisite:</i> FIN 305
<b>FIN 202</b> <b>3 credits</b> <b>Financial Planning</b> 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.	<b>FIN 410</b> <b>3 credits</b> <b>Financial Reporting &amp; Analysis</b> 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. <i>Prerequisite:</i> FIN 305
<b>FIN 300</b> <b>3 credits</b> <b>Applied Concepts in Accounting &amp; Finance</b> 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.	<b>FIN 411</b> <b>3 credits</b> <b>Investments and Security Analysis</b> 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. <i>Prerequisites:</i> FIN 202 and FIN 305
<b>FIN 305</b> <b>3 credits</b> <b>Financial Management</b> 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. <i>Prerequisite:</i> BAC 102	<b>FIN 412</b> <b>3 credits</b> <b>Financial Institution Management</b> 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. <i>Prerequisite:</i> FIN 305

**FIN 450****3 credits****International Finance**

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:* FIN 306

**FRENCH****FRE 101****3 credits****Introduction to French**

This course is an introduction to the French language, with emphasis on developing listening and speaking skills commonly used in conversation.

**FRE 201****3 credits****French for Business**

This course is an introduction to the French language, with the emphasis on the practical application of the language in a global economy. Listening and speaking skills commonly used in a business/office setting are developed.

**GERMAN****GER 101****3 credits****Introduction to German**

This course is an introduction to the German language, with emphasis on developing listening and speaking skills commonly used in conversation.

**GOVERNMENT****GOV 101****3 credits****American Government and 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.

**GOV 200****3 credits****Civic Ideals in a Democratic Society**

This course is designed to introduce civic ideals in a democratic society. Civics is defined as the rights and duties of a citizen in a democratic society which not only keep democracy alive but also enhance it. As the society becomes more enlightened, it realizes that it is responsible for making the future better through character building, incorporating such ideals as: honesty, respect, responsibility, voting, compassion, self-discipline, perseverance, giving, and knowledge of the Constitution and its functions.

**GOV 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.

**GOV 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.

**GOV 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.

**GOV 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.

## HISTORY

### HIS 201

3 credits

#### United States History I

This course examines the evolution of political and social movements in the pre-industrial United States, including colonial experiences. It considers the Federal achievements, the Jeffersonian period, the age of Jackson, the antebellum period, the Civil War, and Reconstruction.

### HIS 202

3 credits

#### United States History II

This course covers the cultural, economic, political, and social developments in the United States from Reconstruction to the present time.

### 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 artistic trends and how developing technologies have influenced creative work through 19th and 20th century Europe and America. The course focuses on the relationship between design and art and also on the artist's role and influence on western culture and society.

### HIS 300

3 credits

#### Geography and Man

This course will focus on the interaction of people with their environment to produce a unique place to live, both from an economic and cultural perspective. Students will develop the ability to read maps, use an atlas to learn location and characteristics of major regions and subregions 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, population, resources and technology; the human impact on natural 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 airpower 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.

### 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.

### HIS 314

3 credits

#### Contemporary United States History: 1945 to Present

This course is a study of major domestic, cultural, economic, political, and social developments and their interaction with American foreign policy since World War II.

### 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.

**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.

**HIS 360****3 credits****Human World Views: 3500 BCE–1650 AD**

This course will focus on specific time periods, events, and historical questions of western/non-western cultures. It incorporates a wide variety of political, social, economic, religious, intellectual, and scientific issues that encompass and define the study of the Humanities, as we are confronted with basic questions regarding historical development, cultural traditions, human nature, moral action, and practical necessity.

**HIS 361****3 credits****Human World Views: 1650 AD–Present**

The primary way to understand the past and to appreciate the present is through an examination of the literature, art, philosophy, and history of the generations. Each piece of these disciplines is juxtaposed against the tapestry of history and culture so that it can be viewed within the content of its time.

HIS 361 is a continuation of HIS 360 and will cover the time from 1650 A.D. to the present, emphasizing prevailing world views. *Prerequisite:* ENG 102

**HUMAN RESOURCE MANAGEMENT****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. *Prerequisites:* BBM 201 and ENG 101

**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 voluntary and involuntary terminations. Emphasis is on the ethical and legal considerations involved in staffing decisions. *Prerequisites:* BBM 201, ENG 101

**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. *Prerequisites:* BBM 201, ENG 101, 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. *Prerequisites:* BBM 201 and ENG 101

**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. *Prerequisites:* BCS 206, BBM 201, ENG 101, and 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. *Prerequisites:* BBM 201 and ENG 101

**HRM 321****3 credits****Organizational Communication**

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. *Prerequisites:* BBM 201 and ENG 101



<b>HRM 340</b> <b>The Adult Learner</b> 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. <i>Prerequisites:</i> BBM 201 and ENG 101	3 credits	<b>HRM 460</b> <b>Topics in Human Resource Management</b> 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. <i>Prerequisites:</i> Advanced standing, permission of the instructor, and HRM 311	3 credits
<b>HRM 350</b> <b>International HRM</b> 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. <i>Prerequisites:</i> BBM 201 and ENG 101	3 credits	<b>HRM 490-493</b> <b>Internship in Human Resource Management</b> 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 pass/fail. <i>Prerequisite:</i> HRM 311	3 credits
<b>HUMANITIES</b>			
<b>HRM 400</b> <b>Legal Aspects of Human Resource Management</b> 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. <i>Prerequisite:</i> HRM 311	3 credits	<b>HUM 204</b> <b>Folklore</b> 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.	3 credits
<b>HRM 405</b> <b>Compensation Administration</b> 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. <i>Prerequisite:</i> HRM 311	3 credits	<b>HUM 301</b> <b>Biblical Studies</b> 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.	3 credits
<b>HRM 410</b> <b>Training and Development</b> 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. <i>Prerequisite:</i> HRM 311	3 credits	<b>HUM 306</b> <b>Comparative Religion</b> This course is an historical treatment of American Judaism, Catholicism, Protestantism, Hinduism, Buddhism, Confucianism, and Islamism. The relationship of religion to broad cultural settings is given emphasis.	3 credits
		<b>HUM 307</b> <b>The Performing Arts</b> 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.	3 credits

