

Undergraduate Course Catalog

2015-2016



Undergraduate Programs

The University Mission

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

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

WELCOME TO WILMINGTON UNIVERSITY

Wilmington University is a private, non-sectarian university which offers both undergraduate and graduate degree programs in a wide range of instructional areas. The University began with a charter class of 194 students in 1968 and has grown to serve a student body of over 20,000 students of diverse backgrounds.

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

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

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

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

A Message from the President

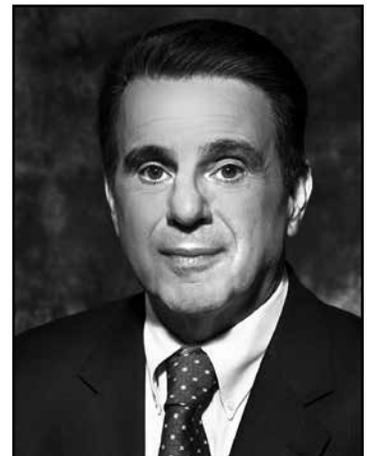
As our mission statement affirms, Wilmington University strives to offer the opportunity for higher education to all who seek it and are willing to work hard for it. We are committed to excellence in our classrooms, whether they are traditional, face-to-face units or cohorts of online learners. Our faculty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

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

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



Dr. Jack P. Varsalona
President



Accreditation

Wilmington University is accredited by 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
267.284.5000

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

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

Nondiscrimination Policy

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

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

Students who have a disability are asked to notify the Office of the Vice President of Student Affairs as soon as possible and prior to registration. Early notification prevents delay in initiation of services and ensures the student access to educational activities. Students with disabilities that affect learning, including but not limited to Learning Disabilities (LD) and Attention Deficit Disorder (ADD), are required to provide the office with recent documentation from diagnostic testing. The Office of the Vice President of Student Affairs, after consulting with the student, will prepare an accommodation plan that will authorize services for the student and inform the appropriate offices on campus.

University Sites

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

Brandywine

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

Burlington County

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

Cecil College

107 Railroad Avenue 877.967.5464
Elkton, MD 21921

Cumberland County College

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

Dover

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

Dover Air Force Base

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

Georgetown

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

Gloucester County

1400 Tanyard Road 856.464.5228
Sewell, NJ 08080 FAX: 856.468.7023

Joint Base McGuire-Dix-Lakehurst

Bldg. 3829 School Road 609.723.2790
FCN, RM 302 FAX: 609.723.4053
Joint Base MDL, NJ 08641

Middletown

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

New Castle Campus

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

Rehoboth Beach Outreach Center

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

Salem Community College

460 Hollywood Avenue 856.351.2636
Carneys Point, NJ 08069 FAX: (856) 351.2618

Wilson Graduate Center

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

CONTENTS

| | | | |
|---|-----------|---|-----------|
| Academic Information | 1 | Student services..... | 18 |
| Academic Awards | 1 | Student Academic Advising and Success Center | 18 |
| Academic Honors..... | 1 | University Library..... | 18 |
| Academic Policies/Procedures | 1 | Office of Student Affairs | 18 |
| Academic Complaint/Appeal of a Final Course Grade/ Request for Hearing | 1 | Athletics..... | 18 |
| Attendance | 2 | Career Services | 18 |
| Grading System..... | 3 | Office of Student Life..... | 19 |
| Probation, Suspension and Academic Standing | 3 | Disability Services | 19 |
| Undergraduate Grading System | 4 | Housing Assistance..... | 19 |
| Registration | 5 | Student Organizations..... | 19 |
| Course Numbering System..... | 6 | Guest Speakers | 19 |
| International Students | 6 | The Alumni Association | 19 |
| Student English and Math Placement Testing..... | 6 | Undergraduate Admission | 20 |
| First Year Experience Course (FYE 101)..... | 7 | Application Procedures..... | 20 |
| Alternative Methods for Earning Course Credit..... | 7 | International Student Admission | 21 |
| Graduation | 9 | Nursing Student Admission | 21 |
| Graduation Competencies..... | 10 | Readmission | 21 |
| Undergraduate Educational Values..... | 10 | Transfer Student Admission..... | 21 |
| Privacy Policy..... | 11 | Veteran Admission | 22 |
| Release of Student Information..... | 11 | Applicants with Felony Convictions..... | 22 |
| Student Code of Conduct | 12 | University Policies Regarding Substance Abuse | 22 |
| Other Academic Information | 12 | Dismissals from Other Institutions | 22 |
| Degree Requirements | 14 | Mission Statement..... | 23 |
| Requirements for the Associate Degree..... | 14 | College of Arts and Sciences..... | 23 |
| Requirements for the Baccalaureate Degree | 14 | Liberal Studies Associate of Arts..... | 24 |
| General Education Requirements for the Baccalaureate Degree | 14 | Communication..... | 25 |
| Dual Degree Policy..... | 14 | Liberal Studies..... | 28 |
| Financial Aid | 15 | College of Arts and Sciences Minors | 29 |
| Application Procedures for Financial Aid | 15 | College of Business | 31 |
| Athletic Scholarships..... | 15 | Accounting | 32 |
| Determination of Eligibility for Financial Aid | 15 | Accounting and Finance (Integrated Degree)..... | 34 |
| Federally-Funded Financial Aid | 15 | Business Analytics | 36 |
| Return of Title IV Funds Policy | 16 | Business Management | 38 |
| Satisfactory Academic Progress for Financial Aid Recipients..... | 16 | Concentration in Nonprofit Management..... | 40 |
| State of Delaware Support..... | 17 | Professional Aeronautics Concentration | 40 |
| Wilmington University Scholarships..... | 17 | Finance | 42 |
| | | Concentration in Nonprofit Management..... | 43 |
| | | Human Resource Management..... | 44 |
| | | Concentration in Nonprofit Management..... | 46 |
| | | Marketing..... | 46 |
| | | Concentration in Digital Marketing..... | 48 |
| | | Concentration in Nonprofit Management..... | 48 |
| | | Organizational Management | 49 |
| | | Sports Management | 51 |
| | | Concentration in Nonprofit Management..... | 52 |
| | | Business Minors | 53 |
| | | Business Certificates | 54 |

| | | | |
|--|---------|--------------------------|-----|
| College of Education | 56 | Course Descriptions..... | 134 |
| Career and Technical Education..... | 58 | Directory..... | 225 |
| Early Childhood Education | 60 | Board of Trustees..... | 225 |
| Education Studies..... | 62 | Faculty | 227 |
| Education | 66 | Professor Emeritus | 234 |
| Early Care and Education (Birth-Grade 2)..... | 72 | Adjunct Faculty | 235 |
| Elementary Education (Grades K-6) | 75 | Administration | 242 |
| Middle Level Education (Grades 6-8) | 78 | | |
| College of Health Professions..... | 83 | | |
| Pre-RN Option | 84 | | |
| R.N. to B.S.N. | 85 | | |
| B.S.N. to M.S.N. Accelerated Option | 87 | | |
| R.N. to B.S.N. Pathway..... | 87 | | |
| B.S.N. to M.S.N. Accelerated Option for B.S.N. Pathway students | 88 | | |
| Degree Completion Program for Allied Health | 89 | | |
| Allied Health Admission | 89 | | |
| Health Professions Certificates..... | 91 | | |
| Health Information Technology (HIT) Certificate | 91 | | |
| College of Social and Behavioral Sciences | 93 | | |
| Behavioral Science..... | 94 | | |
| Criminal Justice..... | 97 | | |
| CRJ to MAJ Accelerated Option | 99 | | |
| Government and Public Policy..... | 99 | | |
| Legal Studies | 101 | | |
| Organizational Dynamics..... | 104 | | |
| Psychology..... | 106 | | |
| College of Social and Behavioral Sciences Minors | 109 | | |
| Social And Behavioral Sciences Certificates..... | 110 | | |
| College of Technology | 113 | | |
| Media Art, Design and Technology..... | 116 | | |
| Computer and Network Security | 117 | | |
| Game Design and Development | 119 | | |
| Information Systems Management | 121 | | |
| Media Design | 123 | | |
| Software Design & Development..... | 126 | | |
| Video and Motion Graphics..... | 128 | | |
| College of Technology Minors | 131 | | |
| College of Technology Certificates | 132 | | |
| Certificate Requirements..... | 133 | | |

ACADEMIC INFORMATION

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

Academic Awards

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

College of Arts and Sciences

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

College of Business

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

College of Education

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

College of Health Professions

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

College of Social and Behavioral Sciences

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

College of Technology

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

Academic Honors

Dean's List

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

Delta Epsilon Rho

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

Graduation with Honors

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

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

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

Academic Policies/Procedures

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

Academic Complaint

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

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

Appeal of a Final Course Grade

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

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

Request for a Hearing-Final Course Grade or Academic Complaint

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

Attendance

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

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

Attendance/Hybrid Courses

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

Attendance/Online Learning Courses

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

Unexcused Absence—Administratively Dropped

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

Credit Hour Definition

Credit Hour Definition

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

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

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

Grades/Academic Progress

Full-time Status Undergraduate Students

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

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

Grading System

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

Grade Point Average (GPA)

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

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

"I" Grade for Incomplete Work

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

Pass/Fail Option

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

Probation, Suspension and Academic Standing

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

First Semester Suspension

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

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

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

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

Academic Probation and Suspension

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

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

The Academic Review Committee will meet after each block (every 7 weeks) to review academic records. For the first occurrence, a student with a cumulative GPA below the designated minimum requirement will be placed on academic probation. A second occurrence of unsatisfactory academic progress may result in continued probation or academic

Table 1. Undergraduate Grading System

| Grade | Numerical Equivalent | Quality Points | Explanation |
|-------|----------------------|----------------|--|
| A | 95-100 | 4.00 | Excellent. The student has demonstrated a quality of work and accomplishment far beyond the normal requirements and shows originality of thought and mastery of material. |
| A- | 92-94 | 3.67 | |
| B+ | 89-91 | 3.33 | |
| B | 86-88 | 3.00 | Good. The student's achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts. |
| B- | 83-85 | 2.67 | |
| C+ | 80-82 | 2.33 | |
| C | 77-79 | 2.00 | Satisfactory. The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts. |
| C- | 74-76 | 1.67 | |
| D+ | 71-73 | 1.33 | |
| D | 68-70 | 1.00 | |
| D- | 65-67 | 0.67 | Lowest Passing Grade. The student's accomplishment, while passing in some programs, is deficient. Minimum requirements have been met without distinction. |
| F | Below 65 | 0.00 | Failure. |
| FA | | 0.00 | Failure Due to Absence. Student did not complete a sufficient amount of work to earn a passing grade. |
| S | | 0.00 | Satisfactory. The student has met expected standards of scholarship. This grade signifies acceptable performance of the course objectives. |
| U | | 0.00 | Unsatisfactory. The student has not met the minimum course requirements. |
| I | | 0.00 | Incomplete. May be granted with approval from instructor. If granted, student must complete course work within time determined (maximum 60 days following end of course). Failure to complete work in determined time will result in a final grade of "F," unless an additional extension is granted. |
| IP | | 0.00 | Course in Progress. This grade is specific to Practicums, Internships, and Senior Seminars. |
| AU | | 0.00 | Audit. Does not yield credit. |
| W | | 0.00 | Withdraw. No academic penalty. |
| NG | | 0.00 | No Grade. A grade was not recorded by the instructor. |

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

Table 2. Class Standing According to Credits Earned

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

suspension from the institution. Third and subsequent occurrences could also result in continued probation, suspension, or permanent suspension from the institution.

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

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

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

Registration

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

Adding/Dropping Courses

Course drop/add instructions and dates are listed in the student guide, the academic calendar, and on our website. If a class is dropped during the drop/add period, tuition is refunded; fees are not refunded. If a class is added after the drop/add period ends, regardless of the reason, the student must pay tuition and all fees in full at that time. The payment plan cannot be used for courses added after the drop/add period. Students receiving financial aid should consult with the Student Financial Services Office to determine potential consequences of any change in course credit load.

Course Withdrawal

Students may withdraw from a course without academic penalty prior to the course withdrawal deadline stated in the Student Guide and on the website. Course withdrawals may be completed online through WebCampus or with an official withdrawal form submitted at the Office of the Registrar or at any Wilmington University location. Students who choose to fax or mail withdrawal forms are responsible for calling the appropriate office to confirm 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; this grade has no impact in GPA. Failure to withdraw before the withdrawal deadline results in a grade of "FA." An FA will have a negative impact on GPA.

In certain circumstances, students may have grounds to appeal for a withdrawal after the established deadline. Students who fall under this category and have documented circumstances that warrant further consideration must go through an appeals process. A committee will review the requests on a bi-monthly basis; the decision of this committee is final. The reasons for appeal review are as follows:

- Serious illness (physical or psychological) or injury to the student that precludes the student from completing the term
- Death of a member of the student's immediate family that prevents the student from completing the term
- Serious illness or injury to a member of the student's immediate family that requires the student to be the primary caregiver to the family member and prevents the student from completing the term
- Military orders that require reporting between the withdrawal deadline and the end of the term and prevent the student from completing the term.
- Employment situation that precludes a student from attending class (e.g. schedule change)

To submit an appeal, the student must submit a completed official withdrawal form (available on the Wilmington University Office of the Registrar website or at any Wilmington University location), a typed letter explaining the circumstances of the reason for appeal, and documentation from a medical professional (or copy of military orders) that support the request. Submission of documentation is not a guarantee of a specific outcome. Requests will only be considered if the withdrawal request is for all courses in a term.

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.”

Repeating a Course

Whenever a course is repeated, the new grade is recorded on the transcript. For the purposes of GPA computation, the new grade will be used so that only one grade is calculated into the cumulative grade point average. The most recent semester in which a student has taken the repeated course will be the course grade that is calculated into the grade point average. All grades will remain on the transcript. A successfully completed course can be applied to graduation requirements only once.

Course Numbering System

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

Undergraduate Courses

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

Graduate Courses

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

International Students

Wilmington University welcomes international students who wish to enroll. The requirements and procedures for international student admission to the University and acceptance into an academic program may be found on the following web page: <http://www.wilmu.edu/admission/international/index.aspx>

Student English and Math Placement Testing

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

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

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

Math 110 - Math Essentials and English 110 - English Essentials

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

Math 121 - College Math I, MAT 122 – College Math II, Math 201 – Mathematics for Teachers I, Math 205 – Introductory Survey of Mathematics

The minimum grade needed to pass Math 121 (College Math I), Math 122 (College Math II), Math 201 (Mathematics for Teachers I) and Math 205 (Introductory Survey of Mathematics) is a “C.”

English 121 - English Composition I, English 122 – English Composition II

The minimum grade needed to pass English 121 (English Composition I) and English 122 (English Composition II) is a “C.”

First Year Experience Course (FYE 101)

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

Alternative Methods for Earning Course Credit

Prior Learning Assessment (PLA)

Prior learning, sometimes called "experiential learning" is knowledge obtained outside the typical university setting. The Council for Adult and Experiential Learning (CAEL) defines prior learning as the assessment and award of credit for learning and knowledge students acquire while living their lives: working, participating in employer training programs, serving in the military, studying independently, volunteering or doing community service, and studying open source courseware. Credit may be granted for verifiable learning gained through experience, but not for the experience itself.

Wilmington University allows, through any combination of PLA, a maximum of 75 undergraduate semester credit hours to apply toward a bachelor's degree. Students must meet program, upper level, and residency requirements for PLA credit to apply. Associate degree programs allow a maximum of 15 undergraduate semester credit hours through any combination of PLA. Students pursuing an associate degree must meet program and residency requirements for PLA credit to apply.

PLA credit may have implications on student financial aid, as such students are encouraged to coordinate with their student financial aid advisor to avoid any impacts on financial awards or eligibility.

Students granted PLA credit are not guaranteed that their credit will transfer to another higher education institution. Students are encouraged to check the policies at the intended transfer institution prior to the completion of PLA.

NOTE: Unless otherwise indicated, PLA credit is applied to student transcripts as transfer credit.

Additional information on PLA can be found on the University web site: <http://www.wilmu.edu/coel/credit-for-pl.aspx> or by contacting your Academic Advisor.

The following subsections provide descriptions of the seven approved PLA sources.

American Council On Education (ACE) Workforce Training

Credit may be granted for completion of workforce training evaluated by the American Council on Education (ACE). ACE evaluates many formal courses, training programs, examinations, licenses, certifications, and other programs offered by various organizations, from businesses and unions to the government and military.

National College Credit Recommendation Service (NCCRS)

Credit may be granted for completion of training and education programs evaluated by the National College Credit Recommendation Service (NCCRS). NCCRS evaluates many formal courses, training programs, examinations, licenses, certifications, and other programs offered by various organizations, from businesses and unions to the government.

American Council On Education (ACE) Armed Services

Credit may be granted for military experience evaluated by the American Council on Education (ACE). Military credit evaluated by ACE is transcribed onto a Joint Services Transcript (JST) for the Army, Navy, Marine Corps, Coast Guard, and Department of Defense.

Credit By Examination

Credit may be granted for successful completion of an examination that has been assessed at the college level. Two forms of examination are recognized at Wilmington University: Course Challenge by Examination and Credit by Standardized Examination.

Course Challenge by Examination

Course challenge by examination measures college-level learning through the examination process. Wilmington University faculty administer an examination process which incorporates a comprehensive final examination. This method of examination is limited to courses with examinations prepared. A minimum passing grade of B is required.

Credit by Standardized Examination

Credit by standardized examination measures college-level learning through a subject-level examination. Wilmington University recognizes many standardized examination providers including: College Level Examination Program (CLEP), DANTES Subject Specific Tests (DSST), Advanced Placement (AP), Excelsior College Examinations (ECE), UExcel Examinations, International Baccalaureate (IB), and National League for Nursing (NLN).

Credit By Portfolio Assessment

Credit may be granted for prior learning competency(s) assessed by portfolio. Portfolio assessment is the process of presenting evidence of college-level learning through a portfolio for academic review. Portfolio assessment requires a student-prepared portfolio, assessed by faculty with the appropriate content expertise. The portfolio will include a learning narrative and evidence relevant to the area in which credit is sought. The student will demonstrate clear achievement and a thorough understanding of the subject. This may be accomplished by knowledge obtained through work experience (military or civilian), in-service training programs, volunteer activities, workshops, and personal study. Credit earned by portfolio assessment is recognized as residency credit. A minimum passing grade of C is required.

Credit By Industry Recognized Assessment (IRA)

Credit may be granted for industry recognized credentials assessed for learning competency(s). Credit by industry recognized assessment is the process of assessing evidence of college-level learning through earning an industry recognized credential supported by an accredited or industry recognized organization.

Extra-Institutional Course Assessment (ECA)

Credit may be granted for college-level learning that takes place out of the classroom. Extra-institutional course assessment is the process of assessing college-level learning through corporate and educational training programs and/or courses where college-level learning is provided by an unaccredited internal training or education department/unit. Wilmington University's process of ECA uses principles of assessment outlined by the American Council on Education (ACE) and by the National College Credit Recommendation Service (National CCRS).

Experiential Learning at Wilmington University

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

Guided Practicum

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

Practicum

Certain programs have required practical courses and seminars. Additional information is provided in the Academic program section of the catalog.

Internship

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

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

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

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

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

field placements. A maximum of 15 credits may be earned through internship/field placements and may be used towards residency credits.

Cooperative Education

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

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

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

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

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

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

Additional Methods of Earning Credit at Wilmington University

Directed Study

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

Independent Study

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

Enrollment as an Auditor

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

Graduation

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

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

Graduation Competencies

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

Oral Communication

- Appraise the needs of the audience and then speak in a clear and succinct manner.
- Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

Written Communication

- Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
- Exhibit competence in writing for specific purposes, diverse audiences, and genres.
- Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

Disciplined Inquiry

- Employ critical thinking strategies such as quantitative, qualitative, and scientific reasoning to analyze consequences and outcomes and then determine logical solutions.

Information Literacy

- Using information in any format, research, evaluate, and ethically utilize information effectively and with appropriate attribution.

Ethics

- Demonstrate knowledge and application of prescribed ethical codes and behaviors related to the student’s academic discipline.

Additional Program Competencies

- Additional competencies may be included as per external accreditation requirements.

Undergraduate Educational Values

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

- Lifelong Learning: Commitment to self-directedness, self-discipline and lifelong learning
- Multiculturalism: Sensitivity to diversity and respect for a pluralistic society
- Collaboration: Awareness of self in relationship to others and the benefits of working in teams
- Creativity: Appreciation of creative expression including the arts and humanities.
- Citizenship: Commitment to responsible citizenship as a contributing, civil member of society
- Well Being: Commitment to the holistic health of the individual
- Civility: Commitment to a civil, supportive, and collegial campus environment and beyond

STEM Programs of study

Science, technology, engineering, and mathematics (STEM) expertise is necessary to sustain American competitiveness in the global economy. Technological innovation has been and will continue to be a primary driver of U.S. economic growth. Employment in STEM occupations is projected to expand faster than employment in non-STEM occupations (Lockard & Wolf 2012). In fact, the National Center for Science and Engineering projects that between 2010 and 2020, 2.6 million jobs will require an advanced degree. In addition, employees in STEM occupations typically have higher average salaries and lower unemployment rates, a pattern that has persisted even during the recent economic recession (U.S. Department of Commerce 2011).

In order to help meet the need for education in STEM areas, Wilmington University offers the following programs of study:

Undergraduate Programs

Business Analytics

Computer and Network Security

Game Design and Development

Information Systems Management

Media Design

Digital Publishing

Multimedia

Photography

Video and Motion Graphics

Digital Film-Making

Motion Graphics and 3D

Visual Effects

Software Design and Development

STEM Related Minors

Digital Publishing

Multimedia Production

Photography

Video and Digital Film-Making

Video and Motion Graphics – Video

Undergraduate Certificates

Digital Evidence Discovery

Digital Evidence Investigation

Health Information Technology

Microsoft.Net Applications Development

Web Application Development

Note: All programs relate to the 2012 STEM designated degree program list (DHS.gov)

Privacy Policy

Release of Student Information

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

Right to inspect and review student's record:

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

Right to seek amendments to records:

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

Right to consent to disclosure:

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

Exceptions to student rights regarding disclosure:

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

- Information designated as “directory information”
- Disclosure to school officials with legitimate educational interests
- Disclosure to an alleged victim of a crime of violence
- Disclosure to officials of another institution where student seeks to enroll
- Request from Comptroller General of US, Secretary, or state/local educational authorities
- Disclosure in connection with financial aid for which student has applied
- Disclosure to accrediting agencies
- Disclosure to parents of dependent students
- To comply with judicial order or subpoena
(A reasonable attempt to notify must be made.)
- Disclosure in connection with a health or safety emergency

Right to file a complaint:

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

Family Policy Compliance Office

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

Annual Notification to Students

Wilmington University is required to notify students annually of their rights regarding privacy. Students are notified of their FERPA rights by publication in the university catalog and on the Wilmington University website. Additional information about FERPA can be found at the following web address: wilmu.edu/privacy/index.aspx.

Student Code of Conduct

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

Academic Integrity

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

When a student places his or her name on submitted work, the student certifies the originality of all work not otherwise identified by appropriate acknowledgement. Additional information may be found on the University website located at <http://www.wilmu.edu/studentlife/acadintegrity.aspx>.

Safe Assign

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

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

Other Academic Information

University and Academic Calendar Year

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

The calendar can be found on the University website located at: www.wilmu.edu/registrar/calendar.aspx

Intellectual Property Policy and Students

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

Web Enhanced Courses

All courses at Wilmington University are web enhanced utilizing a course learning system called Blackboard. Students should therefore expect to utilize the Blackboard Learning System throughout their course of study at Wilmington University which requires having access to a computer and the internet. A limited number of open computers are available at university locations. Should this be a particular challenge, please see your academic advisor or site director.

Photo Identification Policy

In order to protect student privacy, students should be prepared to furnish photo identification to complete transactions where private student information is exchanged or where changes are made to a student's academic record. This policy applies to all Wilmington University locations. Examples of photo ID:

- Wilmington University ID Card
- Driver's License
- State-issued identification card
- Passport
- Resident alien card

Examples of transactions where photo IDs are required:

- Registering for, adding, dropping, or withdrawing from courses
- Academic Advising
- Financial Aid
- Transcript or diploma pick-up

Confirming identity is a way to ensure the integrity of student records and the privacy of students.

When students visit campus to complete a transaction where private student information will be exchanged, staff members should ask for photo ID. If photo ID cannot be furnished and identity cannot be confirmed, no private information should be exchanged. In cases where a student has given permission via a FERPA form to release information about their academic record, the ID must match the name of the approved persons provided by the student.

Change of Policy

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

DEGREE REQUIREMENTS

Requirements for the Associate Degree

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

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

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

Requirements for the Baccalaureate Degree

General Education Requirements for the Baccalaureate Degree

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

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

Computer Operations (3 credits)
See program requirement

Critical Thinking (3 credits)

Economics (3-6 credits)
See program requirement

English (6 credits)

Humanities (up to 18 credits)
ART, BBM 319, COM 245, CUL, DRA, DSN 110, ENG 360, ENG 310, ETN, HIS 230, HUM, LIT, MUS, PHI, REL, SPA, TEC 215, VMG 311, VMG 312, VMG 313

Mathematics (3 credits)
See program requirement

Natural Science (3-12 credits)
See program requirement

Social Science (6 credits)
Total credits (33 - 63 credits)

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

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

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

Dual Degree Policy

A minimum of an additional 30 upper level credit hours, not applied to the first degree, in addition to the requirements for a bachelor's degree, must be completed in order to obtain a second degree. All second degree upper level credits must be earned at Wilmington University.

FINANCIAL AID

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

Application Procedures for Financial Aid

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

Athletic Scholarships

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

Determination of Eligibility for Financial Aid

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

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

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

Federally-Funded Financial Aid

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

Federal grants:

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

Self-help programs:

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

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

Return of Title IV Funds Policy

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

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

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

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

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

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

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

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

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

Refunds are allocated in the following order:

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

Satisfactory Academic Progress for Financial Aid Recipients

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

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

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

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

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

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

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

Financial Aid Warning

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

Financial Aid Suspension

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

State of Delaware Support

Funds appropriated by the General Assembly of the State of Delaware and the federal government are combined to assist Delaware residents who are, or will be, full-time students at colleges in Delaware or in certain out-of-state college programs which are not offered at state-supported Delaware institutions. These funds are administered by the Delaware Higher Education Commission which determines eligibility and makes awards. Financial need is the primary criterion for assistance. The priority application deadline is April 15 of each year.

Wilmington University Scholarships

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

STUDENT SERVICES

Student Academic Advising and Success Center

The Student Academic Advising and Success Center offers undergraduate student support services regarding academic development.

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

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

University Library

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

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

There are library resource rooms available for students in Dover and at the Wilson Graduate Center. The library resource rooms provide Internet access to the Delaware Library

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

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

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

Office of Student Affairs

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

Athletics

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

Career Services

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

Office of Student Life

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

Disability Services

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

Housing Assistance

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

Student Organizations

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

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

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

Guest Speakers

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

The Alumni Association

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

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

UNDERGRADUATE ADMISSION

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

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

Application Procedures

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

Freshmen applicants must complete the following steps:

1. Submit a completed application with the required application fee.
2. Submit an official high school or GED transcript to the Admissions Office. Transcripts are "official" when they are in a sealed envelope from the sending institution. The institution must be recognized by the Department of Education or (for nonpublic schools) accredited through a regional agency or by the National Association of Independent Schools.
3. SAT or ACT scores are not required for general admission but are taken into consideration for mathematics and English placement. As required by the National Collegiate Athletic Association (NCAA), student athletes must submit SAT or ACT scores.
4. Submit a copy of immunization records to the Admissions Office. Immunization records are required for education and nursing majors and all international students.
5. For new students, it is suggested to arrange an appointment with an admissions associate at the University location of attendance. At the appointment, new students will learn about additional major-specific requirements.

6. English and Math Skills Assessments are required for any undergraduate student who has not transferred acceptable credits for the following requirements: MAT 121, MAT 200, MAT 201, MAT 205, or ENG 121. These results permit the University to place the student in the appropriate level math or English course. Students who provide documentation of a score of 450 or above on either the English or math section of the SAT are exempt from the skills assessment in that area.

Transfer applicants must complete the following steps:

1. Submit a completed application with the required application fee.
2. Contact all previously attended post-secondary institutions to send official transcripts directly to the Office of Admissions. Students with fewer than 15 transfer credits are required to submit an official high school transcript or GED to the Office of Admissions.
3. Submit a copy of immunization records to the Office of Admissions. Immunization records are required for all allied health and nursing majors.
4. For new students, it is suggested to arrange an appointment with an admissions associate at the University location of attendance. At the appointment, new students will learn about additional major-specific requirements.
5. English and Math Skills Assessments are required for any undergraduate student who has not transferred acceptable credits for the following requirements: MAT 121, MAT 201, MAT 205, or ENG 121. These assessment results permit the University to place the student in the appropriate level math or English course. Students who provide documentation of a score of 450 or above on either the English or math section of the SAT are exempt from the skills assessment in that area.

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

Conditional Acceptance:

In order for an undergraduate student to be Conditionally Accepted, he or she must have completed an Application for Undergraduate Admission and paid the required, non-refundable application fee. Students who are Conditionally Accepted are eligible to enroll in coursework, but are not eligible to receive financial aid. The purpose of this status is to enable new students to quickly

enroll in coursework while waiting for other required documentation to be received by the Office of Admissions.

Full Acceptance:

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

File Complete:

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

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

The Admissions Decision

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

International Student Admission

Wilmington University welcomes international students who wish to enroll. The requirements and procedures for international student admission to the University and acceptance

into an academic program may be found on the following web page: <http://www.wilmu.edu/admission/international/index.aspx>

Nursing Student Admission

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

Readmission

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

Re-entry

A Wilmington University graduate who has returned to take course work in an undergraduate degree program is classified as a re-entry student. The student must submit an updated application and application fee which can be completed online on the website or by visiting any location.

Transfer Student Admission

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

Transfer credits can be accepted for transfer only from approved American Council on Education (ACE) accredited schools and provided that they are equivalent to Wilmington University courses and are related to the student's degree program. All transfer credits that are being applied to any College of Education degree program that contributes to eligibility for licensure as a Delaware educator must be from a REGIONALLY accredited institution. The six regional accrediting agencies are: MSCHE; NCACS – HLC; NWCCU; SACS; WASC.

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

Veteran Admission

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

Applicants with Felony Convictions

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

University Policies Regarding Substance Abuse

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

Dismissals from Other Institutions

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

Transcript Waiver Requests

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

COLLEGE OF

ARTS AND SCIENCES

Associate of Arts

Liberal Studies

Bachelor of Science

Communication

Liberal Studies

Minors

Art

Drama

History

Literature

Mathematics

Natural Science

Mission Statement

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

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

LIBERAL STUDIES

ASSOCIATE OF ARTS

Program Philosophy and Objectives

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

Program of Study

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

Sixty total credit hours are required for degree completion.

Curriculum

General Education Requirements (42 credits)

CTA 206 Computer Applications in Business

OR

CTA 210 Computer Science

ENG 121 English Composition I

ENG 122 English Composition II

ENG 131 Public Speaking

FIN 101 Financial Literacy

HIS 300 World and Regional Geography

MAT 205 Introductory Survey of Mathematics

PHI 100 Introduction to Critical Thinking

POL 300 American Politics

PSY 101 Introduction to Psychology

OR

SOC 101 Introduction to Sociology

Economics Elective

Fine Art Elective

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

Humanities Elective

Natural Science Elective (SCI 308 excluded)

Electives (or core specialization) (18 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1

CTA 206 or CTA 210

ENG 121

MAT 205

PSY 101 or SOC 101

Elective or FYE 101

Semester 2

ENG 122

HIS 300

PHI 100

Art Elective

Natural Science Elective

Sophomore

Semester 1

ENG 131

Economics Elective

Humanities Elective

FIN 101

Elective

Semester 2

POL 300

Elective

Elective

Elective

Elective

COMMUNICATION

BACHELOR OF SCIENCE

A Degree for the 21st Century

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

Program Philosophy and Objectives

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

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

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

Students can specialize in either:

Integrated Marketing Concentration

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

the business. Students in the IMC concentration study and produce marketing, advertising, and public relations plans, presentations, and reports to help them compete in the 21st century marketplace.

Media Communication Concentration

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

Program Competencies

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

Information Literacy

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

Information Technology

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

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

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

Ethics

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

Integrated Marketing Communication (Competencies for IMC track only)

Create persuasive position papers, press releases, speeches, journalistic articles, and technical documents for various distribution modes.

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

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

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

Construct persuasive oral communication to communicate effectively with various constituencies.

Compose a professional portfolio using standard industry terms, language, and style.

Media Communication (Competencies for MC track only)

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

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

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

Compose a professional portfolio using standard industry terms, language, and style.

Natural science elective (excluding SCI 308)

Communication Core

(30 credits)

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

Select one of the following two concentrations:

Integrated Marketing Concentration

(24-36 credits)

| | |
|----------|--|
| BMK 306 | Principles of Advertising |
| BMK 307 | Public Relations |
| BMK 300 | Design for Marketing |
| BMK 320 | Consumer Behavior |
| BMK 400 | Social Media Marketing |
| BMK 410 | Integrated Marketing Communications |
| COM 344 | Writing and Reporting for the News Media |
| COM 400* | Co-op Experience (3-15 credits) |

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

Electives

(15-27 credits)

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

Curriculum

General Education Requirements

(39 credits)

CTA 206 Computer Applications in Business

OR

CTA 210 Computer Science

COM 250 Technical Writing

ECO 105 Fundamentals of Economics

ENG 121 English Composition I

ENG 122 English Composition II

ENG 131 Public Speaking

MAT 205 Introductory Survey of Mathematics

MAT 308 Inferential Statistics

PHI 100 Introduction to Critical Thinking

POL 300 American Politics

PSY 101 Introduction to Psychology

SOC 101 Introduction to Sociology

SUGGESTED COURSE SEQUENCE FOR INTEGRATED MARKETING CONCENTRATION

Freshman

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

Sophomore

| Semester 1 | Semester 2 |
|------------|------------|
| COM 250 | BMK 306 |
| DSN 210 | BMK 305 |
| ECO 105 | COM 300 |
| ENG 131 | COM 314 |
| SOC 101 | MAT 308 |

Junior

| Semester 1 | Semester 2 |
|------------|------------|
| BMK 307 | BMK 300 |
| BMK 355 | BMK 320 |
| COM 310 | COM 344 |
| COM 332 | Elective |
| COM 431 | Elective |

Senior

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

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

Media Communication Concentration (24-36 credits)

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

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

Electives (15-27 credits)

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

SUGGESTED COURSE SEQUENCE FOR MEDIA COMMUNICATIONS CONCENTRATION

Freshman

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

Sophomore

| Semester 1 | Semester 2 |
|------------|------------|
| COM 245 | BMK 306 |
| DSN 210 | BMK 305 |
| ECO 105 | COM 300 |
| ENG 131 | COM 250 |
| SOC 101 | MAT 308 |

Junior

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

Senior

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

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

LIBERAL STUDIES

BACHELOR OF SCIENCE

Program Philosophy and Objectives

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

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

Electives/Minors

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

Program Competencies

Upon completion of the program, each graduating student will:

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

Curriculum

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

General Education Requirements

(60 credits)

| | |
|--|--|
| CTA 206 | Computer Applications in Business |
| OR | |
| CTA 210 | Computer Science |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| ENG 310 | Research Writing |
| FIN 101 | Financial Literacy |
| GEN 480 | Senior Seminar |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 205 | Introductory Survey of Mathematics (or equivalent) |
| PHI 100 | Introduction to Critical Thinking |
| POL 300 | American Politics |
| PSY 101 | Introduction to Psychology |
| OR | |
| SOC 101 | Introduction to Sociology |
| Economics Elective | |
| Experiential Learning (Co-op/Internship/Portfolio/Service Learning) (6 credits) | |
| History Elective | |
| Natural science elective | |
| Select 2 Humanities courses from the following: | |
| ART, BBM 319, COM 245, CUL, DRA, DSN 110, ENG 360, ENG 310, ETN, HIS 230, HUM, LIT, MUS, PHI, REL, SPA, TEC 215, VMG 311, VMG 312, VMG 313 | |

Electives/Minors (60 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1

CTA 206 OR CTA 210
ENG 121
MAT 205
FIN 101
PHI 100

Semester 2

ENG 122
PSY 101 or SOC 101
Economics Elective
History Elective
Natural Science Elective

Sophomore

Semester 1

ENG 131
Humanities Elective
Elective/Minor
Elective/Minor
Elective/Minor

Semester 2

ENG 310
POL 300
Elective/Minor
Elective/Minor
Elective/Minor

Junior

Semester 1

HUM 360
Humanities Elective

Elective/Minor
Elective/Minor
Elective/Minor

Semester 2

HUM 361
Experiential Learning
(6 credits)
Elective/Minor
Elective/Minor
Elective/Minor

Senior

Semester 1

GEN 480
Elective/Minor
Elective/Minor
Elective/Minor
Elective/Minor

Semester 2

Elective/Minor
Elective/Minor
Elective/Minor
Elective/Minor
Elective/Minor

COLLEGE OF ARTS AND SCIENCES MINORS

Purpose

A minor is a concentrated program of study which enables an undergraduate degree-seeking student to develop a foundation in a second area of study. A minor does not need to be related to a student's major. A student must complete a "Change of Major" form to indicate his or her intent to pursue a minor. Seventy percent of the coursework with a minor must be taken at Wilmington University in order for the student to be credited with a minor. Upon successful completion of the requirements, a notation is placed on the official transcript.

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

Art Minor

(15 credits)

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

| | | |
|---------|---------------------------|-------------|
| ART 210 | Basic Design | (3 credits) |
| ART 302 | Drawing | (3 credits) |
| ART 304 | Painting | (3 credits) |
| HIS 230 | History of Art and Design | (3 credits) |

Choose one (1) of the following:

| | | |
|---------|-----------------------|-------------|
| ART 310 | Exploring Art Media | (3 credits) |
| ART 320 | Fine Art Illustration | (3 credits) |

Drama Minor**(15 credits)**

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

| | | |
|---------|-----------------------------|-------------|
| DRA 105 | Introduction to the Theater | (3 credits) |
| DRA 110 | Acting I | (3 credits) |
| DRA 111 | Acting II | (3 credits) |
| DRA 120 | Introduction to Directing | (3 credits) |

Select one (1) of the following:

| | | |
|---------|-------------|-------------|
| DRA 200 | Playwriting | (3 credits) |
| DRA 220 | Performance | (3 credits) |

History Minor**(18 credits)**

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

| | | |
|---------|------------------|-------------|
| HIS 204 | World History | (3 credits) |
| HIS 316 | American History | (3 credits) |

Plus any four (4) of the following:

| | | |
|---------|------------------------------|-------------|
| HIS 300 | World and Regional Geography | (3 credits) |
| HIS 301 | Women in History | (3 credits) |
| HIS 310 | 20th Century America | (3 credits) |
| HIS 317 | Military History | (3 credits) |
| HIS 320 | Global Civilizations | (3 credits) |
| HIS 324 | Delaware History | (3 credits) |
| HIS 330 | The Holocaust | (3 credits) |
| POL 300 | American Politics | (3 credits) |

Literature Minor**(18 credits)**

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

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

Mathematics Minor**(15 credits)**

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

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

Natural Science Minor**(19-20 credits)**

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

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

Bachelor of Science

Accounting
Accounting and Finance
Business Analytics
Business Management
Finance
Human Resource Management
Marketing
Organizational Management
Sports Management
Concentration in Nonprofit Management

Minors

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

Certificates

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

Vision

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

Mission

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

College Of Business Policies

Major Field Examination

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

Peregrine Comprehensive Examination

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

Prior Learning Assessment (PLA)

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

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

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

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

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

Business Course Prerequisite(s)

Students are strongly advised to be aware of the Prerequisite(s) required of each course they plan to take and to be sure that they have fulfilled these Prerequisite(s) before enrolling in a course. Academic Advising is eager to help students plan their programs.