<p><b>HUM 310</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Building Brain Power</b></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><b>HUM 342</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Western Myth</b></p> <p>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>
<p><b>HUM 325</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Empowerment Strategies</b></p> <p>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.</p>	<p><b>HUM 360</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Human World Views: 3500 BCE–1650 AD</b></p> <p>This course will focus on specific time periods, events, and historical questions of western/non-western cultures. It incorporates a wide variety of political, social, economic, religious, intellectual, and scientific issues that encompass and define the study of the Humanities, as we are confronted with basic questions regarding historical development, cultural traditions, human nature, moral action, and practical necessity.</p>
<p><b>HUM 330</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Introduction to Modern Theater</b></p> <p>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><b>HUM 361</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Human World Views: 1650 AD–Present</b></p> <p>The primary way to understand the past and to appreciate the present is through an examination of the literature, art, philosophy, and history of the generations. Each piece of these disciplines is juxtaposed against the tapestry of history and culture so that it can be viewed within the content of its time.</p> <p>HUM 361 is a continuation of HUM 360 and will cover the time from 1650 AD to the present, emphasizing prevailing world views. <i>Prerequisite:</i> ENG 102</p>
<p><b>HUM 340</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Hispanic Culture and Enrichment</b></p> <p>Students will learn the importance of introducing children to foreign culture and language at an early age, as well as how to implement a program into the curriculum. This is a new, unique, and highly motivating course which will provide an understanding of the Hispanic culture. Students will learn through hands-on activities, crafts, music, dance, guest speakers, food, and some Spanish vocabulary.</p>	<p><b>HUM 410</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Food: Art and Custom</b></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.</p>
<p><b>HUM 341</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Native Americans</b></p> <p>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>	<p><b>HUM 420</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>European Cultures and Historical Legacies</b></p> <p>This course offers a unique combination of study and experience. Students will find opportunities for cross-cultural encounters, which, in turn, will provide a physical and intellectual framework for an educationally exciting and enriching experience. The students will explore some of Europe's major cities, investigating their history, culture, changes, and present roles in the European community. This course is especially suited for students who wish to pursue international interest and studies beyond the classroom. The location of this course will be Italy.</p>

**HUM 421****3 credits****European Cultures and Historical Legacies**

This course offers a unique combination of study and experience. Students will find opportunities for cross-cultural encounters, which, in turn, will provide a physical and intellectual framework for an educationally exciting and enriching experience. The students will explore some of Europe's major cities, investigating their history, culture, changes, and present roles in the European community. This course is especially suited for students who wish to pursue international interest and studies beyond the classroom. The location of this course will be Paris, London, and Venice.

**HUM 425****3 credits****Arab Perspectives**

This course is for those students who have little prior knowledge about the Arabic world and culture, in particular the world of Arab women. The course addresses the larger geographical, ideological, and cultural aspects of the Arabic world, as seen through the eyes of sociologists, film makers, and scholars, especially notable Arab women. The focus of the course includes themes about family, gender, self-expression, and religion.

## **INFORMATION RESOURCE MANAGEMENT (MANAGERIAL TRACK)**

**IRM 100****3 credits****Fundamentals of Information Systems**

This course provides an introduction to systems and development concepts, information technology, and application software. It explains how information is used in organizations and how IT enables improvement in quality, timeliness, and competitive advantage. *Prerequisite:* BCS 206 or equivalent

**IRM 110****3 credits****Personal Productivity with IS Technology**

This course enables students to improve their skills as knowledge workers through effective and efficient use of packaged software. It covers both individual and group work. The emphasis is on productivity concepts and how to achieve them through functions and features in computer software. Design and development of solutions focus on small systems. *Prerequisite:* BCS 206 or equivalent

**IRM 200****3 credits****Information Systems Theory and Practice**

This course provides an understanding of organizational systems, planning, and decision processes and how information is used for decision support in organizations. It covers quality and decision theory, information theory, and practice essential for providing viable information to the organization. Also outlined are the concepts of IS for competitive advantage, data as a resource, IS and IT planning and implementation, Total Quality Management (TQM) and reengineering, project management and development of systems, and end-user computing.

**IRM 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 & File Systems and essential utilities; Linux shell programming; X Windows; Linux installation; and basic system administration. *Prerequisite:* IRM 200 or permission of program coordinator

**IRM 300****3 credits****Information Technology Hardware and Software**

This course provides the hardware/software technology background to enable systems development personnel to understand tradeoffs in computer architecture for effective use in a business environment. System architecture for single user, central, and networked computing systems is examined, as are single and multi-user operating systems. An advanced library orientation has been incorporated as part of this course. *Prerequisite:* IRM 100

**IRM 310****3 credits****Programming, Data, File, and Object Structure**

This course provides an understanding of algorithm development, programming, computer concepts, and the design and application of data and file structures. It includes an understanding of the logical and physical structures of both programs and data. *Prerequisite:* BCS 206 or equivalent

<b>IRM 319</b> <b>Ethics for Computer Professionals</b> <b>(Renumbered to PHI 319)</b>	<b>(Renumbered to PHI 319)</b>	<b>IRM 350</b> <b>3 credits</b> <b>Introduction to Web Application Development with PHP</b> 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. Introductory topics will include database queries using SQL and web page design using Content Management Systems (CMS) and Cascading Style Sheets (CSS). <i>Prerequisite:</i> BCS 206
<b>IRM 320</b> <b>Networks and Telecommunications</b>	<b>3 credits</b>	<b>IRM 400</b> <b>3 credits</b> <b>Analysis and Logical Design</b> 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. <i>Prerequisite:</i> IRM 200
<b>IRM 330</b> <b>Linux for Systems Administrators</b>	<b>3 credits</b>	<b>IRM 410</b> <b>3 credits</b> <b>Physical Design and Implementation with DBMS</b> 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.
<b>IRM 340</b> <b>Windows Operating Systems &amp; Networking Fundamentals</b>	<b>3 credits</b>	<b>IRM 420</b> <b>3 credits</b> <b>Physical Design and Implementation with a Programming Environment</b> Physical design, programming, testing, and implementation of the system are covered in this course. A major focus is implementation of object-oriented, client-server designs using a programming environment. <i>Prerequisites:</i> IRM 310, IRM 400
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. <i>Prerequisites:</i> IRM 200 and IRM 300  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. <i>Prerequisite:</i> IRM230 or permission of the program coordinator  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. <i>Prerequisites:</i> IRM300 or approval of the program coordinator		

**IRM 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 is a capstone course which includes elements of BBM 402, by incorporating such functional areas as finance, marketing, and production in the project. *Prerequisite:* IRM 400; *Corequisite:* IRM 420

**IRM 460** **3 credits**  
**Topics in IRM**  
This course surveys contemporary subjects and current events pertaining to Information Resource Management.

**IRM 479** **4 credits**  
**PMI Project Management Methodology**  
This course develops and expands the student's knowledge of the Project Management methodology as defined by the Project Management Institute (PMI) in the Project Management Book of Knowledge (PMBOK). The course focuses on preparing the student for taking the Project Management Professional (PMP) certification exam. Concentration of study is on learning and understanding the principles and tenets of the PMBOK and also gaining an understanding of the practical application of the methodology using real life situations. *Prerequisite:* The student should be able to meet the standards set forth by PMI to be eligible to take the PMP credential exam. PMP exam eligibility qualifications can be found at [www.pmi.org](http://www.pmi.org).

**IRM 490** **6 credits variable**  
**Information Resource Management Internship**  
Students in the final year of the program who have completed the bulk of the program 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:* approval from program coordinator.

## LEGAL STUDIES

**LES 120** **3 credits**  
**Introduction to Legal Studies**  
This course provides an introduction to the legal field and the many opportunities available within the legal services industry. Students will receive an overview of the ethical obligations, regulations, professional trends, and skills required of those within this field. *Prerequisite:* ENG 101

**LES 200** **3 credits**  
**Legal Ethics**  
This course is a comprehensive survey of professional responsibility issues for paralegals, legal assistants, and those in related industries. The main focus will include the study of the American Bar Association's Model Code and Model Rules of Professional Responsibility and various professional paralegal associations' codes of ethics. *Prerequisite:* LES 120

**LES 205** **3 credits**  
**State and Local Government**  
This course surveys the complexity of the 50 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:* ENG 102

**LES 303** **3 credits**  
**History of the American Jurisprudence System**  
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:* ENG 102

**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:* LES 316

<p><b>LES 314</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Legal Research</b></p> <p>This course provides an in-depth look at legal and non-legal research. Emphasis is placed on providing 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, treaties, legal encyclopedias, and legal periodicals. Various legal and non-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. <i>Prerequisites:</i> ENG 102 and LES 120</p>	<p><b>LES 330</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Cyberlaw</b></p> <p>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 cutting-edge legislation like the Anticybersquatting Act. <i>Prerequisites:</i> ENG 101 and ENG 102</p>
<p><b>LES 316</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Legal Writing</b></p> <p>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. An understanding of the basic Bluebook citation format will be taught, as well as how to prepare client correspondence, legal briefs, and memorandums of law. <i>Prerequisites:</i> ENG 102 and LES 314</p>	<p><b>LES 331</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Electronic Discovery</b></p> <p>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. <i>Prerequisites:</i> ENG 101 and ENG 102</p>
<p><b>LES 317</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Contracts</b></p> <p>This course provides students with both the theory of contracts and the skills that paralegals need to use them. Instruction presents interesting and significant court cases for discussion, emphasizing a practical approach to understanding contracts. Topics include all major areas of contracts, including offer, acceptance, consideration, statute of frauds, third-party beneficiaries, performance, breach of contract, and damages. <i>Corequisite:</i> LES 316</p>	<p><b>LES 401</b> <span style="float: right;"><b>2 credits</b></span></p> <p><b>LSAT Preparation</b></p> <p>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 senior level course.</p>
<p><b>LES 320</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Law Office Technology</b></p> <p>This course examines the legal marketplace and introduces its members and their respective roles within the legal environment. Students learn about the integration of technology into the delivery of legal services. Topics include: legal fees, timekeeping, billing, case management software, docketing and calendaring software. <i>Prerequisites:</i> BCS 205 and LES 316</p>	<p><b>LES 402</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Business Organizations</b></p> <p>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. <i>Prerequisite:</i> LES 316</p> <p><b>LES 403</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Civil Procedure</b></p> <p>This course examines the theory 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. <i>Corequisite:</i> LES 316</p>

<p><b>LES 404</b></p> <p><b>Criminal Law</b></p> <p>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. <i>Prerequisite:</i> LES 316</p>	<p><b>3 credits</b></p>	<p><b>LES 410</b></p> <p><b>Real Estate, Transfer, and Ownership Law</b></p> <p>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. <i>Prerequisite:</i> LES 316</p>	<p><b>3 credits</b></p>
<p><b>LES 405</b></p> <p><b>Delaware Practice</b></p> <p>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 proceeding. <i>Prerequisite:</i> LES 316</p>	<p><b>3 credits</b></p>	<p><b>LES 411</b></p> <p><b>Estates, Trusts, and Probates</b></p> <p>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. <i>Prerequisite:</i> LES 316</p>	<p><b>3 credits</b></p>
<p><b>LES 406</b></p> <p><b>Family Law</b></p> <p>This course introduces the 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 discussed. Emphasis is placed on the preparation of relevant legal documents and procedures for various court filings. <i>Prerequisite:</i> LES 316</p>	<p><b>3 credits</b></p>	<p><b>LES 416</b></p> <p><b>Environmental Law</b></p> <p>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. <i>Prerequisite:</i> LES 316</p>	<p><b>3 credits</b></p>
<p><b>LES 408</b></p> <p><b>Employment Law</b></p> <p>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. <i>Prerequisite:</i> LES 316</p>	<p><b>3 credits</b></p>	<p><b>LES 417</b></p> <p><b>Intellectual Property</b></p> <p>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. <i>Prerequisite:</i> LES 316</p>	<p><b>3 credits</b></p>
<p><b>LES 409</b></p> <p><b>Bankruptcy</b></p> <p>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. <i>Prerequisite:</i> LES 316</p>	<p><b>3 credits</b></p>	<p><b>LES 420</b></p> <p><b>Personal Injury and Malpractice</b></p> <p>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. <i>Prerequisite:</i> LES 316</p>	<p><b>3 credits</b></p>

<p><b>LES 490</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Internship in Legal Studies</b></p> <p>This course consists of supervised, practical work experience in a law office, judicial office, nonprofit agency, or another entity which employs legal paraprofessionals. <i>Prerequisite:</i> LES 316 and LES 403</p>	<p><b>LIT 334</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Dramatic Literature</b></p> <p>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. <i>Prerequisite:</i> ENG 102</p>
<p><b>LES 499</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Senior Seminar in Legal Studies</b></p> <p>The Senior Seminar integrates theory and practice in substantive areas of law culminating in a portfolio of original work designed to assess student mastery of program competencies. <i>Prerequisite:</i> Completion of all Legal Studies core courses and junior and senior status</p>	<p><b>LIT 335</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Russian Literature</b></p> <p>This course will explore the writing of major Russian authors from the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students will also analyze the political and social background of the period that influenced the novels. Although the primary emphasis will be on literature, students will also study other art forms from the period. <i>Prerequisite:</i> ENG 102</p>
<p><b>LITERATURE</b></p> <p><b>LIT 201</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Introduction to Literature</b></p> <p>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. <i>Prerequisite:</i> ENG 102</p>	<p><b>LIT 352</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Women's Literature</b></p> <p>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. <i>Prerequisite:</i> ENG 102</p>
<p><b>LIT 205</b></p> <p><b>World/Non-Western Literature</b></p> <p>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. <i>Prerequisite:</i> ENG 102</p>	<p><b>LIT 353</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>History of Mystery</b></p> <p>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 Connan 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. <i>Prerequisite:</i> ENG 102</p>
<p><b>LIT 332</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Major American Writers</b></p> <p>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. <i>Prerequisite:</i> ENG 102</p>	<p><b>LIT 361</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>The Art of Poetry</b></p> <p>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. <i>Prerequisite:</i> ENG 102</p>
<p><b>LIT 333</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>African American Literature</b></p> <p>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. <i>Prerequisite:</i> ENG 102</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:* ENG 102

**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:* ENG 102

## MATHEMATICS

**MAT 095** **0 credits**  
**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
- Exponents
- Geometry: length, area, and volume
- Other areas will be introduced as time permits.

**MAT 101** **3 credits**  
**College Math I**  
 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, followed by an overview of basic linear programming. The mathematics of finance will be introduced. Applications of mathematics will be stressed. *Prerequisite:* Successfully passing math evaluation test or MAT 110

**MAT 102** **3 credits**  
**College Math II**  
 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, expected value, and making decisions under conditions of uncertainty. 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, and an overview of integration.  
*Prerequisite:* MAT 101

**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.

**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. 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.  
*Prerequisite:* MAT 101 or college algebra equivalent.