Minimum Grade Policy

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

Cooperative Learning Experiences

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

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

ACCOUNTING

BACHELOR OF SCIENCE

Program Purpose

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

Program of Study

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

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

Cooperative Learning Experiences

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

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

Program Competencies

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

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

Minimum Grade Policy

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

Curriculum

General Education Requirements (27 credits)

| | |
|---------|---|
| CTA 226 | Integrating Excel into Business Problem Solving |
| ECO 101 | Economics I |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 121 | College Math I |
| PHI 100 | Introduction to Critical Thinking |

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select two courses from the following:

| | |
|---------|----------------------------|
| PSY 101 | Introduction to Psychology |
| SOC 101 | Introduction to Sociology |

History/Political Science Elective

Business Core (33 credits)

| | |
|---------|----------------|
| BAC 101 | Accounting I* |
| BAC 102 | Accounting II* |

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

Choose one of the following:

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

Accounting Program Core (39 credits)

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

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

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

SUGGESTED PROGRAM SEQUENCE

Freshman

| 1st Semester | 2nd Semester |
|--------------|-------------------------|
| BAC 101 | BAC 102 |
| CTA 226 | BBM 201 |
| ENG 121 | ENG 122 |
| MAT 121 | MAT 122 |
| PHI 100 | Social Science Elective |

Sophomore

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

Junior

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

Senior

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

ACCOUNTING AND FINANCE

(INTEGRATED DEGREE)

BACHELOR OF SCIENCE

Purpose

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

Program of Study

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

Cooperative Learning Experiences

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

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

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

Program Competencies

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

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

Minimum Grade Policy

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

Curriculum

General Education Requirements (30 credits)

| | |
|---------|---|
| CTA 226 | Integrating Excel into Business Problem Solving |
| ECO 101 | Economics I |
| ECO 102 | Economics II |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE – 1650 AD |
| HUM 361 | Human World Views: 1650 AD – Present |
| MAT 121 | College Math I |
| PHI 100 | Introduction to Critical Thinking |

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Elective (3 credits)

Select one course from the following:

PSY 101 Introduction to Psychology

SOC 101 Introduction to Sociology

History/Political Science Elective

Business Core (33 credits)

BAC 101 Accounting I*

BAC 102 Accounting II* (Prerequisite(s): BAC 101)

BBM 201 Principles of Management

BBM 301 Organizational Behavior (available as a co-op)

BBM 320 Business Communications

BBM 402 Strategic Management

BMK 305 Marketing

FIN 305 Financial Management*

MAT 122 College Math II

MAT 308 Inferential Statistics

Choose one of the following:

BBM 411 Operations and Systems Management

HRM 311 Human Resource Management

Accounting and Finance Program Core (42 credits)

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

BAC 201 Intermediate Accounting I*

BAC 202 Intermediate Accounting II*

BAC 301 Cost Accounting I*

BAC 302 Cost Accounting II*

BAC 321 Tax Accounting I*

BAC 322 Tax Accounting II*

BBM 319 Business Ethics

BLA 305 Business Law for Accounting and Finance Majors

FIN 306 Corporate Finance*

FIN 410 Financial Statement Analysis*

Choose one of the following two courses:

FIN 308 Financial Economics and Instruments* (available as a co-op)

FIN 309 Introduction to Global Derivatives*

Choose two of the following four courses:

BAC 423 Auditing*

FIN 302 Financial Planning* (available as a co-op)

FIN 411 Investments and Security Analysis*

FIN 412 Financial Institution Management*

Choose one of the following two courses:

BAC 435 Accounting Information Systems*
(available as a co-op)

MIS 320 Management Information Systems

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

SUGGESTED PROGRAM SEQUENCE

Freshman

| 1st Semester | 2nd Semester |
|--------------|-------------------------|
| BAC 101 | BAC 102 |
| CTA 226 | BBM 201 |
| ENG 121 | ENG 122 |
| MAT 121 | MAT 122 |
| PHI 100 | Social Science Elective |

Sophomore

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

Junior

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

Senior

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

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

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

BUSINESS ANALYTICS

BACHELOR OF SCIENCE

Purpose

Business Analytics is the combination of skills, technologies, applications, and processes used by organizations to gain data-driven insights that can be used for decision making across business functions including finance, marketing, and operations. The program is designed to provide the statistical, analytical, technical and critical thinking skills required to be competitive in the modern business environment that increasingly utilizes large data sources to improve the quality of business decisions.

Program of Study

The Bachelor of Science degree program in Business Analytics provides course work from both the College of Business and the College of Technology. Course offerings emphasize those analytic and critical thinking skills presently needed by business professionals. With the constant development of new technologies there is a need to efficiently collect and store vast amounts of digital data. Students in this program will develop the necessary skills to extract, analyze, organize and present data in a manner that is useful for organizational decision making. The program will require students to develop a high level of quantitative and technological skills. It utilizes the courses from the undergraduate business core, existing courses from the College of Technology, and specialized courses in the area of business analytics.

Cooperative Learning Experiences

Cooperative learning experiences (co-ops) are available in the Business Analytics program utilizing elective courses approved by the program chair. Depending on the co-op experience available and the student's course completion schedule, other courses such as BBM 301, Organizational Behavior may also be completed as a co-op. Each co-op experience is expected to last for two consecutive semesters and earn the student six credits toward their 120 credit degree.

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

Program Competencies

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

Effectively evaluate and frame business problems and acquire knowledge and skills of statistical tools available to analyze business problems such as the Business Intelligence Concepts of Online Analytical Processing and data mining.

Utilize critical thinking strategies to evaluate problems and solutions and make recommendations based on client needs utilizing appropriate analytical tools.

Demonstrate effective information literacy and communication with valid and reliable research as it relates to the field of business analytics.

Apply the ethical standards as required by professionals in the business analytics field.

Curriculum

General Education Requirements (27 credits)

| | |
|---------|--|
| CTA 226 | Integrating Excel Intro Business Problem Solving |
| ECO 101 | Economics I |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE-1650 AD |
| HUM 361 | Human World Views: 1650 AD-present |
| MAT 121 | College Math I |
| PHI 100 | Introduction to Critical Thinking |

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select two courses from the following:

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

Business Core (33 credits)

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

| | |
|---------|--------------------------------|
| MAT 308 | Inferential Statistics |
| MIS 320 | Management Information Systems |

Business Analytics Core (30 credits)

| | |
|---------|--|
| ISM 330 | Business Intelligence |
| ISM 410 | Database Fundamentals |
| ISM 420 | Data Modeling and Warehousing |
| PHI 314 | Ethics for Computer Professionals |
| BBM 412 | Project Management |
| BBA 305 | Advanced Excel for Business Analytics |
| BBA 350 | Advanced Statistics for Business Analytics |
| BBA 420 | Data Mining |
| BBA 430 | Big Data and Visualization |
| BBA 480 | Capstone Business Analytics |

Business Electives (9 credits)

Choose from the following:

| | |
|---------|------------------------------------|
| BAC 201 | Intermediate Accounting I |
| BAC 202 | Intermediate Accounting II |
| BMK 321 | Marketing Research |
| FIN 306 | Corporate Finance |
| FIN 410 | Financial Reporting and Analytics |
| BBA 360 | Forecasting for Business Analytics |
| BBA 370 | Simulation for Business Analytics |
| BBA 380 | Database Marketing |
| BBA 440 | Web and Social Media Analytics |
| BBA 450 | Advanced Visualization |

(Certain courses may be available as a co-op).

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester

CTA 226
ENG 121
MAT 121
PHI 100
Social Science Elective

2nd Semester

BAC 101
ECO 101
ENG 122
MAT 122
Natural Science
Elective

Sophomore

1st Semester

BAC 102
BBM 201
ISM 330
ENG 131

MAT 308

2nd Semester

BBM 320
FIN 305
HUM 360
Humanities
Elective
BBA 305

Junior

1st Semester

BBM 301
(Co-op experience optional)
BMK 305
BBA 350
MIS 320
Social Science Elective

2nd Semester

ISM 410

BBM 412
PHI 314
HUM 361
BBA 420

Senior

1st Semester

ISM 420
BBA 430
Business Elective

Business Elective
Free Elective

2nd Semester

BBM 402
BBA 480
Business
Elective
Free Elective
Free Elective

BUSINESS MANAGEMENT

BACHELOR OF SCIENCE

Purpose

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

Program of Study

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

Cooperative Learning Experiences

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

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

Program Competencies

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

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

Curriculum

General Education Requirements (27 credits)

| | |
|---------|---|
| CTA 226 | Integrating Excel into Business Problem Solving |
| ECO 101 | Economics I |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 121 | College Math I |
| PHI 100 | Introduction to Critical Thinking |

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select two courses from the following:

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

Business Core (33 credits)

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

Business Management Program Core (27 credits)

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

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

Select a course from the following:

| | |
|---------|-----------------------|
| BBM 412 | Project Management |
| FIN 450 | International Finance |

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

Free Electives (12 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

| 1st Semester | 2nd Semester |
|-------------------------|--------------------------|
| CTA 226 | BAC 101 |
| ENG 121 | ECO 101 |
| MAT 121 | ENG 122 |
| PHI 100 | MAT 122 |
| Social Science Elective | Natural Science Elective |

Sophomore

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

Junior

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

Senior

1st Semester

BBM 370
BBM 412 or FIN 450
Business Elective (Internship or co-op experience is optional)
Free Elective
Free Elective

2nd Semester

BBM 402
Business Elective (BBM 190 will satisfy)
Business Elective (BBM 347 is recommended)
Free Elective
Social Science Elective

Business Management with a Concentration in Nonprofit Management

The nonprofit industry is one of the fastest growing employers. The industry is seeking out marketers, HR professionals, and managers with an interest in strategic planning within the nonprofit industry. This nonprofit concentration will focus on the following content areas: Introduction to nonprofits, fiscal management, advocacy and public policy, and one specific identified nonprofit course in the student's program. There are four core courses in the concentration and one specific program course or an internship. Two of the courses are shared between the College of Behavioral Science and the College of Business. This is a concentration for bachelor's degrees in Business Management, Finance, Marketing, Human Resource Management, and Sports Management.

Core requirements

(12 credits)

NFP 301 Intro to Nonprofit Agencies
NFP 302 Management of the Nonprofit Organization
NFP 303 Foundations of Fiscal Management for Nonprofit
NFP 304 Advocacy and Public Policy

Program specific requirements

(3 credits)

Students can choose ONE of the following 5 courses:

BMK 339 Marketing for Nonprofits
FIN 331 Finance for Nonprofit
HRM 361 Human Resource Management in Public and Nonprofit Organizations
NFP 307 Fundraising for Nonprofits
SPM 309 Sports and Athletics Fundraising

*Students may substitute any program specific course for an alternate NFP course of their choosing or an internship.

Total concentration courses are five courses equaling 15 credits.

Professional Aeronautics Concentration

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

Program of Study

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

Program Competencies

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

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

Curriculum

General Education Requirements

(30 credits)

CTA 226 Integrating Excel into Business Problem Solving
ECO 105 Fundamentals of Economics
ENG 121 English Composition I
ENG 122 English Composition II
ENG 131 Public Speaking
HIS 303 History of Aviation
HUM 360 Human World Views: 3500 BCE–1650 AD
HUM 361 Human World Views: 1650 AD–Present
MAT 121 College Math I
PHI 100 Introduction to Critical Thinking

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select one course from the following:

PSY 101 Introduction to Psychology

SOC 101 Introduction to Sociology

Business Core (33 credits)

BAC 101 Accounting I

BAC 102 Accounting

BBM 201 Principles of Management

BBM 320 Business Communications

BBM 402 Strategic Management

BLA 303 Legal and Ethical Environment of Business

BMK 305 Marketing

FIN 305 Financial Management

MAT 122 College Math II

MAT 308 Inferential Statistics

MIS 320 Management Information Systems

Aviation Program Core (12 credits)

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

BAM 302 Aviation Safety

BAM 410 Government and Aviation

BAM 411 Airport Management

BAM 412 Airline Management

Concentration

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

Free Electives

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

SUGGESTED PROGRAM SEQUENCE

Freshman

Transferred credits

Sophomore

1st Semester

CTA 226

ECO 105

ENG 121

MAT 121

PHI 100

2nd Semester

BAM 302

BBM 201

ENG 122

MAT 122

MIS 320

Junior

1st Semester

BAC 101

BAM 411

ENG 131

HIS 303

MAT 308

2nd Semester

BBM 320

BLA 303

BMK 305

Humanities Elective

Natural Science Elective

Senior

1st Semester

BAC 102

BAM 410

FIN 305

HUM 360

Social Science Elective

2nd Semester

BAM 412

BBM 402

HUM 361

BBM 370 (if required)

BBM 411 or HRM 311
(if required)

FINANCE

BACHELOR OF SCIENCE

Purpose

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

Program of Study

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

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

Cooperative Learning Experiences

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

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

Program Competencies

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

Graduating students will:

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

Minimum Grade Policy

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

Curriculum

General Education Requirements (27 credits)

| | |
|---------|---|
| CTA 226 | Integrating Excel into Business Problem Solving |
| ECO 101 | Economics I |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 121 | College Math I |
| PHI 100 | Introduction to Critical Thinking |

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select two courses from the following:

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

Business Core (33 credits)

| | |
|---------|--|
| BAC 101 | Accounting I |
| BAC 102 | Accounting II |
| BBM 201 | Principles of Management |
| BBM 301 | Organizational Behavior (available as a co-op) |
| BBM 320 | Business Communications |
| BBM 402 | Strategic Management |

| | |
|---------|------------------------|
| BMK 305 | Marketing |
| FIN 305 | Financial Management* |
| MAT 122 | College Math II |
| MAT 308 | Inferential Statistics |

Choose one of the following:

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

Finance Program Core (30 credits)

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

Select one of the following:

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

Select one of the following:

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

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

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

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

Suggested:

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

Free Electives (12 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

| 1st Semester | 2nd Semester |
|--------------|--------------------------|
| CTA 226 | BBM 201 |
| ENG 121 | ENG 122 |
| FYE 101 | MAT 122 |
| MAT 121 | Natural Science Elective |
| PHI 100 | Social Science Elective |

Sophomore

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

Junior

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

Senior

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

Finance with a Concentration in Nonprofit Management

The nonprofit industry is one of the fastest growing employers. The industry is seeking out marketers, HR professionals, and managers with an interest in strategic planning within the nonprofit industry. This nonprofit concentration will focus on the following content areas: Introduction to nonprofits, fiscal management, advocacy and public policy, and one specific identified nonprofit course in the student's program. There are four core courses in the concentration and one specific program course or an internship. Two of the courses are shared between the College of Behavioral Science and the College

of Business. This is a concentration for bachelor's degrees in Business Management, Finance, Marketing, Human Resource Management, and Sports Management.

Core requirements (12 credits)

- NFP 301 Intro to Nonprofit Agencies
- NFP 302 Management of the Nonprofit Organization
- NFP 303 Foundations of Fiscal Management for Nonprofit
- NFP 304 Advocacy and Public Policy

Program specific requirements (3 credits)

Students can choose ONE of the following 5 courses:

- BMK 339 Marketing for Nonprofits
- FIN 331 Finance for Nonprofit
- HRM 361 Human Resource Management in Public and Nonprofit Organizations
- NFP 307 Fundraising for Nonprofits
- SPM 309 Sports and Athletics Fundraising

*Students may substitute any program specific course for an alternate NFP course of their choosing or an internship.

Total concentration courses are five courses equaling 15 credits.

HUMAN RESOURCE MANAGEMENT

BACHELOR OF SCIENCE

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

Purpose

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

Program of Study

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

Cooperative Learning Experiences

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

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

Program Competencies

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

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

Curriculum

General Education Requirements (27 credits)

| | |
|---------|---|
| CTA 226 | Integrating Excel into Business Problem Solving |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 121 | College Math I |
| PHI 100 | Introduction to Critical Thinking |

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select two courses from the following:

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

Business Core (33 credits)

| | |
|---------|--|
| BAC 101 | Accounting I |
| BAC 102 | Accounting II |
| BBM 201 | Principles of Management |
| BBM 301 | Organizational Behavior (available as a co-op) |
| BBM 320 | Business Communications |
| BBM 402 | Strategic Management |
| BBM 411 | Operations and Systems Management |

| | |
|---------|------------------------|
| BMK 305 | Marketing |
| FIN 305 | Financial Management |
| MAT 122 | College Math II |
| MAT 308 | Inferential Statistics |

Human Resource Program Management Core (33 credits)

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

| | |
|---------|---|
| BBM 319 | Business Ethics |
| HRM 300 | Labor Relations and Collective Bargaining |
| | OR |
| HRM 490 | Internship in Human Resource Management |
| HRM 305 | Staffing Organizations (available as a co-op) |
| HRM 310 | Organizational Development (available as a co-op) |
| HRM 311 | Human Resource Management |
| HRM 315 | Occupational Health, Safety, and Security |
| | (Prerequisite HRM 311) |
| HRM 350 | International Human Resource Management |
| HRM 400 | Legal Aspects of Human Resource Management |
| | (Prerequisite HRM 311) |
| HRM 405 | Compensation Administration |
| | (Prerequisite HRM 311) |
| | HRM Upper Level Elective |
| HRM 450 | Strategic Human Capital Management |

HRM/BBM Electives

(9 credits: certain courses may be available as a co-op)

Free Electives (6 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

| 1st Semester | 2nd Semester |
|-------------------------|--------------------------|
| CTA 226 | BBM 201 |
| ENG 121 | ECO 105 |
| MAT 121 | ENG 122 |
| PHI 100 | MAT 122 |
| Social Science Elective | Natural Science Elective |
| Or FYE 101 | |

Sophomore

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

Junior

1st Semester

FIN 305
HRM 310 (available as a
co-op)
HRM 315
HUM 360
MAT 308

2nd Semester

BBM 320
HRM 305 (available as a
co-op)
HRM 300 or HRM 490
HRM 350
HUM 361

Senior

1st Semester

HRM 405
HRM 400
HRM 410
HRM/BBM Elective
Humanities Elective

2nd Semester

BBM 402
BBM 411
HRM 450
HRM/BBM Elective
Social Science Elective

HRM with a Concentration in Nonprofit Management

The nonprofit industry is one of the fastest growing employers. The industry is seeking out marketers, HR professionals, and managers with an interest in strategic planning within the nonprofit industry. This nonprofit concentration will focus on the following content areas: Introduction to nonprofits, fiscal management, advocacy and public policy, and one specific identified nonprofit course in the student's program. There are four core courses in the concentration and one specific program course or an internship. Two of the courses are shared between the College of Behavioral Science and the College of Business. This is a concentration for bachelor's degrees in Business Management, Finance, Marketing, Human Resource Management, and Sports Management.

Core requirements (12 credits)

NFP 301 Intro to Nonprofit Agencies
NFP 302 Management of the Nonprofit Organization
NFP 303 Foundations of Fiscal Management for Nonprofit
NFP 304 Advocacy and Public Policy

Program specific requirements (3 credits)

Students can choose ONE of the following 5 courses:

BMK 339 Marketing for Nonprofits
FIN 331 Finance for Nonprofit
HRM 361 Human Resource Management in Public and
Nonprofit Organizations
NFP 307 Fundraising for Nonprofits
SPM 309 Sports and Athletics Fundraising

*Students may substitute any program specific course for an alternate NFP course of their choosing or an internship.

Total concentration courses are five courses equaling 15 credits.

MARKETING

BACHELOR OF SCIENCE

Purpose

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

Program of Study

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

Cooperative Learning Experiences

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

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

Program Competencies

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

1. Demonstrate effective information literacy and communication skills with valid and reliable research.
2. Assess how various environmental and ethical challenges affect the marketing of products and services.

3. Appraise the design, implementation, control, and evaluation functions relating to marketing.
4. Evaluate the important role marketing plays in relation to meeting the strategic objectives of the organization.
5. Use a variety of marketing concepts, theories, and tools on both an individual and team basis.

Curriculum

General Education Requirements (27 credits)

| | |
|---------|---|
| CTA 226 | Integrating Excel into Business Problem Solving |
| ECO 101 | Economics I |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 121 | College Math I |
| PHI 100 | Introduction to Critical Thinking |

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select two courses from the following:

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

Business Core (33 credits)

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

Choose one of the following:

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

Required Core (24 credits)

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

Marketing Electives (9 credits)

Select three from the following:

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

Free Electives (9 credits)

Business Electives

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

SUGGESTED PROGRAM SEQUENCE

Freshman

| 1st Semester | 2nd Semester |
|--------------------------|---------------|
| CTA 226 | BBM 201 |
| ENG 121 | ECO 101 |
| MAT 121 | ENG 122 |
| PHI 100 | MAT 122 |
| Social Science Elective* | Free Elective |

Sophomore

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

*Select two courses from the following:

PSY 101, SOC 101, and History/Political Science Elective

Junior

1st Semester

BLA 303
BMK 320 (available as a co-op)
FIN 305
HUM 360
MAT 308

2nd Semester

BBM 301 (available as a co-op)
BBM 320
BMK 321
HUM 361
Marketing Elective

Senior

1st Semester

BMK 308
BMK 400 (available as a co-op)
Free Elective
Free Elective
Marketing Elective

2nd Semester

BBM 402
BMK 413
Business Elective
Business Elective
Marketing Elective

Marketing with a Concentration in Digital Marketing

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

DSN 121 – Digital Publishing

DSN 210 – Digital Image Manipulation

DSN 220 – Concept Development

DSN 320 – Introduction to Web Design

Marketing with a Concentration in Nonprofit Management

The nonprofit industry is one of the fastest growing employers. The industry is seeking out marketers, HR professionals, and managers with an interest in strategic planning within the nonprofit industry. This nonprofit concentration will focus on the following content areas: Introduction to nonprofits, fiscal management, advocacy and public policy, and one specific identified nonprofit course in the student's program. There are four core courses in the concentration and one specific

program course or an internship. Two of the courses are shared between the College of Behavioral Science and the College of Business. This is a concentration for bachelor's degrees in Business Management, Finance, Marketing, Human Resource Management, and Sports Management.

Core requirements

(12 credits)

NFP 301 Intro to Nonprofit Agencies
NFP 302 Management of the Nonprofit Organization
NFP 303 Foundations of Fiscal Management for Nonprofit
NFP 304 Advocacy and Public Policy

Program specific requirements

(3 credits)

Students can choose ONE of the following 5 courses:

BMK 339 Marketing for Nonprofits
FIN 331 Finance for Nonprofit
HRM 361 Human Resource Management in Public and Nonprofit Organizations
NFP 307 Fundraising for Nonprofits
SPM 309 Sports and Athletics Fundraising

*Students may substitute any program specific course for an alternate NFP course of their choosing or an internship.

Total concentration courses are five courses equaling 15 credits.

ORGANIZATIONAL MANAGEMENT

BACHELOR OF SCIENCE

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

Purpose

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

Program of Study

The BSOM core courses will be conducted in an accelerated format with a sequence of three-credit courses each completed over a five-week period. Most BSOM core courses are in the "hybrid" format with 20 hours of classroom instruction and at least 20 hours of online instruction.

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

Program Competencies

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

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

Curriculum

Course Requirements

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

General Education Courses

(39 credits)

Prior to starting the BSOM core of business courses, 15 credits must be completed in the following areas.

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

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

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

Organizational Management Program Core (39 credits)

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

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

Business Elective (3 credits)

(Upper level 300-400)

Free Electives (39 credits)

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

Freshman

| Semester 1 | Semester 2 |
|------------------------------------|-------------------------------------|
| CTA 226 | ENG 122 |
| ENG 121 | Humanities Elective |
| MAT 121 or 205 | Social Science Elective |
| PHI 100 | Free Elective |
| Social Science Elective or FYE 101 | Free Elective (BBM 201 recommended) |

Sophomore

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

Junior

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

Senior

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

SPORTS MANAGEMENT

BACHELOR OF SCIENCE

Purpose

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

Program of Study

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

Program Competencies

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

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

Curriculum

General Education Requirements (27 credits)

| | |
|---------|---|
| CTA 226 | Integrating Excel into Business Problem Solving |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 121 | College Math I |
| PHI 100 | Introduction to Critical Thinking |

Humanities Elective (6 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)

Select two courses from the following:

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

Business Core (33 credits)

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

Choose one of the following:

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

Sports Management Program Core (30 credits)

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

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

Sports Management Business Electives (9 credits)

Recommended electives in this category are as follows:

| | |
|---------|-------------------------------------|
| PSY 353 | Sports Psychology |
| SPM 200 | Science of Coaching |
| SPM 210 | Sports in America |
| SPM 304 | Current Issues in Sports Management |
| SPM 309 | Sports and Athletic Fundraising |

Free Electives (6 credits)

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

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

SUGGESTED PROGRAM SEQUENCE

Freshman

1st Semester

CTA 226
ENG 121
MAT 121
PHI 100
Social Science Elective
Or FYE 101

2nd Semester

BBM 201
ECO 105
ENG 122
Natural Science Elective
Social Science Elective

Sophomore

1st Semester

BAC 101
ENG 131
MAT 122
MIS 320
SPM 305

2nd Semester

BAC 102
BBM 320
BBM 411 or HRM 311
MAT 308
SPM 301

Junior

1st Semester

SPM 306
HUM 360
FIN 305
SPM 405
SPM 302

2nd Semester

HUM 361
SPM 406
SPM 490
Free Elective
Humanities Elective

Senior

1st Semester

BBM 301
SPM 407
Social Science Elective
SPM/Business Elective
SPM/Business Elective

2nd Semester

BBM 402
SPM 408
SPM 491
Free Elective
SPM/Business Elective

Sports Management with a Concentration in Nonprofit Management

The nonprofit industry is one of the fastest growing employers. The industry is seeking out marketers, HR professionals, and managers with an interest in strategic planning within the nonprofit industry. This nonprofit concentration will focus on the following content areas: Introduction to nonprofits, fiscal management, advocacy and public policy, and one specific identified nonprofit course in the student's program. There are four core courses in the concentration and one specific program course or an internship. Two of the courses are shared between the College of Behavioral Science and the College of Business. This is a concentration for bachelor's degrees in Business Management, Finance, Marketing, Human Resource Management, and Sports Management.

Core requirements (12 credits)

| | |
|---------|--|
| NFP 301 | Intro to Nonprofit Agencies |
| NFP 302 | Management of the Nonprofit Organization |
| NFP 303 | Foundations of Fiscal Management for Nonprofit |
| NFP 304 | Advocacy and Public Policy |

Program specific requirements (3 credits)

Students can choose ONE of the following 5 courses:

| | |
|---------|---|
| BMK 339 | Marketing for Nonprofits |
| FIN 331 | Finance for Nonprofit |
| HRM 361 | Human Resource Management in Public and Nonprofit Organizations |
| NFP 307 | Fundraising for Nonprofits |
| SPM 309 | Sports and Athletics Fundraising |

*Students may substitute any program specific course for an alternate NFP course of their choosing or an internship.

Total concentration courses are five courses equaling 15 credits.

BUSINESS MINORS

All undergraduate students pursuing a non-business degree have the option of choosing a minor in business. Students interested in earning a business minor should discuss additional requirements with their Academic Advisor. Students may transfer a maximum of 30% of the coursework required for a minor. 70% of courses must be completed at Wilmington University.

Business Minor (27 credits)

This general option includes the following courses:

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

Select one of the following:

| | |
|---------|-----------------------|
| BBM 412 | Project Management |
| FIN 450 | International Finance |

Entrepreneurship and Small Business Management Minor (18 credits)

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

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

Finance Minor (21-24 credits)

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

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

Select one of the following:

| | |
|---------|-----------------------------------|
| FIN 411 | Investments and Security Analysis |
| FIN 412 | Financial Institution Management |

Select one of the following:

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

Select one of the following:

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

* Business students complete these requirements through their major.

Global Management Minor (18 credits)

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

| | |
|---------|---|
| BBM 370 | Global Management |
| BBM 401 | International Communication |
| BMK 308 | Global Marketing |
| ECO 300 | International Trade and Economics |
| FIN 309 | Introduction to Global Derivatives |
| HRM 350 | International Human Resource Management |

Human Resource Management Minor (18 credits)

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

| | |
|---------------------|--|
| Core Credits | (15 credits) |
| HRM 305 | Staffing Organizations |
| HRM 311 | Human Resource Management |
| HRM 350 | International HRM |
| HRM 400 | Legal Aspects of Human Resource Management |
| HRM 410 | Training and Development |
| HRM Minor Electives | (3 credits) |

Student can choose ONE of the following 5 courses:

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

Management Information Systems Minor (21 credits)

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

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

BUSINESS CERTIFICATES

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

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

Post-Bachelor's Certificate in Accounting Courses

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

Certificate in Entrepreneurship/Small Business Management

(15 credits)

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

Select five courses from the following:

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

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

Human Resource Management Certificate (30 credits)

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

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

HRM Certificate Electives (9 credits)

Choose any three HRM Upper Level Electives

HRM Certificate Free Elective (3 credits)

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

Training and Staff Development Certificate (15 credits)

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

Training and Staff Development Certificate Courses

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

(Prerequisite(s): HRM 311)

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

Associate of Science

Early Childhood Education

Bachelor of Science

Career and Technical Education

Early Care and Education (Birth – Grade 2)

Elementary Education (Grades K – 6)

Middle Level Education (Grades 6 – 8)

Education Studies

Early Care and Education (Birth – Grade 2)

Elementary Education (Grades K – 6)

Middle Level Education (Grades 6 – 8)

About the College of Education

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

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

Vision

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

Mission

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

Conceptual framework

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

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

Accreditation

Wilmington University is a private, non-profit institution that is fully accredited by the Middle States Association of Colleges and Schools. The College of Education is accredited through 2020 by CAEP (the Council for Accreditation of Educator Preparation) under NCATE Standards (National Council for the Accreditation of Teacher Education). In addition, all teacher preparation degree programs are nationally recognized. All College of Education degree programs contributing to eligibility for state licensure/certification are also approved by the Delaware Department of Education.

Consequently, the College of Education is sometimes required to modify degree requirements to comply with licensure/certification or regulatory changes mandated by the Delaware Professional Standards Board, the Delaware State Department of Education, or the Delaware State Legislature. Please see Performance Assessment information below.

Background checks

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

General knowledge admission requirements for undergraduate educator preparation programs

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

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

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

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

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

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

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

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

Content and performance assessment requirements for undergraduate educator preparation programs

Content Assessment

Effective January 1, 2015, candidates for all undergraduate College of Education degrees except the A.S. in Early Childhood Education and the B.S. in Education Studies must meet the content assessment requirements adopted by the Delaware Department of Education and described in DE Administrative Code, Title 14, Regulation 290, in order to be eligible for graduation. That regulation states, in part:

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

Performance Assessment

Effective July 1, 2016, candidates for all undergraduate College of Education degrees except the A.S. in Early Childhood Education and the B.S. in Education Studies must meet the performance assessment requirements adopted by the Delaware Department of Education and described in DE Administrative Code, Title 14, Regulation 290, in order to be eligible for graduation. The regulation states, in part:

“Where a performance assessment is applicable and available in an area appropriate to the program in which a candidate is enrolled, the candidate shall achieve a passing score as a requirement to exit the Program. The performance assessment may not be scored by any employees of the educator preparation program or unit, and shall be scored by certified reviewers.”

Specific assessment(s) and score requirements are listed on the catalog program pages. Candidates must consult with program advisors and/or program chairs to obtain current and accurate information about these graduation requirements.

The entire regulation can be accessed at: <http://regulations.delaware.gov/AdminCode/title14/200/290.pdf>

CAREER AND TECHNICAL EDUCATION

BACHELOR OF SCIENCE

This program is approved by the Delaware Department of Education

Purpose

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

Admission Requirements

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

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

ETS Praxis Series Core Academic Skills for Educators

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

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

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

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

Program of Study

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

Program Competencies

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

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

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

Curriculum

General Education Requirements

(42 credits)

CTA 206 Computer Applications

OR

CTA 210 Computer Science

OR

FYE 101 for students entering with less than 15 credits

ENG 121 English Composition I

ENG 122 English Composition II

ENG 320 Advanced Composition

OR

Course in technical writing

MAT 201 Math for Teachers I

MAT 202 Math for Teachers II

HUM 360 Human World Views: 3500 BCE–1650 AD

HUM 361 Human World Views: 1650 AD–Present

PHI 100 Introduction to Critical Thinking

Natural Science Elective

Six credits to be selected from:

PSY 101 Introduction to Psychology

History or Political Science Elective

Six credits to be selected from:

BBM 201 Principles of Management

BBM 319 Business Ethics

DSN 120 Desktop Publishing

DSN 110 Fundamentals of Drawing

ECO 105 Fundamentals of Economics

ENG 360 Creative Writing

ENG 310 Research Writing

Fine Arts, Foreign Language, Literature, Music, Philosophy, Communications courses

Education Core (48 credits)

| | |
|---------|--|
| EDC 400 | Educational Psychology* |
| EDC 401 | Career and Technical Education Instructional Technology* |
| EDC 402 | Career and Technical Education Advanced Curriculum Design |
| EDC 403 | History and Regulations of Career and Technical Education |
| EDC 404 | Career and Technical Education Guidance Practices |
| EDC 405 | Career and Technical Education: Community and Business Relations |
| EDC 406 | Career and Technical Education Assessment and Course Construction* |
| EDC 407 | Career and Technical Student Organizations* |
| EDC 410 | Multicultural Education* |
| EDC 411 | Methods of Teaching Career and Technical Education I* |
| EDC 412 | Career and Technical Education Classroom Management* |
| EDC 413 | Methods of Teaching Career and Technical Education II* |
| EDC 414 | Student Testing and Evaluation |
| EDU 102 | E-folio |
| EPY 401 | Teaching Diverse Populations and Exceptional Children* |
| RDG 301 | Teaching of Reading/Writing |
| RDG 305 | Reading in the Content Areas |

*Courses required for Initial Delaware Teacher Certification

Supervised Clinical Experience (6 credits)

| | |
|---------|--|
| EDC 420 | Clinical Component for Career and Technical Education Teachers |
|---------|--|

Education Electives (12 credits)**Free Electives (12 credits)****Other electives approved by Program Coordinator:**

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

EARLY CHILDHOOD EDUCATION

ASSOCIATE OF SCIENCE**Purpose**

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

Program of Study

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

Program Competencies

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

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

Clinical Requirements

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

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

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

Freshman

Semester 1

- ECE 202
- ENG 121
- MAT 205
- PHI 100
- PSY 101

Semester 2

- ECE 206
- ECO 105
- ENG 122
- EPY 301
- PSY 336

Sophomore

Semester 1

- ECE 203
- ECE 204
- ECE 211
- ECE 214
- RDG 300

Semester 2

- ECE 216
- PSY 333
- Art Elective
- Natural Science Elective

Curriculum

General Education Requirements (18 credits)

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

Art Elective (3 credits)

Select three credits from:

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

Natural Science Elective (3-4 credits)

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

Behavioral Science Core (6 credits)

- PSY 333 Psychology of the Exceptional Child
- PSY 336 Child Development

Education Core (18 credits)

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

EDUCATION STUDIES

BACHELOR OF SCIENCE

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

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

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

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

Licensure/Certification Option

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

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

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

Information about these tests can be accessed at <http://www.ets.org/praxis/about/core>.

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

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

Program Requirements

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

Parallel Curriculum

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

See notes below.

General Education Requirements (54 credits)

| | |
|---------|------------------------------------|
| CTA 206 | Computer Applications for Business |
| OR | |
| FYE 101 | First Year Experience |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 320 | Advanced Composition |
| HIS 204 | World History |

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

Fine Arts Electives (6 credits)

Select 2 courses from:

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

Social and Behavioral Science Course (12 credits)

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

Required Education Courses (30 credits)

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

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

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

| | |
|---------|---|
| ECE 450 | Student Teaching (3.0 GPA, background checks, health certificates, and PRAXIS (core)/II required) |
| EDU 390 | Practicum I (PRAXIS (core) and TB certificate required) |
| EDU 391 | Practicum II (PRAXIS (core) and TB certificate required) |
| EDU 392 | Practicum III (PRAXIS (core) and TB certificate required) |
| EDU 451 | Student Teaching (3.0 GPA, background checks, health certificates, and PRAXIS (core)/ PRAXIS II required) |
| EDU 499 | Clinical Assessment in the Classroom (taken along with ECE 450 or EDU 451) |

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

SUGGESTED PROGRAM SEQUENCE

Freshman

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

Sophomore

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

Junior

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

Senior

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

ELEMENTARY EDUCATION (K-6): 120 CREDITS

Program Requirements

Candidates are expected to complete all requirements associated with the Bachelor of Science in Education Studies with a concentration in Elementary Education K-6. Candidates must register for and complete EDU 102 E-folio and EDU 203 Instructional Technology as initial courses in

the program. These courses are pre-requisites for all other education courses. In EDU 203, candidates will learn more about the importance and usefulness of E-folio and will also learn to use a variety of technology applications designed to enhance teaching and learning. The grade of D is the minimum grade accepted for all College of Education core courses (ECE, EDU, RDG, and EPY).

Parallel Curriculum

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

General Education Requirements (51 credits)

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

Fine Arts Electives (6 credits)

Select 2 courses from:

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

Behavioral Science Core (6 credits)

- PSY 333 Psychology of the Exceptional Child
- PSY 336 Child Development

Education Core (36 credits)

- ECE 214 Creating Environments for Learning
- EDU 102 E-folio Portfolio
- EDU 202 School Involvement with Families and Community
- EDU 203 Instructional Technology
- EDU 304 Health and Physical Education
- EDU 310 Applied Behavior Analysis and Classroom Culture
- EDU 311 Assistive Technology
- EPY 301 Assessment of Exceptional Children and IEPs

- EPY 306 Educational Psychology and Assessment
- EPY 401 Teaching Diverse Populations/Exceptional Children
- RDG 300 Language Development and Early Literacy
- RDG 301 Teaching of Reading/Writing
- RDG 302 Literature for Children
- RDG 306 Diagnosis and Correction of Reading Difficulties
- Electives: To meet the 120 credits requirement, to be determined in consultation with the Program Chair or Academic Advisor

NOTES

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

- ECE 450 Student Teaching (3.0 GPA, background checks, health certificates, and PRAXIS (core) / PRAXIS II required)
- EDU 390 Practicum I (PRAXIS (core) and TB certificate required)
- EDU 391 Practicum II (PRAXIS (core) and TB certificate required)
- EDU 392 Practicum III (PRAXIS (core) and TB certificate required)
- EDU 451 Student Teaching (3.0 GPA, background checks, health certificates, and PRAXIS (core)/ PRAXIS II required)
- EDU 499 Clinical Assessment in the Classroom (taken concurrently with ECE 450 or EDU 451)

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

SUGGESTED PROGRAM SEQUENCE

FRESHMAN

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

SOPHOMORE

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

JUNIOR

Semester 1

ECE 214
PSY 101
PSY 333
RDG 301
Fine Arts Elective

Semester 2

EDU 310
EDU 311
HIS 320
POL 300
SCI 307

SENIOR

Semester 1

EDU 304
EPY 401
RDG 306
Elective
Elective

Semester 2

Elective
Elective
Elective
Elective
Elective

MIDDLE LEVEL EDUCATION (GRADES 6-8): 120 CREDITS

Program Requirements

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

Parallel Curriculum

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

General Education Requirements

(31 credits)

CTA 206 Computer Applications
OR
FYE 101 First Year Experience I
ECO 105 Fundamentals of Economics
ENG 121 English Composition I
ENG 122 English Composition II
ENG 131 Public Speaking
HIS 204 World History
HIS 320 Global Civilizations

HUM 360 Human World Views (3500 BCE–1650 AD)
OR
HUM 361 Human World Views (1650 AD–present)
PHI 100 Introduction to Critical Thinking
SCI 232 Life and Environmental Science

Fine Arts Elective

(3 credits)

Select 1 course from:

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

Social and Behavioral Science Courses

(6 credits)

PSY 332 Adolescent Development
PSY 333 Psychology of the Exceptional Child

Required Education Courses

(27 credits)

EDU 102 E-folio (0 credit)
EDU 202 School Involvement with Families and Community (2 credits)
EDU 203 Instructional Technology
EDU 303 Contemporary Theories and Practices in Middle Level Education
EDU 306 Effective Teaching Strategies
EDU 312 Integrated Curriculum in Schools
EDU 313 Classroom Culture and Student Behavior
EPY 302 Educational Assessment
EPY 303 Advising, Mentoring and Counseling Techniques
EPY 401 Teaching Diverse Populations and Exceptional Children
RDG 305 Reading in the Content Areas

Content Area Courses

(39-42 credits)

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

Electives

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

NOTES:

Education Studies majors may NOT register for the following courses:

EDU 390 Practicum I (PRAXIS (core) and TB certificate required)
EDU 391 Practicum II (PRAXIS (core) and TB certificate required)
EDU 392 Practicum III (PRAXIS (core) and TB certificate required)
EDU 451 Student Teaching (3.0 GPA, background checks, health certificates, and PRAXIS (core)/II required)
EDU 499 Clinical Assessment in the Classroom (taken concurrently with ECE 450 or EDU 451)

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

SUGGESTED PROGRAM SEQUENCE

FRESHMAN

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

SOPHOMORE

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

JUNIOR

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

SENIOR

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

EDUCATION

BACHELOR OF SCIENCE

THIS IS A LICENSURE/CERTIFICATION PROGRAM WITH ADMISSION RESTRICTIONS.

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

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

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

Purpose

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

Program of Study

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

and Writing (or relevant exemption test) prior to registration for the first clinical experience, Practicum I (EDU 390) and the appropriate PRAXIS II (see individual concentrations for the appropriate PRAXIS II) tests prior to admission to the required methods courses for the specific program in which the candidate is enrolled.

Program Competencies

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

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

Outcomes Assessment

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

Clinical Requirements

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

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

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

Field and Clinical Experience Requirements:

Practicum Courses

Practicum Courses (Practicum I, II, III)

Each of these courses requires 50 hours of field experience in an approved school setting plus 30 hours of required seminars. Although Practicum courses only require candidates to register and pay for one (1) credit for each course, the courses are actually structured as three (3) credit courses. The reason for this approach is to keep the total credit hours required for the

degree to 126. Otherwise, candidates would have to register and pay for an additional 6 credits. This benefit represents a tuition cost savings of more than \$2,000.