**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.  
*Prerequisite:* Successfully passing math evaluation test or MAT 110

<b>MAT 202</b> <b>Mathematics for Teachers II</b> 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. <i>Prerequisite:</i> MAT 201	<b>3 credits</b>	<b>MAT 306</b> <b>Quantitative Tools in Business and Management</b> This course examines the various quantitative methods used to enhance decision making. Topics covered include regression analysis, linear programming, statistical estimation, hypothesis testing, and forecasting with emphasis on applications to business and management problems. <i>Prerequisite:</i> MAT 301	<b>3 credits</b>
<b>MAT 205</b> <b>History and Principles of Mathematics</b> This course provides an introduction to a broad range of areas in mathematics, including set theory, properties of real numbers, algebra, probability, statistics, and consumer math. Topics in algebra include solving linear and quadratic equations, graphing linear and quadratic equations, inequalities, solving systems of two linear equations in two unknowns, and applications. Topics in probability include the definition of probability, odds, expectation, and the probability of compound events. The statistics portion of the course covers measures of central tendency, measures of dispersion, and the normal curve. <i>Prerequisite:</i> Successfully passing math evaluation test or MAT 110	<b>3 credits</b>	<b>MAT 308</b> <b>Inferential Statistics</b> 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 basic 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. <i>Prerequisite:</i> MAT 102 or MAT 202 or MAT 205 or BSN candidate	<b>3 credits</b>
<b>MAT 301</b> <b>Principles of Statistics I</b> 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. <i>Prerequisite:</i> MAT 102 or MAT 205	<b>3 credits</b>	<b>MAT 310</b> <b>Calculus I</b> 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 extreme applications and related rates are covered. The course concludes with antiderivatives. <i>Prerequisite:</i> MAT 200	<b>3 credits</b>
<b>MAT 302</b> <b>Principles of Statistics II</b> 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. <i>Prerequisite:</i> MAT 301	<b>3 credits</b>	<b>MAT 311</b> <b>Calculus II</b> This course is a continuation of MAT 310. Topics include 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. An introduction to differential equations is provided. The course concludes with a discussion of Taylor series and L’Hospital’s rule. <i>Prerequisite:</i> MAT 310	<b>3 credits</b>
<b>MAT 304</b> <b>Mathematics for Teachers III</b> 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, and a high-level overview of calculus. Additional topics may be introduced as time permits. <i>Prerequisite:</i> MAT 202	<b>3 credits</b>		

**MAT 320****3 credits****Finite Mathematics**

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 the mathematics of finance. Additional topics may include linear programming and statistics. *Prerequisite:* MAT 304 or college algebra equivalent

**MAT 330****3 credits****Discrete Math**

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. *Prerequisites:* MAT 200 and MAT 320

**MAT 331****3 credits****Geometry**

This course presents the basic concepts and principles of Euclidean geometry in two and three dimensions. Axiomatic systems and formal proofs are covered. An overview of non-Euclidean geometries is provided. *Prerequisite:* MAT 200

**MANAGEMENT INFORMATION SYSTEMS****MIS 320****3 credits****Management Information Systems**

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:* BCS 206

**MILITARY SCIENCE****MLS 105****1 credit****Introduction to Leadership I**

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.)

**MLS 106****1 credit****Introduction to Leadership II**

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.)

**MLS 108****1 credit****Ranger Company**

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.)

**MLS 166****1-3 credits****Special Problem**

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.

**MLS 205****1 credit****Basic Leadership I**

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><b>MLS 206</b> <span style="float: right;"><b>1 credit</b></span></p> <p><b>Basic Leadership II</b></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>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.) <i>Prerequisite:</i> MLS 305</p>
<p><b>MLS 215</b> <span style="float: right;"><b>4 credits</b></span></p> <p><b>Leadership Development</b></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.</p>	<p><b>MLS 315</b> <span style="float: right;"><b>4 credits</b></span></p> <p><b>Leader Evaluation</b></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.) <i>Prerequisites:</i> MLS 305 and MLS 306</p>
<p><b>MLS 266</b> <span style="float: right;"><b>1-3 credits</b></span></p> <p><b>Special Problem</b></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.</p>	<p><b>MLS 365</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Military History Studies</b></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><b>MLS 305</b> <span style="float: right;"><b>2 credits</b></span></p> <p><b>Applied Leadership I</b></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><b>MLS 366</b> <span style="float: right;"><b>1-3 credits</b></span></p> <p><b>Independent Study</b></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.</p>
<p><b>MLS 306</b> <span style="float: right;"><b>2 credits</b></span></p> <p><b>Applied Leadership II</b></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 (40 adults) at the platoon and company (120 adults) level. Small-unit tactics and training are emphasized. Information is provided to help</p>	<p><b>MLS 405</b> <span style="float: right;"><b>2 credits</b></span></p> <p><b>Advanced Leadership</b></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.) <i>Prerequisites:</i> MLS 305 and MLS 306</p>

**MLS 406****2 credits****Advanced Leadership II**

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:* MLS 405.

**MLS 466****1-3 credits****Independent Study**

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.

**MUSIC****MUS 101****3 credits****Music Appreciation**

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.

**MUS 201****3 credits****Music in Contemporary Society**

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.

**NURSING****NUR 303****4 credits****Nurse as Professional**

This course provides a basis for role transition to the registered nurse as 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:* Registered nurse

**NUR 313****3 credits****Nurse as Decision Maker**

This course focuses on the application of ethical thinking to contemporary nursing practice. The major ethical schools of thought are examined, and the issue of ethical standards is addressed. The relationship of ethics to technology, legal issues, economics, and persons with chronic illnesses or disabilities is explored. *Prerequisite:* NUR 303 or NUR 305 and 60 lower level credits

**NUR 323****3 credits****Nurse as Teacher**

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 clients who may be individuals, families, communities, or peers. *Prerequisite:* NUR 303 or NUR 305 and 60 lower level division credits

**NUR 327****3 credits****Hispanic Cultural Immersion  
(for Hispanic Cultural Certificate only)**

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. *Prerequisites:* HUM 340, SPA 301, SPA 302, SPA 305, and HLT 371