All practicum placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. Final placement decisions are made by school district officials. Candidates are not permitted to seek or make arrangements for their own placements

The 50 hours of field experience required for each practicum will usually take place in the county where the candidate attends the seminars, although this may vary depending on availability of practicum placement classrooms. A sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old) and a completed CPR (Child Protection Registry Form) are required for students entering the program.

Student Internship /Teaching

All placements are arranged by placement specialists in the WilmU Office of Clinical Studies in accordance with school district partnership agreements and protocols. However, final placement decisions are made by school district officials and are based on school and district needs and the availability of school-based mentors who are rated as highly-qualified and effective. Candidates are not permitted to seek or make arrangements for their own placements.

The capstone clinical experience (is a full-time, full-day placement ranging from 80 school days to one full school year in an approved setting and in a content area/grade level that corresponds to a candidate's program concentration.

Registration for the capstone clinical experience requires prior approval from the Office of Clinical Studies and the following: 3.00 cumulative GPA, no Incomplete grades, passing PRAXIS (core) and PRAXIS II scores, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and completed health form. A completed Student Teaching application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Effective July 1, 2015, scores and sub-scores that meet Delaware minimum requirements on the PRAXIS CORE SERIES FOR EDUCATORS and Praxis II are pre-requisites for Student Teaching. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>.

PRAXIS Testing Requirements

All students must meet Delaware minimum score requirements on all three sections of the PRAXIS (core) in order to register for the first clinical experience, Practicum I (EDU 390) and the appropriate PRAXIS II (see individual concentrations for the appropriate PRAXIS II) test prior to registering for any of the following courses in the Bachelor of Science program: ECE 450, EDU 451

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

Teacher Dispositions and Values

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

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

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

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

GENERAL INFORMATION FOR STATE-APPROVED B.S. DEGREE PROGRAMS LEADING TO LICENSURE AND CERTIFICATION

BACHELOR OF SCIENCE IN EARLY CARE AND EDUCATION, BIRTH TO GRADE 2

BACHELOR SCIENCE IN ELEMENTARY EDUCATION, GRADES K-6

BACHELOR OF SCIENCE IN MIDDLE LEVEL EDUCATION, GRADES 6-8

Admission

In addition to satisfying general admissions requirements, applicants for admission to state-approved licensure/certification degree programs at Wilmington University after July 1, 2014* must submit a complete and official Praxis Core Academic Skills for Educators score report that meets minimum score requirements in all three test areas (sub-tests) as established by the Delaware Department of Education. Composite scores are not accepted. (Students who have not taken or passed the exams should apply to the appropriate parallel Education Studies program.)

Minimum score requirements for each subtest are:

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

*NOTE: Applicants admitted prior to July 1, 2014 have until July 1, 2015 to satisfy this requirement.

Content and Performance Assessment Requirements

State-approved degree programs contribute to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290, in order to be eligible for program completion and degree conferral.

The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015).

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

The assessments and scores established by the Delaware Department of Education for each area of certification are:

Early Care and Education, 0-2

| Test | Score |
|--------------------------------|-------|
| ETS 5024 Education of Children | 160 |

Grades K-6: ETS test #5001, Elementary Education Multiple Subjects (all four tests required – can be taken separately or together)

| Test | Score |
|-----------------------------------|-------|
| Reading and Language Arts Subtest | 157 |
| Mathematics Subtest | 157 |
| Social Studies Subtest | 155 |
| Science Subtest | 159 |

Grades 6-8 (a separate exam is required for each area of certification that is sought)

| Test | Score |
|--------------------------------|-------|
| ETS 5047 English Language Arts | 164 |
| ETS 5440 Science | 150 |
| ETS 5169 Mathematics | 165 |
| ETS 5089 Social Studies | 164 |

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

“Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a

requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers.”

The assessment selected by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT). This assessment is administered and scored by ETS. Delaware minimum score requirements have not yet been set by the Delaware Professional Standards Board.

Candidates must check-in periodically with a program advisor or program chair to obtain current and accurate information as to specific assessments and score requirements, because the Delaware Professional Standards Board sometimes modifies required tests and minimum acceptable scores. Candidates must pass all exit assessments in order to be eligible for program completion and degree conferral. All Delaware test score requirements can be accessed at this web address:

https://www.ets.org/praxis/de?WT.ac=praxishome_states_121126

Purpose

The purpose of licensure/certification degree programs is to prepare candidates for teaching positions in schools serving children from birth through grade 8. Students choose a teaching concentration that leads to initial licensure and certification in one of three areas: 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 licensure/certification B.S. degree programs combine rich and varied course offerings with extensive, supervised field experiences. Many faculty members are current practitioners (teachers, counselors, content area specialists, administrators); all faculty members have had professional experience in public schools. General Education courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation. Supervised field experiences are an integral part of the teacher preparation program. Field experiences are designed to begin during the student's first year and continue through the final, clinical semester. Starting Fall 2013, teacher candidates must pass all sections of the PRAXIS (core): Reading, Mathematics, and Writing (or relevant exemption test) prior to registration for the first clinical experience (Practicum I - EDU 390) and the appropriate PRAXIS II (see individual concentrations for the appropriate PRAXIS II) tests prior to the capstone clinical experience (student teaching or internship).

Program Changes

Bachelor of Science degree programs in the College of Education which contribute to eligibility for initial licensure and certification as Delaware educators are approved by the

Delaware Department of Education. Any changes that are mandated by the Delaware Department of Education or the Delaware General Assembly will be implemented in accordance with state regulations. Students will be notified of any changes that may affect program or degree completion/conferral requirements.

Program Competencies

Bachelor of Science degree programs in the College of Education are designed to prepare educators who demonstrate the following competencies:

Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

Outcomes Assessment

Assessment of content knowledge, pedagogy, learning theory, and performance competencies is accomplished through satisfactory attainment of specific course objectives; satisfactory performance on tests of general and content-related knowledge, as well as performance assessments, successful completion of assignments linked to program competencies and graduation competencies; fieldwork evaluations from advisors and school-based mentors; and post-graduation surveys.

Clinical Requirements

Applicants for the capstone clinical experience (student teaching or internship) must meet required application procedures and deadlines. Applications for placement must be submitted electronically to the Office of Clinical Studies. Applications are due by October 1 for spring semester placements, or by March 1 for fall semester placements. Applications for placement do not replace the need to register for the appropriate fieldwork course, but registration may not occur until approval has been granted by the Chair of the Office of Clinical Studies. The following are also required:

- A cumulative GPA of 3.0 with no Incomplete grades
- Completion of all course Prerequisite(s)
- Health and TB clearances
- A State of Delaware and FBI criminal background check and Child Protection Registry clearance
- Passing scores on PRAXIS (core) and the appropriate PRAXIS II content assessment
- Co-registration in EDU 499
- A minimum grade of "C-" for all Education core courses (ECE, EDU, RDG, and EPY).

Completion of the capstone clinical experience is contingent upon the successful completion of an electronic portfolio in Taskstream documenting satisfactory achievement of all program competencies.

Fieldwork Expectations

Practicum courses (I, II, III) each require 50 hours of fieldwork during regular school hours in an approved school setting, plus 30 hours of required seminar classes. The 50 hours of fieldwork will usually take place in the county where the student attends the seminars.

The capstone clinical experience (is a full-time, full-day placement ranging from 80 school days to one full school year in an approved setting and in a content area/grade level that corresponds to a candidate's program concentration.

All placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and protocols. Final placement decisions are made by school district officials. Candidates are

Teacher Dispositions and Values

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

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

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

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

EARLY CARE AND EDUCATION (BIRTH-GRADE 2)

BACHELOR OF SCIENCE

This program is nationally recognized by the National Association for the Education of Young Children (NAEYC) and is accredited by the Council for Accreditation of Educator Preparation (CAEP) under NCATE Standards (National Council for Accreditation of Teacher Education)

This Is A Licensure/Certification Program With Admission Restrictions And Exit Requirements

Admission

In addition to satisfying general requirements for admission to Wilmington University, effective July 1, 2014, applicants for admission to this degree program are required by state regulation to demonstrate mastery of general knowledge.* This program-entry requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Core Academic Skills for Educators (ETS # 5712, 5722, and 5732).

For complete information about Delaware tests and score requirements for educators, go to this website: regulations.delaware.gov/AdminCode/title14/1500/1510.shtml#TopOfPage.

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

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

*NOTE: Candidates admitted prior to July 1, 2014 have until July 1, 2015 to satisfy this requirement. For more information about ETS exams (including how to register), go to: <http://www.ets.org/praxis/>

Content and Performance Assessment Requirements

State-approved degree program contribute to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290, in order to be eligible for program completion and degree conferral.

The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015).

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

The assessment and score established by the Delaware Department of Education that is applicable to this degree program is:

Early Childhood: ETS test #5024 Education of Young Children (score of 160)

A passing score on exam #5024 is required prior to approval to register for the capstone clinical experience (student teaching/internship).

A candidate who wishes to complete the capstone clinical experience (student teaching/internship) in a public school (grades K, 1 or 2) and attain recognition/status as Highly Qualified must also take and pass:

ETS test #5001, Elementary Education Multiple Subjects (all four tests required – can be taken separately or together)

| Test | Score |
|-----------------------------------|-------|
| Reading and Language Arts Subtest | 157 |
| Mathematics Subtest | 157 |
| Social Studies Subtest | 155 |
| Science Subtest | 159 |

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

“Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers.”

The assessment selected by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT). This assessment is administered and scored by ETS. Delaware minimum score requirements have not yet been set by the Delaware Professional Standards Board.

Candidates must check with their program advisor or program chair to obtain current and accurate information as to the specific assessments and score requirements. Candidates must pass all exit assessments in order to be eligible for program completion and degree conferral.

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Science degree with a concentration in Early Care and Education, including both course work and clinical experiences. The College of Education sets a required minimum grade of "C-" for all Education core courses (ECE, EDU, RDG, and EPY).

Teacher candidates starting their programs in Fall 2013 or later must pass (using Delaware minimum score requirements) all sections of the PRAXIS (core): Reading, Mathematics and Writing (or relevant exemption test) prior to registration for Practicum I (EDU 390) and the PRAXIS II test (5024: Education of the Young Child) prior to registration for the capstone clinical experience (student teaching/internship).

Teacher candidates must designate Wilmington University and the Delaware Department of Education as score recipients at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and sub-scores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle).

Teacher candidates must register for EDU 102, E-Folio, as the initial course in the program as this course will allow them to document various course requirements needed to satisfy individual program competencies. In that course, teacher candidates will learn how to activate their Taskstream accounts and use the E-folio to record program data.

EDU 102 E-folio and EDU 203 are Prerequisite(s) for all other education core courses (ECE, EDU, PSY, RDG).

Fieldwork Requirements

Practicum Courses (Practicum I, II, III)

Each of these courses requires 50 hours of field experience in an approved school setting plus 30 hours of required seminars. Although Practicum courses only require candidates to register and pay for one (1) credit for each course, the courses are actually structured as three (3) credit courses. The reason for this approach is to keep the total credit hours required for the

degree to 126. Otherwise, candidates would have to register and pay for an additional 6 credits. This benefit represents a tuition cost savings of more than \$2,000.

All practicum placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. Final placement decisions are made by school district officials. Candidates are not permitted to seek or make arrangements for their own placements

The 50 hours of field experience required for each practicum will usually take place in the county where the candidate attends the seminars, although this may vary depending on availability of practicum placement classrooms. A sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old) and a completed CPR (Child Protection Registry Form) are required. For students entering the program as of Fall 2013, passing PRAXIS (core) scores are required.

Capstone Clinical Experience (Student Teaching/ Internship)

All placements are arranged by placement specialists in the WilmU Office of Clinical Studies in accordance with school district partnership agreements and protocols. However, final placement decisions are made by school district officials and are based on school and district needs and the availability of school-based mentors who are rated as highly-qualified and effective. Candidates are not permitted to seek or make arrangements for their own placements.

The capstone clinical experience (is a full-time, full-day placement ranging from 80 school days to one full school year in an approved setting and in a content area/grade level that corresponds to a candidate's program concentration.

Registration for the capstone clinical experience requires prior approval from the Office of Clinical Studies and the following: 3.00 cumulative GPA, no Incomplete grades, passing PRAXIS (core) and PRAXIS II scores, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and a completed health form.

Curriculum

General Education Requirements

(54 credits)

| | |
|---------|---------------------------|
| CTA 206 | Computer Applications |
| OR | |
| FYE 101 | First Year Experience |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |

| | |
|---|--|
| ENG 320 | Advanced Composition |
| HIS 204 | World History |
| HIS 300 | World and Regional Geography |
| HIS 316 | American History |
| HIS 320 | Global Civilizations |
| MAT 201 | Mathematics for Teachers I |
| MAT 202 | Mathematics for Teachers II |
| MAT 304 | Mathematics for Teachers III |
| PHI 100 | Introduction to Critical Thinking |
| POL 300 | American Politics |
| SCI 232 | Life and Environmental Science with Lab |
| SCI 305 | Earth and Space Science with Lab |
| SCI 307 | Physical Science with Lab |
| Fine Arts Electives (6 credits from the following): | |
| ART 101, 202, 210, 245, 301, 302, 304, 310, 315; DRA 105, 110, 140, 200, 307, 330; DSN 110; MUS 101, 201; TEC 215 | |
| Behavioral Science Core (12 credits) | |
| PSY 101 | Introduction to Psychology |
| PSY 330 | Infant and Toddler Development |
| PSY 333 | Psychology of the Exceptional Child |
| PSY 336 | Child Development |
| Education Core (30 credits) | |
| EDU 102 | E-folio |
| EDU 203 | Instructional Technology |
| 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 |
| EPY 301 | Assessment of Exceptional Children and IEPs |
| EPY 306 | Educational Psychology and Assessment |
| EPY 401 | Teaching Diverse Populations/Exceptional Children |
| RDG 300 | Language Development and Early Literacy |
| Clinical Components (24 credits) | |
| ECE 203 | Methods of Teaching Art, Music, and Movement |
| ECE 204 | Integrated Methods: Language Arts, Social Studies, Science, and Math |
| ECE 450 | Student Teaching |
| EDU 390 | Practicum I |
| EDU 391 | Practicum II |
| EDU 392 | Practicum III |
| EDU 499 | Clinical Assessment in the Classroom [This course must be taken in conjunction with ECE 450 Student Teaching.] |
| RDG 401 | Methods of Teaching Language/Literacy |

SUGGESTED PROGRAM SEQUENCE

FRESHMAN

| Semester 1 | Semester 2 |
|--------------------|------------|
| CTA 206 or FYE 101 | EDU 390 |
| EDU 102 | ENG 122 |
| EDU 203 | HIS 204 |
| ENG 121 | MAT 202 |
| MAT 201 | PSY 101 |
| PHI 100 | SCI 232 |

SOPHOMORE

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

JUNIOR

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

SENIOR

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

ELEMENTARY EDUCATION (GRADES K–6)

BACHELOR OF SCIENCE

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

THIS IS A LICENSURE/CERTIFICATION PROGRAM WITH ADMISSION RESTRICTIONS AND EXIT REQUIREMENTS.

Admission

In addition to satisfying general requirements for admission to Wilmington University, effective July 1, 2014, applicants for admission to this degree program are required by state regulation to demonstrate mastery of general knowledge.* This program-entry requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Core Academic Skills for Educators (ETS # 5712, 5722, and 5732).

For complete information about Delaware tests and score requirements for educators, go to this website: regulations.delaware.gov/AdminCode/title14/1500/1510.shtml#TopOfPage.

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

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

*NOTE: Candidates admitted prior to July 1, 2014 have until July 1, 2015 to satisfy this requirement. For more information about ETS exams (including how to register), go to: <http://www.ets.org/praxis/>

Content and Performance Assessment Requirements

State-approved degree programs contribute to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290, in order to be eligible for program completion and degree conferral.

The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015).

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

The assessments and minimum test score requirements established by the Delaware Department of Education for this degree program and for K-6 certification are:

ETS test #5001, Elementary Education Multiple Subjects

(All four tests are required and can be taken separately or together in one sitting)

| Test | Score |
|-----------------------------------|-------|
| Reading and Language Arts Subtest | 157 |
| Mathematics Subtest | 157 |
| Social Studies Subtest | 155 |
| Science Subtest | 159 |

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

“Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers.”

The assessment selected by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT). This assessment is administered and scored by ETS. Delaware minimum score requirements have not yet been set by the Delaware Professional Standards Board.

Candidates must check with their program advisors or program chairs to obtain current and accurate information related to the assessments and minimum scores that are required. Candidates must pass all exit assessments in order to be eligible for program completion and degree conferral.

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Science degree with a concentration in Elementary Education K-6, including all course work and clinical experiences. The College of Education sets a required minimum grade of “C-” for all Education core courses (ECE, EDU, RDG, and EPY), and an overall cumulative GPA (grade point average) of 3.0.

Teacher candidates starting their programs in Fall 2013 or later must pass (using Delaware minimum score requirements) all sections of the PRAXIS Core: Reading, Mathematics and Writing (or relevant exemption test) prior to registration for Practicum I (EDU 390), and all four sections of PRAXIS II, test #5001 (Elementary Education Multiple Subjects), prior to registration for the capstone clinical experience (student teaching/internship).

Teacher candidates must designate Wilmington University and the Delaware Department of Education as score recipients at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and sub-scores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle).

Teacher candidates must register for EDU 102 E-Folio, and EDU 203 as first courses in the program.

The first course that is required as a pre-requisite for all other education courses is EDU 203, Instructional Technology. In this course, teacher candidates will learn to use a variety of technological applications and venues to enhance instruction.

Fieldwork Requirements

Practicum Courses (Practicum I, II, III)

Each of these courses requires 50 hours of field experience in an approved school setting plus 30 hours of required seminars. Although Practicum courses only require candidates to register and pay for one (1) credit for each course, the courses are actually structured as three (3) credit courses. The reason for this approach is to keep the total credit hours required for the degree to 126. Otherwise, candidates would have to register and pay for an additional 6 credits. This benefit represents a tuition cost savings of more than \$2,000.

All practicum placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. Final placement decisions are made by school district officials. Candidates are not permitted to seek or make arrangements for their own placements

The 50 hours of field experience required for each practicum will usually take place in the county where the candidate attends the seminars, although this may vary depending on availability of practicum placement classrooms. A sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old) and a completed CPR (Child Protection Registry Form) are required. For students entering the program as of Fall 2013, passing PRAXIS (core) scores are required.

Capstone Clinical Experience (Student Teaching/Internship)

All placements are arranged by placement specialists in the WilmU Office of Clinical Studies in accordance with school district partnership agreements and protocols. However, final placement decisions are made by school district officials and are based on school and district needs and the availability of school-based mentors who are rated as highly-qualified and effective. Candidates are not permitted to seek or make arrangements for their own placements.

The capstone clinical experience (is a full-time, full-day placement ranging from 80 school days to one full school year in an approved setting and in a content area/grade level that corresponds to a candidate’s program concentration.

Registration for the capstone clinical experience requires prior approval from the Office of Clinical Studies and the following: 3.00 cumulative GPA, no Incomplete grades, passing PRAXIS Core and PRAXIS II scores, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and a completed health form.

Curriculum

General Education Requirements

(48 credits)

CTA 206 Computer Applications

OR

FYE 101 First Year Experience

ECO 105 Fundamentals of Economics

ENG 121 English Composition I

ENG 122 English Composition II

HIS 300 World and Regional Geography

HIS 316 American History

HIS 320 Global Civilizations

MAT 201 Mathematics for Teachers I

MAT 202 Mathematics for Teachers II

MAT 304 Mathematics for Teachers III

PHI 100 Introduction to Critical Thinking

POL 300 American Politics

- SCI 232 Life and Environmental Science with Lab
 SCI 305 Earth and Space Science with Lab
 SCI 307 Physical Science with Lab

General Education/ Behavioral Science Electives (3 credits)

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

Fine Arts Electives (6 credits)

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

Behavioral Science Core (6 credits)

- PSY 333 Psychology of the Exceptional Child
 PSY 336 Child Development

Education Core (36 credits)

- EDU 102 E-folio Portfolio
 EDU 203 Instructional Technology
 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
 EPY 301 Assessment of Exceptional Children and IEPs
 EPY 306 Educational Psychology and Assessment
 EPY 401 Teaching Diverse Populations/Exceptional Children
 RDG 300 Language Development and Early Literacy
 RDG 301 Teaching of Reading/Writing
 RDG 302 Literature for Children
 RDG 306 Diagnosis and Correction of Reading Difficulties

Clinical Components (27 credits)

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

Program Option

It may be possible for undergraduate Elementary K-6 candidates to achieve additional certification in special education by fulfilling the coursework requirements as stipulated by the Professional Standards Board in Delaware Code §1571. However, this regulation is currently under review. Candidates should consult with their program advisors or program chairs for the most current information on this issue.

SUGGESTED PROGRAM SEQUENCE

Freshman

| Semester 1 | Semester 2 |
|--------------------|-------------------|
| CTA 206 OR FYE 101 | EDU 390 |
| EDU 102 | ENG 122 |
| EDU 203 | HIS 300 |
| ENG 121 | HIS 316 |
| MAT 201 | MAT 202 |
| PHI 100 | RDG 300 |

Sophomore

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

Junior

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

Senior

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

MIDDLE LEVEL EDUCATION (GRADES 6-8)

BACHELOR OF SCIENCE

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

THIS IS A LICENSURE/CERTIFICATION PROGRAM WITH ADMISSION RESTRICTIONS AND EXIT REQUIREMENTS

Admission

In addition to satisfying general requirements for admission to Wilmington University, effective July 1, 2014, applicants for admission to this degree program are required by state regulation to demonstrate mastery of general knowledge.* This program-entry requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Core Academic Skills for Educators (ETS # 5712, 5722, and 5732).

For complete information about Delaware tests and score requirements for educators, go to this website: regulations.delaware.gov/AdminCode/title14/1500/1510.shtml#TopOfPage.

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

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

*NOTE: Candidates admitted prior to July 1, 2014 have until July 1, 2015 to satisfy this requirement. For more information about ETS exams (including how to register), go to: <http://www.ets.org/praxis/>

Content and Performance Assessment Requirements

State-approved degree programs contribute to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290, in order to be eligible for program completion and degree conferral.

The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015).

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

The assessments and minimum test score requirements established by the Delaware Department of Education for this degree program and for Middle Level 6-8 certification are:

The required assessment is dependent on the candidate’s area of concentration. The exam choices are:

| Test | Score |
|--------------------------------|-------|
| ETS 5047 English Language Arts | 164 |
| ETS 5440 Science | 150 |
| ETS 5169 Mathematics | 165 |
| ETS 5089 Social Studies | 164 |

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

“Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers.”

The assessment selected by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT). This assessment is administered and scored by ETS. Delaware minimum score requirements have not yet been set by the Delaware Professional Standards Board.

Candidates must check with their program advisors or program chairs to obtain current and accurate information related to the assessments and minimum scores that are required. Candidates must pass all exit assessments in order to be eligible for program completion and degree conferral.

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Science degree with a concentration in Middle Level Education 6-8, including all course work and clinical experiences. The College of Education sets a required minimum grade of “C-” for all Education core courses (ECE, EDU, RDG, and EPY), and an overall cumulative GPA (grade point average) of 3.0.

Teacher candidates starting their programs in Fall 2013 or later must pass (using Delaware minimum score requirements) all sections of the PRAXIS Core: Reading, Mathematics and Writing (or relevant exemption test) prior to registration for Practicum I (EDU 390), and the PRAXIS II test which corresponds to the candidate’s area of concentration prior to registration for the capstone clinical experience (student teaching/internship).

Teacher candidates must designate Wilmington University and the Delaware Department of Education as score recipients at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and sub-scores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle).

EDU 102 E-Folio and EDU 203 Instructional Technology are Prerequisite(s) for all other education core courses (ECE, EDU, RDG, and EPY).

Fieldwork Requirements

Practicum Courses (Practicum I, II, III)

Each of these courses requires 50 hours of field experience in an approved school setting plus 30 hours of required seminars. Although Practicum courses only require candidates to register and pay for one (1) credit for each course, the courses are actually structured as three (3) credit courses. The reason for this approach is to keep the total credit hours required for the degree to 126. Otherwise, candidates would have to register and pay for an additional 6 credits. This benefit represents a tuition cost savings of more than \$2,000.

All practicum placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. Final placement decisions are made by school district officials. Candidates are not permitted to seek or make arrangements for their own placements

The 50 hours of field experience required for each practicum will usually take place in the county where the candidate attends the seminars, although this may vary depending on availability of practicum placement classrooms. A sealed Federal and Delaware

CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old) and a completed CPR (Child Protection Registry Form) are required. For students entering the program as of Fall 2013, passing PRAXIS (core) scores are required.

Capstone Clinical Experience (Student Teaching/ Internship)

All placements are arranged by placement specialists in the WilmU Office of Clinical Studies in accordance with school district partnership agreements and protocols. However, final placement decisions are made by school district officials and are based on school and district needs and the availability of school-based mentors who are rated as highly-qualified and effective. Candidates are not permitted to seek or make arrangements for their own placements.

The capstone clinical experience (is a full-time, full-day placement ranging from 80 school days to one full school year in an approved setting and in a content area/grade level that corresponds to a candidate’s program concentration.

Registration for the capstone clinical experience requires prior approval from the Office of Clinical Studies and the following: 3.00 cumulative GPA, no Incomplete grades, passing PRAXIS Core and PRAXIS II scores, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and a completed health form.

Curriculum

Courses required of all Middle Level Education Candidates

General Education Requirements (30 credits)

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

Fine Arts Elective (choose one): (3 credits)

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

Education Core/Clinical Components (48 credits)

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

Courses required for Content Area Concentrations and Minors (45 credits)**Courses required for the Math concentration**

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

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

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

Math/Social Science

| | |
|---------|--|
| EDU 408 | Integrated Approaches to Teaching Social Science |
| HIS 300 | World and Regional Geography |

| | |
|---------|---------------------------------|
| HIS 316 | American History |
| POL 300 | American Politics |
| POL 326 | Public Policy and Social Issues |
| SOC 101 | Introduction to Sociology |

Math/English

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

Courses required for the Science concentration:

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

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

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

Science/Social Science

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

Science/English

| | |
|---------|--|
| COM 300 | Communication Theory |
| EDU 407 | Integrated Approaches to Teaching Middle Level Language Arts/Reading |
| ENG 200 | English Grammar |

LIT 332 Major American Writers
 OR
 LIT 333 African American Literature
 RDG 300 Language Development and Early Literacy
 RDG 302 Literature for Children

Courses required for the English concentration

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

Courses required for English concentrations with specific minor concentrations:

English/Math

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

English/Social Science

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

English/Science

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

Courses required for the Social Sciences concentration:

EDU 408 Integrated Approaches to Teaching Middle Level Social Studies
 HIS 300 World and Regional Geography

HIS 316 American History
 HIS 317 Military History
 POL 300 American Politics
 POL 326 Public Policy and Social Change
 SOC 101 Introduction to Sociology
 SOC 201 Cultural Anthropology
 SOC 320 Society and Technology

Courses required for Social Sciences concentrations with specific minor concentrations:

Social Science/Math

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

Social Science/English

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

Social Science/Science

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

SUGGESTED PROGRAM SEQUENCE

Freshman

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

Sophomore

Semester 1

ECO 105
EDU 391
ENG 131
Concentration
Concentration
Minor

Semester 2

EPY 303
PSY 332
Concentration
Concentration
Concentration
Minor

Junior

Semester 1

EDU 392
EPY 302
PSY 333
RDG 305
Concentration
Concentration/Minor

Semester 2

EDU 312
EDU 313
HUM 360 or HUM 361
Concentration
Concentration
Minor

Senior

Semester 1

EDU 202
EDU 306
EPY 401
Fine Art Elective
Methods (Concentration)
Methods (Minor)

Semester 2

EDU 451
EDU 499

HEALTH PROFES- SIONS

Pre-RN Option

Bachelor of Science in Nursing

RN to B.S.N.

RN to B.S.N. Pathway

B.S.N. to MSN Accelerated Option

Certificates

Health Information Technology

Hispanic Cultural

Bachelor of Science in Allied Health

Allied Health

College of Health Professions Philosophy*

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

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

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

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

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

Goals

Allied Health Program:

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

B.S.N. Program

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

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

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

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

Program Accreditation

Commission on Collegiate Nursing Education

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

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

CCNE

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

PRE-RN OPTION

(LIBERAL STUDIES MAJOR)

Purpose

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

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

If you are considering this option of study please contact:

BSN Program Chair, Angela Steele-Tilton

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

Program of Study

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

| | |
|---------|--|
| HLT | Upper Level Health Elective (3 credits) |
| ALH 323 | Health Professional as Teacher (3 credits) |
| ENG 310 | Research Writing (3 credits) |
| MAT 308 | Inferential Statistics (3 credits) |

Upper level humanities electives (9 credits) Choose upper level courses from the following list:

ART, BBM 319, CUL, DRA, ETN, HIT, HUM, LIT, MUS, PHI, REL, SPA, VMG 311, VMG 312, VMG 313

R.N. TO B.S.N.

BACHELOR OF SCIENCE IN NURSING

Purpose

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

Program of Study

The B.S.N. degree program is progressive and designed for today's registered nurse. It promotes increased clinical and communication skills, problem solving, confidence, and leadership within a complex health care environment.

The course of study utilizes a variety of individual and group learning experiences. The program is offered at the New Castle campus and the Georgetown; Dover; Middletown; Cumberland, Gloucester and Burlington, NJ sites; as well as 100% online. Nurses can pursue their education on a part-time or full-time basis.

In addition, the General Education requirements courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation.

Career Opportunities

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

Curriculum

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

Program Competencies

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

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

Nursing Admission

General Requirements

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

Program Policies

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

Curriculum

Lower Division Requirements (for students without an associate degree)

General Education Requirements (24 credits)

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

Natural Sciences (12 credits)

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

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

General Education Requirements (6 credits)

| | |
|---------|------------------------|
| ENG 310 | Research Writing |
| MAT 308 | Inferential Statistics |

Upper level humanities electives (9 credits) Choose upper level courses from the following list:

ART, BBM 319, CUL, DRA, ETN, HIT, HUM, LIT, MUS, PHI, REL, SPA, VMG 311, VMG 312, VMG 313

Upper Division Nursing Core (31 credits)

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

* Includes community learning experience

** The completion of the verified credentialing student profile is required for students to continue with core NUR courses

Nursing Elective
(3 credits) Choose from the following: NUR, HLT, HIT, POL 380, ISM 430

Free Electives

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

Program of Study

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

B.S.N. TO M.S.N. ACCELERATED OPTION

FOR R.N. TO B.S.N. STUDENTS

BACHELOR OF SCIENCE IN NURSING

The purpose of this option is to offer eligible BSN students the opportunity to take up to four* selected MSN courses in lieu of undergraduate courses. A B.S.N. degree is earned upon completion of the 120 credits. Courses taken at the graduate level while pursuing the B.S.N. degree will fulfill requirements for both programs.

Upon successful completion of the B.S.N. degree program, students may apply to the MSN program and earn their M.S.N. degree in a selected concentration once the remaining graduate courses are completed.

Eligibility criteria for this option includes:

- a. 90 completed undergraduate credits,
- b. completion of all lower level courses,
- c. completion of NUR 303,
- d. completion of statistics, and
- e. GPA of 3.5

The B.S.N. to M.S.N. Accelerated Option Intent Form is located in the BSN Student Handbook and in the College of Health Professions BSN Student Blackboard site. Students are advised to see the Academic Advisor and/or the BSN Program Chair early in the program to plan for course sequencing and course substitution.

Upon submission of the B.S.N. to M.S.N. Accelerated Option Intent Form, students will be contacted by the BSN Program Chair or Assistant Program Chair to assist in appropriate course sequencing, advisement, and preparation for graduate coursework.

Further Undergraduate course specific and Graduate Major specific selections are discussed at the time of student acceptance into the accelerated option.

R.N. TO B.S.N. PATHWAY FOR REGISTERED NURSES WITH A BACHELOR'S DEGREE IN ANOTHER FIELD

BACHELOR OF SCIENCE IN NURSING

The R.N. to B.S.N. Pathway Program is an accelerated degree-completion program designed for registered nurses who have a bachelor's degree in another field. This program has been developed to meet the educational needs of students with registered nurse licensure, work experience, and a bachelor's degree in another field who are returning to college to complete a B.S.N. degree.

The program allows for the transfer of a maximum of 89 credits. To graduate, students must earn a total of 120 credits. The 31 credit nursing core will fulfill residency requirements at Wilmington University. (Please note: Wilmington University's eligibility requirements for graduation with honors include completion of 45 residency credits; therefore, BSN Pathway students that do not elect to complete additional coursework to meet this requirement are ineligible to graduate with honors.

Curriculum

Pre-requisites:

Registered Nurse with a bachelor's degree in another field

General Education Requirements (39 credits)
(Including a 3-credit Statistics course)

Natural Sciences (12 credits)
(Will require as pre-requisite if not taken as part of prior degree)

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

Free Electives (8 credits)

Total transfer credits possible: (89 credits)

Upper Division Requirements

(28 credits)

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

*Community Learning Experience

** The completion of the students' verified credentialing profile is required prior to continuing with core NUR course selection.

Nursing Elective

(3 credits) Choose from the following: NUR, HLT, HIT, POL 380, ISM 430

Total minimum number of credits at Wilmington University (31 credits)

B.S.N. TO M.S.N. ACCELERATED OPTION FOR B.S.N. PATHWAY STUDENTS

BACHELOR OF SCIENCE IN NURSING

The purpose of this option is to offer eligible B.S.N. Pathway students the opportunity to take up to four* selected MSN courses in lieu of undergraduate courses. Transfer credits remain the same as for the R.N. to B.S.N. Pathway Bachelor of Science in Nursing program. A B.S.N. degree is earned upon completion of the 31 credit core, consisting of the courses listed below. Courses taken at the graduate level fulfill requirements for both programs. Students will earn their M.S.N. once the graduate admissions application is submitted and all remaining graduate courses are completed in the Graduate MSN Program.

Eligibility criteria for this option includes:

- (a) R.N. with a bachelor's degree in another field,
- (b) completion of NUR 303

The B.S.N. to M.S.N. Accelerated Option Intent Form is located in the BSN Student Handbook and in the College of Health Professions BSN Student Blackboard site. Students are advised to see the Academic Advisor, the BSN Program Chair and/ or the BSN Assistant Program Chair early in the program to plan for course sequencing and course substitution.

Upon submission of the B.S.N. to M.S.N. Accelerated Option Intent Form, students will be contacted by the BSN Program Chair or Assistant Program Chair to assist in appropriate course sequencing, advisement, and preparation for graduate coursework.

The accelerated course selection depends upon the selected graduate major. Further Undergraduate course specific and Graduate Major specific selections are discussed at the time of student acceptance into the accelerated option.

DEGREE COMPLETION PROGRAM FOR ALLIED HEALTH

BACHELOR OF SCIENCE IN ALLIED HEALTH

Purpose

This degree completion program is for allied health practitioners who have earned an Associate Degree with an allied health concentration. While most allied health practitioners are prepared in associate degree programs, advancing to leadership positions often requires a baccalaureate degree. Many baccalaureate programs do not recognize the specialized preparation of allied health practitioners, and the credits they have earned in their specialty are often not transferable to other institutions. At Wilmington University, up to 75 credits can be applied towards the baccalaureate degree. The purpose of this program is to assist allied health practitioners to advance in their relative disciplines by preparing them for roles in allied health.

Program of Study

The allied health degree completion program builds on prior learning and provides students with the knowledge and skills needed to advance in their chosen field. This program promotes increased communication skills, problem solving, confidence, and leadership. The program is offered at the New Castle, Dover, and Georgetown sites, and online. Allied health practitioners can pursue their education on a part-time or full-time basis.

Career Opportunities

Upon completion of the program, students are prepared to practice as leaders in their discipline, in a variety of roles. The curriculum provides a foundation for graduate education and for career mobility.

Curriculum

The number of transfer credits granted to entering allied health students varies depending on preparation at the associate degree level. Therefore, a single plan of study cannot be prescribed. Students are encouraged to discuss their plan with an Academic Advisor or with the ALH Program Chair.

Program Competencies

It is intended that undergraduate students in allied health completion programs will achieve the following competencies:

1. Exercise critical thinking strategies including reasoning, problem solving, and evaluation, and apply them appropriately to issues within the allied health profession.
2. Demonstrate advanced oral and written communication skills.
3. Apply legal and ethical principles to guide professional behaviors and decision-making.
4. Information Literacy: Access, use, and evaluate information effectively and appropriately. Use technology to effectively locate and communicate information.
5. Exhibit flexible thinking and goal-directed behaviors.
6. Demonstrate an understanding of basic economic principles.
7. Describe how past and current world events influence contemporary society.
8. Apply knowledge and skills in the area of management and education for the allied health professions.

Allied Health Admission

General Requirements

Students are admitted to the University without regard to race, age, creed, sex, or national origin. Allied health students are considered transfer students to Wilmington University and are required to submit an official transcript from all colleges attended. Transcripts must reflect completion of an associate degree program with an allied health concentration in order to be admitted into this program. Transcripts should be sent directly from the previously attended institutions to the Office of Admissions.

Apply for Admission

1. Submit the Wilmington University undergraduate application for admission and the \$35 non-refundable application fee.
2. Official transcripts must be sent in a sealed envelope directly from the school of attendance to the below address, prior to degree completion:

Wilmington University

320 N. DuPont Highway
New Castle, DE 19720-6491

3. Register for Classes.

Students are required by state law to complete the Wilmington University Health History form, which includes a record of immunizations.

For those allied health professions requiring licensure/certification, applicants should submit their license/certification number on the application form.

Additional Information

The College of Health Professions requires a minimum grade of “C-” for all allied health core courses.

Students are required to submit appropriate documentation for clinical courses.

Curriculum

Students are urged to meet regularly with an academic advisor or Program Chair to plan their course sequence. The program of study will vary depending on transfer credits, part-time or full-time status, and credit earned in alternative ways.

General Education Requirements—Lower Division

Allied health degree completion students can transfer up to 75 credits towards lower division general education requirements. If additional courses are needed to meet the 120 credit requirement for graduation, the following courses will be added as follows:

CTA 206 Computer Applications for Business

ECO 105 Fundamentals of Economics

ENG 131 Public Speaking

MAT 121 College Math I

Students should see an Academic Advisor for assistance with course selection.

General Education Requirements—Upper Division

Allied health degree completion students are required to take the following General Education upper division courses to meet the Wilmington University 45 credit requirement for residency and upper level course work:

ENG 310 Research Writing

HUM 360 Human World Views: 3500 BCE-1650 AD

HUM 361 Human World Views: 1650 AD - Present

Upper Level Humanities elective

Upper Level Free Elective

Allied Health Core—Lower Division (30 credits minimum)

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

Allied Health Core—Upper Division

(30 credits)

ALH 323 Health Professional as Teacher

ALH 333 Leadership for Allied Health Professionals

ALH 401 Allied Health Professional Capstone

ALH 403 Healthcare Law and Ethics (previously titled ALH 402 Medical Law and Ethics)

BBM 201 Principles of Management

BBM 301 Organizational Behavior

BBM 320 Business Communications

HLT 371 Cultural Diversity in Health and Illness

HRM 311 Human Resource Management

MIS 320 Management Information Systems

Free Electives

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

HEALTH PROFESSIONS CERTIFICATES

Health Information Technology (HIT) Certificate

Purpose

Healthcare informatics is the application of informatics and information technology to deliver healthcare services (American Medical Informatics Association). The post-secondary HIT certificate provides students with foundational and core competencies in the electronic management of health and medical information and its secure exchange between consumers and providers. The HIT certificate curriculum incorporates the disciplines of healthcare, management, finance, information technology, compliance, and law.

The HIT certificate aims to attract healthcare professionals seeking to broaden their knowledge of information technology, as well as appealing to prospective students who are interested in employment within the HIT field. Students completing the HIT certificate are prepared to be at the forefront of improving healthcare delivery through processes aimed at medical error reduction, enhanced care coordination and efficiency, engaging patients in advocacy, and serving public health.

Program of Study

The post-secondary Health Information Technology (HIT) Certificate will consist of fifteen (15) undergraduate credits. All HIT Certificate courses are offered 100% online only. Students should be comfortable with the online learning format and are required to take the DIS 095 Prerequisite.

Career Opportunities

Aligning with the University mission, the HIT certificate provides health professionals and/ or those considering entry into this specialty area, with foundational knowledge surrounding health care informatics, essential to the career needs of our students and their competitiveness in the job market.

Program Competencies

Through the completion of the post-secondary HIT Certificate, the students will be able to:

Ensure the quality of medical records by verifying their completeness, accuracy, and proper entry into computer systems.

Use computer applications to assemble and analyze patient data for the purpose of improving patient care, as well as, controlling costs.