<p><b>NUR 333</b> <b>3 credits</b></p> <p><b>Nurse as Leader</b></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. The weekly clinical experience provides opportunities for the student to expand leadership skills needed in professional practice. The student's perspective of leadership as a component of all professional nursing practice is enhanced through self-directed interaction with a variety of nurse leaders. <i>Prerequisite:</i> NUR 303 or NUR 305 and 60 lower division credits</p>	<p><b>NUR 423</b> <b>3 credits</b></p> <p><b>Global Health Care</b></p> <p>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. The impact of chronic illness and disability on the community will be examined. <i>Prerequisites:</i> NUR 303 or NUR 305, NUR 410 or NUR 413, and 60 lower division credits</p>
<p><b>NUR 343</b> <b>3 credits</b></p> <p><b>Nurse as Consumer of Research</b></p> <p>This course will emphasize the conceptual basis of research for the nurse as a consumer. Students will focus on the ability to read and understand published research reports. Students will learn the relevance of research in professional nursing practice. Advocacy and accountability in the conduct and use of research are stressed. <i>Prerequisites:</i> NUR 303 or NUR 305, MAT 308 and ENG 365</p>	<p><b>NUR 426</b> <b>3 credits</b></p> <p><b>Hispanic Community Health Practicum (for Hispanic Cultural Track students only)</b></p> <p>In this course students integrate health care needs of Hispanic aggregates into community health nursing practice settings serving members of the Hispanic population. Students gain experience in group teaching and community assessment within the Hispanic population to strengthen application of community health nursing roles and principles. <i>Prerequisites:</i> NUR 303 or NUR 305, NUR 410 or NUR 413, NUR 420 or NUR 423, HUM 340, SPA 301, SPA 302, SPA 305, HLT 371 and 60 lower division credits</p>
<p><b>NUR 363</b> <b>3 credits</b></p> <p><b>Nurse as Caregiver: Chronic &amp; Palliative</b></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. <i>Prerequisite:</i> NUR 303 or NUR 305 and 60 lower division credits</p>	<p><b>NUR 433</b> <b>3 credits</b></p> <p><b>Global Health Care-Practice Application</b></p> <p>This course focuses on the integration and practical application of community health principles and conceptual bases for community health nursing. Students gain community-based experience in community assessment, group teaching for aggregates, and clinical nursing practice. <i>Prerequisites:</i> NUR 303 or NUR 305, NUR 323, NUR 410 or NUR 413, and NUR 420 or NUR 423, and 60 lower division credits</p>
<p><b>NUR 390</b> <b>1-2 credits</b></p> <p><b>Independent Study in Nursing</b></p> <p>Students may earn one or two credit hours through individualized projects with the guidance of a faculty member. Contact academic advisor for specifics. This course is graded pass/fail.</p>	<p><b>NUR 460-479</b> <b>3 credits</b></p> <p><b>Topics in Nursing</b></p> <p>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><b>NUR 413</b> <b>3 credits</b></p> <p><b>Holistic Health Assessment</b></p> <p>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. The impact of chronic illness and disability on the individual and family will be highlighted. Demonstration of physical assessment skills will be conducted in the campus laboratory. <i>Prerequisite:</i> NUR 303 or NUR 305 and 60 lower division credits</p>	<p><b>HLT 301-379</b> <b>3 credits</b></p> <p><b>Health Electives</b></p> <p>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>

## ORGANIZATIONAL DYNAMICS

### 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. *Prerequisites:* SOC 101 and PSY 101

### 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. *Prerequisites:* SOC 101 and PSY 101

### 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. *Prerequisites:* 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. *Prerequisites:* SOC 101 and PSY 101

### 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. *Prerequisites:* 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. *Prerequisites:* SOC 101 and PSY 101

## PHILOSOPHY

### PHI 101

3 credits

#### Introduction to Philosophy

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.

### PHI 221

3 credits

#### Meditation and Creative Thought

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 of positive thinking, and increasing powers of awareness are stressed.

### PHI 301

3 credits

#### Philosophy of Love

This course is a survey of representative thinking on several types of love. Consideration will be given to affection, friendship, eros, charity, and agape.

### PHI 302

3 credits

#### Ethics and Values in Behavioral Science

This course is an introduction to ethics and values with emphasis on contemporary society and professional issues. *Prerequisites:* PSY 101 and SOC 101

<b>PHI 305</b> <span style="float: right;"><b>3 credits</b></span> <b>Symbolic Logic</b> 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.	<b>PSY 201</b> <span style="float: right;"><b>3 credits</b></span> <b>Child Growth and Development</b> 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 developmental theorists are reviewed. The interrelationship of heredity and environmental factors that influence change are also considered. <i>Prerequisite/Co-requisite:</i> PSY 101 (except for K-6 and 6-8 education programs)
<b>PHI 310</b> <span style="float: right;"><b>3 credits</b></span> <b>Critical Thinking</b> 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. <i>Prerequisite:</i> ENG 102	<b>PSY 204</b> <span style="float: right;"><b>3 credits</b></span> <b>Life Span Development</b> 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. <i>Prerequisite:</i> PSY 101
<b>PHI 319</b> <span style="float: right;"><b>3 credits</b></span> <b>Ethics for Computer Professionals (Formerly IRM 319)</b> 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, 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.	<b>PSY 215</b> <span style="float: right;"><b>3 credits</b></span> <b>The Family: Effect on Development</b> 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. <i>Prerequisite:</i> PSY 201 or PSY 204
<b>PHI 321</b> <span style="float: right;"><b>3 credits</b></span> <b>Peace: An Alternative</b> This course introduces students to writers who advocate non-violence as a viable technique for resolving conflict among individuals and nations. It also introduces students to eight methods of conflict resolution and five commonly used, but unsuccessful, techniques for resolving conflict. <i>Prerequisite:</i> ENG 102	<b>PSY 280</b> <span style="float: right;"><b>3 credits</b></span> <b>Problem Solving</b> 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. <i>Prerequisite:</i> PSY 101
<b>PSYCHOLOGY</b>	<b>PSY 290-291</b> <span style="float: right;"><b>1 credit</b></span> <b>Guided Practicum in Behavioral Science and Psychology</b> 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 pass/fail.
	<b>PSY 101</b> <span style="float: right;"><b>3 credits</b></span> <b>Introduction to Psychology</b> 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><b>PSY 300</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Theories of Personality</b></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. <i>Prerequisites:</i> PSY 101 and PSY 204</p>	<p><b>PSY 309</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Interpersonal Communication Skills</b></p> <p>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. <i>Prerequisite:</i> PSY 101</p>
<p><b>PSY 301</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Social Psychology</b></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. <i>Prerequisites:</i> PSY 101 and SOC 101</p>	<p><b>PSY 310</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Community Psychology</b></p> <p>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. <i>Prerequisite:</i> PSY 101</p>
<p><b>PSY 302</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Organizational and Industrial Psychology</b></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. <i>Prerequisite:</i> PSY 101</p>	<p><b>PSY 314</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Psychology of Human Potential</b></p> <p>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. <i>Prerequisites:</i> PSY 101, PSY 204, and PSY 300</p>
<p><b>PSY 303</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>History of Psychology</b></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. <i>Prerequisite:</i> PSY 101</p>	<p><b>PSY 315</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Group Dynamics</b></p> <p>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. <i>Prerequisite:</i> PSY 101</p>
<p><b>PSY 305</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Abnormal Psychology</b></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. <i>Prerequisites:</i> PSY 101 and one of the following: PSY 201, 204, 331, or 332</p>	<p><b>PSY 316</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Stress Management</b></p> <p>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. <i>Prerequisite:</i> PSY 101</p>
<p><b>PSY 306</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Behavior Modification</b></p> <p>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. <i>Prerequisites:</i> PSY 101, PSY 204, and PSY 300</p>	<p><b>PSY 319</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Family Systems</b></p> <p>This course focuses on how families function as a system; aspects of assessment and treatment are also considered. <i>Prerequisites:</i> PSY 101, PSY 204, and PSY 300</p>