Provide specialized coding diagnoses and procedures in patient records for reimbursement and research.

Support legal and ethical management of electronic medical records

General Requirements

The program is open to the following prospective students with an interest in healthcare information technology:

High School graduate, and/ or;

Associate Degree graduate, and/ or;

Open to any undergraduate students in a degree-seeking program upon advisement from program specific chair and/ or academic advisor.

Students will complete an undergraduate application for admission accompanied by a non-refundable admission fee.

Curriculum

Certificate Pre-requisites

Demonstrated competence of (through prior learning assessment: transfer credit and/ or competency based credit acceptance):

| | |
|---------|--|
| CTA 206 | Computer Application for Business or equivalent, |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking or equivalent |

Course Requirements

(15 credits)

| | |
|---------|---|
| HIT 301 | Healthcare Informatics |
| HIT 302 | Healthcare Database Systems |
| ALH 403 | Healthcare Law and Ethics (formerly ALH 402 Medical Law and Ethics) |
| ISM 430 | Systems and Business Process Analysis for Healthcare Professionals |
| ISM 450 | Project Management and Practice |

Total credits for the Healthcare Informatics Technology (HIT) Certificate 15

HISPANIC 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 cannot be addressed adequately due to language and cultural barriers. These language and cultural barriers can impede access to health care, thereby increasing the risk for health problems.

Program of Study

The Hispanic Cultural Certificate will consist of 18 undergraduate credits. The concentration of study will culminate in a Hispanic Cultural Immersion. Students will be required to practice in a community health setting that exists to meet the needs of the Hispanic population. This concentration will educate school nurses, nurses in physicians' offices, and any other nurse who encounters a Hispanic population in their practice.

Career Opportunities

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

Program Competencies

Through the completion of the Hispanic Cultural Certificate, the graduates will:

1. Analyze family and personal health data from Hispanic individuals, families, and communities in their own language.
2. Identify health and social needs of Hispanic communities in the tri-state area.
3. Implement health care, education, and counseling to Hispanic individuals, families, and communities.
4. Design culturally-appropriate health and social services for the Hispanic population.
5. Promote the art of nursing by valuing the unique aspects of the Hispanic culture while providing culturally competent health care.

Up to six (6) transfer credits will be accepted for the Hispanic Cultural Certificate.

General Requirements

The program is open to all R.N.s. Each prospective student must submit the following:

1. An undergraduate application for admission accompanied by a non-refundable admission fee.
2. Proof of current unencumbered RN license (copy of computer verification acceptable).
3. Documentation of graduation from either a diploma or associate degree nursing program.
4. A Wilmington University Health History form documenting required immunizations.
5. All nursing students are required to complete a background check and drug screening. Details are provided in the program handbook.

Curriculum for Hispanic Cultural Certificate

| | |
|---------|--|
| HLT 371 | Cultural Diversity in Health and Illness |
| ETN 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 Community Learning Experience. Students preparing to register for NUR 327 must speak with the Program Chair prior to registration.

Total credits for the Hispanic Cultural Certificate: 18

Note: This curriculum is specifically designed for registered nurses interested in earning a post graduate certificate or the RN to BSN student interested in the Hispanic Culture seeking a certificate in conjunction with their BSN degree.

The courses may be taken within the BSN curriculum for the students wishing to receive this certificate in addition to the Baccalaureate degree. All interested students are advised to consult with the Academic Advisor and Program Chair to plan for the appropriate course selection.

SOCIAL AND BEHAVIORAL SCIENCES

Bachelor of Science

Behavioral Science
Criminal Justice
Government and Public Policy
Legal Studies
Organizational Dynamics
Psychology

Minors

Air Force—Military Studies
Army—Military Studies
Political Science

Certificates

Child Advocacy Studies
Conflict Resolution
Criminal Justice
Legal Studies

Mission Integration Statement

The essential values of the College of Social and Behavioral Sciences are: personal worth, human dignity, social justice, integrity, intellectual curiosity and academic freedom.

Within this value structure we provide quality education, professional guidance and opportunities to achieve an understanding of the Behavioral Sciences. We promote academic integrity, the prevailing codes of professional ethical behavior, and an environment that fosters social justice.

We expect students to participate with faculty in embracing these values, challenge students to make a difference in the lives of others and the world at large, and encourage students to commit themselves to a process of lifelong learning.

Experiential Learning

Internship Program

An internship is designed to immerse students in a real-world work environment. Students will have the opportunity to work on meaningful projects, engage in problem solving activities, and be exposed to new trends and the latest technologies as well as network with professionals in the field. The typical internship student is a junior or senior with some major course work completed who seeks an in-depth, practical experience in their field. Students may also explore an internship unrelated to their major as an elective course.

CAP/Co-op Program

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

Honor Societies

Alpha Phi Sigma

Criminal Justice students with a minimum GPA of 3.4 in their criminal justice courses, GPA of 3.4 in their overall course average, and achieving junior status are invited to join the Alpha Phi Sigma Honor Society. Alpha Phi Sigma is the only National Criminal Justice Honor Society recognizing academic excellence of undergraduate students in criminal justice.

Lambda Epsilon Chi

Lambda Epsilon Chi (LEX) is a national honor society for paralegal students and one of the highest scholastic honors that can be achieved in the Wilmington University College of Social and Behavioral Sciences. Invitation to membership in Lambda Epsilon Chi is based on application, grade point average (GPA), and formal recommendation of the Legal Studies Advisory Board. It is the College's way of recognizing the outstanding scholastic achievements of students completing a Bachelor of Science or Post Bachelor Certificate in Legal Studies.

Pi Gamma Mu

Behavioral Science, Psychology and Organizational Dynamics students who have completed 20 credits in Behavioral Sciences at Wilmington University with a GPA of 3.4 or better in their major and with an overall GPA of 3.4 or better, in the upper 35% of their class, with no academic failures in any of the following academic disciplines: Behavioral Science, Psychology, Organizational Dynamics, are invited to join the Pi Gamma Mu Honor Society. These students must participate in one of Pi Gamma Mu's service projects. The mission of Pi Gamma Mu is to encourage and promote excellence in the social sciences and to uphold the ideals of scholarship and service.

BEHAVIORAL SCIENCE

BACHELOR OF SCIENCE

Purpose

The purpose of the Bachelor of Science degree program in Behavioral Science is to provide students with an in-depth understanding of how social issues, social environments, and cultural influences impact individual and group behaviors. With a Wilmington University Behavioral Science degree, students will gain the knowledge and skills they need to succeed in careers working with adolescents and teens, families, the elderly, the homeless, the court systems, government agencies, addictions, crisis interventions, and more. Upon completion of the program, students seek careers in the human services, government, business, and industry. Students seeking graduate degree options may consider Master's degrees in social work, sociology, psychology, human services, public administration, criminology, counseling, or human resource management.

Program of Study

The program includes courses in psychology, sociology, and anthropology. Course work emphasizes normal and abnormal individual development, as well as family, group, and cultural dimensions of behavior. Ethical and professional issues are also addressed. Skill development in interpersonal relations, problem solving, and evaluation of programs and research is stressed. In addition, General Education courses required of all Wilmington University undergraduates provide a well-rounded academic foundation.

Classroom courses provide a blend of theory and application. Students also have the option to explore internship opportunities throughout the community in a variety of settings which provide experiences in applying knowledge and skills. The program is offered statewide, with day and evening classes offered at New Castle, Dover, and Georgetown. The program is also offered in New Jersey at Mt. Laurel and Cumberland. The program is also available online.

Program Competencies

Knowledge:

Demonstrate the ability to define and explain theory and application within the Behavioral Science disciplines with regard to:

1. Change and development at individual, group, and societal levels.

2. Individual differences, group variations, and social deviance.
3. Micro- and macro-level processes involving individuals, groups and societies.
4. Empirical and ethical issues related to the systematic study of individual, group and societal processes.

Skills: Related to the Behavioral Science Disciplines

5. Demonstrate effective oral and written presentation skills.
6. Demonstrate effective critical thinking and problem solving skills.
7. Demonstrate the ability to conceptualize, plan, implement, analyze, and report formal inquiry in the behavioral sciences.
8. Demonstrate effective utilization of current technologies.
9. Demonstrate the ability, skills and flexible thinking necessary to explore the various applications of behavioral science in the real world, including career options.

Personal and Professional Development

10. Demonstrate an awareness of one's strengths and limitations, interests, aptitudes, values, goals, commitment to self-directedness, self-discipline, and planning for present and lifelong learning, career identification, and development.
11. Demonstrate an awareness of self in relation to others, including effective interpersonal communication skills, ability to work in teams, and respect for diversity and multiculturalism in a pluralistic society.
12. Demonstrate an awareness and respect for diversity and multiculturalism in a pluralistic society.

CAP (Community and Academic Partnerships)/Co-op Program

CAP/Co-op Program Option (6 credits)

- PSY 309 Interpersonal Communication Skills
OR
PSY 315 Group Dynamics
SOC 304 Ethnic Groups and Minorities

The Co-op option allows students to complete core courses in PSY 309 - Interpersonal Communications Skills or PSY 315 - Group Dynamics and SOC 304 - Ethnic Groups and Minorities in a supervised educational work setting related to the student's major field of study. If students select the Co-op option, both PSY 309 or PSY 315 and SOC 304 in Co-op format are required. Alternative core courses may also be available for Co-op depending on the field placement. Each

Co-op assignment is one semester long and normally, the two Co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the Behavioral Science Program Chair one semester before they would like to begin a Co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

Program Policies

Elective Guidelines

The College of Social and Behavioral Sciences recommends that students who transfer in six or more core courses and all 18 credits of core electives use any remaining electives to increase their subject knowledge by taking upper level electives in their field. These will include the interdisciplinary electives identified from the other academic colleges.

Minimum Grade Policy

The Behavioral Science program has set a minimum passing grade of "C-" for program core courses. Students receiving a grade lower than "C-" in any required core course must retake that course.

Curriculum

General Education Requirements (33 credits)

| | |
|---------|-------------------------------------|
| CTA 206 | Computer Operations for Business |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE-1650 AD |
| or | |
| HUM 361 | Human World Views: 1650 AD-Present |
| MAT 205 | Introductory Survey of Mathematics |
| PHI 100 | Introduction to Critical Thinking |
| PSY 101 | Introduction to Psychology |
| SCI 335 | Human Anatomy and Physiology |
| SOC 101 | Introduction to Sociology |

Humanities Electives (6 credits)

Behavioral Science Core (45 credits)

| | |
|---------|---|
| MAT 308 | Inferential Statistics |
| PHI 302 | Ethics and Values in Behavioral Science |
| SOC 302 | Marriage and Family |
| SOC 304 | Ethnic Groups and Minorities |
| SOC 306 | Cultural Anthropology |

- SOC 318 Social Change
 SOC 331 Research, Writing and Information Literacy in the Behavioral Sciences
 SOC 405 Social Deviance

Students are to select (6) credits from courses beginning with the prefix SOC.

Choose one course from the following:

- PSY 340 Research Methods in Psychology
 SOC 340 Applied Research Design*

*Recommended

Choose one course from the following:

- PSY 409 Senior Seminar in Psychology
 SOC 409 Senior Seminar in Behavioral Science*

*Recommended

Choose one course from the following:

- PSY 309 Interpersonal Communication Skills
 PSY 315 Group Dynamics

Choose one course from the following:

- PSY 406 Tests and Measurements
 SOC 490 Internship in Behavioral Science

Choose one Developmental course from the following:

- PSY 329 Lifespan Development
 PSY 331 Middle Childhood Development
 PSY 332 Adolescent Development
 PSY 336 Child Development
 PSY 401 Adult Development and Aging

Behavioral Science Electives (18 credits)

Courses beginning with the prefix CRJ, PSY, ORG, or SOC may be used as Behavioral Science electives. In addition, the following courses may also be selected as Behavioral Science electives:

- POL 326 Public Policy and Social issues
 POL 350 Economic Welfare and Income Policy
 POL 380 Health Care Policy

NOTE: Guided Practicum (SOC 290-291) as well as Internship (SOC 490) and Co-op (SOC 450) experiences are available.

Free Electives (18 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

| 1st Semester | 2nd Semester |
|--------------|---------------------|
| CTA 206 | ENG 122 |
| ENG 121 | MAT 205 |
| FYE 101 | PSY 101 |
| PHI 100 | SOC 306 |
| SOC 101 | Dev. Psych Elective |

Sophomore

| 1st Semester | 2nd Semester |
|-----------------------------|---------------|
| ENG 131 | MAT 308 |
| ECO 105 | SCI 335 |
| Behavioral Science Elective | SOC 331 |
| Free Elective | SOC 302 |
| Humanities Elective | Free Elective |

Junior

| 1st Semester | 2nd Semester |
|-----------------------------|-----------------------------|
| HUM 360 or HUM 361 | SOC 304 or Co-op |
| PSY 309 or PSY 315 or Co-op | SOC 318 |
| SOC 340 or PSY 340 | Behavioral Science Elective |
| SOC 405 | Humanities Elective |
| Behavioral Science Core* | Behavioral Science Core* |

*Choose any course beginning with the prefix SOC.

Senior

| 1st Semester | 2nd Semester |
|-----------------------------|-----------------------------|
| PHI 302 | SOC 409 or PSY 409 |
| SOC 490 or PSY 406 | Behavioral Science Elective |
| Behavioral Science Elective | Behavioral Science Elective |
| Free Elective | Behavioral Science Elective |
| Free Elective | Free Elective |

CRIMINAL JUSTICE

BACHELOR OF SCIENCE

Purpose

The purpose of the Bachelor of Science degree in Criminal Justice is to prepare students to enter or advance in jobs within the criminal justice system, including law enforcement, corrections, and the courts. Upon completion of the undergraduate program, some students may also consider graduate study in law or criminology (sociology). A certificate program in criminal justice is also available.

Program of Study

The Criminal Justice program is dedicated to providing the theoretical, practical, and professional knowledge needed in today's environment to be successful in the fields of law enforcement, corrections, courts, probation, parole, private security, and the related service careers. Emphasis is placed upon preparing students to enter the professional workplace, grow in their current position, or continue studies in graduate school. The curriculum is designed to provide students with expert instruction on the most current trends, policies, and practices in the field. The goal is to prepare students to become scholarly practitioners in their chosen profession. Further, the General Education Requirements courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation.

This is not a "one size fits all" major, but one that provides variety in the course selection to encourage each individual student to build a personal program for the future with the assistance of an Academic Advisor.

Students have "out of class" opportunities through membership in the Criminal Justice Association to experience site visits to a variety of criminal justice agencies and meet with practitioners in the field. Internships provide students with an insider's view of the many facets of the criminal justice field under the guidance of a full-time faculty member. The major also offers a summer study abroad program that awards credit for the opportunity to study criminal justice systems of other countries. The program is offered statewide, with day and evening classes in New Castle, and evening classes in Dover and Georgetown, Delaware, and in New Jersey at the Burlington County College and Cumberland County College locations.

Program Competencies

1. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation in criminal justice settings.
2. Exhibit flexible thinking and goal-directed behaviors in criminal justice course projects.
3. Demonstrate effective oral and written communication skills.
4. Demonstrate skill in the use and the application of technology in criminal justice settings.
5. Demonstrate an understanding of basic mathematics and statistics by applying criminal justice research findings to criminal justice practice.
6. Incorporate theoretical perspectives into criminal justice practice.
7. Demonstrate an awareness of ethical principles, codes, and standards within the criminal justice field and integrate ethical, legal, and economic accountability into professional criminal justice practice.
8. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning through examinations of criminal justice career paths.
9. Recognize the principles associated with a pluralistic society in a variety of criminal justice settings as they uniquely apply to practitioners, victims, and offenders and show respect for our multicultural world.
10. Recognize an awareness of self in relationship to others in team efforts that demonstrate flexible thinking and goal-directed behavior in the resolution of criminal justice issues.

Minimum Grade Policy

The Criminal Justice program requires a minimum grade of "C-" for program core courses. Students receiving a grade lower than "C-" in any required program core course must retake that course.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Criminal Justice degree program have the option of completing six credit hours via a Co-op assignment. The Co-op option allows students to complete core courses in CRJ 303 Administration of Criminal Justice Organizations and CRJ 450 Senior Seminar in Criminal Justice in a supervised educational work setting related to the student's major field of study. If students select the Co-op option, both CRJ 303 and CRJ 450 in Co-op format are required. Alternative core courses may also be available for Co-op depending on the field placement. Each Co-op assignment is one semester long and

normally the two Co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the Criminal Justice Program Chair one semester before they would like to begin a Co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/.

CAP/Co-op Program Option (6 credits)

- CRJ 303 Administration of Criminal Justice Organizations
- CRJ 450 Seminar in Criminal Justice

Curriculum

General Education Requirements (33 credits)

- CTA 205 PC Operations I
- ECO 105 Fundamentals of Economics
- ENG 121 English Composition I
- ENG 122 English Composition II
- ENG 131 Public Speaking
- HUM 360 Human World Views: 3500 BCE–1650 AD
- HUM 361 Human World Views: 1650 AD–Present
- MAT 205 Introductory Survey of Mathematics
- PHI 100 Introduction to Critical Thinking
- PSY 101 Introduction to Psychology
- SOC 101 Introduction to Sociology

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Criminal Justice Core (45 credits)

All criminal justice core courses have the Prerequisite(s) of CRJ 101 and CRJ 205 unless otherwise stated. Non-criminal justice majors who wish to take a course as a free elective should contact the Program Chair for a waiver.

- CRJ 101 Survey of Criminal Justice
- CRJ 205 Principles of Criminology
- CRJ 206 Corrections and Rehabilitation
- CRJ 301 Juvenile Justice
- CRJ 303 Administration of Criminal Justice Organizations
- CRJ 304 Constitutional Law
- CRJ 316 Criminal Law
- CRJ 318 Criminal Investigation
- CRJ 341 Community Corrections
- CRJ 350 Computer Operations in Criminal Justice
- CRJ 410 Multicultural Issues in Criminal Justice
- CRJ 411 Criminal Evidence and Procedures
- CRJ 412 Ethics in Criminal Justice

- CRJ 413 Research Methods in Criminal Justice
- CRJ 450 Seminar in Criminal Justice

Criminal Justice Electives (18 credits)

Courses beginning with the prefix CRJ, LES, ORG, POL, PSY, or SOC may be used as criminal justice electives.

Free Electives (18 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

| 1st Semester | 2nd Semester |
|--------------|--------------|
| CTA 205 | CRJ 205 |
| CRJ 101 | ENG 122 |
| ENG 121 | MAT 205 |
| FYE 101 | PHI 100 |
| SOC 101 | PSY 101 |

Sophomore

| 1st Semester | 2nd Semester |
|---------------------|----------------|
| CRJ 304 | CRJ 316 |
| CRJ 206 | CRJ 318 |
| ENG 131 | CRJ 350 |
| PSY 101 | ECO 105 |
| Humanities Elective | Core Elective* |

Junior

| 1st Semester | 2nd Semester |
|------------------|----------------|
| CRJ 303 or Co-op | CRJ 301 |
| CRJ 412 | CRJ 341 |
| HUM 360 | CRJ 410 |
| Core Elective* | HUM 361 |
| Free Elective | Core Elective* |

Senior

| 1st Semester | 2nd Semester |
|----------------|--------------------------|
| CRJ 411 | CRJ 450 or Co-op |
| CRJ 413 | Core Elective* |
| Core Elective* | Natural Science Elective |
| Core Elective* | Free Elective |
| Free Elective | Free Elective |

* Core electives are courses that begin with the prefix of CRJ, LES, ORG, POL, PSY, or SOC.

CRJ to MAJ Accelerated Option

This accelerated option will allow eligible CRJ students to have the option of taking up to two selected graduate level courses in place of selected CRJ courses and the opportunity to be formally accepted into the MAJ program prior to completion of the B.S. in Criminal Justice degree.

In order to be eligible, students must have completed 90 undergraduate credits, completed all required 100 and 200 level CRJ courses, as well as CRJ 303 and CRJ 350. Furthermore those students seeking approval for the CRJ/MAJ accelerated option must have obtained an overall GPA of 3.50 or better. Courses taken at the graduate level will fulfill the requirements for both programs.

Students interested in making application may secure the necessary forms and begin the approval process with the Chair of the undergraduate criminal justice program.

GOVERNMENT AND PUBLIC POLICY

BACHELOR OF SCIENCE

Program Philosophy

Public policy professionals play a key role in developing and implementing policies in areas such as the environment, energy, healthcare, poverty, transportation, education, justice system, and economic development. They educate the public and policymakers, draft laws, implement specific programs, and monitor the outcomes. Typically, public policy professionals pursue careers in government, government-related businesses, regulated industries, interest groups, and nonprofit organizations as well as graduate studies in law, public administration, public policy, political science, and healthcare administration.

Program Competencies

In addition to demonstrating college level proficiency in the Wilmington University undergraduate competencies outlined in this catalog, Government and Public Policy graduates will also be able to:

1. Construct persuasive oral presentations to communicate effectively with various constituencies.
2. Create persuasive position papers, press releases, and original legislation.
3. Differentiate economic, legal, political, and governmental institutions, systems, and processes.
4. Draft an original law based on analysis of problems or issues.
5. Access, use, and evaluate information effectively and appropriately, and use technology to effectively locate and communicate information.
6. Integrate an understanding of economic, legal, political, and governmental institutions, systems, and processes.

Minimum Grade Policy

The Government and Public Policy program requires a minimum grade of “C-” for program core courses. Students receiving a grade lower than “C-” in any required program core course must retake that course.

Curriculum

General Studies Core (36 credits)

| | |
|---------|-------------------------------------|
| CTA 206 | Computer Applications for Business |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 205 | Introductory Survey of Mathematics |
| MAT 308 | Inferential Statistics |
| PHI 100 | Introduction to Critical Thinking |
| PSY 101 | Introduction to Psychology |
| SOC 101 | Introduction to Sociology |

Natural Science Elective (3 credits)

(SCI 308 excluded)

Business Core (15 credits)

| | |
|---------|---|
| BBM 103 | Introduction to Public Administration |
| BBM 201 | Principles of Management |
| BBM 330 | Power and Negotiation |
| BLA 303 | Legal and Ethical Environment of Business |
| FIN 300 | Applied Concepts in Acct./ Fin. |

Behavioral Science Core: (6 credits)

Choose 2 of the following 4 courses:

| | |
|----------|--|
| ORG 301 | Survey of Organizational Dynamics |
| ORG 302/ | Psychology of Leadership |
| PSY 461 | |
| ORG 444 | Organizational Justice, Ethics and Social Responsibility |
| PSY 315 | Group Dynamics |

College of Technology Core (3 credits)

| | |
|---------|-----------------------|
| ISM 330 | Business Intelligence |
|---------|-----------------------|

Government and Public Policy Core 21 credits)

| | |
|---------|---------------------------------|
| LES 205 | State and Local Government |
| POL 300 | American Politics |
| POL 304 | Constitutional Law |
| POL 315 | Comparative Govt. and Politics |
| POL 326 | Public Policy and Social Issues |
| POL 402 | Analysis of Public Policy |
| POL 403 | Writing for Public Policy |

Government and Public Policy Electives 18 credits)

Select 6 of 7 courses:

| | |
|---------|---|
| POL 321 | International Organization and Politics |
| POL 340 | Criminal Justice Policy |
| POL 350 | Economic Welfare and Income Policy |
| POL 360 | Education Policy |
| POL 370 | Energy and Environmental Policy |
| POL 380 | Health Care Policy |
| POL 490 | Internship in Public Policy |

OR

CAP/Co-op option – 3 semesters (9 credits)

AND

Select 3 of 6 courses:

| | |
|---------|--|
| POL 321 | International Organizations and Politics |
| POL 340 | Criminal Justice Policy |
| POL 350 | Economic, Welfare and Income Policy |
| POL 360 | Education Policy |
| POL 370 | Energy and Environmental Policy |
| POL 380 | Health Care Policy |

Free Elective (18 credits)

Must include FYE 101 for students entering with less than 30 credits

SUGGESTED PROGRAM SEQUENCE

Freshman

| 1st Semester | 2nd Semester |
|--------------|--------------|
| CTA 206 | BBM 103 |
| ENG 121 | ENG 122 |
| FYE 101 | |
| MAT 205 | PSY 101 |
| | POL 300 |
| SOC 101 | PHI 100 |

Sophomore

| 1st Semester | 2nd Semester |
|--------------|----------------------|
| ENG 131 | BBM 201 |
| LES 205 | ECO 105 |
| MAT 308 | POL 321,340,350,360, |
| POL 326 | 370, or 380 |
| POL 304 | FIN 300 |
| | POL 315 |

Junior

| 1st Semester | 2nd Semester |
|--------------|-------------------------|
| BLA 303 | HUM 361 |
| HUM 360 | POL 321, 340, 350, 360, |
| ISM 330 | 370, 380, or 490 |

POL 321, 340, 350, 360,
370, 380, or 490
POL 321, 340, 350, 360,
370, 380, or 490

POL 321, 340, 350, 360,
370, 380, or 490
POL 321, 340, 350, 360,
370, 380, or 490
Natural Science Elective

Senior

1st Semester

BBM 330

POL 402

ORG 301, ORG 302/PSY 461, Free Elective

ORG 444 or PSY 315

ORG 301, ORG 302/PSY 461, Free Elective

ORG 444 or PSY 315

Free Elective

2nd Semester

POL 403

Free Elective

Free Elective

Free Elective

LEGAL STUDIES

BACHELOR OF SCIENCE

Purpose

The Bachelor of Science degree in Legal Studies offers a balanced education with an emphasis in the law. It provides sound preparation for students aspiring to further study in law or for those wishing to enter the legal field as a paralegal or legal assistant working under the supervision of an attorney. Additionally, students will gain a solid foundation for careers in other areas, including government, human resources, and banking.

Program of Study

The program emphasizes the knowledge, skills, and values needed to become competent and ethical professionals working in the legal services industry. The General Education requirements required of all Wilmington University students, provide a well-rounded academic foundation that emphasizes analytical thinking, reading comprehension, and communication skills. In addition, students receive direct instruction in legal research and writing, legal concepts and terminology, and the practical skills needed to successfully enter the job market. Furthermore, an emphasis is placed on providing students the opportunity to develop strong interpersonal skills, self-discipline, and ethical principles.

Program Competencies

In addition to demonstrating college level proficiency in the Wilmington University undergraduate competencies outlined in this catalog, Legal Studies graduates will also be able to:

1. Access, use, and evaluate information effectively and appropriately, and use technology to effectively locate and communicate information.
2. Apply legal and ethical principles to guide professional behaviors and decision-making.
3. Demonstrate an understanding of the use, management, assessment, and application of technology in the legal environment.
4. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation in the legal context.
5. Demonstrate effective written communication of legal issues, concepts, and authority.

“Legal Specialties”

Students must take a minimum of 18 credits of “legal specialty” courses to earn a degree in Legal Studies. The 18 credits may be satisfied with a combination of transfer courses and courses taken at Wilmington University. A legal specialty is defined by the American Bar Association (ABA) as a course that covers substantive law or legal procedures or processes, has been developed for paralegals, emphasizes practical paralegal skills, and meets the ABA’s instructional requirements. The Legal Studies program offers legal specialties in an accelerated, hybrid, and online format. Legal Specialty courses are designated with (LS) below; however, they can also be identified by course description and by the Basic Course Information provided on the website.

Face-to-Face Requirement

Students must take a minimum of 10 credits of legal specialty courses through traditional, face-to-face classroom instruction. This requirement may be satisfied through any combination of semester, block, or hybrid courses.

Transfer Policy

The Legal Studies program may accept in transfer equivalent courses considered legal specialties that are taken at another institution. A maximum of 21 credits of legal specialty courses may be accepted from ABA-approved institutions, and a maximum of 9 credits of legal specialty courses may be accepted from institutions which are not ABA-approved.

Credit Through Alternate Sources

The award of credit for legal specialty courses through Portfolio Assessment or by Examination is coordinated by the Legal Studies program Chair to ensure that the quality and integrity of the program are maintained. Any award of credit requires the approval of the program Chair upon demonstration that the credits can be classified as legal specialty, meets the course objectives and practical skills to be developed for the course for which credit is being awarded, meets the needs of the legal community the program serves, and is comparable to course work offered within the program. A maximum of 15 credits may be earned through Portfolio Assessment, and a maximum of 15 credits may be earned through Examination. For more information, please consult the Student Handbook section entitled “Alternative Credit Methods” or speak to the program Chair or an academic advisor.

Lambda Epsilon Chi Honor Society

Lambda Epsilon Chi (LEX) is a national honor society for paralegal students and one of the highest scholastic honors that can be achieved in the Wilmington University College of Social

and Behavioral Sciences. Invitation to membership in Lambda Epsilon Chi is based on application, grade point average (GPA), and formal recommendation of the Legal Studies Advisory Board. It is the College’s way of recognizing the outstanding scholastic achievements of students completing a Bachelor of Science or Post-Bachelor’s Certificate in Legal Studies.

Minimum Grade Policy

The Legal Studies program has set a minimum passing grade of “C” for LES 200, 220, 314, 316, 403, and 480 (designated with an asterisk). Students receiving a grade lower than “C” in any of these courses must retake that course.

Curriculum

General Education Requirements (33 credits)

| | |
|---------|-------------------------------------|
| CTA 206 | Computer Apps for Business |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 205 | Introductory Survey of Mathematics |
| PHI 100 | Introduction to Critical Thinking |
| PSY 101 | Introduction to Psychology |
| SOC 101 | Introduction to Sociology |

Humanities Elective (3 credits)

Natural Science Elective (3 or 4 credits)

Interdisciplinary Concentration (15 credits)

| | |
|---------|---------------------------------|
| FIN 301 | Personal Finance |
| OR | |
| FIN 101 | Financial Literacy |
| HIS 316 | American History |
| POL 300 | American Politics |
| OR | |
| POL 326 | Public Policy and Social Issues |
| MAT 308 | Inferential Statistics |
| ORG 304 | Survey of Human Dynamics |

Legal Studies Core (27 credits)

| | |
|---------|-------------------------------------|
| LES 200 | Legal Ethics* (LS) |
| LES 220 | Introduction to Legal Studies* (LS) |
| LES 314 | Legal Research* (LS) |
| LES 316 | Legal Writing* (LS) |
| LES 350 | Interviewing and Investigation (LS) |
| LES 440 | Advanced Litigation (LS) |
| LES 403 | Civil Procedure* (LS) |

- LES 480 Law Office Administration and Technology* (LS)
- LES 491 Capstone: Virtual Experience in Legal Studies (LS)

Directed Core Electives (20-21 credits)

Choose 7 of the following courses:

- LES 205 State and Local Government
- LES 304 Constitutional Law
- LES 313 American Legal History
- LES 317 Contracts (LS)
- LES 323 Law & Practice in Human Services
- LES 330 Cyberlaw
- LES 331 Electronic Discovery
- LES 401 LSAT Preparation
- LES 402 Business Organizations (LS)
- LES 404 Criminal Law
- LES 405 Delaware Practice (LS)
- LES 406 Family Law
- LES 408 Employment Law
- LES 409 Bankruptcy (LS)
- LES 410 Real Estate, Transfer and Ownership (LS)
- LES 411 Estates, Trusts, and Probates
- LES 413 Food & Drug Law and Policy
- LES 416 Environmental Law
- LES 417 Intellectual Property
- LES 420 Personal Injury and Malpractice (LS)
- LES 430 Evidence
- LES 490 Internship in Legal Studies

Or With Approval of Chair:

- CRJ 304 Constitutional Law
- CRJ 316 Criminal Law
- CRJ 411 Criminal Evidence and Procedures
- POL 304 Constitutional Law and Procedures

Free Electives (18 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

| 1st Semester | 2nd Semester |
|---------------------|--------------------------|
| CTA 206 | ECO 105 |
| ENG 121 | ENG 122 |
| MAT 205 | HUM Elective |
| PHI 100 | SOC 101 |
| PSY 101 | Natural Science Elective |

Sophomore

| 1st Semester | 2nd Semester |
|---------------------|---------------------|
| ENG 131 | HUM 361 |
| HUM 360 | LES 403 |
| LES 200 | LES 316 |
| LES 220 | MAT 308 |
| LES 314 | ORG 304 |

Junior

| 1st Semester | 2nd Semester |
|---------------------|---------------------|
| FIN 301 or FIN 101 | POL 300 or POL 326 |
| HIS 316 | LES 440 |
| LES 350 | Free Elective |
| Free Elective | Legal Elective |
| Legal Elective | Legal Elective |

Senior

| 1st Semester | 2nd Semester |
|---------------------|---------------------|
| LES 480 | LES 491 |
| Free Elective | Free Elective |
| Free Elective | Free Elective |
| Legal Elective | Legal Elective |
| Legal Elective | Legal Elective |

ORGANIZATIONAL DYNAMICS

BACHELOR OF SCIENCE

Purpose

The purpose of the Bachelor of Science degree in Organizational Dynamics is to prepare students to enter the job market or advance in their current employment with the theoretical, practical, and professional knowledge needed for leading and operating in the modern workplace. Building upon each students' unique experiences, knowledge and outlooks, the Organizational Dynamics Undergraduate Program offers students opportunities to complement their abilities and broaden their vision in ways that will assist them to successfully thrive in today's work environment. Students' theoretical and practical knowledge of the behavioral nature of organizations is enhanced by assisting them to incorporate both the "hard" analytical sciences and the "soft" emotional processes necessary for understanding not-for-profit, governmental and corporate environments. Programmatic focus is on current organizational challenges with regard to such issues as global competition, changing demographics, social responsibility, and ethics

Program of Study

The Organizational Dynamics program offers a curriculum that is designed to provide students with the most current knowledge of leadership, motivation, interpersonal relations, team facilitation, conflict resolution, and related skills that impact the dynamics of the organizational structure as it relates to performance and productivity. This is not a "one size fits all" program, but one that provides variety in the course selection to encourage each student to build a personal program for the future with the assistance of an Academic Advisor.

The core of the program consists of 36 credits of courses that include a balance of theory, practice, and research in the field. Other courses in the major can be taken as electives. Courses are taught in both online and hybrid formats. Hybrid classes alternate between face-to-face and online sessions for seven weeks. This program is highly recommended for the busy working adult who wants to complete their degree and grow professionally.

Hybrid courses join the best features of in-class teaching with the best features of online learning to create an active, independent learning environment and reduce class seat time. Hybrid courses are courses in which time traditionally spent

in the classroom is reduced and a significant portion of the learning activities have been moved online. Instructors redesign some lecture or lab that are normally taught in the classroom into online learning activities such as case studies, tutorials, self-testing exercises, simulations, and online group collaborations/discussions. The unique features of online discussion boards used in hybrid courses allow all students to participate and learn from discussions.

Students will be given the opportunity to interact with professionals in the field and with each other to understand the critical relationship between people and organizations, to apply vital social and psychological behavioral skills, to work toward solving organizational problems, and to develop the leadership skills necessary to accomplish their goals within prevailing professional and ethical standards.

Program Competencies

Graduates of the Organizational Dynamics degree program are expected to meet the following competencies through the attainment of the specific course objectives:

1. Exercise effective critical thinking and decision making skills in an organizational environment.
2. Demonstrate an awareness of self in relationship to others, including effective interpersonal communication skills, ability to work in teams, and respect for diversity and multiculturalism in a pluralistic society.
3. Demonstrate effective written and oral communication skills in the organizational setting.
4. Recognize the principles and behaviors associated with effective leadership, motivation, and performance skills in organizational systems.
5. Apply the theoretical view of organizational systems to workplace settings and practice.
6. Demonstrate skills in the use and application of technology and computer-based research in organizational workplace settings.
7. Demonstrate an understanding of the dynamics of organizational behavior, change, and development.
8. Demonstrate the ability to actively engage in research and critically evaluate, synthesize, and analyze information that is necessary in the organizational decision making process.
9. Demonstrate an awareness of ethical principles, codes, and standards within the organizational workplace environment.
10. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning through examination of workplace career paths.

CAP (Community and Academic Partnerships)/Co-op Program

CAP/Co-op Program Options (6 credits)

The Co-op option allows students to complete core Organizational Dynamics courses in a supervised educational work setting related to the student's major field of study. Each Co-op assignment is one semester long and normally the two Co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the Organizational Dynamics Program Chair one semester before they would like to begin a Co-op assignment. For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

Curriculum

Prerequisite(s)

In addition to the University admission requirements, the applicant's transcript will be evaluated to ensure the background and experiences are present for successful completion of the program.

All students must complete 30 credit hours to include SOC 101, PSY 101, ENG 121 and ENG 122 prior to taking Organizational Dynamics courses. Students entering this program will have demonstrated a level of academic maturity and experience in organizational settings that should prepare them to take the upper level courses in this program.

Minimum Grade Policy

The Organizational Dynamics 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.

General Education Requirements (39 credits)

| | |
|--------------------|-------------|
| CTA 206 or CTA 210 | (3 credits) |
| Critical Thinking | (3 credits) |
| ENG 121, ENG 122 | (9 credits) |
| Humanities | (9 credits) |
| MAT 205 | (3 credits) |
| Natural Science | (3 credits) |
| Social Science | (9 credits) |

Must include SOC 101 and PSY 101

The applicant's transcript must reflect successful completion of these credits prior to entering the accelerated core of the program.

Core Courses (36 credits)

These courses must be taken in residence at Wilmington University.

| | |
|---------|--|
| ORG 301 | Survey of Organizational Dynamics |
| ORG 302 | Psychology of Leadership |
| ORG 311 | Organizational Behavior, Change and Development |
| ORG 402 | Applied Organizational Research |
| ORG 408 | Culture of the Workplace |
| ORG 433 | Theoretical View of Organizational Systems |
| ORG 444 | Organizational Justice, Ethics, and Social Responsibility |
| PSY 301 | Social Psychology |
| OR | |
| SOC 318 | Social Change |
| PSY 302 | Industrial Organizational Psychology |
| PSY 340 | Research Methods in Psychology |
| OR | |
| SOC 340 | Applied Research Design |
| PSY 315 | Group Dynamics |
| SOC 331 | Reading, Writing, and Information Literacy in Behavioral Science |

Core Electives (9 credits)

Core electives can be taken from any course with the prefix of PSY, SOC, CRJ, or ORG.

Free Electives (36 credits)

Free electives can be taken from any of the courses offered in the University catalog.

Total credits (120 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

| 1st Semester | 2nd Semester |
|---------------|-------------------------|
| CTA 206 | ENG 122 |
| ENG 121 | PHI 100 |
| MAT | PSY 101 |
| SOC 101 | Free Elective |
| Free Elective | Social Science Elective |

Sophomore

| 1st Semester | 2nd Semester |
|--------------------------|---------------------|
| ORG 301 | PSY 302 |
| ENG or LIT Elective | PSY or SOC 340 |
| Free Elective | Core Elective |
| Humanities Elective | Free Elective |
| Natural Science Elective | Humanities Elective |

Junior

| 1st Semester | 2nd Semester |
|---------------------|---------------|
| ORG 302 | ORG 311 |
| PSY 301 or SOC 318 | SOC 331 |
| Core Elective | Core Elective |
| Free Elective | Free Elective |
| Humanities Elective | Free Elective |

Senior

| 1st Semester | 2nd Semester |
|---------------|---------------|
| ORG 402 | PSY 315 |
| ORG 408 | Free Elective |
| ORG 433 | Free Elective |
| ORG 444 | Free Elective |
| Free Elective | Free Elective |

PSYCHOLOGY

BACHELOR OF SCIENCE

Purpose

The Bachelor of Science degree program in Psychology provides a solid, broad-based education for students preparing for a career in the helping professions, organizations, business, or government. Successful students will also be able to continue their formal education at the graduate level.

Program Policies

The program includes courses in the theory and application of psychology and psychological principles. Students will develop an understanding of the following: life span development, personality development, abnormal development, prevention, group behavior, cultural variations, research methods and design, and ethical and professional issues. Students will develop specific knowledge and skills that have broad application to many working environments. In addition, knowledge from other disciplines will enhance and broaden the student's perspective and capabilities as a working practitioner.

Overall, the classroom courses provide a blend of theory and application. Students also have the option to explore internship opportunities in a wide variety of professional settings that provide experiences in applying knowledge and skills. In addition, the General Education Requirements courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation. The program is offered with day and evening classes in Delaware at New Castle, Dover, Dover Air Force Base, and Georgetown; the program is also offered in New Jersey at Cumberland and Mt. Laurel, as well as online.

Program Competencies

Goal 1: Knowledge Base in Psychology

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

1.1 Describe key concepts, principles, and overarching themes in psychology

1.2 Develop a working knowledge of psychology's content domains

1.3 Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking

Students should demonstrate the ability to do scientific reasoning and problem solving, including effective research methods.

- 2.1 Use scientific reasoning to interpret psychological phenomena
- 2.2 Demonstrate psychology information literacy
- 2.3 Engage in innovative and integrative thinking and problem solving
- 2.4 Interpret, design, and conduct basic psychological research
- 2.5 Incorporate sociocultural factors in scientific inquiry

Goal 3: Ethical and Social Responsibility in a Diverse World

Students should understand ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

- 3.1 Apply ethical standards to evaluate psychological science and practice
- 3.2 Build and enhance interpersonal relationships
- 3.3 Adopt values that build community at local, national, and global levels

Goal 4: Communication

Students should demonstrate competence in writing and in oral and interpersonal communication skills.

- 4.1 Demonstrate effective writing for different purposes
- 4.2 Exhibit effective presentation skills for different purposes
- 4.3 Interact effectively with others

Goal 5: Professional Development

Students should be able to demonstrate the ability to apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

- 5.1 Apply psychological content and skills to career goals
- 5.2 Exhibit self-efficacy and self-regulation
- 5.3 Refine project-management skills
- 5.4 Enhance teamwork capacity
- 5.5 Develop meaningful professional direction for life after graduation

CAP (Community and Academic Partnerships)/Co-op Program

CAP/Co-op Program Option
PSY 315 Group Dynamics

(6 credits)

SOC 304 Ethnic Groups and Minorities

The Co-op option allows students to complete core courses in PSY 315 Group Dynamics and SOC 304 Ethnic Groups and Minorities in a supervised educational work setting related to the student's major field of study. If students select the Co-op option, both PSY 315 and SOC 304 in Co-op format are required. Alternative core courses may also be available for Co-op depending on the field placement. Each Co-op assignment is one semester long and normally the two Co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the Psychology Program Chair one semester before they would like to begin a Co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

Program Policies

Elective Guidelines

The College of Social and Behavioral Sciences recommends that students who transfer in six or more core courses and all 18 credits of core electives use any remaining electives to increase their subject knowledge by taking upper level electives in their field. These will include the interdisciplinary electives identified from the other academic colleges.

Minimum Grade Policy

The Psychology program has set a minimum passing grade of "C-" for program core courses. Students receiving a grade lower than "C-" in any required course must retake that course.

Curriculum

General Education Requirements (37 credits)

| | |
|---------|--|
| CTA 206 | Computer Applications for Business |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 205 | Introductory Survey of Mathematics |
| PHI 100 | Introduction to Critical Thinking |
| PSY 101 | Introduction to Psychology |
| SCI 335 | Human Anatomy and Physiology (4 credits) |
| SOC 101 | Introduction to Sociology |

Humanities Elective (3 credits)**Psychology Core (42 credits)**

| | |
|---------|---|
| MAT 308 | Inferential Statistics |
| PHI 302 | Ethics and Values in Behavioral Science |
| PSY 300 | Theories of Personality |
| PSY 301 | Social Psychology |
| PSY 305 | Abnormal Psychology |
| PSY 315 | Group Dynamics |
| PSY 334 | Biological Basis of Behavior |
| PSY 351 | Learning and Cognition |
| PSY 406 | Tests and Measurement |
| SOC 304 | Ethnic Groups and Minorities |
| SOC 331 | Research, Writing and Information Literacy in the Behavioral Sciences |

Choose one course from the following:

| | |
|---------|---------------------------------|
| PSY 340 | Research Methods in Psychology* |
| SOC 340 | Applied Research Design |

*Recommended

Choose one course from the following:

| | |
|---------|--------------------------------------|
| PSY 409 | Senior Seminar in Psychology* |
| SOC 409 | Senior Seminar in Behavioral Science |

*Recommended

Choose one of the following Developmental courses:

| | |
|---------|-----------------------------|
| PSY 329 | Life Span Development |
| PSY 336 | Child Development |
| PSY 332 | Adolescent Development |
| PSY 401 | Adult Development and Aging |

Major Electives (18 credits)

Six courses beginning with the prefix "PSY"

Free Electives (20 credits)

Please Note: Psychology majors are strongly encouraged to take PSY 490-494 (Internship) as part of their psychology core electives or as free electives. Also, PSY 290-291 (Guided Practicum) is available.

SUGGESTED PROGRAM SEQUENCE**Freshman**

| 1st Semester | 2nd Semester |
|--------------|---------------|
| CTA 206 | ENG 122 |
| ENG 121 | MAT 205 |
| FYE 101 | PHI 100 |
| PSY 101 | PSY 301 |
| SOC 101 | Free Elective |

Sophomore

| 1st Semester | 2nd Semester |
|---------------------|---------------------|
| ECO 105 | MAT 308 |
| ENG 131 | SCI 335 |
| PSY 300 | SOC 331 |
| Free Elective | Free Elective |
| Humanities Elective | Psychology Elective |

Junior

| 1st Semester | 2nd Semester |
|---------------------|--------------------|
| HUM 360 | HUM 361 |
| PSY 305 | PSY 315 or Co-op |
| PSY 334 | PSY 351 |
| Dev. Psych Elective | SOC 304 or Co-op |
| Psychology Elective | PSY 340 or SOC 340 |

Senior

| 1st Semester | 2nd Semester |
|---------------------|---------------------|
| PHI 302 | PSY 409 or SOC 409 |
| PSY 406 | Free Elective |
| Free Elective | Free Elective |
| Psychology Elective | Psychology Elective |
| Psychology Elective | Psychology Elective |

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES MINORS

Purpose

A minor is a coherent program of study which enables an undergraduate degree-seeking student to develop expertise in a second area of study. It may be interdisciplinary. A student must complete a "Change of Major" form to indicate his or her intent to pursue a minor. Students may transfer between 6 and 12 credit hours from another institution. Thus, between 9 and 15 credit hours, depending upon the specific minor, must be taken at Wilmington University in order for the student to be credited with a minor. Upon successful completion of the requirements, a notation is placed on the official transcript.

The College of Social and Behavioral Sciences has minors in Army and Air Force military studies, and political science. The minors range from 16 to 19 credits and individual courses may require pre-requisites. Students wishing to pursue a minor in the College of Social and Behavioral Sciences should contact the Student Academic Advising and Success Center.

Air Force

Military Studies Minor (16 credits)

The Air Force Military Studies Minor is available to ROTC students only. To be eligible for the Air Force ROTC program, students must be enrolled full-time in an existing Wilmington University bachelor's degree program. The Military Studies minor provides students who complete this series of courses the benefit of receiving academic recognition of their accomplishment. All classes are offered off site in New Castle and Kent County. Interested students should meet with an Academic Advisor.

| | | |
|---------|---------------------------------------|-------------|
| AFS 110 | Foundations of the USAF I | (1 credit) |
| AFS 111 | Foundations of the USAF II | (1 credit) |
| AFS 150 | Leadership Lab for Freshmen I | (0 credits) |
| AFS 151 | Leadership Lab for Freshmen II | (0 credits) |
| AFS 210 | Evolution of U. S. Air/Space Power I | (1 credit) |
| AFS 211 | Evolution of U. S. Air/Space Power II | (1 credit) |
| AFS 250 | Leadership Lab for Sophomores I | (0 credits) |
| AFS 251 | Leadership Lab for Sophomores II | (0 credits) |
| AFS 310 | Leadership Studies I | (3 credits) |
| AFS 311 | Leadership Studies II | (3 credits) |
| AFS 350 | Leadership Lab for Juniors I | (0 credits) |

| | | |
|---------|--------------------------------------|-------------|
| AFS 351 | Leadership Lab for Juniors II | (0 credits) |
| AFS 410 | National Security Affairs Society I | (3 credits) |
| AFS 411 | National Security Affairs Society II | (3 credits) |
| AFS 450 | Leadership Lab for Seniors I | (0 credits) |
| AFS 451 | Leadership Lab for Seniors II | (0 credits) |

Army

Military Studies Minor (19 credits)

The Army Military Studies Minor is available to ROTC students only. To be eligible for the Army ROTC program, students must be enrolled full-time in an existing Wilmington University bachelor's degree program. The Military Studies minor provides students who are enrolled in the ROTC program the added benefit of receiving academic recognition of their accomplishment. All classes are offered off site in New Castle County. Interested students should meet with an Academic Advisor.

| | | |
|---------|-------------------------------|-------------|
| MLS 105 | Introduction to Leadership I | (1 credit) |
| MLS 106 | Introduction to Leadership II | (1 credit) |
| MLS 205 | Basic Leadership I | (1 credit) |
| MLS 206 | Basic Leadership II | (1 credit) |
| MLS 305 | Applied Leadership I | (2 credits) |
| MLS 306 | Applied Leadership II | (2 credits) |
| MLS 315 | Leader Evaluation | (4 credits) |
| MLS 365 | Military History Studies | (3 credits) |
| MLS 405 | Advanced Leadership | (2 credits) |
| MLS 406 | Advanced Leadership II | (2 credits) |

Political Science Minor (18 credits)

A minor in Political Science provides students from any major an opportunity to learn about the political world around them. Such knowledge can be a tremendous asset in the real world whether it is used simply to be a better citizen, such as being informed on the issues to evaluate political candidates, or to further a professional matter, such as knowledge on how to get a bill passed. A political science minor would be a perfect complement to many degree programs.

| | | |
|---|-----------------------------------|-------------|
| LES 205 | State and Local Government | (3 credits) |
| POL 300 | American Politics | (3 credits) |
| POL 304 | Constitutional Law and Procedures | (3 credits) |
| POL 326 | Public Policy and Social Issues | (3 credits) |
| Select 2 courses from the following list: | | |
| POL 315 | Comparative Govt. and Politics | (3 credits) |
| POL 321 | Int'l Organization and Politics | (3 credits) |
| POL 340 | Criminal Justice Policy | (3 credits) |
| POL 350 | Econ. Welfare and Income Policy | (3 credits) |
| POL 360 | Education Policy | (3 credits) |
| POL 370 | Energy and Environmental Policy | (3 credits) |
| POL 380 | Health Care Policy | (3 credits) |

SOCIAL AND BEHAVIORAL SCIENCES CERTIFICATES

CERTIFICATE IN CHILD ADVOCACY STUDIES (CAST)

Purpose

This certificate was developed to assist students interested in pursuing a profession in which they will come in contact with children: case workers, teachers, nurses and other medical personnel, law enforcement officers, mental health professionals, day care providers, and clergy, among others. The certificate is designed to help these professionals learn to recognize the symptoms and the effects of child maltreatment, practice interviewing techniques, and identify intervention strategies. This certificate is open to all students, regardless of major. Students already enrolled in a degree granting program should seek guidance from their Academic Advisor or Certificate Coordinator to see how these credits correlate with their chosen major.

Curriculum

Course Requirements: (9 credits)

| | |
|---------|---|
| SOC 425 | Child Abuse: Recognition and Investigation |
| SOC 426 | Responding and Investigation: Child Maltreatment |
| SOC 427 | Responding to the Survivors of Child Abuse and Survivor Responses |

Electives (6 credits)

Two electives are also required to earn the Child Advocacy Certificate. Approved courses are listed below. Students may be able to substitute courses from their degree program, depending on their major. Please check with the Certificate Coordinator.

Select two courses from the following:

Behavioral Science

| | |
|---------|------------------------------------|
| SOC 302 | Marriage and Family |
| SOC 303 | Contemporary Social Problems |
| SOC 323 | Law and Practice in Human Services |
| SOC 404 | Human Trafficking |
| SOC 405 | Social Deviance |

| | |
|---------|-------------------------------------|
| SOC 464 | Working in the Helping Professions |
| SOC 468 | Case Management |
| SOC 469 | Step-parenting and Blended Families |
| SOC 490 | Internship in Behavioral Science |

Criminal Justice

| | |
|---------|---------------------------------|
| CRJ 318 | Criminal Investigation |
| CRJ 469 | Spec. Topics: Domestic Violence |
| CRJ 474 | Spec. Topics: Victims of Crime |
| CRJ 490 | Internship in Criminal Justice |

Psychology

| | |
|---------|------------------------------------|
| PSY 215 | The Family: Effects on Development |
| PSY 323 | Law and Practice in Human Services |
| PSY 330 | Infant and Toddler Development |
| PSY 331 | Middle Childhood Development |
| PSY 332 | Adolescent Development |
| PSY 333 | The Exceptional Child |
| PSY 336 | Child Development |
| PSY 375 | Forensic Psychology |
| PSY 412 | Crisis Intervention |
| PSY 481 | Domestic Violence |
| PSY 472 | Spec. Topics: Bullying |
| PSY 490 | Internship in Psychology |

Legal Studies

| | |
|---------|------------------------------------|
| LES 323 | Law and Practice in Human Services |
| LES 406 | Family Law |

Total credits for the CAST:

15

CERTIFICATE IN CONFLICT RESOLUTION (CR)

Purpose

This certificate was developed to complement the major course of study for students enrolled at Wilmington University and to help better prepare a variety of professionals to become more competent in conflict resolution skills. Conflict is inevitable in society, government, and business and employers are increasingly seeking individuals with skills in negotiation and conflict resolution. The Conflict Resolution (CR) certificate will educate individuals who can respond to conflict and provide collaborative problem-solving services which can produce sustainable, expansive, and just outcomes. This certificate is open to all students, regardless of major. Students already enrolled in a degree granting program should seek guidance from their Academic Advisor or Certificate Coordinator to see how these credits correlate with their chosen major.

Curriculum

Certificate Pre-requisites:

| | |
|---------|----------------------------|
| PSY 101 | Introduction to Psychology |
| OR | |
| SOC 101 | Introduction to Sociology |

| | | |
|-----------------------------|---------------------------------------|--------------------|
| Course Requirements: | | (9 credits) |
| ORG/PSY 477 | Introduction to Conflict Management | |
| ORG/PSY 478 | Mediation Skills | |
| ORG/PSY 479 | Dimensions of Organizational Conflict | |

Electives (6 credits)

Two electives are also required to earn the Conflict Management Certificate. Approved courses are listed below. Students may be able to substitute courses from their degree program, depending on their major. Please check with the Certificate Coordinator.

Select two courses from the following:

| | | |
|---------------------------|---|--|
| Psychology | | |
| PSY 309 | Interpersonal Communication | |
| PSY 315 | Group Dynamics | |
| PSY 322/ ORG 322 | Wellness in the Workplace | |
| PSY 461/ ORG 302 | Psychology of Leadership | |
| PSY 472 | Bullying | |
| PSY 475/ ORG 475 | Workplace Violence | |
| PSY 481 | Domestic Violence | |
| PSY 490 | Internship in Psychology | |
| | Organizational Dynamics | |
| ORG 311 | Organizational Behavior, Change, and Development | |
| ORG 302/ PSY 461 | Psychology of Leadership | |
| ORG 490 | Internship in Organizational Dynamics | |
| PSY 322/ ORG 322 | Wellness in the Workplace | |
| PSY 475/ ORG 475 | Workplace Violence | |
| Behavioral Science | | |
| SOC 302 | Marriage and Family | |
| SOC 304 | Ethnic Groups and Minorities | |
| SOC 469 | Special Topics: Stepparenting and Blended Families | |
| SOC 490 | Internship in Behavioral Science | |
| Criminal Justice | | |
| CRJ 469 | Domestic Violence | |
| CRJ 474 | Victims of Crime | |
| CRJ 490 | Internship in Criminal Justice | |
| Human Resource Management | | |
| BBM 490 | Internship in Business Management | |
| +HRM 300 | Labor Relations | |

Total credits for the CR 15

CERTIFICATE IN CRIMINAL JUSTICE

Students may begin their education with a certificate in Criminal Justice. The program offers the busy professional a certificate concentrating on the core courses in the Criminal Justice Bachelor of Science degree. Upon completion, the student can continue immediately into the bachelor's degree program. Students with transfer credit should meet with an Academic Advisor to determine what courses may transfer into the CJ certificate program.

Certificate Core Courses (21 credits)

| | |
|---------|----------------------------|
| CTA 206 | Business Applications |
| CRJ 101 | Survey of Criminal Justice |
| CRJ 205 | Principles of Criminology |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| PSY 101 | Introduction to Psychology |
| SOC 101 | Introduction to Sociology |

Criminal Justice Electives (6 credits)

Two courses with the CRJ prefix

Free Elective (3 credits)

Total credits for Certificate in Criminal Justice 30

CERTIFICATE IN LEGAL STUDIES

Purpose

The Wilmington University Legal Studies Certificate allows students to concentrate their studies in the specific content areas relevant to the profession. It is designed to provide the education needed to begin a paralegal career working under the supervision of an attorney or advance an existing career in related fields. Because certificate programs are valued by those in the legal field, it is perfect for those who want to enhance their marketability, make a career change, or simply expand their career options.

Program of Study

The certificate program was designed by paralegals and attorneys to concentrate exclusively on the skills and knowledge needed by working professionals. The program includes a core curriculum of eight classes (24 credits), but can be tailored to the individual student through the selection of two substantive courses. Students who already possess a bachelor's degree or are actively pursuing a bachelor's degree at Wilmington University will be permitted to enroll in the Certificate program, but will not receive a certificate until conferral of a bachelor's degree.

General Requirements

Each prospective student must submit the following:

1. An undergraduate application for admission.
2. An official transcript showing completion of a bachelor's degree.
3. No more than two courses (6 credits) may be transferred into this certificate program.

“Legal Specialties”

Students must take a minimum of 18 credits of “legal specialty” courses to earn a Post-Bachelor’s Certificate in Legal Studies. The 18 credits may be satisfied with a combination of transfer courses and courses taken at Wilmington University. A legal specialty is defined by the American Bar Association (ABA) as a course that covers substantive law or legal procedures or processes, has been developed for paralegals, emphasizes practical paralegal skills, and meets the ABA’s instructional requirements. The Legal Studies program offers legal specialties in an accelerated, hybrid, and online format. Legal Specialty courses are designated with (LS) below; however, they can also be identified by course description and by the Basic Course Information provided on the website.

Face-to-Face Requirement

Students must take a minimum of 10 credits of legal specialty courses through traditional, face-to-face classroom instruction. This requirement may be satisfied through any combination of semester, block, or hybrid courses.

Transfer Policy

The Legal Studies program may accept in transfer equivalent courses considered legal specialties that are taken at another institution. A maximum of 6 credits of legal specialty courses may be accepted for equivalent LES courses.

Credit Through Alternate Sources

The award of credit for legal specialty courses through Portfolio Assessment or by Examination is coordinated by the Legal Studies program Chair to ensure that the quality and integrity of the program are maintained. Any award of credit requires the approval of the program Chair upon demonstration that the credits can be classified as legal specialty, meets the course objectives and practical skills to be developed for the course for which credit is being awarded, meets the needs of the legal community the program serves, and is comparable to course work offered within the program. A maximum of 15 credits may be earned through Portfolio Assessment, and a maximum of 15 credits may be earned through Examination. For more information, please consult the Student Handbook section entitled “Alternative Credit Methods” or speak to the program Chair or an academic advisor.

Minimum Grade Policy

The Legal Studies program has set a minimum passing grade of “C” for LES 200, 220, 314, 316, 403, and 480 (designated with an asterisk). Students receiving a grade lower than “C” in any of these courses must retake that course.

Curriculum

| | |
|---------|--|
| LES 200 | Legal Ethics* (LS) |
| LES 220 | Introduction to Legal Studies* (LS) |
| LES 314 | Legal Research* (LS) |
| LES 316 | Legal Writing* (LS) |
| LES 403 | Civil Procedure* (LS) |
| LES 480 | Law Office Administration and Technology* (LS) |

Select two courses from the following:

| | |
|---------|--------------------------------------|
| LES 317 | Contracts (LS) |
| LES 330 | Cyberlaw |
| LES 331 | Electronic Discovery |
| LES 350 | Interviewing and Investigation (LS) |
| LES 402 | Business Organizations (LS) |
| LES 404 | Criminal Law |
| LES 405 | Delaware Practice (LS) |
| LES 406 | Family Law |
| LES 408 | Employment Law |
| LES 409 | Bankruptcy (LS) |
| LES 410 | Real Estate (LS) |
| LES 411 | Estates, Trusts and Probate |
| LES 416 | Environmental Law |
| LES 417 | Intellectual Property |
| LES 420 | Personal Injury and Malpractice (LS) |
| LES 440 | Advanced Litigation (LS) |
| LES 490 | Internship |

Or With Approval of the Program Chair:

Other Upper Level LES Courses

| | |
|---------|----------------------------------|
| CRJ 316 | Criminal Law |
| CRJ 411 | Criminal Evidence and Procedures |

Total credits for the Legal Studies Certificate

24

COLLEGE OF TECHNOLOGY

Associate of Science

Media Art, Design and Technology

Bachelor of Science

Computer and Network Security

Game Design and Development

Information Systems Management

Media Design

Multimedia

Photography

Digital Publishing

Software Design and Development

Video and Motion Graphics

3D and Motion Graphics

Digital Film-Making

Visual Effects

Minors

Media Design

Multimedia Production

Photography

Digital Publishing

Video and Motion Graphics

Digital Film-Making

Video

Certificate

Digital Evidence Discovery

Digital Evidence Investigation

Microsoft.NET Applications Development

Web Applications Development

Overview

Programs in the College of Technology have been developed for those students wishing to work in information technology fields, cyber security, video and motion graphics, and multimedia design. Design-related careers include, among others, the areas of Game Design and Development, 3-D animation, marketing, photography and graphic design. Video and Motion Graphics careers encompass film, television programming, video games and a host of other entertainment mediums. Information technology networks now reflect a global presence throughout all of the nation's IT enterprise systems as people are now connected to a network whether at work or home through any of the many types of end user devices. Information Technology related careers include Project Leader/Manager, Software Developer, Systems Analyst, Database Specialist, E-commerce Analyst, Network Specialist, Cyber Security Specialist, Information Security Analyst, and Information Assurance and Computer Forensics Specialist, among many others. The United States Department of Labor statistics reports a demand for Information Technology professionals across all industry segments with an emphasis on cyber security. Wilmington University's College of Technology programs include courses that are taught using an appropriate balance of theory and practice in state-of-the-art labs, classrooms and studios.

Philosophy

The mission of the College of Technology is to prepare students in the conceptual and practical aspects of information technologies, media design and video/motion graphics. Students will learn creative, technical and managerial perspectives to aid them in becoming competent practitioners and leaders in their chosen field. Each student will also be versed in leadership and stewardship responsibilities as they assume those roles in society. Toward those ends, the faculty is committed to providing an academically challenging and an aesthetically pleasing environment that will foster the development of creative and innovative projects to meet the challenges of a constantly changing profession.

Epsilon Pi Tau Honor Society/Delta Lambda Chapter

Epsilon Pi Tau is an international honor society that encourages academic excellence of students in fields devoted to the general study of technology and the preparation of practitioners for the technology professions. It recognizes and provides services to students in degree and certificate programs in accredited higher education institutions offering associate through doctoral degree programs.

The honor society provides recognition of individuals for achievement and leadership, and is a medium for professional development. Membership in Epsilon Pi Tau is open to technology students and professionals with careers in technology. Students are considered for membership in this International Honorary Society because of their academic excellence. Only those individuals who have shown scholastic success are considered.

Certification

Wilmington University has been designated as a National Center of Academic Excellence in Information Assurance/Cybersecurity through academic year 2021 by the National Security Agency and the Department of Homeland Security.

This nationally recognized designation certifies that Wilmington University's Computer and Network Security and Information Assurance curricula, faculty, outreach and academic activities meet the rigorous standards established by the National Security Agency and the Department of Homeland Security. The goal of the National Centers of Academic Excellence designation program is to promote higher education in Information Assurance (IA) and Cyber Defense (CD) and prepare a growing number of IA/CD professionals to meet the need to reduce vulnerabilities in the Nation's networks.

Students in the Computer and Network Security Program (B.S.) will be able to:

- Apply the ethical principles required of computer professionals;
- Demonstrate technical knowledge in Information Assurance necessary to prepare for an entry level position in the Computer and Network Security field;
- Analyze requirements for Information Security projects using best practices and current methodologies;
- Employ the process used to analyze, design, implement, test and deliver Information Assurance projects;
- Demonstrate knowledge of best practices used to manage Computer and Network Security projects; and
- Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid.

Students in the Game Design and Development Program (B.S.) will be able to:

- Apply the ethical principles required of computer professionals;
- Demonstrate an understanding of the aesthetics of design and its importance in the world of communications and technology;
- Demonstrate personal skills in self-management and problem solving;
- Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid;
- Demonstrate technical knowledge in Game Development necessary to prepare for an entry-level position in the field;

- Analyze requirements for current trends in game development projects using the best practices and current methodologies (systems analysis); and
- Demonstrate knowledge of best practices used in Game Development.

Students in the Information Systems Management Program (B.S.) will be able to:

- Apply the ethical principles required of computer professionals;
- Demonstrate technical knowledge in Information Technology necessary to prepare for an entry level position in the field;
- Analyze requirements for Information Technology systems using the best practices and current methodologies;
- Employ the Systems Development Life Cycle (SDLC) process used to analyze, design, implement, test and deliver Information Technology projects;
- Demonstrate knowledge of best practices used to manage Information Technology projects; and
- Practice the use and employ the benefit of library resources, including subscription to services and other sources generally accepted as legitimate and valid.

Students in the Media Design Program (B.S.) will be able to:

- Practice professional and ethical behavior required of Media Design professionals;
- Demonstrate an understanding of the aesthetics of design and its importance in the world of communications and technology;
- Demonstrate personal skills in self-management and problem solving;
- Prepare for a position in field through development of a professional portfolio of work; and
- Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid.

Students in the Video and Motion Graphics Program (B.S.) will be able to:

- Demonstrate the core skill set of video and film style production techniques;
- Demonstrate an understanding of the pipeline and workflow of Pre-Production, Production, and Post-Production;
- Demonstrate an understanding of the process of creating programming from script to screen;

- Utilize the right tools and techniques for any kind of production;
- Develop a higher level core set of skills within Video and Motion Graphics through the production of a demo reel;
- Demonstrate knowledge of best practices for their respective areas of industry;
- Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid;
- Practice professional and ethical behavior;
- Demonstrate personal skills in self-management and problem solving; and
- Participate in on the job preparation for a professional position in his/her chosen career field.

Students in the Software Design and Development Program (B.S.) will be able to:

- Apply the ethical principles required of computer professionals;
- Demonstrate knowledge in technologies of software development necessary to prepare for an entry level position in the field;
- Analyze requirements for software applications using best practices and current methodologies;
- Practice the Software Development Life Cycle (SDLC) process used to analyze, design, implement, test and deliver software applications;
- Demonstrate knowledge of best practices used to manage software development projects (software project management); and
- Practice the use and employ the benefit of library resources, including subscription to services and other sources generally accepted as legitimate and valid.

General Purpose

The College of Technology programs are designed to address a wide range of career needs surrounding the informational systems field, in multimedia design and in the video and motion graphics industries. The diversity of activities and occupations within these professions establishes the foundation for formal training. Rapidly changing technology requires curriculum that is concurrent with industry. While preparing students to become competent, competitive, adaptive and able to work well in teams, our programs include the latest tools and concepts. The importance of these personal design and communication skills and of the knowledge, skills, and abilities associated with emerging technologies and information resources is reflected in the various programs through emphasis on “core skills”, all of which are fully integrated into practical, hands-on assignments.

The Program of Study

All programs within the College of Technology observe a rigorous academic regimen involving core areas of study. The Information Systems Management (ISM) degree reflects contemporary industry skill requirements, including data warehousing, business process management, and business intelligence. It also includes an introduction to IT policy and strategy with tasks interwoven within the program to enhance interpersonal communication skills. The ISM degree consists of 33 core credit hours in the management of technology plus 18 credit hours of free electives. Additionally, it includes a Business and Management Core of 24 credit hours, 6 credit hours of Technical Support, and a General Education Requirements of 39 credit hours to provide a well-rounded academic program.

The Software Design and Development degree includes 39 credits that concentrate on software development, user-centered design, object oriented methodologies, database design, and the most current systems analysis and software project management techniques. In addition to the technical courses, the SDD degree also includes a 24 credit hour business and management core to build strong communications skills and a sound understanding of current business practices. A General Education core of 39 credits, plus 6 technical support credits and 12 credits of free electives, helps provide the student with the broad education needed to compete for jobs in today’s global marketplace.

The Computer and Network Security degree concentrates on 45 core credits focusing on security and information assurance, including 3 credit hours of related electives, and is buttressed by a support core of 21 credits. Coupled with 39 credits of General Education and 15 credits of free electives, students have the ability to tailor the degree toward specific career interests within the profession.

The Game Design and Development degree consists of 57 core credits focusing on game design and programming, with an additional 6 credit hours of related electives, as well as a Media Design support core of 18 credit hours, and a General Education requirements of 39 credit hours to provide a well-rounded academic program.

The design-oriented programs of study use the Associate of Media Art, Design and Technology degree as their core for the freshman and sophomore years. The associate degree is comprised of a General Education requirement of 12 courses (36 credit hours) and a Media Design and Technology core of eight courses (24 credit hours).

Each four-year degree program involving a design-emphasis continues with one more General Education course (3 credit hours) plus a design core and specialized career concentrations. The Media Design degree includes a Media Design core of 15 courses (45 credit hours) and offers career concentrations in

Multimedia, Photography and Digital Publishing consisting of 12 courses (36 credit hours). The Video and Motion Graphics degree involves a Video and Motion Graphics core of 15 courses (45 credit hours) and a choice of career concentrations in 3D and Motion Graphics, Digital Film-Making, or Visual Effects each consisting of 12 courses (36 credit hours).

The General Education requirements provide a foundation in English, the fine arts, and the social sciences. The Media Design and Video and Motion Graphics cores explore those areas of technology and design that integrate within the media communications field. Finally, the career concentrations provide a focused concentration in the student's major field of study.

MEDIA ART, DESIGN AND TECHNOLOGY

ASSOCIATE OF SCIENCE

Philosophy

The mission of the Associate of Science degree in Media Design and Technology is to merge creative skills and ideas into strong visual statements and to understand industry workflow in rapidly evolving media technology.

Moreover, this is a flexible degree that allows students to concentrate on the design field of their choice. This degree includes required coursework in digital image manipulation, concept development, and basic photography, as well as a series of design electives, which allow students to customize their degree.

Students may also use this degree as a building block to the Media Design, Video and Motion Graphics, or Game Design and Development bachelor degree programs. Students should meet with an Academic Advisor for further information as the Prerequisite(s) for those degrees differ and should be planned for using the electives chosen within Associates degree.

Additionally, the General Education requirements courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation.

The Purpose of an Associate Degree in Design

Design is a common thread that runs through all media art and communications work, from hard news to education, entertainment to training. To succeed in these professions, students need to be creative and innovative thinkers. Equipment such as cameras, computers, microphones, and recorders are merely tools for creating images and sounds that are used in the final design and, though important, learning their use is only a small part of the process.

The design approach to programs within the College of Technology provides an opportunity to develop a two-year associate degree that is a basic core to all design-oriented baccalaureate programs. If a student intends to go continue on to a bachelor's program in Media Design, Game Design and Development, or Video and Motion Graphics, it would be beneficial to use the design electives on courses that are pre-requisites to those of the intended program. It also provides a foundation of theory and skills for those students who prefer to enter the labor market at the earliest possible opportunity.

Curriculum

General Education Requirements

| | |
|---------|------------------------------------|
| ART 210 | Basic Design |
| CTA 210 | Computer Science |
| COM 300 | Communication Theory |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| HIS 230 | History of Art and Design |
| MAT 205 | Introductory Survey of Mathematics |
| PHI 100 | Introduction to Critical Thinking |
| PSY 101 | Introduction to Psychology |
| SCI | Any Natural Science |
| VMG 313 | Aesthetics of Film |

(36 credits)

Media Design and Technology Core

| | |
|---------|---------------------------------|
| DSN 094 | Portfolio Archiving Orientation |
| DSN 210 | Digital Image Manipulation |
| DSN 220 | Concept Development |
| TEC 215 | Basic Photographic Techniques |

(9 credits)

Design Electives

Choose 4 courses from the following:
ART, DFM, DRA, DSN, GMD, TEC, VFX, VMG

(12 credits)

Free Elective

(3 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

| Semester 1 | Semester 2 |
|------------|------------|
| ART 210 | ENG 122 |
| CTA 210 | HIS 230 |
| DSN 094 | MAT 205 |
| DSN 210 | PHI 100 |
| ENG 121 | TEC 215 |
| PSY 101 | |

Sophomore

| Semester 1 | Semester 2 |
|-----------------|-----------------|
| DSN 220 | COM 300 |
| ECO 105 | VMG 313 |
| SCI | Design Elective |
| Design Elective | Design Elective |
| Design Elective | Free Elective |

COMPUTER AND NETWORK SECURITY

BACHELOR OF SCIENCE

Philosophy

Today, businesses of all sizes depend upon a networked computer system connected to the Internet. Computer and network technologies have greatly increased employee productivity, elevated the status of “information” to that of a corporate asset, and reduced the cost of doing business. Unfortunately, the same technology that makes life easier for the employee also makes life easier for cyber criminals and more difficult for the IT professionals whose responsibility it is to secure the organization’s vital data. To protect themselves, companies seek professionals with the strongest security credentials available. In order to address such workplace demands, a program of study has been crafted that provides not only a foundation for the core of the degree, but also support from related disciplines to provide a well-rounded education. The General Education core and support courses interact with the security core to deliver a “complete package.”

Purpose

The Computer and Network Security (CNS) Bachelor of Science degree provides students with credentials specializing in digital information security, information assurance, and computer forensics. Students trained in CNS will be fully equipped to work within today’s rapidly expanding job market, both in the federal government and the private sector.

Computer and Network Security is listed among the fastest growing occupations by the US Department of Labor Statistics (BLS). According to the BLS, the number of people employed as information security analysts is projected to increase by 37% between 2012 and 2022. To put it in perspective, that is more than double the projected growth for computer occupations and triple the projected growth rate for all occupations.

See www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-6 for more details.

Wilmington University has been designated as a National Center of Academic Excellence in Information Assurance/Cybersecurity through academic year 2021 by the National Security Agency and the Department of Homeland Security.

This nationally recognized designation certifies that Wilmington University’s Computer and Network Security and Information Assurance curricula, faculty, outreach and

academic activities meet the rigorous standards established by the National Security Agency and the Department of Homeland Security. The goal of the National Centers of Academic Excellence designation program is to promote higher education in Information Assurance (IA) and Cyber Defense (CD) and prepare a growing number of IA/CD professionals to meet the need to reduce vulnerabilities in the Nation's networks.

Minimum Grade Policy

The Computer and Network Security program has set a minimum passing grade of "C-" for program core courses. Students receiving a grade lower than "C-" in any required core course must retake that course.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Computer and Network Security (CNS) degree program have the option of completing six credit hours via a co-op assignment. The co-op option for CNS is the equivalent of two semester courses, for a total of six credit hours. Students can complete their CNS degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the CNS Program Chair one semester before they would like to begin a co-op assignment.

Curriculum

General Education Requirements (33 credits)

| | |
|---------|-------------------------------------|
| CTA 206 | Computer Applications |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 121 | College Math I |
| PHI 100 | Introduction to Critical Thinking |
| PSY 101 | Introduction to Psychology |

Natural Science Elective

Humanities Elective (3 credits)

Choose one course from:

ART, BBM 319, COM 245, CUL, DRA, DSN 110, ENG 360, ENG 310, ETN, HIS 230, HUM, LIT, MUS, PHI, REL, SPA, TEC 215, VMG 311, VMG 312, VMG 313.

Social Science Elective (3 credits)

Choose one course from:
HIS, POL, PSY, SOC

Support Core (21 credits)

| | |
|---------|-----------------------------------|
| CRJ 101 | Survey of Criminal Justice |
| CRJ 411 | Criminal Evidence and Procedures |
| LES 330 | Cyber Law |
| LES 331 | Electronic Discovery |
| MAT 122 | College Math II |
| MAT 308 | Inferential Statistics |
| PHI 314 | Ethics for Computer Professionals |

Security Core (42 credits)

| | |
|---------|---|
| SEC 100 | Introduction to Computer Hardware and Operation |
| SEC 210 | Principles and Practices of Information Security |
| SEC 230 | Introduction to Linux |
| SEC 235 | Networks and Telecommunications |
| SEC 250 | Operating System and Computer Systems Security |
| SEC 290 | Introduction to Programming with Python |
| SEC 310 | Cryptography: Algorithms and Applications |
| SEC 335 | Linux for Systems Administrators |
| SEC 340 | Windows Operating Systems and Systems Administration |
| SEC 350 | Introduction to Computer Forensics |
| SEC 410 | Operating Systems Security: Web and Data Security |
| SEC 420 | Data Integrity, Computer Forensics, and Disaster Recovery |
| SEC 435 | Advanced Network Management |
| SEC 450 | Protecting Your Network: Firewall and Perimeter Security |

College of Technology Elective (3 credits)

Choose one course from the following:
GMD, ISM, MIS, SDD, SEC, TEC,

Free Electives (15 credits)

CAP (Community & Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Computer & Network Security (CNS) degree program have the option of completing six credit hours via a co-op assignment. The co-op option for CNS is the equivalent of two semester courses, for a total of six credit hours. Students can complete their CNS degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the CNS Program Chair one semester before they would like to begin a co-op assignment.

In order to be eligible, students must first have completed two core courses in residence and at least 60 credits, plus a GPA of 2.5 or higher. For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/.

SUGGESTED PROGRAM SEQUENCE

Freshman

| Semester 1 | Semester 2 |
|------------|------------|
| CTA 206 | CRJ 101 |
| ENG 121 | ENG 122 |
| MAT 121 | MAT 122 |
| FYE 101 | PHI 100 |
| SEC 100 | SEC 210 |

Sophomore

| Semester 1 | Semester 2 |
|--------------------------|------------|
| ECO 105 | ENG 131 |
| MAT 308 | HUM 360 |
| SEC 230 | SEC 250 |
| SEC 235 | SEC 290 |
| Natural Science Elective | PSY 101 |

Junior

| Semester 1 | Semester 2 |
|---------------|---------------|
| PHI 314 | HUM 361 |
| SEC 310 | LES 330 |
| SEC 335 | SEC 350 |
| SEC 340 | SEC 435 |
| Free Elective | Free Elective |

Senior

| Semester 1 | Semester 2 |
|------------------|-------------------------|
| LES 331 | CRJ 411 |
| SEC 410 | SEC 420 |
| HUM Elective | SEC 450 |
| Program Elective | Social Science Elective |
| Free Elective | Free Elective |

GAME DESIGN AND DEVELOPMENT

BACHELOR OF SCIENCE

Philosophy

Gaming is becoming integrated into how we learn, socialize, interact, and gather information. It is designing the interactions an individual makes when using an interface. It involves simulation for real world practice without consequence. Architecture, Medical Imaging, Military/Law Enforcement, and Education have integrated Gaming technology. In order to address industry demand, this program of study has been crafted to provide not only a foundation for the core of the degree, but also includes allied focus areas beyond the discipline to provide a holistic experience. Crossing the boundaries of traditional game programs, the Game Design and Development program combines both the programming and design aspects of creating video games for major platforms, consoles, and mobile devices. The program further provides preparation in virtualization for medical, educational, and military applications, as well as the next round of interactive applications. Combining the skills of video production, graphic design, interactive design, and 3D skills and programming, this interdisciplinary degree program prepares the student for the exciting world of game design and development.

Purpose

The Game Design and Development program is for the student wishing to design and develop two dimensional and three dimensional game, training and educational, and animation applications deployed to personal computers and game, recreational, and training consoles. The primary focus of this program is on design elements supported by game programming using available game engine platforms. Students will have an understanding of the workflow involved in designing and developing a game or training simulation environment, game design techniques, and be able to communicate to designers and programmers in the industry, with a base level of understanding.

The program prepares students with the “Gaming Skill Set” required for entry into the fast growing industry of game technology. It is designed to balance the programming and design skills needed to understand the industry pipeline of product creation. The “Gaming Skill Set” reflects a well-rounded individual capable of managing a project from

inception to completion. The student will be prepared with an understanding of video and audio techniques as well as designing interfaces and user experiences. Additionally, students will learn to create environments that reflect real world scenarios or create new worlds to explore; program complex levels with physics, logic and purpose; and measure users' progress through those scenarios. Classroom projects will provide users the tools to improve reaction time, improve hand-eye coordination, think strategically, process cause and effect, and increase ability to process multiple stimuli. Students will gain an understanding of every aspect of the gaming industry from concept development to character and environment creation to programming user interfaces and the "guts" of a game. Finally, students will be exposed to marketing their products and project management.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Game Design and Development (GDD) degree program have the option of completing six credit hours via a co-op assignment. The co-op option for GDD is the equivalent of two semester courses, for a total of six credit hours. Students can complete their GDD degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the GDD Program Chair one semester before they would like to begin a co-op assignment.