<b>PSY 322</b>	<b>3 credits</b>	<b>PSY 334</b>	<b>3 credits</b>
<b>Wellness in the Workplace</b>		<b>The Biological Basis of Behavior</b>	
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. <i>Prerequisite:</i> PSY 101		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. <i>Prerequisites:</i> PSY 101 and SCI 335	
<b>PSY 330</b>	<b>3 credits</b>	<b>PSY 351</b>	<b>3 credits</b>
<b>Infant and Toddler Development</b>		<b>Learning and Cognition</b>	
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. <i>Prerequisite:</i> PSY 201 or PSY 204		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. <i>Prerequisites:</i> PSY 101, PSY 204, and PSY 300	
<b>PSY 331</b>	<b>3 credits</b>	<b>PSY 352</b>	<b>3 credits</b>
<b>Middle Childhood Development</b>		<b>Human Sexuality</b>	
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. <i>Prerequisite:</i> PSY 201 or PSY 204		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. <i>Prerequisites:</i> PSY 101, PSY 204, PSY 300, and junior status	
<b>PSY 332</b>	<b>3 credits</b>	<b>PSY 353</b>	<b>3 credits</b>
<b>Adolescent Development</b>		<b>Sports Psychology</b>	
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 social and emotional development common to all adolescents. <i>Prerequisite:</i> PSY 201 or PSY 204		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. <i>Prerequisite:</i> PSY 101	
<b>PSY 333</b>	<b>3 credits</b>	<b>PSY 354</b>	<b>3 credits</b>
<b>Psychology of the Exceptional Child</b>		<b>Psychology of Sports Injuries</b>	
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. <i>Prerequisite:</i> PSY 201 or PSY 204		This course focuses on the role the mind plays from the moment an athletic injury is sustained until the time the athlete completes rehabilitation and is back playing the sport.	

<p><b>PSY 363</b> <b>3 credits</b></p> <p><b>Psychology of Language</b></p> <p>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. <i>Prerequisites:</i> PSY 101, PSY 204, PSY 300, ENG 102, and ENG 111</p>	<p><b>PSY 403</b> <b>3 credits</b></p> <p><b>Counseling Process: Techniques and Applications</b></p> <p>This course is an introduction to current theory about psychological counseling. Theories covered include cognitive approaches, behavior modification, psychoanalytic approaches, existential therapy, and others. <i>Prerequisites:</i> PSY 101, PSY 204, and PSY 300</p>
<p><b>PSY 364</b> <b>3 credits</b></p> <p><b>Disability Issues</b></p> <p>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. <i>Prerequisite:</i> PSY 101</p>	<p><b>PSY 406</b> <b>3 credits</b></p> <p><b>Tests and Measurements</b></p> <p>This course is a study of the construction and evaluation of standardized tests for psychological, educational, and industrial applications. <i>Prerequisites:</i> PSY 101, PSY 204, and PSY 300</p>
<p><b>PSY 375</b> <b>3 credits</b></p> <p><b>Forensic Psychology</b></p> <p>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. <i>Prerequisite:</i> PSY 101</p>	<p><b>PSY 407</b> <b>3 credits</b></p> <p><b>Psychology of Learning</b></p> <p>This course is a study of the psychological principles underlying learning and teaching. Learning theories and their application to behavioral changes are also explored. <i>Prerequisites:</i> PSY 101, PSY 204, and PSY 300</p>
<p><b>PSY 390-394</b> <b>3 credits</b></p> <p><b>Independent Study in Behavioral Science</b></p> <p>Through independent study, the student is offered the opportunity to pursue individual special interests under supervision. This course is graded pass/fail. <i>Prerequisites:</i> PSY 101, PSY 204, PSY 300, and GPA of 2.5</p>	<p><b>PSY 408</b> <b>3 credits</b></p> <p><b>Seminar in Behavioral Science</b></p> <p>This course is the capstone of the Behavioral Science program. Students demonstrate professional judgment and research abilities and become acquainted with the range and scope of professional career options and settings. The course provides a foundation for future professional development. <i>Prerequisites:</i> SOC 340 and PSY 406</p>
<p><b>PSY 401</b> <b>3 credits</b></p> <p><b>Adult Development and Aging</b></p> <p>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. <i>Prerequisites:</i> PSY 101, PSY 204, and PSY 300</p>	<p><b>PSY 412</b> <b>3 credits</b></p> <p><b>Crisis Intervention</b></p> <p>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. <i>Prerequisites:</i> PSY 101, PSY 204, and PSY 300</p>
	<p><b>PSY 460-467</b> <b>3 credits</b></p> <p><b>Topics in Behavioral Science</b></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. <i>Prerequisites:</i> PSY 101, SOC 101, and junior status</p>

**PSY 463** **3 credits**  
**Topics in Behavioral Science: Addictive Behavior**  
This course will explore the use and abuse of drugs and other substances in American society, including basic concepts such as addiction, tolerance, withdrawal, and diagnosis. Topics include contemporary patterns of drug use, the causes of addictive behavior, physiological complications, and treatment/support resources.

**PSY 468** **3 credits**  
**Psychology of Gambling**  
This course focuses on the social and psychological implications of gambling, including identification of problem gambling, related disorders and/or addictions, stages of gambling disorders, and treatment for pathological gambling. *Prerequisite:* PSY 101

**PSY 471** **3 credits**  
**Wealth and Democracy**  
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.

**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. *Prerequisites:* PSY 101, SOC 101, and a significant number of core requirements already completed, junior status, and GPA of 2.5

## READING (EDUCATION)

**RDG 300** **3 credits**  
**Language Development and Early Literacy**  
Students examine language and its relationship to developing literacy. Students develop an awareness of social and cultural language differences, language acquisition of young children, assessment and intervention of language and communication, facilitation of literacy, and the relationship of oral language to the development of writing and reading. Five (5) hours of clinical observation and study of young children's language and literacy is required. *Prerequisite:* 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 emphasized. Readiness, beginning reading instruction, vocabulary development, word attack skills, comprehension, organizations of reading instruction, and other aspects of the reading program are included, with the major focus on the process approach to writing. *Prerequisite:* RDG 300 for K-6 concentration

**RDG 302** **3 credits**  
**Literature for Children**  
This course is a study of literature for children and adolescents, designed for teachers and others who work with students. Knowledge of literature and how to incorporate literature effectively into an integrated curriculum is the major focus. Education students will read and study a minimum of 45 books for children, from toddlers to adolescents. The majority of books studied by education students are appropriate for the age/grade level they plan to teach, i.e., the level of certification sought. *Prerequisite:* RDG 300 for K-6 concentration; RDG 305 for 6-8 concentration

**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 upper, as well as lower, grade levels. *Prerequisite:* RDG 301

**RDG 306** **3 credits**  
**Diagnosis/Correction of Reading Difficulties**  
The focus is on the nature of reading problems and 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, 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. *Prerequisite:* RDG 301