Curriculum

General Education Requirements (39 credits)

| | |
|---------|--|
| ART 210 | Basic Design |
| CTA 210 | Computer Science |
| COM 300 | Communication Theory |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| HIS 230 | History of Art and Design |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| OR | |
| HUM 361 | Human World Views: 1650 AD–Present |
| LIT 313 | Visual Approaches to Literature: The Graphic Novel |
| MAT 121 | College Math I |
| PHI 100 | Introduction to Critical Thinking |
| PSY 101 | Introduction to Psychology |
| SCI 240 | Concepts in Physics |

Media Design Requirements (18 credits)

| | |
|---------|-------------------------------------|
| DSN 105 | Visual Communications |
| DSN 210 | Digital Image Manipulation |
| DSN 220 | Concept Development |
| DSN 410 | Advanced Digital Image Manipulation |
| VMG 201 | Fundamentals of Motion Graphics |
| VMG 422 | Non-Linear Editing (Mac) |

Game Design and Development Core (57 credits)

| | |
|---------|---|
| GMD 100 | Introduction to Game Engines |
| GMD 105 | Video and Audio for Game Design |
| GMD 110 | Introduction to JavaScript for Unity3D |
| GMD 202 | Soundtracks for Film, Video and Games |
| GMD 203 | Creating Sound Effects and Dialog for Film, Video and Games |
| GMD 210 | Advanced JavaScript for Unity3D |
| GMD 300 | Advanced Game Engines: Using Unity 3D |
| GMD 310 | Environment Creation for Games |
| GMD 401 | Game Development I |
| GMD 405 | Game Development II |
| GMD 487 | Game Design and Development Senior Project |
| MAT 200 | Pre Calc |
| OR | |
| MAT 320 | Finite Math |
| VMG 222 | Story Design Methods |
| VMG 310 | Advanced Motion Graphics |
| VMG 321 | Introduction to 3D |
| VMG 322 | 3D Modeling Techniques |
| VMG 323 | 3D Texture, Rendering and Lighting Techniques |
| VMG 324 | Character Creation and Texturing |
| VMG 325 | Character Rigging |

Free Electives (6 credits)

CAP/Co-op Program Option (6 credits)

The co-op option is an alternative to GMD 401 - Game Development I and GMD 405 - Game Development II. Each co-op assignment is one semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have completed GMD 300 - Advanced Game Engines and have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the GMD Program Chair one semester before they would like to begin a co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

SUGGESTED PROGRAM SEQUENCE

Freshman

| Semester 1 | Semester 2 |
|-----------------------------|------------|
| CTA 210 | DSN 105 |
| ENG 121 | DSN 210 |
| MAT 121 | SCI 240 |
| GMD 105 | ENG 122 |
| Free Elective OR FYE 101 | GMD 100 |

Sophomore

| Semester 1 | Semester 2 |
|------------|------------|
| ECO 105 | VMG 222 |
| VMG 201 | VMG 321 |
| DSN 220 | GMD 110 |
| GMD 202 | GMD 203 |
| MAT 320 | PHI 1001 |

Junior

| Semester 1 | Semester 2 |
|------------|------------|
| VMG 422 | VMG 323 |
| VMG 322 | VMG 325 |
| GMD 300 | VMG 3101 |
| DSN 410 | GMD 310 |
| GMD 210 | VMG 487 |

Senior

| Semester 1 | Semester 2 |
|--------------------|---------------|
| VMG 324 | ART 210 |
| GMD 401 | COM 300 |
| HUM 360 or HUM 361 | GMD 405 |
| LIT 313 | PSY 101 |
| HIS 230 | Free Elective |

INFORMATION SYSTEMS MANAGEMENT

BACHELOR OF SCIENCE

Philosophy

The Wilmington University undergraduate degree program in Information Systems Management provides a solid knowledge foundation and a related and meaningful set of experiences to prepare professionals to become Information Technology leaders in what has become the nation's largest industry. Students who successfully complete the undergraduate degree program in Information Systems Management will possess a working command of current business processes, understand the concepts of business intelligence, data warehousing, and information technology applications and practices that can be applied in business, educational, and governmental organizations regardless of size. Degree recipients will be capable of managing complex projects from inception to completion, including analyzing business processes and designing an information technology strategy for continuous improvement. The ISM program is closely aligned with the business curriculum at Wilmington University. All courses involve hands-on assignments.

Purpose

The use of information systems and technology in business and industry is woven into strategic, tactical and operational areas of almost every organization. Administrators, employees, and staff routinely use information technology in their daily professional and personal lives. The increased need for well-designed information technology systems by business and industry has further created a need for IT professionals who can analyze, design and implement information systems to meet the needs of clients. This includes, but is not limited to, professionals who are:

- Competent practitioners, able to use technology and capable of assuming a leadership role in its implementation;
- Effective problem solvers, with the ability to integrate information systems and technology into the workplace;

- Active learners, attuned to emerging trends and technical innovations, with the attendant capabilities to appropriately position the proper trends/innovations within organizations.

The express purpose of Wilmington University's program in Information Systems Management is to satisfy those needs by fostering an application level of practical expertise at an intermediate level of experience. Knowledge of the most current tools and technologies is combined with an understanding of the fundamental principles that underlie them. This ensures that graduates have immediately useful skills, in addition to the deeper understanding that will allow them to move smoothly and efficiently to new systems and approaches.

Curriculum

General Education Requirements (30 credits)

| | |
|---------|-------------------------------------|
| CTA 206 | Computer Applications |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 121 | College Math I |
| PHI 100 | Introduction to Critical Thinking |
| PHI 314 | Ethics for Computer Professionals |

Science Elective (3 credits)

Choose one SCI course

Social Science Electives (6 credits)

Choose two courses from the following: HIS, POL, PSY 101, SOC 101

Technical Support (6 credits)

| | |
|---------|------------------------|
| MAT 122 | College Math II |
| MAT 308 | Inferential Statistics |

Business and Management Core (18 credits)

| | |
|---------|--|
| BBM 201 | Principles of Management |
| BBM 301 | Organizational Behavior |
| BBM 320 | Business Communications (or equivalent) |
| BBM 350 | Introduction to E-Commerce |
| BMK 305 | Marketing |
| FIN 300 | Applied Concepts in Accounting and Finance |
| OR | |
| BFM 300 | Fundamentals of Finance for Managers |

Business and Management Electives (6 credits)

Choose two courses from the following:
LES 330, LES 331 or any BAC, BBM, BLA, BMK, ECO, FIN or HRM

Note: For any of the electives chosen, students must meet the Prerequisite(s) or otherwise obtain Program Chair approval.

Information Systems Management (33 credits)

| | |
|---------|---|
| ISM 110 | Information Systems Theory and Practice |
| ISM 300 | Business Process Management |
| ISM 330 | Business Intelligence |
| ISM 350 | Information Technology Policy and Strategy |
| ISM 400 | Systems Analysis and Design |
| ISM 410 | Physical Design and Implementation with DBMS |
| ISM 420 | Data Modeling and Warehousing |
| ISM 450 | Project Management and Practice |
| ISM 455 | Strategic Application of Information Technology |
| MIS 320 | Management Information Systems |
| SEC 210 | Principles and Practice of Information Security |

Free Electives (18 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

| Semester 1 | Semester 2 |
|-------------------------|-------------------|
| CTA 206 | ENG 122 |
| ENG 121 | MAT 122 |
| ISM 110 | PHI 100 |
| MAT 121 | Business Elective |
| Social Science Elective | Science Elective |

Sophomore

| Semester 1 | Semester 2 |
|--------------------|-------------------------|
| ECO 105 | BBM 201 |
| FIN 300 or BFM 300 | ISM 350 |
| ISM 300 | MIS 320 |
| MAT 308 | PHI 314 |
| SEC 210 | Social Science Elective |

Junior

| Semester 1 | Semester 2 |
|------------|---------------|
| BBM 301 | BBM 320 |
| ENG 131 | HUM 361 |
| HUM 360 | ISM 400 |
| ISM 330 | ISM 420 |
| ISM 410 | Free Elective |

Senior

| Semester 1 | Semester 2 |
|-------------------|---------------|
| BBM 350 | BMK 305 |
| ISM 450 | ISM 455 |
| Business Elective | Free Elective |
| Free Elective | Free Elective |
| Free Elective | Free Elective |

MEDIA DESIGN

BACHELOR OF SCIENCE

Purpose

Graphic design plays a major role in many aspects of everyday life. Pursue an exciting career by turning creative ideas into dynamic visual imagery. Learn to merge ideas using typography, color and industry standard software as technology merges with new and exciting forms of communication. The Media Design major provides students with the flexibility to tailor their degree to their career interests. Students have the option of choosing from among three concentration areas: Multimedia, Digital Publishing, and Photography. All Media Design students will complete the Media Design core, which offers introductory courses in drawing, digital publishing, digital image manipulation and photography. This will allow students to survey the various media available to them and select a specialty area of study. All Media Design students will also complete a senior project; produce a portfolio to be reviewed by professional staff; and network within the field, while gaining real world experience, with an internship. The General Education requirements provide a foundation in English, fine arts and the social sciences.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Media Design degree program have the option of completing six credit hours via a co-op assignment. The co-op option for Media Design is the equivalent of two semester courses, for a total of six credit hours. Students can complete their Media Design degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the Media Design Program Chair one semester before they would like to begin a co-op assignment.

Curriculum

General Education Requirements (39 credits)

| | |
|---------|---------------------------|
| ART 210 | Basic Design |
| CTA 210 | Computer Science |
| COM 300 | Communication Theory |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| HIS 230 | History of Art and Design |

| | |
|---------|-------------------------------------|
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| OR | |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 205 | Introductory Survey of Mathematics |
| PHI 100 | Introduction to Critical Thinking |
| PSY 101 | Introduction to Psychology |
| SCI | Any Natural Science Elective |
| VMG 313 | Aesthetics of Film |

Media Design Core (45 credits)

| | |
|---------|---|
| DSN 094 | Portfolio Archiving Orientation (0 credits) |
| COM 310 | Legal Aspects of Communication |
| COM 431 | Media and Society |
| DSN 105 | Visual Communication |
| DSN 110 | Fundamentals of Drawing |
| DSN 112 | Digital Drawing |
| DSN 121 | Digital Publishing |
| DSN 210 | Digital Image Manipulation |
| DSN 220 | Concept Development |
| DSN 235 | Vector Drawing |
| DSN 241 | Color Theory |
| DSN 318 | Portfolio Production |
| DSN 320 | Introduction to Web Design |
| DSN 487 | Senior Project |
| DSN 490 | Internship |
| TEC 215 | Basic Photographic Techniques |

Multimedia Concentration (36 credits)

The Multimedia concentration will give students experience within a variety of media, with courses in web design and web programming, digital publishing, photography and video. Students will study basic design, digital image manipulation, animation and video filming and editing. The three design electives allow students to make choices on additional concentration areas.

| | |
|---------|----------------------------------|
| DSN 325 | Multimedia Web Design |
| DSN 326 | Interactive Multimedia Web |
| DSN 350 | Interactive Publication Design |
| DSN 420 | Advanced Web Page Design |
| VMG 101 | Introduction to Audio |
| VMG 102 | The Production Process |
| VMG 201 | Fundamentals of Motion Graphics |
| VMG 422 | Non-Linear Editing-Mac |
| SDD 100 | Basic to Intermediate Web Design |
| SDD 370 | User Centered Design |

Design Electives (3 credits)

Choose 1 course from the following:
ART, DFM, DRA, DSN, GMD, TEC, VFX, VMG

Free Electives (3 credits)

CAP/Co-op Option

In order to provide relevant work experience, students in the Media Design degree program have the option of completing six credit hours via a co-op assignment. The co-op option for Media Design is the equivalent of two semester courses, for a total of six credit hours. Students can complete their Media Design degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the Media Design Program Chair one semester before they would like to begin a co-op assignment.

The co-op option is an alternative to the DSN 318 – Portfolio Production and DSN 490 – Media Design Internship. Each co-op assignment is one semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have at least 60 credits, plus a GPA of 2.5 or higher.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

SUGGESTED PROGRAM SEQUENCE

Freshman

| Semester 1 | Semester 2 |
|------------|------------|
| ART 210 | DSN 121 |
| CTA 210 | ENG 122 |
| DSN 112 | HIS 230 |
| ENG 121 | MAT 205 |
| PHI 100 | PSY 101 |
| DSN 094 | |

Sophomore

| Semester 1 | Semester 2 |
|------------|------------|
| DSN 110 | DSN 220 |
| DSN 210 | VMG 101 |
| ECO 105 | VMG 102 |
| TEC 215 | VMG 201 |
| SCI | DSN 105 |

Junior

| Semester 1 | Semester 2 |
|------------|------------|
| DSN 235 | COM 310 |
| DSN 241 | DSN 318 |
| DSN 320 | DSN 325 |
| VMG 422 | DSN 420 |
| SDD 370 | SDD 100 |

Senior

| Semester 1 | Semester 2 |
|--------------------|---------------|
| DSN 490 | COM 431 |
| DSN 326 | DSN 487 |
| HUM 360 or HUM 361 | VMG 313 |
| DSN 350 | COM 300 |
| Design Elective | Free Elective |

Photography Concentration

(36 credits)

The Photography concentration of Media Design offers courses in photographic techniques relating to lighting, sports, business, editing, and photojournalism. Students will also study color theory and visual communication. Photography students may use the three design elective courses to take additional photo classes.

| | |
|--------------------------------------|-------------------------------------|
| BMK 305 | Marketing |
| TEC 325 | Business of Photography |
| TEC 405 | Photographic Studio Lighting |
| OR | |
| TEC 406 | Photographic Location |
| VMG 102 | The Production Process |
| Select 6 courses from the following: | |
| TEC 300 | Advanced Photography |
| TEC 310 | Black and White Digital Photography |
| TEC 315 | Nature Photography |
| TEC 345 | Surreal Digital Photography |
| TEC 366 | Photojournalism |
| TEC 400 | Sports Photography |
| TEC 405 | Photo Studio Lighting |
| TEC 406 | Photographic Location Lighting |
| TEC 425 | Photo Editing Techniques |
| TEC 460 | Topics in Photography |

Design Electives

(3 credits)

Choose 1 course from the following:
ART, DFM, DRA, DSN, GMD, TEC, VFX, VMG

Free Electives

(3 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

| Semester 1 | Semester 2 |
|------------|------------|
| ART 210 | ENG 122 |
| CTA 210 | HIS 230 |
| DSN 112 | MAT 205 |
| ENG 121 | PSY 101 |
| PHI 100 | TEC 215 |
| DSN 094 | |

Sophomore

Semester 1

DSN 121
DSN 210
ECO 105
VMG 102
DSN 110

Semester 2

DSN 105
DSN 220
DSN 241
DSN 235
TEC 325

Junior

Semester 1

BMK 305
COM 300
DSN 320
TEC 405 or 406
TEC

Semester 2

SCI
VMG 313
DSN 318
TEC
TEC

Senior

Semester 1

DSN 490
COM 310
TEC
TEC
Design Elective

Semester 2

COM 431
DSN 487
HUM 360 or HUM 361
TEC
Free Elective

Digital Publishing Concentration (36 credits)

The Digital Publishing concentration within Media Design will focus on digital publishing from web to tablets, offering students courses on typography, illustration and color theory. It will also focus on applications of graphic design such as the design of brochures, catalogs, product packaging and displays.

BMK 305 Marketing
DSN 308 Illustration
DSN 315 Typography
DSN 335 Advanced Vector Drawing
DSN 350 Interactive Publication Design
DSN 401 Publication Design
DSN 402 Graphic Design Brochures and Catalogs
DSN 410 Advanced Digital Image Manipulation
DSN 415 Packaging and Display Design

Design Electives (6 credits)

Choose 2 courses from the following:
ART, DFM, DRA, DSN, GMD, TEC, VFX, VMG

Free Electives (3 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1

ART 210
CTA 210
DSN 112
ENG 121
PHI 100
DSN 094

Semester 2

DSN 121
ENG 122
HIS 230
MAT 205
PSY 101

Sophomore

Semester 1

DSN 110
DSN 210
ECO 105
SCI
TEC 215

Semester 2

DSN 105
DSN 220
DSN 235
DSN 241
VMG 313

Junior

Semester 1

BMK 305
DSN 315
DSN 320
DSN 401
DSN 335

Semester 2

DSN 308
DSN 318
DSN 402
DSN 410
Design Elective

Senior

Semester 1

COM 310
COM 300
DSN 415
DSN 490
DSN 350

Semester 2

COM 431
DSN 487
HUM 360 or HUM 361
Design Elective
Free Elective

SOFTWARE DESIGN & DEVELOPMENT

BACHELOR OF SCIENCE

Philosophy

The Wilmington University undergraduate degree program in Software Design and Development provides students with the technical skills to design and build sophisticated application systems. The latest software design and development approaches are critically important for the success of any commercial enterprise. Students in Wilmington University's Software Design and Development degree program learn the latest in software development technologies for application systems, achieve a sound understanding of current business practices, and develop capable communications skills. This gives the students the technical skills and the broad education needed to compete for jobs in today's global marketplace.

Purpose

The goal of the Software Design and Development program is to prepare students for careers in designing and building application systems. Accordingly, it not only incorporates the detailed skills and knowledge needed to work in the present-day software environment, but also stresses fundamental concepts that persist across rapid technological changes. The Software Design and Development degree looks at systems development tools currently in demand. The technologies of choice within this curriculum (which, by design, will dynamically change to meet the requirements dictated by innovation) include HTML/CSS, PHP, Java, JavaScript, and MySQL. Included in the curriculum are courses that concentrate on user-centered design, object oriented methodologies, database design, and the most current systems analysis and software project management techniques.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Software Design and Development (SDD) degree program have the option of completing six credit hours via a co-op assignment. The co-op option for SDD is the equivalent of two semester courses, for a total of six credit hours. Students can complete their SDD degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the

Director of the CAP/Co-op program and the SDD Program Chair one semester before they would like to begin a co-op assignment.

Curriculum

General Education Requirements (30 credits)

| | |
|---------|-------------------------------------|
| CTA 206 | Computer Applications |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| ENG 131 | Public Speaking |
| HUM 360 | Human World Views: 3500 BCE–1650 AD |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 121 | College Math I |
| PHI 100 | Introduction to Critical Thinking |
| PHI 314 | Ethics for Computer Professionals |

Science Elective (3 credits)

Choose one SCI course

Social Science Electives (6 credits)

Choose two courses from the following:

HIS, POL, PSY 101, SOC 101

Technical Support (6 credits)

| | |
|---------|------------------------|
| MAT 122 | College Math II |
| MAT 308 | Inferential Statistics |

Business and Management Core (21 credits)

| | |
|---------|---|
| BBM 201 | Principles of Management |
| BBM 301 | Organizational Behavior |
| BBM 320 | Business Communications (or equivalent) |
| BBM 350 | Introduction to E-Commerce |
| BMK 305 | Marketing |
| FIN 300 | Applied Concepts in Accounting and Finance; |
| MIS 320 | Management Information Systems |

Business and Management Elective (3 credits)

Choose one course from the following:

LES 330, LES 331 or any BAC, BBM, BLA, BMK, ECO, FIN or HRM

Note: For any of the electives chosen, students must meet the Prerequisite(s) or otherwise obtain Program Chair approval.

Software Design and Development (36 credits)

| | |
|---------|--------------------------------------|
| ISM 420 | Data Modeling and Warehousing |
| ISM 450 | Project Management and Practice |
| SEC 235 | Networks and Telecommunications |
| SDD 100 | Basic to Intermediate Web Design |
| SDD 210 | Database Fundamentals |
| SDD 240 | JavaScript |
| SDD 305 | Basic Application Development |
| SDD 306 | Intermediate Application Development |

- SDD 315 Foundations of Object Oriented Programming (see co-op option)
- SDD 320 Advanced Application Development
- SDD 370 User-Centered Design
- SDD 400 Object-Oriented Systems Analysis and Design

Senior Project or Internship (3 credits)

Select three credits from the following:

- SDD 490 Software Design & Development Internship (3 credits);

OR

- SDD 485 Senior Project Plan (1 credit) and

- SDD 486 Senior Project (2 credits)

(See co-op option)

Free Electives (12 credits)

CAP/Co-op Program Option (6 credits)

The co-op option is an alternative to the SDD 315 - Foundations of Object Oriented Programming course and the SDD internship: SDD 490. Each co-op assignment is one semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have completed SDD 306 - Intermediate Application Development and have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the SDD Program Chair one semester before they would like to begin a co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

Junior

Semester 1

- BBM 301
FIN 300 or BFM 300
HUM 360
SDD 240
SDD 370

Semester 2

- BBM 320
HUM 361
PHI 314
SDD 320
Business Elective

Senior

Semester 1

- BMK 305
ISM 450
SDD 315 or Co-op I/II
SDD 400
Free Elective

Semester 2

- BBM 350
ISM 420
SDD 490 or SDD 485/486 or Co-op II
Free Elective
Free Elective

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1

- CTA 206
ENG 121
MAT 121
SDD 100
PHI 100

Semester 2

- ECO 105
ENG 122
MAT 122
SEC 235
Social Science Elective

Sophomore

Semester 1

- ENG 131
MAT 308
SDD 210
SDD 305
Social Science Elective

Semester 2

- BBM 201
MIS 320
SDD 306
Free Elective
Science Elective

VIDEO AND MOTION GRAPHICS

BACHELOR OF SCIENCE

Philosophy

Today, visual effects play a central role in film, television programming, video games and a host of other entertainment mediums. This has led to a growing demand for those who have artistic talent and technical ability to create engaging video content, visual effects, and motion graphics.

The Wilmington University Bachelors of Science in Video and Motion Graphics provides students with a strong foundation in the core skills for all stages of production, geared towards film-making, news, corporate, educational, or entertainment. Students will explore real-world production concepts under the direction of expert faculty with extensive field experience and gain additional skills in graphic design, animation, compositing, and sound.

Purpose

The Video and Motion Graphics Bachelor of Science is for students wishing to pursue careers in television, film, motion graphics, visual effects, and related fields. Students will have a strong core skill set applicable to any video work ranging from news, film, television, commercials, drama, action, corporate, or documentary applications, then allowing the students to focus on their area of interest through the concentrations.

CAP (Community and Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Video and Motion Graphics (VMG) degree program have the option of completing six credit hours via a co-op assignment. The co-op option for VMG is the equivalent of two semester courses, for a total of six credit hours. Students can complete their VMG degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the VMG Program Chair one semester before they would like to begin a co-op assignment.

Curriculum

General Education Requirements

ART 210 Basic Design

(39 credits)

| | |
|---------|------------------------------------|
| CTA 210 | Computer Science |
| COM 300 | Communication Theory |
| ECO 105 | Fundamentals of Economics |
| ENG 121 | English Composition I |
| ENG 122 | English Composition II |
| HIS 230 | History of Art and Design |
| HUM 360 | Human World Views: 3500 BCE–1650 |
| OR | |
| HUM 361 | Human World Views: 1650 AD–Present |
| MAT 205 | Introductory Survey of Mathematics |
| PHI 100 | Introduction to Critical Thinking |
| PSY 101 | Introduction to Psychology |
| SCI | Any Natural Science Elective |
| VMG 313 | Aesthetics of Film |

Video and Motion Graphics Core

(45 credits)

| | |
|---------|---|
| COM 310 | Legal Aspects of Communication |
| DSN 210 | Digital Image Manipulation |
| DSN 220 | Concept Development |
| VMG 100 | Camera and Cinematography Techniques |
| VMG 101 | Introduction to Audio |
| VMG 102 | The Production Process |
| VMG 200 | Advanced Camera and Cinematography Techniques |
| VMG 201 | Fundamentals of Motion Graphics |
| VMG 202 | Advanced Audio Recording Techniques |
| VMG 222 | Story Design Methods |
| VMG 301 | Lighting for Production 1 |
| VMG 302 | Lighting for Production 2 |
| VMG 400 | On Location Production Techniques |
| VMG 402 | Studio Production Techniques |
| VMG 422 | Non-Linear Editing |

3D and Motion Graphics

(36 credits)

| | |
|---------------|---|
| DSN 235 | Vector Drawing |
| VFX 200 | Introduction to Composing for Visual Effects |
| VFX 300 | Advanced Composing Workshop |
| VMG 310 | Advanced Motion Graphics |
| VMG 321 | Introduction to 3D |
| VMG 322 | 3D Modeling Techniques |
| VMG 323 | 3D Texture, Rendering and Lighting Techniques |
| VMG 324 | Character Creation and Texturing |
| VMG 325 | Character Rigging |
| VMG 487 | Video Motion Graphics Senior Project |
| VMG 490 | Video Motion Graphics Internship |
| Free Elective | |

CAP/Co-op Program Option

(6 credits)

The co-op option is an alternative to the VMG 487 - Video Motion Graphics Senior Project and VMG 490 - Video Motion Graphics Internship. Each co-op assignment is one

semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the VMG Program Chair one semester before they would like to begin a co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

SUGGESTED PROGRAM SEQUENCE

Freshman

| Semester 1 | Semester 2 |
|------------|------------|
| ART 210 | ENG 122 |
| CTA 210 | HIS 230 |
| DSN 210 | MAT 205 |
| ENG 121 | PHI 100 |
| VMG 101 | VMG 102 |

Sophomore

| Semester 1 | Semester 2 |
|------------|------------|
| PSY 101 | DSN 220 |
| VMG 100 | ECO 105 |
| VMG 201 | VMG 200 |
| VMG 202 | VMG 222 |
| VMG 301 | VMG 321 |

Junior

| Semester 1 | Semester 2 |
|------------|------------|
| COM 300 | COM 310 |
| DSN 235 | VMG 302 |
| VMG 313 | VMG 310 |
| VMG 400 | VMG 322 |
| VMG 422 | VMG 402 |

Senior

| Semester 1 | Semester 2 |
|--------------|--------------------|
| VFX 200 | HUM 360 or HUM 361 |
| VMG 323 | VFX 300 |
| VMG 324 | VMG 325 |
| VMG 490 | VMG 487 |
| SCI Elective | Free Elective |

Digital Film-Making Concentration (27 credits)

| | |
|---------|-------------------------------------|
| DFM 200 | Introduction to Digital Film-Making |
| DFM 300 | Directing Digital Films |
| DFM 350 | Digital Film-Making II |
| DFM 400 | Directing Digital Films II |
| VMG 350 | Journalism in Practice |
| VMG 401 | Producing the Documentary |

| | |
|---------|--------------------------------------|
| VMG 423 | Advance Non-Linear Editing |
| VMG 487 | Video Motion Graphics Senior Project |
| VMG 490 | Video Motion Graphics Internship |

Free Electives (9 credits)

CAP/Co-op Program Option (6 credits)

The co-op option is an alternative to the VMG 487 - Video Motion Graphics Senior Project and VMG 490 - Video Motion Graphics Internship. Each co-op assignment is one semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the VMG Program Chair one semester before they would like to begin a co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

SUGGESTED PROGRAM SEQUENCE

Freshman

| Semester 1 | Semester 2 |
|------------|------------|
| ART 210 | ENG 122 |
| CTA 210 | HIS 230 |
| DSN 210 | MAT 205 |
| ENG 121 | PHI 100 |
| VMG 101 | VMG 102 |

Sophomore

| Semester 1 | Semester 2 |
|------------|------------|
| PSY 101 | DSN 220 |
| VMG 100 | ECO 105 |
| VMG 201 | VMG 200 |
| VMG 202 | VMG 222 |
| VMG 301 | VMG 350 |

Junior

| Semester 1 | Semester 2 |
|------------|------------|
| COM 300 | COM 310 |
| DFM 200 | DFM 300 |
| VMG 313 | VMG 302 |
| VMG 400 | VMG 402 |
| VMG 422 | VMG 423 |

Senior

| Semester 1 | Semester 2 |
|---------------|--------------------|
| DFM 350 | DFM 400 |
| VMG 401 | HUM 360 or HUM 361 |
| VMG 490 | VMG 487 |
| Free Elective | Free Elective |

SCI Elective

Free Elective

Junior

Visual Effects

(30 credits)

| | |
|---------|---|
| VFX 110 | Digital Filmmaking for Visual Effects |
| VFX 200 | Introduction to Composing for Visual Effects |
| VFX 300 | Advanced Compositing Workshop |
| VFX 310 | Digital Matte Painting and Set Extensions |
| VFX 400 | Match-moving and Roto-scoping |
| VFX 420 | Visual Effects Workshop |
| VMG 321 | Introduction to 3D |
| VMG 322 | 3D Modeling Techniques |
| VMG 323 | 3D Texture, Rendering and Lighting Techniques |
| VMG 490 | Video Motion Graphics Internship |

Semester 1

| |
|--------------|
| COM 300 |
| VFX 110 |
| VMG 400 |
| VMG 422 |
| SCI Elective |

Semester 2

| |
|---------|
| COM 310 |
| VFX 200 |
| VMG 302 |
| VMG 322 |
| VMG 402 |

Senior

Semester 1

| |
|---------------|
| VFX 300 |
| VFX 400 |
| VMG 313 |
| VMG 490 |
| Free Elective |

Semester 2

| |
|--------------------|
| HUM 360 or HUM 361 |
| VFX 310 |
| VFX 420 |
| VMG 323 |
| Free Elective |

Free Electives (

6 credits)

CAP/Co-op Program Option

(6 credits)

The co-op option is an alternative to the VFX 420 - Visual Effects Workshop and VMG 490 - Video Motion Graphics Internship. Each co-op assignment is one semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the VMG Program Chair one semester before they would like to begin a co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1

| |
|---------|
| ART 210 |
| CTA 210 |
| DSN 210 |
| ENG 121 |
| VMG 101 |

Semester 2

| |
|---------|
| ENG 122 |
| HIS 230 |
| MAT 205 |
| PHI 100 |
| VMG 102 |

Sophomore

Semester 1

| |
|---------|
| PSY 101 |
| VMG 100 |
| VMG 201 |
| VMG 202 |
| VMG 301 |

Semester 2

| |
|---------|
| DSN 220 |
| ECO 105 |
| VMG 200 |
| VMG 222 |
| VMG 321 |

COLLEGE OF TECHNOLOGY MINORS

Purpose

The minors offered by the College of Technology are designed to provide all Wilmington University students with the opportunity to develop theoretical and practical skills in the informational technologies involving design and communications, and to both enhance their major studies and support their pursuit of employment. Each program is made up of five courses, some of which may require pre-requisites. Students who wish to pursue a minor should contact Academic Advising.

MEDIA DESIGN—MULTIMEDIA PRODUCTION MINOR

The rapid development of this medium of integrated electronic design has led to the creation of many employment opportunities. Students studying any of the various majors with elements of training, public relations, or marketing, would benefit from this experience.

| | |
|---------|---------------------------------|
| DSN 210 | Digital Image Manipulation |
| DSN 320 | Introduction to Web Page Design |
| DSN 325 | Multimedia Web Page Design |
| VMG 201 | Introduction to Motion Graphics |
| VMG 422 | Non-Linear Editing |

MEDIA DESIGN—PHOTOGRAPHY MINOR

Photography is everywhere you look: web pages, billboards, textbooks, etc. Images are used to transmit ideas and emotions, to persuade consumers, to influence voters, to make you hungry. Photographs inspire nostalgia, capture history, and they allow people to experience worlds they would otherwise never know. Now that everyone carries a camera, we have witnessed news and events unfolding in ways that forever changed our society. In this minor, students will improve their photographic skills in a course of study that could ultimately lead to employment as working photographers.

The Photography minor is open to all Wilmington University students. In this minor, students will create a path of study suited to their desires by selecting any five courses from the following list, preferably starting with TEC 215. Students who

are normally required to include TEC 215 for their major will, when electing a Photography minor, select four additional TEC courses from those listed below.

| | |
|---------|-------------------------------------|
| TEC 215 | Basic Photographic Techniques |
| TEC 300 | Advanced Photography |
| TEC 310 | Black and White Digital Photography |
| TEC 315 | Nature Photography |
| TEC 325 | Business of Photography |
| TEC 345 | Surreal Digital Photography |
| TEC 366 | Photojournalism |
| TEC 400 | Sports Photography |
| TEC 405 | Photographic Studio Lighting |
| TEC 406 | Photographic Location Lighting |
| TEC 425 | Photo Editing Techniques |

MEDIA DESIGN—DIGITAL PUBLISHING

Most companies have some form of newsletter, public relations or publication needs; this minor allows the students to develop their creative skills in the digital design and computer interface fields.

| | |
|---------|--------------------------------|
| DSN 121 | Digital Publishing |
| DSN 220 | Concept Development |
| DSN 235 | Vector Drawing |
| DSN 350 | Interactive Publication Design |
| DSN 401 | Publication Design |

VIDEO AND MOTION GRAPHICS—DIGITAL FILM-MAKING MINOR

This minor enables students interested in film to obtain the necessary background in digital production and film-making. Students will also learn the terminology, the process and the theory of the film-making business using current digital technology. Students seeking a minor in Digital Film-making, but who are not Video and Motion Graphics or Media Design majors, or those students who have not yet taken the listed courses, must complete five courses and recommended pre-requisites. By completing these pre-requisite courses, students will be better prepared for the successful completion of the Digital Film-making minor.

Suggested Pre-requisites:

| | |
|---------|--------------------------------------|
| VMG 100 | Camera and Cinematography Techniques |
| VMG 102 | The Production Process |
| VMG 222 | Story Design Methods |

Digital Film Minor Required Courses

| | |
|---------|-------------------------------------|
| DFM 200 | Introduction to Digital Film-making |
| DFM 300 | Directing Digital Films |
| DFM 350 | Digital Film-making II |
| DFM 400 | Directing Digital Films II |
| VMG 422 | Non-Linear Editing - Mac |

VIDEO AND MOTION GRAPHICS— VIDEO MINOR

Students interested in Video may select the Video and Motion Graphics - Video Minor. This minor will encompass coursework within both the television studio and video production domains, with additional coursework in non-linear editing. These skills may be used to expand the scope of a major in Media Design or Video and Motion Graphics, or, by meeting the Prerequisite(s), students from unrelated majors may select the Video and Motion Graphics - Video minor to expand their education into a new domain. This minor enables students interested in Video to obtain the necessary background to produce works for applications in business, education, and industry, as well as for marketing and advertising purposes.

Suggested Pre-requisites

| | |
|---------|---------------------------|
| VMG 100 | Camera and Cinematography |
| VMG 102 | The Production Process |

Video Minor Required Courses:

| | |
|---------|-----------------------------------|
| VMG 301 | Lighting for Production I |
| VMG 400 | On Location Production Techniques |
| VMG 401 | Producing the Documentary |
| VMG 402 | Studio Production Techniques |
| VMG 422 | Non-Linear Editing - Mac |

COLLEGE OF TECHNOLOGY CERTIFICATES

DIGITAL EVIDENCE DISCOVERY AND DIGITAL EVIDENCE INVESTIGATION CERTIFICATES

Two new certificates offer forensic training for students to provide the skills to locate, recover, and analyze digital evidence. They include but are not limited to:

- Understanding how to identify and safely recover digital evidence from computers, cell phones and other end-user devices;
- Conducting an analysis of data to determine evidentiary value;
- Understanding the rules of evidence and applicable law necessary in the collection, preservation and presentation of digital evidence; and
- Understand the difference between computer crime and computer related crime in today's society.

The proliferation and use of technology has resulted in the use of these advances in high-tech crimes as well as changed the method of operation for those involved in criminal activity. For example, fraud may no longer involve “forging checks, etc...”, but now involve debit or credit card fraud. Organized “scams” over the internet are now prevalent. Each of these areas requires a new skill set for practitioners in the field. It is common in this day and age, for those involved in criminal activity to have used social media, email, their smartphone or a combination of these while engaged in criminal activity.

The certificates are geared towards the practice of digital forensics. The Digital Evidence Discovery Certificate contains curriculum that includes digital evidence recovery, preservation and collection of vital information from personal computers and networks. The field investigator or probation officer, for example, needs the basic know-how to collect digital evidence and follow approved procedures. The same is true for corporate IT professionals. The Digital Evidence Investigation Certificate provides investigators with a foundation for investigating digital data itself, in the lab. Students interested in the Digital Evidence Investigation Certificate must first complete the Digital Evidence Discovery Certificate. Only one transfer course can be accepted for each certificate (total of two). The two certificates are designed to provide courses that most directly apply to the digital data field and lab investigators.

Eight of the ten courses are already required in the Computer and Network Security (CNS) undergraduate degree. The others can be used as electives.

Certificate Requirements

Digital Evidence Discovery Certificate

| | |
|---------|---|
| CRJ 101 | Survey of Criminal Justice |
| SEC 100 | Introduction to Computer Hardware and Operation |
| LES 330 | Cyber Law |
| LES 331 | Electronic Discovery |
| CRJ 411 | Criminal Evidence and Procedures |

Note: All required courses in the Digital Evidence Discovery Certificate are also required in the Computer and Network Security, B.S. degree program.

Digital Evidence Investigation Certificate

| | |
|---------|---------------------------------------|
| SEC 230 | Introduction to Linux |
| SEC 235 | Networks and Telecommunications |
| SEC 350 | Introduction to Computer Forensics |
| SEC 355 | Mobile Device Security and Forensics* |
| SEC 440 | Network Forensics* |

*SEC 355 and SEC 440 can be used as electives in the Computer and Network Security, B.S. degree program.

MICROSOFT .NET AND WEB APPLICATIONS DEVELOPMENT CERTIFICATE

The 15-credit hour Microsoft .NET Applications Development certificate includes the sequence of five courses necessary to design and build Microsoft .NET web applications. The 15-credit hour Web Applications Development certificate includes the five courses needed to design and build advanced web applications using open source technologies. By taking a total of seven courses, students can complete both the Microsoft .NET Applications Development Certificate and the Web Applications Development Certificate, if they have taken a CTA/CTA course, which is the Prerequisite for both certificates, and SDD 240 - JavaScript, which is the Prerequisite for the SDD 310 course in the Microsoft .NET Applications Development certificate.

These certificates are ideal for Computer and Network Security (C&NS) majors, since the internet is generally the medium used for attacks that exploit the security vulnerabilities in computer and network systems. Students in the Media Design - Multimedia concentration where SDD 100 is already a required course, only have to complete four additional courses to receive one of the certificates. Students majoring in the Information Systems Management can use their electives to complete one of the certificates, if they want to learn software development skills using either the Microsoft .NET framework or open source technologies. Other students can complete either one or

both certificates, if they satisfy Contemporary Technology Applications (CTA) Prerequisite, either by taking a CTA/CTA course or an equivalent course, or by completing a prior learning assessment regarding the student's computer skills. In addition, SDD 240 - JavaScript is a Prerequisite for the SDD 310 course in the Microsoft .NET Applications Development certificate.

Certificate Requirements

MICROSOFT .NET Applications Development Certificate

| | | |
|---------|---|-------------|
| SDD 100 | Basic to Intermediate Web Design | (3 credits) |
| | Prerequisite(s): BCS/CTA 205, 206 or equivalent | |
| SDD 210 | Database Fundamentals | (3 credits) |
| | Prerequisite(s): BCS/CTA 205, 206 or 210, or equivalent | |
| SDD 310 | Microsoft .NET I | (3 credits) |
| | Prerequisite(s): SDD 100 and SDD 240 | |
| SDD 311 | Microsoft .NET II | (3 credits) |
| | Prerequisite(s): SDD 310, SDD 210 | |
| SDD 320 | Advanced Applications | (3 credits) |
| | Prerequisite(s): SDD 311 | |

Web Applications Development Certificate

| | | |
|---------|---|-------------|
| SDD 100 | Basic to Intermediate Web Design | (3 credits) |
| | Prerequisite(s): CTA/CTA 205, 206 or equivalent | |
| SDD 210 | Database Fundamentals | (3 credits) |
| | Prerequisite(s): CTA/CTA 205, 206 or 210, or equivalent | |
| SDD 305 | Basic Application Development | (3 credits) |
| | Prerequisite(s): SDD 100 | |
| SDD 306 | Intermediate Application Development | (3 credits) |
| | Prerequisite(s): SDD 305, SDD 210 | |
| SDD 320 | Advanced Applications | (3 credits) |
| | Prerequisite(s): SDD 306 | |

COURSE DESCRIPTIONS

AFS 110 **1 credit**
Foundations of the USAF I
This course surveys the roles of the U.S. Department of Defense and the U.S. Air Force in our society. It consists of approximately one hour of academic instruction each week. This course will be taught in the fall at the University of Delaware. Prerequisite(s): freshman status

AFS 111 **1 credit**
Foundations of the USAF II
This course continues to build on the information covered in AFS 110. It consists of approximately one hour of academic instruction each week. This course will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 110 and freshman status

AFS 150 **0 credit**
Leadership Lab for Freshman I
All freshmen are required to enroll in this two-hour lab course which will be taught in the fall at the University of Delaware. This is a non-credit course. Prerequisite(s): freshman status

AFS 151 **0 credit**
Leadership Lab for Freshman II
This course continues to build on the information covered in AFS 150. All freshmen are required to enroll in this two-hour lab course which will be taught in the spring at the University of Delaware. This is a non-credit course. Prerequisite(s): AFS 150 and freshman status

AFS 210 **1 credit**
Evolution of U.S. Air/Space Power I
This course surveys the history of air power from the 18th century to the present. It consists of approximately one hour of academic instruction each week. This course will be taught in the fall at the University of Delaware. Prerequisite(s): sophomore status

AFS 211 **1 credit**
Evolution of U.S. Air/Space Power II
This course continues to build on the information covered in AFS 210. It consists of approximately one hour of academic instruction each week. This course will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 210 and sophomore status

AFS 250 **0 credit**
Leadership Lab for Sophomores I
All sophomores are required to enroll in this two-hour lab course which will be taught in the fall at the University of Delaware. Prerequisite(s): sophomore status

AFS 251 **0 credit**
Leadership Lab for Sophomores II
This course continues to build on the information covered in AFS 250. All sophomores are required to enroll in this two-hour lab course which will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 250 and sophomore status

AFS 310 **3 credits**
Leadership Studies I
This course introduces students to leadership and management concepts. This course consists of 2 1/2 hours of academic instruction each week. This Professional Officer Course (POC) will be taught in the fall at the University of Delaware. Prerequisite(s): AFS 210 and junior status

AFS 311 **3 credits**
Leadership Studies II
This course continues to build on the information in AFS 310. This course consists of 2 1/2 hours of academic instruction each week. This Professional Officer Course (POC) will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 310 and junior status

AFS 350 **0 credit**
Leadership Lab for Juniors I
All juniors are required to enroll in this two-hour lab course which will be taught in the fall at the University of Delaware. Prerequisite(s): AFS 250, AFS 251 and junior status

AFS 351 **0 credit**
Leadership Lab for Juniors II
All juniors are required to enroll in this two-hour lab course which will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 250, AFS 251, AFS 350 and junior status

AFS 410 **3 credits**
National Security Affairs Society I
This course focuses on U.S. national security policy—its evolution, actors, processes, and current issues. Emphasis is also given to military professionalism, military justice, and communication skills. This course consists of 2 1/2 hours

of academic instruction each week. This Professional Officer Course (POC) will be taught in the fall at the University of Delaware. Prerequisite(s): senior status

AFS 411 **3 credits**
National Security Affairs Society II

This course continues to build on the information covered in AFS 410. This course consists of 2 1/2 hours of academic instruction each week. This Professional Officer Course (POC) will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 410 and senior status

AFS 450 **0 credit**
Leadership Lab for Seniors I

All seniors are required to enroll in this two-hour lab course which will be taught in the fall at the University of Delaware. Prerequisite(s): AFS 350, AFS 351 and senior status

AFS 451 **0 credit**
Leadership Lab for Seniors II

All seniors are required to enroll in this two-hour lab course which will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 350, AFS 351, AFS 450 and senior status

ALH 323 **3 credits**
Health Professional as Teacher

This course focuses on the development of teaching skills for professional allied health practice. The course will explore the role of the allied health professional in teaching individuals, families, communities, or peers.

ALH 333 **3 credits**
Leadership for Allied Health Professionals

This course focuses on the development of leadership skills for professional allied health practice. The course will explore the leadership role through ALH Leader Interviews, scholarly reading, self-assessment and awareness, and professional involvement. Use of evidence based practice guidelines will be introduced. Refinement of information literacy skills will be included. This course is only available to ALH students. In preparation for this course, students need to identify two Allied Health Leaders that are willing to participate in an interview with the students. The leaders must hold a BS degree or higher and currently be in a leadership role.

ALH 401 **3 credits**
Allied Health Professional Capstone

This course serves as a capstone course in Allied Health. Students will have the opportunity to explore current issues related to their specific disciplines and health care in general.

In addition, each student will prepare and present a portfolio assessment outlining growth in knowledge and skills over the course of the program. Identification of goals for continued professional growth and lifelong learning will be identified. This course is designed to be taken at the end program. This course is only available to ALH students. Prerequisite(s): Completion of ALH 323, ALH 333, ALH 402 or 403, or Approval from program chair.

ALH 402 **3 credits**
Medical Law and Ethics

This course is designed specifically to enable health care professionals to function as objective members of the health care delivery team while working within legal and ethical boundaries. Students will be introduced to medical law and a broad range of issues specific to the health care industry that have an ethical dimension. This course is only available to ALH students.

ALH 403 **3 credits**
Healthcare Law and Ethics

This course is designed specifically to enable health care professionals to function as objective members of the health care delivery team while working within legal and ethical boundaries. Students will be introduced to medical law and a broad range of issues specific to the health care industry that have an ethical dimension. This course is only available to ALH students.

ALH 480 **3 credits**
Excellence in Allied Health

This course recognizes the student's achievement of national certification (other than any required for practice) or instructor status. Current use of national certification or instructor status in the student's practice setting is required. This course is available only as a Prior Learning Activity (PLA) and is only available to ALH students.

ART 101 **3 credits**
Art Appreciation 1

This survey course includes the study and appreciation of painting, sculpture, and architecture from Paleolithic to Renaissance times. The course will investigate styles, periods, and artists as they relate to time and place.

ART 200 **3 credits**
Creating Art from Life

In this course, students will learn to see to see the world around them in a new way. By using discarded, impermanent, and often overlooked materials in their immediate surroundings, they will utilize these alternative media to explore the potential for creating art. Even students with no experience in traditional

artistic media (drawing, painting, etc.) will be able to increase their depth of visual thinking and exercise creative problem solving through the arts by expanding their use of tools and techniques used to approach art projects.

ART 202 **3 credits**
Romanticism, Modern and Contemporary Art

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

ART 203 **3 credits**
Non-Western Art

This course is an introduction to the visual arts of five geographic regions traditionally referred to as art(s) of the non-western tradition. The course examines the secular as well as religious art issues of the Middle East, Asia, the Americas, Africa, and Oceania.

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.

ART 245 **3 credits**
The Art of Photography

This introductory course for non-art majors emphasizes photography as both a fine art and communications medium. The focus is on major photographers, photographic imagery, the history of the medium, the use of photography for artistic communication, and the major themes used by photographers: the Human Condition, the Still Life, the Portrait, the Nude, Nature, and War. The history of the medium will be explored, along with the works and lives of many of the major photographers of the past and present. Technical aspects of the camera, film, and lighting will be examined in some depth to enhance the understanding of the creative intricacies of the making of photographic images. The use of a camera, although not required, is strongly recommended: specific instruction in the use of a 35mm camera is offered.

ART 301 **3 credits**
Drawing and Painting

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.

ART 302 **3 credits**
Drawing

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.

ART 303 **3 credits**
Themes in Contemporary Art

This course includes the study and appreciation of art in the 21st century. Students will investigate themes including art as social change, art as object, art as event, and art as concept. Students will use visual literacy and critical thinking skills to investigate the meaning and importance of art in modern society. This course will encourage active participation by fostering dialogue, discourse, and interpretation.

ART 304 **3 credits**
Painting

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.

ART 310 **3 credits**
Exploring Art Media

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.

ART 315 **3 credits**
Watercolor Painting I

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.

ART 316 **3 credits**
Watercolor Painting II

This course is designed so students may study more in depth traditional and contemporary water color. Students will express their style using a variety of techniques. Composition, design and critiques are an important part of the student portfolio. They are a requirement for grading this course. Prerequisite(s): ART 315 or permission of the instructor

ART 320 **3 credits**

Fine Art Illustration

Students will learn basic illustration techniques; design, layout, and composition as well as experimenting with various drawing and painting mediums. They will learn what is involved in the creative process of problem solving in visual communication.

BAC 101 **3 credits**

Accounting I

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.

BAC 102 **3 credits**

Accounting II

This course is an introduction to financial statement analysis and managerial accounting. It provides a study of cash flow, financial ratios, elements of cost in business organizations, basic cost behavior patterns, contribution approach to decision analysis, cost-volume profit analysis, budgeting, and a basic understanding of taxes for individuals and corporations. Prerequisite(s): BAC 101 GPA .67; Accounting Majors GPA 2.0 in that course

BAC 190 **3 credits**

Tax Help Practicum

This course is an elective available to any Wilmington University undergraduate student. It is offered in cooperation with the Delaware EITC Campaign and The Nehemiah Gateway Community Development Corporation. It is graded Satisfactory/Unsatisfactory. The course has two components: distance-learning and service-learning on tax law, tax theory, and tax return preparation. When students complete the academic distance-learning portion of the program, they participate in a community program helping low and moderate income taxpayers file their federal and state income tax returns. An emphasis is placed on tax credits which benefit lower income working families, such as the Earned Income Tax Credit (EITC), Child Tax Credit, Dependent Care Tax Credit, etc. Following the on-line tax instruction, students complete 30 hours of community service (at least 3 hours per week between January 15 and April 15) at a local IRS VITA (Volunteer Income Tax Assistance) site. Students work under the supervision of a tax professional Site Manager whose job is to answer questions and review each return upon completion. The tax sites are certified by the IRS so that there is no student liability for errors. Students will be able to choose a tax site and

schedule which is convenient to them. Students who successfully complete the course will be awarded the DE EITC Campaign/ IRS certification. For students who have completed BAC 321, Tax Accounting I, participation in the academic portion of the course is voluntary; however, an eight-hour (one day) tutorial on the use of the tax preparation software is required. Graduate students are welcome in the course, but no graduate credit can be awarded.

BAC 201 **3 credits**

Intermediate Accounting I

This course provides an in-depth study of accounting concepts and principles presented in the introductory accounting courses. Students will examine in detail the preparation of the balance sheet, statements of income, retained earnings, and cash flows. The course includes a comprehensive analysis of financial transactions affecting the proper recording and reporting of assets. Prerequisite(s): BAC 102 GPA 2.0

BAC 202 **3 credits**

Intermediate Accounting II

This course is an intensive review of the analysis, recording, and reporting of financial transactions affecting liability and equity accounts. Accounting for investments, pension plans, leases, income taxes, and accounting changes are covered, along with an in-depth review of basic financial statement analysis. Prerequisite(s): BAC 201 GPA 2.0

BAC 301 **3 credits**

Cost Accounting I

This course serves as an introduction to the fundamentals of cost accounting, with emphasis on costing systems in the service, merchandising, and manufacturing sectors. The use of budgets and standards are studied as keys to planning and control, including flexible budgets and variance analysis. The use of cost information for various decision and control purposes is also studied. Prerequisite(s): BAC 202 GPA 2.0

BAC 302 **3 credits**

Cost Accounting II

This course is a detailed study of the accountant's role in developing cost analyses for management decisions. The areas of cost allocation, joint products, costing systems, capital budgeting, cost management, inventory management, transfer pricing, and performance measurement are covered. Prerequisite(s): BAC 301 GPA 2.0

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| <p>BAC 321 3 credits Tax Accounting I This course analyzes the determination of taxable income of individuals and business entities for federal income tax purposes. Emphasis is on all of the aspects of accounting that are necessary to complete the returns in accordance with federal income tax law. Prerequisite(s): BAC 202 GPA 2.0</p> | <p>BAC 435 3 credits Accounting Information Systems (AIS) This course is a study of accounting information systems in a business environment. Emphasis is placed on information and document flow; internal control; data organization; and the analysis, design, development, and audit of computer-based accounting systems. Theory will be combined with experience using a commercial software package. Prerequisite(s): BAC 423 GPA 2.0</p> |
| <p>BAC 322 3 credits Tax Accounting II A continuation of Tax Accounting I, this course examines present federal income tax law and develops an understanding of the accounting principles and procedures involved in preparing tax returns for partnerships, estates, trusts, and corporations. Prerequisite(s): BAC 321 GPA 2.0</p> | <p>BAC 490 3 credits Internship in Accounting This course provides the student with on-the-job experience in any one of the many accounting fields. Students gain practical experience, while enhancing skills learned in the classroom, and acquire important contacts with accounting professionals. Students must have completed a minimum 60 credits, a minimum of 12 credits in the business core, and have a minimum GPA of 2.5. This course is graded Satisfactory/Unsatisfactory.</p> |
| <p>BAC 330 3 credits Financial Fraud Examination This course is an introduction to the skills and knowledge necessary to prevent, detect, and investigate financial frauds. The focus is on the causes of fraud, methods for investigating fraud within organizations, and what organizations can do to prevent and detect fraud. The course is open to accounting and criminal justice majors and all other students interested in this subject matter.</p> | <p>BAM 302 3 credits Aviation Safety This course is an in-depth study of aviation safety, including the causes and investigations of aircraft accidents, safety awareness in aviation systems management, and the development of aircraft accident prevention programs. The focus is on the various human, mechanical, and environmental factors that impact aviation safety.</p> |
| <p>BAC 401 3 credits Advanced Accounting I This course examines problems relating to business combinations, consolidated financial statements, debt restructuring, corporate reorganizations, and liquidations. Prerequisite(s): BAC 202 GPA 2.0</p> | <p>BAM 306 3 credits Air Traffic Control This course is an in-depth examination of the United States air traffic control system, including the history of its development. Both the current system and the system envisioned for the future by the National Airspace System Plan are discussed. Special emphasis is placed on a close look at how air traffic controllers perform their duties.</p> |
| <p>BAC 402 3 credits Advanced Accounting II The special topics in accounting theory reviewed in this course are: foreign operations, interim and segment reporting, partnerships, governmental and not-for-profit fund accounting, and estates and trusts. Prerequisite(s): BAC 401 GPA 2.0</p> | |
| <p>BAC 423 3 credits Auditing This course is an introduction to generally accepted auditing standards, concepts of internal control, analysis and tracing of financial transactions, and opinions expressed on the fair presentation of financial statements by certified public accountants. Prerequisite(s): BAC 202 GPA 2.0</p> | <p>BAM 410 3 credits Government and Aviation This course focuses on the role of the U.S. government in the development and regulation of the aviation industry. Emphasis is placed on comparing the pre-1978 regulated environment with the “deregulated” environment. Conventions, agreements, and acts are examined, including the impact of international bodies, domestic courts, and regulatory agencies. Prerequisite(s): HIS 303 GPA 2.0</p> |

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| <p>BAM 411 Airport Management</p> <p>This course is a study of the development of airports and the functions and responsibilities of airport management. The course provides an historical background and studies the roles of various governmental agencies in the management and regulation of airports. Prerequisite(s): BBM 201 and BMK 305</p> | <p>3 credits</p> | <p>mechanics of regression analysis (often by means of a statistical software package) but also in deciding on appropriate models, interpreting results, and diagnosing problems. Prerequisite(s): BBA 305 (Advanced Excel for Business Analytics) and MAT 308</p> |
| <p>BAM 412 Airline Management</p> <p>This course offers an in-depth study of airline management in the environment of “deregulation.” Students will analyze data and apply business and management principles through planning, organizing, equipping, and staffing a “paper” airline. Prerequisite(s): CTA 206, BBM 201, BMK 305, and FIN 305</p> | <p>3 credits</p> | <p>BBA 360 Forecasting for Business Analytics</p> <p>This course provides knowledge of how to choose an appropriate time series forecasting method, fit the model, evaluate its performance, and use it for forecasting. The course will focus on the most popular business forecasting methods: regression models, smoothing methods including Moving Average (MA) and Exponential Smoothing, and Autoregressive (AR) models. It will also discuss enhancements such as second-layer models and ensembles, and various issues encountered in practice. Prerequisite(s): BBA 350 (Advanced Statistics for Business Analytics)</p> |
| <p>BAM 460 - BAM 469 Topics in Aviation</p> <p>This is an intensive study of selected contemporary topics related to aviation. Prerequisite(s): BBM 201 and BBM 301</p> | <p>3 credits</p> | <p>BBA 370 Simulation for Business Analytics</p> <p>This course provides knowledge of how to develop, implement and use simulation methods for business decision making. Students will build simulation models to answer practical questions that are motivated by operational business decisions such as determining optimal inventory policies, and deciding staffing levels for an organization. The course will utilize Microsoft Excel as well as Excel add-ins as modeling tools. Prerequisite(s): BBA 305 (Advanced Excel for Business Analytics)</p> |
| <p>BAM 490 - BAM 494 Internship in Aviation Management</p> <p>This is an approved internship in a selected aviation management activity. The course is graded satisfactory/unsatisfactory.</p> | <p>3 credits</p> | <p>BBA 380 Database Marketing</p> <p>In this course students will acquire a comprehensive understanding of how an organization can use its customer data to maximize the value of customer relationships. Businesses now have a wide array of tools to convert raw customer transactional data into usable marketing intelligence. Companies can identify, profile, analyze, and interact with both current and prospective customers on a personal basis. Topics covered include upselling and cross-selling, customer lifetime value, customer segmentation, predictive modeling, RFM analysis, customer loyalty and reward programs, and churn management. Prerequisite(s): BMK 305 and BBA 305 (Advanced Excel for Business Analytics)</p> |
| <p>BBA 305 Advanced Excel for Business Analytics</p> <p>This course will develop intermediate to advanced Excel skills using an applied focus on different types of decisions one may analyze using spreadsheet capabilities. The student will develop knowledge of how to evaluate a business process. Additionally, the art of modeling and the process of structuring and analyzing problems so as to develop a rational course of action will be discussed. The course includes the use of pivot tables to slice and dice data, and graphs and charts to communicate complex analytics visually. In addition, the course integrates advanced topics in business statistics such as linear and multiple regression and forecasting, linear programming, and simulation. Prerequisite(s): CTA 226</p> | <p>3 credits</p> | |
| <p>BBA 350 Advanced Statistics for Business Analytics</p> <p>Students will acquire knowledge to build statistical models and implement regression analysis in real-world problems from business, economics, and marketing research and consumer behavior. Topics include multiple regression models (including first-order, second-order and interaction models with quantitative and qualitative variables), regression pitfalls, and residual analysis. Students will acquire skills not only in the</p> | <p>3 credits</p> | |

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| <p>BBA 420 Data Mining</p> <p>This introductory course to data mining will explore various statistical approaches used for data mining analyses. The preparation of data suitable for analysis from an enterprise data warehouses using SQL and the documentation of results is also covered. Building predictive analytics (e.g., SEMMA, KDD); exposure to logistic regression, machine learning and decision tree methods; Understanding lift factors, ROC curves; hands-on use of mining software; business case studies. A simple data mining analysis project using SPSS will be used to reinforce the concepts. Prerequisite(s): BBA 350 (Advanced Statistics for Business Analytics)</p> | <p>3 credits</p> | <p>BBA 480 Capstone Business Analytics</p> <p>This capstone course provides students with the opportunity to demonstrate competencies in the key domains of business analytics. Students will develop a comprehensive project that integrates content learned throughout the duration of the program including database management, systems analysis, enterprise infrastructure, and decision support. Prerequisite(s): Completion of all program core courses and minimum GPA of 2.0</p> | <p>3 credits</p> |
| <p>BBA 430 Big Data and Visualization</p> <p>This course provides knowledge of the data sources, tools, and techniques used in the exploration and analysis of big data such as: text and stream mining, social media and big data, Hadoop, NoSQL, fundamentals of big data programming, cloud-based solutions, and visualization of big data using Tableau and GIS software. The course will utilize business case studies for students to understand big data solutions in the business environment. Prerequisite(s): ISM 330 and BBA 420 (Data Mining)</p> | <p>3 credits</p> | <p>BBM 100 Customer Service Workshop</p> <p>This course is a half day customer service workshop addressing the importance of customer service, telephone techniques, and handling the difficult customer.</p> | <p>1 credit</p> |
| <p>BBA 440 Web and Social Media Analytics</p> <p>Students will gain knowledge of the most effective strategies for analyzing web and social media data generated by online activity. The course will examine social media analytical tools that enable organizations to understand what consumers and bloggers are saying about them, their products, and their competitors. Students will gain knowledge of web analytics to track and analyze the behavior of customers and browsers. Topics include extracting conclusions from abandoned shopping carts, RFM analysis, site usage, domains and URLs, keywords, and search engine placement. Prerequisite(s): BBA 430 (Big Data and Visualization)</p> | <p>3 credits</p> | <p>BBM 102 Introduction to Business</p> <p>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.</p> | <p>3 credits</p> |
| <p>BBA 450 Advanced Visualization</p> <p>Insights developed during the modeling, simulation and data analysis process must ultimately be visualized and communicated in a compelling way in order to recommend specific paths of action and support decision-making and strategic planning functions within an organization. Students will gain knowledge of data visualization techniques using Tableau advanced visualization software, GIS software, and the native graphics capabilities generally available to working professionals (e.g., PowerPoint, Excel, Prezi, etc.). Prerequisite(s): BBA 430 (Big Data and Visualization)</p> | <p>3 credits</p> | <p>BBM 103 Introduction to Public Administration</p> <p>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.</p> | <p>3 credits</p> |
| | | <p>BBM 190 Financial Coordinator Practicum</p> <p>This course is an elective available to any Wilmington University undergraduate student. It is offered in cooperation with the Delaware Earned Income Tax Credit (EITC) Campaign and the Nehemiah Gateway Community Development Corporation. It is graded Pass/Fail. The course has two components: Instruction (basic financial management) and service to the community (financial advisement). After completing the instructional component, students will offer financial advisement to clients at certified IRS Volunteer Income Tax Assistance (VITA) sites.</p> | <p>3 credits</p> |

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| <p>BBM 201 3 credits Principles of Management This course introduces students to major concepts and principles of the business organization, including authority and responsibility span of control, hierarchy, delegation, and functionalization. The management process (planning, organizing, staffing, directing, and controlling) is presented with particular attention to behavioral dimensions. Prerequisite(s): ENG 121</p> | <p>BBM 319 3 credits Business Ethics This course begins with a consideration of the meaning of ethics. Several philosophical approaches to ethics are reviewed. Ethical decisions are examined regarding consumers, employees, and relations with the rest of society. Every effort is made to define ethical conduct in the theoretical and pragmatic sense so that students are aware of the concept of ethics and its importance. Prerequisite(s): BBM 201</p> |
| <p>BBM 301 3 credits Organizational Behavior The dimensions of organizational behavior are examined with particular emphasis on formal organizations, individual and group processes. Tools and methods available to a manager building a business integrating individuals and groups are reviewed. Prerequisite(s): BBM 201</p> | <p>BBM 320 3 credits Business Communications This course is a detailed study and application of various types of oral and written communication used in business. Included are technologies that enhance communication effectiveness, international considerations, presentation and interviewing skills, and written forms of communication such as memos, procedures, resumes, and formal reports. Students' writing skills are evaluated through written assignment during the first class. Prerequisite(s): ENG 122</p> |
| <p>BBM 302 3 credits Business and the Environment The course will focus on how business operates within the environment. It will first concentrate on the history of environmental legislation and the early response of business to environmental responsibility. The course will then provide a basic understanding of environmental science and environmental issues as they relate to industry, sustainability, and strategic decision frameworks that will aid a corporation in meeting its environmental responsibility. Prerequisite(s): BBM 201</p> | <p>BBM 330 3 credits Power and Negotiation This course examines how managers and other stakeholders both inside and outside of the organization interact to create means by which to assure the rights and duties of various parties within an organization. Political processes are evaluated to understand how power is leveraged. Negotiation techniques and factors contributing to negotiation success for managers are examined. Prerequisite(s): BBM 201</p> |
| <p>BBM 310 3 credits Materials Management This course analyzes the flow of materials from the raw stages through the finished product. Purchasing requirements are reviewed, and effective storage and inventory of goods are analyzed. Methods for receiving, inspecting, packaging, shipping, assembly, and finishing products are examined. Prerequisite(s): BBM 201</p> | <p>BBM 331 3 credits Business and Society This course uses the concept of social responsibility to address the role of business in society. Social responsibility is concerned with company values, responsibilities, actions and outcomes that affect employees, investors, business partners, communities, and other stakeholders. Focus is on exploring issues including executive compensation, workplace ethics, the natural environment, government regulation, information technology, diversity, corporate governance, philanthropy, and volunteerism.</p> |
| <p>BBM 315 3 credits Supervisory Management The supervisor's relationship to the total management environment is analyzed. The supervisor's management efforts are discussed, as well as the relationship between supervisor and individual employee. This contemporary course is helpful to any student interested in the principles and practices of effective supervision. Prerequisite(s): BBM 201</p> | <p>BBM 347 3 credits Interpersonal Skills and Professionalism in the Workplace This course is an elective available to any Wilmington University undergraduate student. This course examines effective interpersonal skills and professionalism fundamental to the workplace environment, career development, community, and leadership. Means and methods of using interpersonal skills to initiate, build, and maintain relationships in personal and professional life are explored including working in teams. Prerequisite(s): none</p> |

BBM 350 **3 credits**
Introduction to E-Commerce
This course exposes students to a survey of all of the key issues regarding e-commerce, including web sites, legacy database systems and the web, choosing a server, security, managing the web, marketing and technical aspects, approaching the .com market, and basic e-commerce concepts. Prerequisite(s): BBM 201

BBM 351 **3 credits**
Small Business Management
This course provides the student with a combination of theoretical and practical knowledge in the area of small business management. The unique characteristics of small businesses are examined. The course makes the student aware of ideas, concepts, and philosophies important to the success of small businesses. Prerequisite(s): BBM 201

BBM 355 **3 credits**
Quality Management
This course concentrates on the tools required to create a total quality work environment. Emphasis is on improving leadership abilities, employee involvement/teamwork, and initiating performance management techniques to measure progression. Troubleshooting techniques useful when a team is at an impasse are discussed. In addition, quantifiable processes are introduced to measure performance variability of different processes through statistical quality controls. Prerequisite(s): BBM 201

BBM 370 **3 credits**
Global Business Management
This course presents an analysis of areas involved in managing business in an international environment. Areas of concentration include: political, legal, economic, cultural, and financial factors which influence doing business in a foreign country. Additional factors of human resource management and strategic planning will be addressed. To operate effectively, businesses must understand the differences between managing solely in a domestic environment compared to an international one. Prerequisite(s): BBM 201

BBM 400 **3 credits**
Current Topics in Business Leadership
This course includes discussions on current topics in the area of leadership and management, including organizational issues, leadership styles, and ethical considerations. Case studies, class discussion, and guest speakers will enhance the principles learned throughout the Organizational Management curriculum. Prerequisite(s): BLA 303, Organizational Management major

BBM 401 **3 credits**
International Communication
This course is designed to provide students with an intermediate background on improving the effectiveness of and reducing the barriers to communication among various cultures. The course examines cultural self-awareness, oral and nonverbal communication differences globally, and preparation for work assignments for organizations overseas, including intercultural communication differences relating to meetings, negotiations, and social relationships. Prerequisite(s): BBM 320 and BBM 370

BBM 402 **3 credits**
Strategic Management
This course examines the theory and practice of defining and implementing business policy. It presents actual case studies of business organizations, including the determination of top-level company policy in such functional areas as finance, marketing, and production. The national ETS Business Exam will be administered during this course. The content of the examination assesses the basic knowledge and understanding gained in the core business curriculum. All Prerequisite(s) must be completed prior to registering for this course. Prerequisite(s): BAC 102, BBM 201, BBM 320, BLA 303 or BLA 305, BMK 305, ECO 102 (or ECO 105 for HRM Majors), FIN 305, and MAT 301 or MAT 308

BBM 407 **3 credits**
Organizational Project
This course guides students through a structured process of identifying an organizational problem in the workplace, developing and engaging in a thorough and academically rigorous research process, culminating in the student producing a final research paper/project that addresses the identified problem.

BBM 407 **3 credits**
Organizational Project
This course guides students through a structured process of identifying an organizational problem in the workplace, developing and engaging in a thorough and academically rigorous research process, culminating in the student producing a final research paper/project that addresses the identified problem.

BBM 411 **3 credits**
Operations and Systems Management

The course reviews the design, operation, control, and monitoring of the operations system in a variety of organizations. Topics include forecasting, operations planning and scheduling, materials requirements, purchasing, process design, and quality management. Additional analysis of major problems faced by operations managers at different levels of management is included. Prerequisite(s): ENG 122, BBM 201, and BBM 301

BBM 412 **3 credits**
Project Management

This course focuses on the various functions associated with managing a project. Topics covered in the course include: the project manager role, relating the statement of work (SOW), scheduling processes, estimating methodologies and budgeting, quality, risk management, communications, procurement, team structures/practices, and understanding the importance of establishing variance and change thresholds for scope and control. Students will gain knowledge in starting, controlling, managing, and completing diverse projects in addition to solving problems associated with these projects. Project Management Certification requires (1) an educational component and, (2) passing scores on the PMC exam. This course satisfies the educational component for certification. The PMC exam is for students seeking certification and is not a requirement of this course Prerequisite(s): BBM 320 and MIS 320

BBM 460 - BBM 469 **3 credits**
Topics in Business Management

This course is an intensive study of selected contemporary topics in business management. Emphasis is placed on research in areas pertinent to the current business environment such as customer service, leadership, and working in teams. The focus for each section will vary. Students should refer to the course listing bulletin for current topic. Prerequisite(s): Senior status or permission of the instructor, BBM 201 and BBM 301

BBM 490 **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 satisfactory/unsatisfactory.

BBM 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 satisfactory/unsatisfactory.

BFM 300 **3 credits**
Fundamentals of Finance for Managers

This course surveys the most common financial terms and concepts useful in providing an initial level of comfort and understanding of the finance function. The course examines the role of finance in relation to other business functions by beginning with a brief overview of accounting topics that are linked closely with finance and the other typical functions in the business organization. The course introduces the basic tools for financial administration, financial analysis, planning and control, investment decisions, management of sources and uses of funds, valuation techniques, and the time value of money. Prerequisite(s): Organizational Management major or Web Information Systems major.

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. Prerequisite(s): ENG 122 and BBM 201

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| <p>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.</p> | <p>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(s): BMK 305</p> |
| <p>BLA 310 3 credits Small Business Law This course examines the laws that effect, regulate, and impact small businesses.</p> | <p>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(s): BMK 305</p> |
| <p>BMK 300 3 credits Design for Marketing This course focuses on the role of design in marketing communications with an emphasis on “brand identity”. Case studies of effective brand identity programs allow students to explore and critique brand expressions including print materials, website, video, and television advertising. Students also will be introduced to basic visual aesthetics and the relevance of good design.</p> | <p>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(s): BMK 305</p> |
| <p>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.</p> | <p>BMK 320 3 credits Consumer Behavior This course analyzes how psychological variables and social influences affect an individual’s or household’s buying behavior, both domestically and globally. Students learn why and how any purchase situation has an effect on consumer behavior; and they gain an appreciation and understanding of how consumers handle all the behavioral variables and incoming stimuli that affect their problem/need-solving processes. This is a required marketing course for marketing majors. It also is an elective for psychology majors. Prerequisite(s): BMK 305</p> |
| <p>BMK 306 3 credits Principles of Advertising This course studies integrated advertising, promotion, and marketing communications. Areas covered include advertising, management, design and strategies; the selection of media; the role of trade shows, consumer promotions, personal selling and public relations as it relates to marketing, and the impact of internet marketing. This is a marketing elective.</p> | <p>BMK 321 3 credits Marketing Research This course examines the systematic design, collection, analysis, and reporting of data relevant to the marketing function within the organization. It specifically addresses the growing role that technology plays in predicting consumer behavior, marketing trends, addressing marketing problems, and the development of new products and services. This is a required marketing course for marketing majors. Prerequisite(s): BMK 305 and MAT 301 or MAT 308</p> |
| <p>BMK 307 3 credits Public Relations This course will introduce students to the basic principles of public relations. Upon completion, the student will understand research, how to develop a public relations plan, and how to evaluate its results. The course will also introduce students to myriad technologies utilized by today’s public relations professionals. This is a marketing elective.</p> | |

BMK 339 **Marketing for Nonprofits** **3 credits**
Marketing is a critical element for nonprofit organizations. Marketing is the way that these companies determine the needs of their clients and donors. Nonprofit marketing includes advertising, promotion, social media, public relations, and customer relationship management. This course examines how companies use marketing to publicize their mission and to gather contributions of time and money and discusses marketing planning within the nonprofit organization. Prerequisite(s): BMK 305

BMK 355 **Internet Marketing** **3 credits**
This course investigates how “brick-and-mortar” organizations can incorporate the entrepreneurial and management side of internet marketing to create an online presence and increase market share. In addition to textbook and selected course readings, students will be introduced to e-marketing in a computer lab where they will evaluate search engines, construct blogs, web sites, and learn about other viral, e-mail, social, and electronic-internet marketing. Prerequisite(s): BMK 305

BMK 366 **Entrepreneurship** **3 credits**
The focus of this course is on the critical aspects of starting and maintaining a new business venture. The course takes the student from the point of seeing their new product, service, or idea as a “concept” to making it a reality. Important factors relating to financial, legal, economic, management, and especially marketing, are discussed with respect to the new ventures. This is a marketing or business management elective, and previously was listed as BBM 366. Prerequisite(s): BMK 305 and BBM 201 and BMK 400

BMK 400 **Social Media Marketing** **3 credits**
This course covers advertising, marketing and communication strategies in the new media landscape where traditional media (e.g., television, print) and the online social media (e.g., Web 2.0, online social networks, user-generated content, blogs, forums) co-exist. Students will investigate the current media landscape and the strategic opportunities (and challenges) that it affords marketers, managers, and consultants who are concerned with how to efficiently and effectively advertise/promote brands and products. Primary focus will be on understanding social media platforms, how to build social media marketing strategies, and how to track their effectiveness. Prerequisite(s): BMK 305

BMK 410 **Integrated Marketing Communications** **3 credits**
This new marketing elective will emphasize strategy, as well as tactics, from a managerial point of view for an Integrated Marketing Communications (IMC) campaign. It will involve a real-world project centered on promotional activities. Prerequisite(s): BMK 305

BMK 413 **Marketing Management** **3 credits**
This course is the capstone course for marketing majors. Using various classroom techniques (e.g., simulations, case studies, etc.), students investigate approaches and problems of the analysis, planning, implementation, and control functions of a marketing plan in order to achieve desired marketing goals within an organization. This is a required course for marketing majors. Prerequisite(s): BMK 305, BMK 320, and BMK 321

BMK 460 **Current Topics in Marketing: Job Search Strategies** **3 credits**
Using the “4-P’s” marketing model as a metaphor, this practical, hands-on course will allow students to learn job-hunting and career-changing strategies. Students will first assess themselves as “Product” (in terms of their skills, experiences, and education), “Price” themselves (in terms of learning how to negotiate salary plus total compensation), and finally “Physically distribute” or “Place” themselves (by deciding where they want to work, live and recreate). They also will identify key “Target Markets” (potential employers), as well as learn how to “Position” themselves (in terms of what makes them a unique and best-qualified job candidate).

BMK 490 **Marketing Internship** **3 credits**
This course provides the student with on-the-job experience in any one of the many marketing fields. Students gain practical experience, while enhancing skills learned in the classroom, and acquire important contacts with marketing professionals. This course is graded satisfactory/unsatisfactory. This is a marketing elective. Prerequisite(s): BMK 305

COM 240 **Broadcast Journalism** **3 credits**
The principles of news worthiness, news selectivity and news writing for the electronic media will be examined and applied through work at the campus audio and television facilities. The course will emphasize the rights and responsibilities of radio and television journalism.

COM 245**3 credits****Writing for the Media**

This course is designed to improve effectiveness in communication by developing prewriting, writing, and rewriting skills. Students will learn how to organize their ideas in a clear, methodical manner with emphasis on concept development. This course will explore various techniques used to produce scripts for spot advertisements, corporate video, television pilots, and features (movies). Students will produce scripts for radio and television spots and a short corporate video, as well as go through the story development process for a feature-length screenplay or television pilot. Prerequisite(s): ENG 121.

COM 250**3 credits****Technical Writing**

This course introduces the requirements for designing and developing technical documentation. Students will define audience and purpose, determine appropriate format and style, improve the clarity and organization of writing, and review and edit work effectively. Students also will discuss teamwork and oral communication and presentation skills Prerequisite(s): ENG 122

COM 250**3 credits****Technical Writing**

This course introduces the requirements for designing and developing technical documentation. Students will define audience and purpose, determine appropriate format and style, improve the clarity and organization of writing, and review and edit work effectively. Students also will discuss teamwork and oral communication and presentation skills Prerequisite(s): ENG 122

COM 300**3 credits****Communication Theory**

This course examines various popular theories of interpersonal and mass communication, with emphasis on mass communication. The ways in which society and mass communication affect each other are critically examined, with the goal of developing the students' own ideas, opinions, and preferences concerning these theories. Students will receive practical assistance in the areas of speaking, reading, writing, listening, and research. An advanced library orientation has been incorporated as part of this course. Prerequisite(s): COM 245 or ENG 122.

COM 310**3 credits****Legal Aspects of Communication**

Students will examine various aspects of the law and mass communications in America. Special emphasis will be given to the evolution of present day interpretations of the First Amendment, censorship, libel, obscenity, privacy and public access to the media. In addition, students will study copyright law and government regulation of the media.

COM 314**3 credits****Technical Communications and Project Management**

This course focuses on many types of writing assignments faced in the technical and business world. Program planning and project management skills are emphasized as students work individually and in groups on a variety of increasingly complex assignments in short formats. Projects are drawn from case studies simulating real world assignments in a variety of industries. Students practice their skills by writing the various types of documents, including technical correspondence, analytical reports, proposals and PowerPoint presentations Prerequisite(s): COM 250

COM 332**3 credits****Managing Crisis Communications**

In addition to possessing excellent verbal and written skills, today's professional communicator must be prepared to produce crisis communication plans. Students will learn to identify crisis communications teams and spokespersons, train spokespersons in dealing with the media, establish notification systems, identify stakeholders, and develop key messages. Students will have the opportunity to create a full crisis communications plan as part of their final project.

COM 344**3 credits****Writing and Reporting for the News Media**

This course examines how to report, write, and edit news for the mass media, including newspapers, magazines, newsletters, radio, television and digital outlets. Using Associated Press style, emphasis will be on methods and styles of writing pertaining to various media, stressing differences in the approach demanded by each medium. Prerequisite(s): ENG 122

COM 400**3 credits****Co-op Experience**

This course will provide students with real-world experience in the field of communication where they will become acquainted with daily operations, while enhancing their professional skills and interacting with other communication professionals. This experience will serve as a capstone course and will include a portfolio and research project component. Prerequisite(s): Permission required.

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| <p>COM 431 3 credits</p> <p>Media and Society</p> <p>This course examines the mass media and its influence on society. Students will compare how the press and the television and entertainment industries create images and perceptions for or against established social and political structures at home and overseas. The course will make students conversant with the economic, social, political, and cultural pressures that structure the way the media is produced and provide them with an understanding of the same theories against which it is measured.</p> | <p>preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the functions of juvenile courts. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)</p> |
| <p>CRJ 101 3 credits</p> <p>Survey of Criminal Justice</p> <p>This course is a survey of agencies and processes involved in the administration of criminal justice. The survey reviews the functions of the legislature, police, prosecutor, courts, and the correctional system. Problems of law enforcement in a democratic society are discussed. This course ties together all components of criminal justice and includes issues of both the juvenile and adult offender.</p> | <p>CRJ 303 3 credits</p> <p>Administration of Criminal Justice Organizations</p> <p>This course examines the principles of scientific management as they apply to criminal justice organizations. Emphasis is on changing social responsibilities and major activities of criminal justice organizations. Information related to U.S. Court decisions on affirmative action, EEOC, liability and age, as well as functional and organizational matters, is presented. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)</p> |
| <p>CRJ 205 3 credits</p> <p>Principles of Criminology</p> <p>This course is an introductory course in the study of crime and criminal behavior that examines various theories of crime causation, profiles of criminal behavior systems, societal reaction to crime, and structures of criminological methods of inquiry. Prerequisite(s): CRJ 101</p> | <p>CRJ 304 3 credits</p> <p>Constitutional Law</p> <p>This course is a general review of the Constitution and Bill of Rights, including the constitutional basis for criminal law in the United States. Governmental structure in the United States is analyzed, including the three branches of government and how they interrelate, as well as the division of state and federal power. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)</p> |
| <p>CRJ 206 3 credits</p> <p>Corrections and Rehabilitation</p> <p>This course is an introduction to the various phases of the corrections system. Areas that are covered include a brief history of the corrections system, jails and prisons, prisoner profiles, activities and rehabilitation, and parole and probation. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)</p> | <p>CRJ 305 3 credits</p> <p>Women and Crime</p> <p>This course focuses on theoretical and contemporary issues involving female offenders. Students will have the opportunity to become acquainted with and evaluate social issues of crime relating to women. The course also examines women as victims and professionals in the field of criminal justice. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)</p> |
| <p>CRJ 207 3 credits</p> <p>Introduction to Law Enforcement</p> <p>This course reviews the fundamental principles of the structure and function of law enforcement agencies in the United States. The course emphasizes the institutional and occupational aspects of law enforcement across municipal, state, and federal levels, including methods, issues, and problems. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)</p> | <p>CRJ 306 3 credits</p> <p>Contemporary Correctional Systems</p> <p>This course is designed to provide a general overview of correctional programs as they presently exist. The course includes an examination of the procedure by which offenders move through the system. The core of the course focuses on prison administration and strategies designed to “rehabilitate” the incarcerated. The course also examines the problems facing correctional systems and alternatives to such problems. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)</p> |
| <p>CRJ 301 3 credits</p> <p>Juvenile Justice</p> <p>This course is a general orientation to the field of juvenile delinquency, including causation, development of delinquent and criminal behavior, initial apprehension, referral, and</p> | <p>CRJ 309 3 credits</p> <p>Correctional Rehabilitation: Problems / Alternatives</p> <p>This course is designed to address the extensive issues and problems found in the field of corrections. Students will review specific topics such as prison disturbances and inmate violence, excessive costs, effective correctional programs, corruption and</p> |

corrections officer professionalism. We will also focus on the various methods that are utilized to manage the ever changing inmate population in the 21st century. Prerequisite(s): CRJ 101, CRJ 206, and (CRJ 205 or 334)

CRJ 310 **3 credits**
History of the Criminal Justice System

This course is designed to offer the student an overall historical perspective of the criminal justice system from ancient times through the 20th and early 21st centuries. Students will review the history of the three main components of the criminal justice system: police, courts, and corrections. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)

CRJ 316 **3 credits**
Criminal Law

This course focuses on the goals, objectives, principles, and doctrines of criminal law and procedure. Special attention is paid to the law of search and seizure and the law of interrogation and confessions. Pretrial motions and proceedings and trial by jury are also examined. Prerequisite(s): CRJ 101, (CRJ 205 or CRJ 334), and CRJ 304

CRJ 318 **3 credits**
Criminal Investigation

This course addresses the basic aspects of criminal investigation. It presents an overview of crimes and their elements and identifies the major goals of investigation. Various investigative techniques are discussed, and the criminal investigator's relationship with individuals and other agencies is examined. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)

CRJ 322 **3 credits**
Criminal Profiling

Criminal profiling has become one of the most interesting aspects of modern criminal investigation and is the focus of public attention in its applications to violent crimes. Students will gain an understanding of the benefits of criminal profiling as it applies to law enforcement, and will learn many of the behaviors of serial criminals by applying classification methods to criminal case studies. Prerequisite(s): Criminal Justice Major, CRJ 101, (CRJ 205 or 334), and CRJ 318

CRJ 330 **3 credits**
Financial Fraud Examination

This course is an introduction to the skills and knowledge necessary to prevent, detect, and investigate financial frauds. The focus is on the causes of fraud, methods for investigating fraud within organizations, and what organizations can do to prevent

and detect fraud. The course is open to accounting, criminal justice and all other students interested in this subject matter.