<b>RDG 401</b> <b>Methods of Teaching Language/Literacy</b> 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 five (5) hour clinical experience in schools is required. <i>Prerequisites:</i> RDG 300 and passing score on all sections of PRAXIS I	<b>3 credits</b>	<b>SCI 232</b> <b>Life and Environmental Science (with Lab)</b> 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. <i>Prerequisite:</i> SCI 105 (for Education majors only)	<b>4 credits</b>
<b>SCIENCE</b>		<b>SCI 302</b> <b>Secret of Life: A Study of Human Biology</b> 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.	<b>3 credits</b>
<b>SCI 101</b> <b>Physics I (with Lab)</b> 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, and wave motion. <i>Prerequisite:</i> high school algebra	<b>3 credits</b>	<b>SCI 303</b> <b>Meteorology</b> 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.	<b>3 credits</b>
<b>SCI 102</b> <b>Physics II (with Lab)</b> This course is a continuation of SCI 101 and includes the following subjects: sound, electricity, magnetism, light, and quantum physics. <i>Prerequisite:</i> SCI 101	<b>3 credits</b>	<b>SCI 304</b> <b>Astronomy</b> 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.	<b>3 credits</b>
<b>SCI 105</b> <b>Physical Science (with Lab)</b> 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).	<b>4 credits</b>	<b>SCI 305</b> <b>Earth and Space Science (with Lab)</b> This course covers earth's place in the universe and how our chemistry and physics parallel what we have discovered about other planets and suns. An overview is given of how matter and energy are used by living entities to conduct their life processes. <i>Prerequisite:</i> SCI 232 (for Education majors only)	<b>4 credits</b>
<b>SCI 110</b> <b>Physics (with Lab)</b> 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. <i>Prerequisite:</i> high school algebra	<b>3 credits</b>	<b>SCI 310</b> <b>Environmental Science</b> 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.	<b>3 credits</b>

**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 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).

**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.

**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.

**SELF-DIRECTED LEARNING****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.

**SECURITY****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:* IRM 100 or permission of Program Coordinator

**SEC 220****3 credits****Introduction to 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. *Prerequisite:* IRM 100 or permission of Program Coordinator

**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

*Prerequisites:* IRM 100, IRM 300, and SSD 101

**SEC 330** **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 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:* IRM 320

**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:* 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:* SEC 330

**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:* IRM 320

**SEC 490-494** **6 credits variable**  
**Information Resource Management 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:* Permission of the Program Coordinator

**SOCIOLOGY**

**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:* SOC 101

**SOC 205** **3 credits**  
**Principles of Criminology**

This 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. *Prerequisites:* PSY 101, SOC 101, and CRJ 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:* PSY 101 or SOC 101

<b>SOC 303</b> <b>Contemporary Social Problems</b> 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. <i>Prerequisite:</i> PSY 101 or SOC 101	<b>3 credits</b>	<b>SOC 318</b> <b>Social Change</b> 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. <i>Prerequisite:</i> SOC 101 or PSY 101	<b>3 credits</b>
<b>SOC 304</b> <b>Ethnic Groups and Minorities</b> 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. <i>Prerequisite:</i> PSY 101 or SOC 101	<b>3 credits</b>	<b>SOC 320</b> <b>Society and Technology</b> 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. <i>Prerequisite:</i> SOC 101	<b>3 credits</b>
<b>SOC 305</b> <b>Selected Contemporary Cultures</b> 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. <i>Prerequisite:</i> SOC 101	<b>3 credits</b>	<b>SOC 324</b> <b>Health, Society and Culture</b> 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. <i>Prerequisite:</i> PSY 101 or SOC 101	<b>3 credits</b>
<b>SOC 307</b> <b>Women in Contemporary Society</b> This course explores contemporary women from sociological, psychological, and cross-cultural perspectives. The course surveys literature, history, and philosophy pertaining to women in society. <i>Prerequisite:</i> PSY 101 or SOC 101	<b>3 credits</b>	<b>SOC 325</b> <b>Myth, Ritual, Psychotherapy</b> 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. <i>Prerequisite:</i> SOC 101	<b>3 credits</b>
<b>SOC 309</b> <b>Poverty and Welfare</b> 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. <i>Prerequisite:</i> PSY 101 or SOC 101	<b>3 credits</b>	<b>SOC 333</b> <b>Organizational and Corporate Crime</b> 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. <i>Prerequisite:</i> SOC 101	<b>3 credits</b>
<b>SOC 310</b> <b>Men in Contemporary Society</b> This course explores contemporary man from sociological, psychological, and cross-cultural perspectives. This course surveys literature, history, and philosophy pertaining to men in society. <i>Prerequisite:</i> PSY 101 or SOC 101	<b>3 credits</b>	<b>SOC 340</b> <b>Applied Research Design</b> 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. <i>Prerequisites:</i> MAT 205, PSY 101, and SOC 101	<b>3 credits</b>



<b>SOC 401</b> <b>Cultural Perspectives in Dream Exploration</b> 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. <i>Prerequisite:</i> SOC 101	<b>3 credits</b>	<b>SPA 302</b> <b>Practical Spanish II</b> This is a continuation of SPA 301. Emphasis is on a variety of conversational settings, both in the U.S. and in Hispanic countries. The subjunctive form of the verb is introduced. <i>Prerequisite:</i> SPA 301 or permission from faculty	<b>3 credits</b>
<b>SOC 405</b> <b>Social Deviance</b> 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. <i>Prerequisite:</i> SOC 101	<b>3 credits</b>	<b>SPA 305</b> <b>Spanish for Health Care Personnel</b> This course, which focuses on health care 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 health care profession. <i>Prerequisite:</i> SPA 302 or permission from faculty	<b>3 credits</b>
<b>SOC 490-494</b> <b>Internship in Behavioral Science</b> <b>(Behavioral Science majors)</b> 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. <i>Prerequisites:</i> SOC 101, PSY 101, and a significant number of core requirements already completed, junior status, and GPA of 2.5		<b>SPA 306</b> <b>Spanish for Business and Finance</b> 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. <i>Prerequisite:</i> SPA 302 or permission from faculty	<b>3 credits</b>
<b>SPANISH</b>			
<b>SPA 101</b> <b>Spanish I</b> This course is an introduction to the Spanish language with emphasis on developing listening and speaking skills commonly used in conversation.	<b>3 credits</b>	<b>SPA 307</b> <b>Spanish for Social Services</b> 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. <i>Prerequisite:</i> SPA 302 or permission from faculty	<b>3 credits</b>
<b>SPA 102</b> <b>Spanish II</b> This course emphasizes increasing vocabulary and the use of the past tenses (preterite and imperfect) and includes an introduction to Hispanic culture. <i>Prerequisite:</i> SPA 101	<b>3 credits</b>	<b>SPA 308</b> <b>Spanish for Law Enforcement</b> This course, which focuses on the law enforcement 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 law enforcement professionals. <i>Prerequisite:</i> SPA 302 or permission from faculty	<b>3 credits</b>
<b>SPA 301</b> <b>Practical Spanish I</b> This course emphasizes vocabulary building with a focus on the development of conversational skills used in the daily life of the American-Hispanic community, including the future and conditional verb forms. The course is especially useful for police officers, social workers, teachers, and clerical personnel in business establishments who have regular contact with individuals from the Hispanic community.	<b>3 credits</b>		

**SPA 309** **Spanish for Educators** **3 credits**  
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:* SPA 302 or permission from faculty

**SPA 340** **Hispanic Culture** **3 credits**  
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. *Prerequisites:* SPA 301 and 302 or permission from faculty

## **SPORTS MANAGEMENT**

**SPM 200** **Science of Coaching** **3 credits**  
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.

**SPM 210** **Sports in America** **3 credits**  
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.

**SPM 301** **Legal and Ethical Issues in Sports** **3 credits**  
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.

**SPM 302** **Sociology of Sport** **3 credits**  
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.

**SPM 304** **Current Issues in Sports Management** **3 credits**  
This course studies current issues, problems, and trends in sports management.

**SPM 305** **Sports Management I** **3 credits**  
This introduction to the sports industry covers theories of recreation and leisure, planning, policy-making, program evaluation, budgeting, and public relations. *Prerequisite:* BBM 201

**SPM 306** **Sport Media Relations** **3 credits**  
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. Students will develop media brochures, media guides and publications, and news releases for an existing or special sport event organized by the class. *Prerequisite:* SPM 305

**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:* SPM 305

**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:* SPM 405

**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. *Prerequisites:* SPM 405 and Fin 305

**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 internships. This course is graded pass/fail. *Prerequisite:* 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 pass/fail. *Prerequisite:* SPM 490

**SYSTEMS SOFTWARE DEVELOPMENT****SSD 101****3 credits****Introduction to Programming with Java**

This course introduces the student to computer programming through the Java programming language. The purpose of the course is to help students understand programming as both an art form and a science. *Prerequisite:* BCS 206 or equivalent

**TECHNOLOGY****TEC 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.

**TEC 102****3 credits****Introduction to Video**

This course is designed to teach the importance of a team approach to media production, including single camera portable and the TV studio. Instruction is given on basic techniques, including script writing, pre-production planning, camera control, recording, lighting, and continuity. Basic editing will also be covered.

**TEC 215****3 credits****Basic Photographic Techniques I**

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 are the development of basic 2D design, shape, texture, and basic image manipulation.

**TEC 300****3 credits****Advanced Photography I**

Students will further develop their photographic eye and experiment with the art form that is photography. This course will follow the history of photography from its conception to the present with an emphasis on what is considered art. Students will explore and push those boundaries. *Prerequisite:* TEC 215 or approval from Program Coordinator

<b>TEC 305</b> <b>TV Studio and Location Lighting</b> Through demonstration and practice, the students will learn manual and programmed lighting techniques for various types of TV and location productions. <i>Prerequisite:</i> TEC 102	<b>3 credits</b>	<b>TEC 376</b> <b>Photojournalism II</b> Students will further study the art of visual storytelling with an emphasis on the photographic essay. Through a series of images, students will comprehensively document a topic in a creative fashion. <i>Prerequisite:</i> TEC 366	<b>3 credits</b>
<b>TEC 315</b> <b>Nature Photography</b> This course will explore nature through the eye of the digital camera. We 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 lay 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. <i>Prerequisite:</i> TEC 215	<b>3 credits</b>	<b>TEC 405</b> <b>Photographic Studio Lighting</b> 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. <i>Prerequisite:</i> TEC 215	<b>3 credits</b>
<b>TEC 325</b> <b>Event Photography</b> 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. <i>Prerequisite:</i> TEC 215	<b>3 credits</b>	<b>TEC 430</b> <b>Advanced Network Management</b> 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. <i>Prerequisite:</i> TEC 330	<b>3 credits</b>
<b>TEC 340</b> <b>Computer Technology</b> This course examines the hardware found in the modern computer industry. Theory of operation and setup at an advanced level will be covered in order to prepare students for computer support roles. A detailed understanding of terminology and the meaning of specifications will be covered. The practical aspect of the course will examine setting up equipment to the manufacturer's specification for correct operation. <i>Prerequisite:</i> BCS 210	<b>3 credits</b>	<b>TEC 460</b> <b>Topics in Photography</b> 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.	<b>3 credits</b>
<b>TEC 366</b> <b>Photojournalism I</b> 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.	<b>3 credits</b>	<b>TEC 470</b> <b>Advanced Photography II: The Portfolio</b> This course will prepare a student who plans to enter the profession of photography. Emphasis will rest on creating a portfolio, whether in digital, slide, or print format. Students will also learn business aspects, promotion, legal issues, interview skills, and résumé preparation. <i>Prerequisite:</i> TEC 300	<b>3 credits</b>

## WEB INFORMATION SYSTEMS

### 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 and JavaScript will also be introduced. *Prerequisite:* BCS 206

### WIS 120

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:* WIS 100

### WIS 200

3 credits

#### Internet Foundations

This course covers the fundamentals of network and hardware architecture for the Internet. Topics will include network protocols for the web, such as HTTP, DNS, and DHCP, as well as client-server and peer-to-peer architectures. Various hardware, including routers, gateways, network topology, and network media will also be covered. *Prerequisite:* BCS 206

### 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:* BCS 206

### WIS 220

3 credits

#### Intermediate Web Application Development

Object-oriented concepts will be introduced. Students will continue to work with PHP, but using object-oriented methodology. Web application development will progress to the use of databases, layered architectures, cookies, and sessions. *Prerequisite:* WIS 120

### WIS 300

3 credits

#### Foundations of Object-Oriented Programming

This course builds on the student's knowledge of object-oriented programming and design studied in WIS 220. However, Java will be the programming language used to further explore objects and classes of objects, encapsulation, inheritance, and polymorphism. In addition to covering Java syntax, common library components, style and OO program design, design patterns will be introduced. Extensive use of programming exercises and assignments will reinforce concepts presented in the course. *Prerequisite:* WIS 220

### WIS 330

3 credits

#### Distributed Systems

Distributed Systems focuses on principles and practices of network-based computing. It begins with an overview of networking technology in support of data and multimedia communication. It continues with application-oriented protocols and approaches to distributed object-oriented programming using Java. Students will explore widely used and emerging standards and technologies for data exchange in e-commerce in a hands-on environment. *Prerequisite:* WIS 300

### 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:* WIS 120

### 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:* WIS 300

**WIS 450****3 credits****Software Project Management**

Management techniques are continually evolving to help minimize the cost of software development and ongoing maintenance while also minimizing time to market. This course will examine the software project management methodologies in use today with emphasis on those used for web-based applications and e-Commerce. Typical responsibilities of the software project manager will be examined, including leadership, scheduling, budgeting, risk analysis, intellectual property issues, confidentiality, and liability.

*Prerequisite:* WIS 420

**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:* Permission of the Program Coordinator

**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:* Permission of the Program Coordinator

**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:* WIS 485 and permission of the Program Coordinator

**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:* Permission of the Program Coordinator

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