CRJ 333 **3 credits**
Organizational and Corporate Crime

This course provides an in-depth examination of organizational and/or corporate crime. Various topics are explored and contemporary cases representative of each topic are comprehensively studied. The class discusses the theoretical development of these concepts, as well as the laws and investigative techniques that have been developed to specifically address this type of criminal activity. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)

CRJ 334 **3 credits**
Advanced Perspectives in Criminology

This course will present and evaluate the basic concepts and principles of all the major criminological theories as explanations of crime causation and criminal behavior. The coverage of the theories will be comprehensive and will utilize the case study approach as a methodology to focus the application of criminological theory to world experiences in order to facilitate the learning process. Prerequisite(s): CRJ 101, PSY 101, and SOC 101

CRJ 335 **3 credits**
Advanced Perspectives in Criminal Justice

This course presents a comprehensive overview of contemporary issues, procedures, and problems associated with the practicalities of law enforcement, the judiciary, corrections, and the juvenile justice system. The course also provides an in-depth examination of current and vital issues in criminal justice research, policy, process, substance, and procedure, as well as the political and ethical obligations and concerns associated with each component of the criminal justice system. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)

CRJ 341 **3 credits**
Community Corrections

This course provides a survey of non-institutional programs focusing on alternatives to incarceration in community settings. Programs reviewed will include those that address pre-release, probation, parole, halfway houses, and restitution-based programs. Prerequisite(s): CRJ 101, (CRJ 205 or CRJ 334), and CRJ 206

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| <p>CRJ 350 3 credits Computer Operations in Criminal Justice This course provides an introduction to the basic principles of computers with respect to police information systems, Interagency Criminal Justice Information, the National Law Enforcement Telecommunications Systems, National Criminal Justice Computer System, (FBI) National Incident Based Reporting System, and a variety of databases used in the criminal justice system. The legal and ethical considerations will be discussed. Criminal justice information system databases will be reviewed for application to a variety of issues. Prerequisite(s): CTA 206, CRJ 101, and (CRJ 205 or CRJ 334)</p> | <p>CRJ 394 3 credits Independent Study in Criminal Justice Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. This course is graded pass/fail. Prerequisite(s): CRJ 101,(CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher</p> |
| <p>CRJ 390 3 credits Independent Study in Criminal Justice Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. This course is graded Satisfactory/Unsatisfactory. Prerequisite(s): CRJ 101,(CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher</p> | <p>CRJ 409 3 credits Criminalistics The scientific aspect of criminal investigation is examined, with emphasis placed upon the preservation, collection, and examination of physical evidence. The role of the forensic laboratory is presented, and the laboratory's capabilities and limitations are discussed. Prerequisite(s): CRJ 101,(CRJ 205 or CRJ 334), and CRJ 318</p> |
| <p>CRJ 391 3 credits Independent Study in Criminal Justice Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. This course is graded pass/fail. Prerequisite(s): CRJ 101,(CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher</p> | <p>CRJ 410 3 credits Multicultural Issues in Criminal Justice This course examines the diversity issues that impact the criminal justice system both internally and externally. The laws of civil rights in the workplace are reviewed, and the subjects of prejudice, stereotyping, discrimination, scapegoating, and racism are discussed within the context of the criminal justice system. Ethnicity and the treatment of minority groups in the system are reviewed. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)</p> |
| <p>CRJ 392 3 credits Independent Study in Criminal Justice Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. This course is graded pass/fail. Prerequisite(s): CRJ 101,(CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher</p> | <p>CRJ 411 3 credits Criminal Evidence and Procedures This course will examine the legal procedures for the collection and introduction of evidence at a criminal trial. A review of pertinent cases will help the student to sort through the complexities that govern the trial process. The anatomy of a trial will be presented. Search warrants, probable cause, the exclusionary rule, and hearsay will be topics of discussion. Prerequisite(s): CRJ 101, (CRJ 205 or CRJ 334), CRJ 304, and CRJ 316, or major in Computer Network Security</p> |
| <p>CRJ 393 3 credits Independent Study in Criminal Justice Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. This course is graded pass/fail. Prerequisite(s): CRJ 101,(CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher</p> | <p>CRJ 412 3 credits Ethics in Criminal Justice An examination of professional standards of behavior by criminal justice practitioners and the conflict with what is acceptable behavior in the system is provided in this course. Corruption, perjury, false reports, wrongful actions, and the code of silence will be discussed. Ethical behavior and the challenge of honesty and integrity are examined within the context of their origins. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)</p> |

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| <p>CRJ 413 3 credits Research Methods in Criminal Justice This course provides an introduction to basic research in criminal justice that is designed to prepare the student to understand research methods. Students will review quantitative, qualitative, and experimental methods as techniques in criminal justice research. Review and discussion of the process of analysis, interpretation and clarification of problems, the issue of confidentiality, and the terminology of research are examined. Students will focus on preparation for the role of research consumer. Prerequisite(s): ENG 122, CRJ 101, and (CRJ 205 or CRJ 334)</p> | <p>and criminal justice systems; assessment and intervention techniques; and community support services for victims and perpetrators. Prerequisite(s): CRJ 101, and (CRJ 205 or 334)</p> |
| <p>CRJ 450 3 credits Seminar in Criminal Justice This is the capstone course for the Criminal Justice program. Students demonstrate research abilities, develop an in-depth understanding of the criminal justice system, and become acquainted with the range and scope of professional career options and settings within the system. Prerequisite(s): All CRJ core courses and senior status</p> | <p>CRJ 472 3 credits Terrorism Students will gain an understanding of the concept of terrorism as a specialized form of crime through an in-depth view of the history, theory, definitions, and political philosophies that have fueled the debate on this issue. Students will review the issues that have resulted in the present day terrorists groups through an integrated approach that will include religious and philosophical perspectives. Revolution within the context of change will be presented as an issue. The discussion will include foreign terrorism and domestic terrorists within the context of extremists groups. Examples of each type of group will be presented. Case studies of the various groups, and their activities will be presented within a criteria that will provide understanding of the overall concept of terrorism. Law enforcement strategies and overall operational considerations will be discussed. Prerequisite(s): CRJ 101 and (CRJ 205 or CRJ 334)</p> |
| <p>CRJ 461 3 credits Organized Crime This specialized type of crime continues to be a serious problem in society and influences control on many aspects of American society. Students will learn the structure and history of organized crime, both domestically and internationally, and will exhibit knowledge of the laws passed to combat it. Prerequisite(s): Criminal Justice Major, CRJ 101, and (CRJ 205 or 334)</p> | <p>CRJ 473 3 credits Hostage Takers With the increase of hostage taking incidents in the United States criminal justice professionals must have an understanding, and appreciation of the issues involved in the resolution of these incidents. Students will develop an understanding of the hostage taking phenomena and will apply crisis protocols and guidelines for negotiating with hostage takers in a variety of situations in which the principles of hostage negotiations can be used. Prerequisite(s): Criminal Justice Major, CRJ 101, and (CRJ 205 or 334)</p> |
| <p>CRJ 466 3 credits Topics in CRJ: Psychology Of Criminal Conduct Based on studies from experts in the field of criminal psychology and conduct, this course is designed to give students an insight into the thought process and motivations behind criminal conduct. Other learning objectives this course will cover will be developmental aspects of criminal behavior, prediction of criminal behavior and classification of offenders, and prevention and rehabilitation. Prerequisite(s): CRJ 101 and (CRJ 205 or 334)</p> | <p>CRJ 474 3 credits Victims of Crime In recent years, there has been an emphasis on the victims of crime by the various criminal justice agencies with a movement toward the return to a "victim justice" system. The student will understand the concepts of victimology, the role of the victim in a criminal action, and the methods used by the criminal justice system that attempt to make the victim whole again. Prerequisite(s): CRJ 101, and (CRJ 205 or 334)</p> |
| <p>CRJ 469 3 credits Domestic Violence Statistics indicate that family violence is a serious pervasive problem in our society that affects increasingly larger numbers of individuals each year. The course will provide a psychological and criminal justice perspective on family violence. Included in the course will be a review of theories and research on family violence; the types of abuse; responses from the legal</p> | <p>CRJ 475 3 credits Community Policing This style of policing, which emphasizes police-community partnerships and crime prevention, is being instituted throughout the country and is a major departure from the traditional style of policing that was practiced for several</p> |

decades. The student will learn the elements and initiatives, history, mission, and culture of community policing, and how community policing effects the relationships that exist between youths, gangs, drugs, and terrorism. Prerequisite(s): Criminal Justice Major, CRJ 101, and (CRJ 205 or 334)

CRJ 476 **3 credits**
Topics in CRJ: Elder Abuse

Americans are growing older and living longer than ever before and all deserve protection and intervention to stop abuse when it occurs. As the aging population continues to grow, so does the potential for elders to become the victim. This course will describe the multidisciplinary approach at the local, state, and national levels towards fighting elder abuse Prerequisite(s): CRJ 101, and CRJ 205 or CRJ 334

CRJ 490 **3 credits**
Internship in Criminal Justice

CRJ 490-494 consists of supervised field placement in an agency related to criminal justice such as family court, a law enforcement agency, or a correctional facility. The course is graded satisfactory/unsatisfactory. Prerequisite(s): CRJ 101, (CRJ 205 or CRJ 334), junior status, and GPA of 2.5

CRJ 491 **3 credits**
Internship in Criminal Justice

CRJ 490-494 consists of supervised field placement in an agency related to criminal justice such as family court, a law enforcement agency, or a correctional facility. The course is graded satisfactory/unsatisfactory. Prerequisite(s): CRJ 101, CRJ 205, junior status, and GPA of 2.5

CRJ 492 **3 credits**
Internship in Criminal Justice

CRJ 490-494 consists of supervised field placement in an agency related to criminal justice such as family court, a law enforcement agency, or a correctional facility. The course is graded satisfactory/unsatisfactory. Prerequisite(s): CRJ 101, CRJ 205, junior status, and GPA of 2.5

CRJ 493 **3 credits**
Internship in Criminal Justice

CRJ 490-494 consists of supervised field placement in an agency related to criminal justice such as family court, a law enforcement agency, or a correctional facility. The course is graded satisfactory/unsatisfactory. Prerequisite(s): CRJ 101, CRJ 205, junior status, and GPA of 2.5

CRJ 494 **3 credits**
Internship in Criminal Justice

CRJ 490-494 consists of supervised field placement in an agency related to criminal justice such as family court, a law enforcement agency, or a correctional facility. The course is graded satisfactory/unsatisfactory. Prerequisite(s): CRJ 101, CRJ 205, junior status, and GPA of 2.5

CRJ 495 **3 credits**
Internship in Criminal Justice– Case Management

This course consists of supervised field placement in which a student does case management type work in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course. Prerequisite(s): CRJ 101, junior status, and overall GPA of 2.5 or higher

CTA 206 **3 credits**
Computer Applications

PRIOR TO FALL 2015, THIS COURSE WAS LABELED AS BCS 206. This course provides an introduction to personal computers and their use in meeting a wide variety of application 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 University’s online learning platform. This course was formerly identified as, and is equivalent to BCS 206. Students who have completed BCS 205, CTA/BCS 210, or CTA/BCS 226 should not register for CTA 206.

CTA 210 **3 credits**
Computer Science

PRIOR TO FALL 2015, THIS COURSE WAS LABELED AS BCS 210. This course - for College of Technology students only - introduces both the theory and application of modern day computing and how market forces have influenced developments. It compares the Macintosh platform with the PC platform and looks at file preparations, file management, storage, and retrieval on both. Particular emphasis is placed on the role of the Macintosh platform in the design world so students are prepared for courses in the College of Technology, where the main tool is the Macintosh platform running applications such as desktop publishing, digital image manipulation, web page design, and video editing software. This course was formerly identified as, and is equivalent to BCS 210. Students who have completed CTA/BCS 205 or CTA/BCS 206 or CTA/BCS 226 should not register for CTA 210.

CTA 226 **3 credits**
Integrating Excel into Business Problem Solving
PRIOR TO FALL 2015, THIS COURSE WAS LABELED AS BCS 226. This course provides an intermediate level of Microsoft Excel which meets a wide variety of business technology needs. Students should have a basic knowledge of Excel skills, such as how to develop formulas. They will receive a more intensive experience in the use of spreadsheets, formulation, analysis, and presentation of data. This course emphasizes the use of pivot tables, collaboration, presentation, and problem solving techniques that are valuable in business practice, as well as a short introduction to Blackboard. This course was formerly identified as, and is equivalent to BCS 226.

CTA 315 **3 credits**
Effective Presentations through Technology
PRIOR TO FALL 2015, THIS COURSE WAS LABELED AS BCS 207. This is an advanced course designed to master skills in integrating technology to create dynamic presentations. The use of such tools as e-resources, computer presentation software (PowerPoint, Prezi), and web conferencing will be used in conjunction with group critiques and proper writing conventions. This course was formerly identified as, and is equivalent to BCS 307. Prerequisite(s): CTA/BCS 205 or CTA/BCS 206 or CTA/BCS 210 or CTA/BCS 226 or equivalent.

CUL 302 **3 credits**
World of Wines
Introduction to the world of wines explores the different wine producing grapes and wine regions around the world in terms, growing condition, and the skill of winemakers to produce wines which reflect the character and style of these world class regional wines. This will be accomplished with an in-depth study and discussion of the key wine grape regions in the world, including historical and geographical backgrounds, pertinent grape varieties and manufacturing processes. Each week will include a wine tasting and evaluation to support the premises. Sensory perception will also be utilized to gain a pragmatic approach to food and wine matching. Prerequisite(s): Must be 21 years of age to register for this section. Lab fee required.

CUL 410 **3 credits**
Food: Art and Custom
Food appreciation explores the rituals of dining, with emphasis on terminology and techniques used in the preparation and presentation of each dinner course, including complimentary beverages. Social and business implications of food will be discussed and demonstrated. Concentration will be on the pleasure that awareness of the art of food preparation affords the diner Prerequisite(s): Must be 21 years of age to register for this section. Lab fee required.

CUL 411 **3 credits**
Food: Art and Custom: International
Food: International explores the cultural impact of dining in countries currently playing major roles in the global economy. Recognizing that the future will require traveling and working in the world community, this course will provide an introduction to the traditional dishes of the selected countries, the etiquette of dining in those countries, and the fusion of that food into American cuisine Prerequisite(s): Must be 21 years of age to register for this section. Lab fee required.

DFM 200 **3 credits**
Introduction to Digital Film-Making
This course is an introduction to the theory and practice of digital film pre-production. It provides a basic understanding of digital film production technology, equipment operation, terminology, and techniques. Students will write, produce, budget (financing, fundraising), cast a pre-approved script, and obtain all necessary clearances needed for a short film Prerequisite(s): TEC 102 or VMG 102

DFM 300 **3 credits**
Directing Digital Films
This is an analytical/practical class intended to give students a basic understanding of the craft and art of directing the digital film. Through the study and analysis of scenes from shorts, features, film scripts, and a series of exercises, students will discover: the natural "beats" in a film; how to break down a script; how to work with actors; and how to develop a shooting strategy. Prerequisite(s): DFM 200

DFM 350 **3 credits**
Digital Film-Making II
This course is a continuation of DFM 200, Introduction to Digital Film-Making. The final phases of pre-production will take place, including scouting, script breakdown, scheduling, and rehearsing. For the remainder of the course, students will shoot and edit the project. The film must be a maximum of 5 minutes in length. Prerequisite(s): DFM 200 and DFM 300

DFM 400 **3 credits**
Directing Digital Films II
In this culminating digital film-making course, students will plan, shoot, and edit an approved script. This course is designed to enable students to produce a short independent film. The entire class will work as the film crew. Students will participate in every aspect of the film production process: from casting to rehearsing, from shooting to editing the project. The final project should be no more than 12 minutes in length. Prerequisite(s): DFM 200, DFM 300, and DFM 350

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| DIS 095 Online Learning Orientation for Students | 0 credit | DRA 220 Performance | 3 credits |
| Students who wish to take an online learning course at Wilmington University must first complete the Prerequisite course DIS 095, Online Learning Orientation for Students. This orientation is a free, non-credit course that provides the student with the background knowledge necessary to engage in an online environment. The student will complete six learning modules and the final steps which include an assessment. The orientation can be completed in Blackboard in approximately 60 minutes. | | This is the capstone course in the drama minor. Students will apply skills learned in previous courses in a theatrical production. Prerequisite(s): DRA 110, DRA 111, DRA 120, and another DRA course to complete the Drama minor | |
| DRA 105 Introduction to the Theater | 3 credits | DRA 230 Introduction to Scene Design | 3 credits |
| This all-encompassing course will introduce students to the various aspects of theater production. Topics include acting, directing, producing, and writing. | | This introductory course covers the theory and practice of theatrical design. Students will learn to analyze scripts to identify scenery needs and how to effectively sketch designs that will translate into actual sets. | |
| DRA 110 Acting I | 3 credits | DRA 307 The Performing Arts | 3 credits |
| 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. | | 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. | |
| DRA 111 Acting II | 3 credits | DRA 330 Modern Theater | 3 credits |
| This course is a continuation of DRA 110, Acting I. It will further explore voice and body training, presentation techniques, and also introduce students to improvisational methods used to enhance acting skills. | | 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. | |
| DRA 120 Introduction to Directing | 3 credits | DSN 94 Portfolio Archiving Orientation | 0 credit |
| This course presents students with an overview of the directing process and different styles of directing, giving them varied experience in both directing and training actors. Prerequisite(s): DRA 110 | | The ultimate goal of any visual arts student is to build a portfolio. Since the portfolio is a constant work in progress that should regularly be upgraded and changed with new and better examples of the student's work, it is imperative each student gets the proper orientation to saving and archiving their work before they start on their degree. This orientation provides the student with the necessary knowledge to protect their investment for future use in their respective portfolios. | |
| DRA 140 Origins and Early Forms of Theater | 3 credits | DSN 105 Visual Communication | 3 credits |
| 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. | | 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 | |
| DRA 200 Playwriting | 3 credits | | |
| Students will learn the principles of playwriting by writing short plays that will be performed by students in the acting and performance courses. | | | |

development, advertising, and other fields in which visuals play a key role. Prerequisite(s): Co-requisite: DSN 094

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 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. Prerequisite(s): Co-requisite: DSN 094

DSN 121 **3 credits**
Digital Publishing

This course introduces the student to digital publishing with Adobe InDesign. Students will learn how to design and produce a variety of documents along with the basic principles of design with an emphasis on the effects of typography on a layout. Commercial printing and its impact on digital files will be studied in addition to the basic skills needed to be a successful Media Designer. Prerequisite(s): Co-requisite: DSN 094

DSN 210 **3 credits**
Digital Image Manipulation

This course evaluates photographic image digitizing and manipulation of software and hardware. It examines the role of the computer as a tool in the photographic process. Students will learn the techniques of retouching and manipulating photographic images. Prerequisite(s): BCS 210 or CTA 210. Co-requisite: DSN 094

DSN 220 **3 credits**
Concept Development

In this course, students are introduced to media production by identifying the components of good production design, emphasizing the importance of problem solving, planning, and design functionality. The process of creative team dynamics is explored along with its principles and practices. Production planning, software, word processors, and desktop publishing software will be used to develop a pre-production file. Prerequisite(s): DSN 210. Co-requisite: DSN 094

DSN 235 **3 credits**
Vector Drawing

This course is equivalent to DSN 230. This course introduces the student to the creation of vector artwork, emphasizing the integration of a leading software creative suite, specifically the drawing application. Students will learn to manipulate existing art as well as creating new art while learning the aspects of the application with hands-on experience in projects relating to real world situations in print and web design. The course will also examine the aesthetics and technical details of typography, design, and page layout. Prerequisite(s): Co-requisite: DSN 094

DSN 241 **3 credits**
Color Theory

This course covers fundamental color principles, color characteristics, properties, and uses in art and design through blending with paint. Students will develop a basic vocabulary for color theory and recognition. Students will encounter color as a language and understand its position and possibilities in relation to form and design. Prerequisite(s): DSN 110 or DSN 112. Co-requisite: DSN 094

DSN 300 **3 credits**
Design for Marketing

This course focuses on the role of design in marketing communications with an emphasis on “brand identity”. Case studies of effective brand identity programs allow students to explore and critique brand expressions including print materials, website, video, and television advertising. Students also will be introduced to basic visual aesthetics and the relevance of good design.

DSN 308 **3 credits**
Illustration

This course will expose students to the basic editorial, storytelling, and advertising illustration principles and techniques. Students will examine, from a historical perspective, illustrators; illustration trends; styles; and techniques, including print and animated motion pictures. Students will focus on visualization and sketching of concepts through traditional and nontraditional methods to explore digital means of manipulating illustrations. The course will also introduce the basic terminologies used in computer-based illustration. Prerequisite(s): DSN 110/DSN 112, DSN 210 and DSN 230/235. Co-requisite: DSN 094

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| <p>DSN 315 3 credits Typography</p> <p>The principle goal of typography is the assembly of text in a fashion that is both easy to read and visually engaging. This course examines the historical, aesthetic, and cultural development of typographic forms and fonts. Students will explore historical styles and theories of type design, letter forms and typographic layouts, and their influence on modern and contemporary typography. Students will study type mechanics using type in a variety of design applications. Prerequisite(s): DSN 210 and DSN 230/235. Co-requisite: DSN 094</p> | <p>DSN 326 3 credits Intermediate Multimedia Web Page Design</p> <p>This course builds on DSN 325 (Multimedia Web Page Design) by exposing the student to the next level of multimedia interactivity and action scripting. Students will become familiar with the process of publishing a multimedia web site. This course meets in semester format. Prerequisite(s): DSN 325. Co-requisite: DSN 094</p> |
| <p>DSN 318 3 credits Portfolio Production</p> <p>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. Prerequisite(s): DSN 320. Co-requisite: DSN 094</p> | <p>DSN 335 3 credits Advanced Vector Drawing</p> <p>This course takes an in-depth look into the creation of vector artwork and the integration of a leading software creative suite that handles photos, page layout, and graphics. Students will learn more in-depth aspects of the application with hands-on experience in projects relating to real world situations in print and web design. Prerequisite(s): DSN 235 or DSN 230. Co-requisite: DSN 094</p> |
| <p>DSN 320 3 credits Web Page Design</p> <p>This course will develop the scripting skills necessary for web page design and introduce students to the basics of HTML. This course meets in semester format. Prerequisite(s): DSN 210. Co-requisite: DSN 094</p> | <p>DSN 350 3 credits Interactive Publication Design</p> <p>This course will teach using Adobe InDesign to create interactive documents; interactive PDFs, interactive and animated browser-based (SWF) documents as well as Adobe digital publishing suite (DPS) files for Android and iPad Apps Prerequisite(s): DSN 121 and DSN 210. Co-requisite: DSN 094</p> |
| <p>DSN 325 3 credits Multimedia Web Page Design</p> <p>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. This course meets in semester format. Prerequisite(s): COM 360 or SDD/WIS 370. Co-requisite: DSN 094</p> | <p>DSN 401 3 credits Publication Design</p> <p>This course is an in-depth study of digital publishing with Adobe InDesign. With a focus on publication design, students will design and prepare a 20-page publication for commercial printing. In addition, students will produce a portfolio worthy project that will include style sheets and master pages that incorporate good typography and layout design concepts. Adobe InDesign CS (most current version) will be utilized in this course. For distance learning the student is responsible for acquiring the latest software version (education pricing available) through Adobe's Creative Cloud (one-year or month-to-month memberships) or the Adobe Creative Suite® Design Premium. Prerequisite(s): DSN 120 or DSN 121. Co-requisite: DSN 094</p> |

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| <p>DSN 402 3 credits Graphic Design of Brochures and Catalogs In this course, students will get hands-on experience producing direct mail pieces, including brochures, advertisements, posters, and postcards. They will utilize an outside source to produce printed pieces as well as explore costs associated with printing. Prerequisite(s): DSN 121. Co-requisite: DSN 094</p> | <p>appropriate corporate style and logo to accompany their project. All work must be presented in the best possible manner, with well designed digitally published pages, a proper use of color, typography, etc., using their own corporate style and logo. This course may be completed as a directed study with an instructor of the student's choice or in a classroom setting. This course meets in semester format. Prerequisite(s): Permission required</p> |
| <p>DSN 410 3 credits Advanced Digital Image Manipulation This course extends the use of image-manipulating software to create new images, masks, layers, and type. Designs for video covers, book covers, etc., will be produced for the student's use in later publication. Prerequisite(s): DSN 210. Co-requisite: DSN 094</p> | <p>DSN 490 3 credits Internship This course will provide students with real-world experience in the field of media design where they will become acquainted with daily operations, while enhancing their professional skills and interacting with other professionals. College of Technology students wishing to complete their internship requirements should review procedures at http://wilmu.edu/technology/internships/index.aspx. This course is graded satisfactory/unsatisfactory Prerequisite(s): Permission required</p> |
| <p>DSN 415 3 credits Packaging and Display Design In this course, students will be expected to develop point-of-purchase displays along with product package design. Marketing strategy; manufacturing requirements; and product branding, with an emphasis on advertising, will be explored. Prerequisite(s): DSN 235 or DSN 230. Co-requisite: DSN 094</p> | <p>ECE 201 3 credits Health, Safety, and Nutrition Students receive an overview of the philosophy, principles, and evaluation of health, safety, and nutrition in education settings for young children. Age-appropriate teaching strategies are highlighted. Emphasis is on the importance of health, fitness, safety, and nutrition to an individual's overall performance and behavior—socially, emotionally, and physically.</p> |
| <p>DSN 420 3 credits Advanced Web Page Design This course builds on Introduction to Web Page Design to develop student skills at an advanced level. With this knowledge, students will be able to design, set up, and maintain web sites (Webmasters) at the corporate or institute level. Topics will be covered in a theoretical and practical way. The course includes a large component of hands-on computer work. Prerequisite(s): DSN 320. Co-requisite: DSN 094</p> | <p>ECE 202 3 credits Professional Issues in Early Childhood Students examine and analyze major concepts of contemporary programs for young children. Students learn historical, theoretical, and research perspectives. Professional ethics and diversity issues in programs for young children and their families are major topics.</p> |
| <p>DSN 460 3 credits Topics in Design This course surveys contemporary subjects and current events pertaining to Multimedia Design, Networking and Internet design, or Television and Video Production Design. Prerequisite(s): permission required</p> | <p>ECE 203 3 credits Methods of Teaching Art, Music, and Movement Students learn the art, music, and perceptual motor skills areas for children ages 3-7 years. Students develop a repertoire of activities and approaches in these areas, emphasizing the child's participation. Students learn techniques for teaching music, art, and movement through observation, lesson planning, and actual classroom teaching. A virtual clinical experience from schools using "best practices" is required.</p> |
| <p>DSN 487 3 credits Senior Project This course is designed to allow senior year students the opportunity to practice their specialization in a production environment. At the start of the project, students will identify a realistic project in their main competency area(s) with a faculty mentor. Having agreed on a timetable for their project's completion, the students will then begin a required/flexible workshop where they must prepare a clear and comprehensive pre-production plan. The students must also develop an</p> | |

ECE 204 **3 credits**
Integrated Methods: Language Arts, Social Studies, Science, and Math

This course is an introduction to the language arts, social studies, science, and math programs suitable for use with children ages 2-7 years. The design of the course enables students to understand the importance of these curriculum areas in the child's overall development. The kinds of materials and activities to be included in the preschool curriculum are also studied. A virtual clinical experience from schools using "best practices" is required. Prerequisite(s): For AS Students: ECE 211 For BS Students - ENG 131 and MAT 201.

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. Prerequisite(s): EDU 203

ECE 211 **3 credits**
Language Arts in Early Childhood Programs

Methods and materials to promote effective language skills of listening, speaking, and vocabulary development are emphasized. Activities for pre-writing and pre-reading are included. Criteria for appropriate selection of children's books are presented. Students learn techniques for reading and telling stories. Prerequisite(s): PSY 336

ECE 214 **3 credits**
Creating Environments for Learning

Students learn concepts and strategies for preventing discipline problems as well as models of discipline for use if such problems occur in the early childhood/elementary classroom. Preventive strategies include organizing the classroom

effectively, maintaining on-task behavior, positive interactions, developing and teaching rules and behavioral expectations, and ignoring attention-getting behavior. Discipline models reviewed by students include student-centered approaches including the Supportive Model and Transactional Analysis, and such teacher-directed approaches as Assertive Discipline and Behavior Modification. Prerequisite(s): PSY 336

ECE 216 **6 credits**
Internship in Early Childhood Education

ECE 216 is designed for AS Early Childhood Education majors. The supervised field experience/internship includes at least 45 full teaching days. Interns are placed with individual mentor teachers or with teams of supervising teachers in approved clinical settings appropriate to the area of program concentration (birth to kindergarten). Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Interns are monitored and supported by Wilmington University supervisors, and are required to attend regularly scheduled seminars. ECE 216 is graded Satisfactory/Unsatisfactory. Prerequisite(s): All ECE core courses; A new Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) emailed or sent to the Office of Clinical Studies Program Chair. A completed Student Teaching Fieldwork application by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Applications for ECE candidates must be requested by the program chair.

ECE 450 **9 credits**
Early Childhood Education Student Teaching

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Birth-Grade 2. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Teacher Candidates are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory. Prerequisite(s): A new Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection

Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. At the time of application, candidates must have submitted passing scores and subset scores for Praxis CORE and Praxis II Content Specific Examination. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>. Student Teaching must be taken in conjunction with EDU 499. Program Chair approval is required for course registration.

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(s): successful completion of math skills assessment 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(s): 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 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(s): ECO 102

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. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. This is an online course; students should utilize available Blackboard learning resources and be prepared to function in an online learning environment at the inception of the course. Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 401

3 credits

Career and Technical Education Instructional Technology

The focus of this course is to assist career and technical teachers in the application of technology to enhance student learning and increase student achievement. Course topics include spreadsheets, desktop publishing, multimedia, web design, and selection/use/evaluation of instructional software appropriate for a teacher's particular career program, using the internet, and developing an understanding of how technology can change the learning environment and the roles of teacher and learner. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 402

3 credits

Career and Technical Education Advanced Curriculum Design

This course focuses on curriculum design for career and technical courses. Students will learn how to develop the sequence of teaching activities in career and technical courses as well as the content that should be taught to be state-of-the-art for the workplace. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional differentiated assignments will be required for students taking this course at the graduate level. Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 403

3 credits

History and Regulations of Career and Technical Education

This course explores the history, philosophy, and the regulations of Career and Technical Education (CTE). Each of these areas will be examined to determine how and why CTE has developed into current practices. The historical context of philosophy and regulation will be used to foster an understanding of issues expected to impact the future of CTE. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

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 career and technical schools, community colleges, and four-year colleges. Job placement in community and school-based settings is also studied. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

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. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. This may be an online course; students should utilize available Blackboard learning resources and be prepared to function in an online learning environment at the inception of the course Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 406

3 credits

Career and Technical Education: Assessment and Course Construction

The purpose of this course is to assist vocational-technical teachers in learning how to develop their courses to meet the workplace needs and satisfy curriculum standards, as well as the Delaware content standards. An introduction to student organizations and to key safety practices will also be a part of this course. This course is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 407

3 credits

Career and Technical Student Organizations

This course focuses on the history and importance of student organizations in the career and technical high schools. The course will focus on building student leadership skills, presentation skills, and technical skills appropriate to the specific career program. Instruction will also include preparing students for the state and national skills events. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 410

3 credits

Multicultural Education

This course addresses the principles and practices for providing instruction in the multicultural classroom. The students will study the role of race and social class in the classroom as well as the impact of cultural learning styles and racial identity on learning. They will learn concepts and strategies for effective decision-making, delivery of instruction, classroom management, and culturally responsive assessments. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. This may be an online course; students should utilize available Blackboard learning resources and be prepared to function in an online learning environment at the inception of the course. Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

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

Methods of Teaching Career and Technical Education I includes methods and demonstration of proficiency in teaching the particular career program of the teacher. Students are expected to develop materials, lesson plans, units, and structure for their courses. This course also addresses strategies that include helping students to develop problem-solving skills. Safety procedures will also be emphasized as an integral part of this course. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional assignments will be required for students taking this course at the graduate level. Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 412 **3 credits**
Career and Technical Education Classroom Management

Effective classroom management techniques are emphasized to maximize student achievement. Concepts in academic learning time and active instruction are stressed. Students will learn strategies for preventing discipline problems, including organizing the classroom effectively, maintaining on-task behavior, interacting positively with students, and developing rules and procedures for a positive learning environment. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 413 **3 credits**
Methods of Teaching Career and Technical Education II

This course is geared to meeting the developmental learning needs of career and technical education students. The effective teaching skills evident in the DPAS system and the Delaware Professional Teaching Standards will be emphasized in this course. Multiple strategies will be considered for (1) planning and delivering lessons that make learning meaningful for students; (2) meeting the developmental and diverse learning needs of students; (3) creating an environment in the classroom conducive to learning; (4) assessing, analyzing, and reflecting upon teaching and student learning; (5) using technology to support learning; and (6) treating all students equitably in the classroom. Employability skills and developing integration projects will also be taught. This is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional

and differentiated assignments will be required for students taking this course at the graduate level Prerequisite(s): EDC 411 Methods of Teaching Career and Technical Education I and EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 414 **3 credits**
Student Testing and Evaluation

This course will assist career and technical education teachers in learning how to prepare, administer, and score classroom assessments that are aligned with curriculum and instruction. Attention will be given to the design of performance assessments that will align with project-focused learning targets common to career and technical education courses. This is a dual-listed and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 420 **6 credits**
Clinical Component for Career and Technical Education Teachers

OPTION 1 – Action Research/Problem Solving Project. The candidate will apply knowledge gained from previous career and technical education courses as well as from personal and professional experiences in the field to identify and solve a classroom, content area, or school-wide problem related to teaching and learning. Components of the project will vary depending on content area and degree level (B.S. or M.Ed.). The project must include, but is not limited to: a literature review; an analysis of student demographics, context and culture; an exploration of best practices; the development of appropriate lesson plans and assessments; an analysis of the project's impact on student learning and other outcomes; information about possible legal and ethical issues; and a discussion of professional dispositions, conduct and development. Candidates will prepare an electronic presentation that describes the project and its outcomes for review/approval by the Program Chair. The presentation will be posted on the course website and in E-Folio (EDC 100 or MCT 6102). Final grade for the course will be either Satisfactory or Unsatisfactory. OPTION 2 – Supervised Clinical Experience (Student Teaching). The candidate will engage in a 40-day (school days) clinical experience, co-supervised by a college mentor provided by the Office of Clinical Studies and a school-based mentor provided by the placement school (fully certified teacher, department chair, content area

supervisor, or administrator). During this 40-day period the candidate will prepare lesson/activity/unit plans, carry out those plans, assess levels of student learning using approved College of Education (or school-mandated) formats and processes, and reflect on outcomes. The candidate will be observed at least six times during the placement using the DPAS II model or the observation/evaluation system required by the school. The same e-folio student teaching components required for other College of Education teacher preparation programs are also required for this option (reflections on and evidence of achievement of Delaware's teaching standards, etc.). Final grade for the course will be either Satisfactory or Unsatisfactory. *EDC 420/MCT 6420 is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments are required for students taking this course at the graduate level. Prerequisite(s): Career and Technical Education students must be register in EDU 102 which is the E-Folio System that is used for documenting and tracking student mastery of program competencies.

EDU 102
E-Folio

0 credit

This course provides access to the electronic portfolio housed on TaskStream, and is required for all students enrolled in a Graduate Program in the College of Education. E-folio is a non-credit course and does not meet as a regular class. Registration for the course requires a one-time fee which provides students with access to the electronic portfolio for a period of six years. Students must (1) enroll in this course at the beginning of their program and (2) open the course on Blackboard and follow the instructions to activate their TaskStream account. Throughout your program, assignments, documents, and artifacts from designated courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

EDU 202
School Involvement with Families and Community

2 credits

This course is an examination of issues related to the family, school, and community. Professional ethics, issues of diversity, and the availability of community and school resources are major focuses. In addition, an emphasis will be placed on the need for collaboration, reaching out, and the necessity of a shared vision when trying to meet and understand the joint needs of the child, family, and school. Effective parent conferencing techniques and home/school communications are stressed, in addition to how to achieve sensitive solutions to school-related problems Prerequisite(s): EDU 102 and EDU 203

EDU 203
Instructional Technology

3 credits

The selection, use, production and development of technology applications and venues to enhance instruction and facilitate learning are emphasized. Course topics emphasize the use of a variety of technology applications as tools for delivering current, informative, interactive and engaging lessons. As a precursor to using technology as a vehicle for effective instruction, students will learn a variety of software applications and network tools.

EDU 301
Teaching English as a Second Language

3 credits

This course is an overview of the field of teaching English as a second language (ESL), including practice in the preparation and presentation of ESL lesson plans.

EDU 303
Contemporary Theories and Practices in Middle Level Education

2 credits

Contemporary theories and practices that apply to middle level schools are reviewed and critiqued. Topics include contemporary social and cultural issues, school organization, curriculum, guidance, and student activities. A major focus of the course is the special developmental needs of middle level students and appropriate classroom management techniques for this age group Prerequisite(s): EDU 102 and EDU 203

EDU 304
Health and Physical Education

3 credits

This course focuses on teaching the mind, body, and spirit components of a healthy lifestyle. Particular emphasis will be placed on the important role of exercise, family and community, work and diet in maintaining good health. Recent findings and reports in medicine, exercise, diet, and nutrition will be discussed. This course includes health services, health education, and healthy school environments Prerequisite(s): EDU 102 and EDU 203

EDU 306
Effective Teaching Strategies

3 credits

This course will focus on the fundamentals of effective classroom teaching, with an emphasis on specific strategies for meeting the developmental learning needs of a diverse population of students. Multiple strategies will be considered for (1) planning and delivering lessons that make learning meaningful for students; (2) meeting the developmental and diverse learning needs of students; (3) creating an environment in the classroom conducive to learning; (4) assessing, analyzing, and reflecting upon teaching and student learning; (5) using technology to support learning; and (6) treating all students equitably in the classroom. The effective teaching skills evident in the Delaware

Performance Appraisal System and the Delaware Professional Teaching Standards and the content standards delineated in the Delaware Student Content Standards will be emphasized in the course Prerequisite(s): EDU 102 and EDU 203

EDU 310 **2 credits**
Applied Behavior Analysis and Classroom Culture

Understanding, interpretation and use of behavioral programming in classroom management for special education are the focus of this course. An awareness of the role of behavior modification and reinforcement principles, cognitive and humanistic theories, in concert with the affective domain and self-esteem strategies are stressed. Emphasis is on the teacher's need to achieve maximum effectiveness in predicting and controlling behavior. The special education teacher and other professionals are equipped with the skills necessary to effectively manage the behavior of the children entrusted in their care. Teacher candidates will learn about reasons for misbehavior and about several discipline models or options for use by teachers to establish a positive classroom culture. Pre-Requisites: EDU 102 and EDU 203

EDU 311 **2 credits**
Assistive Technology

This course is designed to help professionals in schools understand assistive technology for students with disabilities. The main focus of the course is on students with mild mental handicaps, learning disabilities, or emotional disturbances. The meaning of assistive technology and methods of assessing students to match them with appropriate assistive technology are emphasized Prerequisite(s): EDU 102 and EDU 203

EDU 312 **2 credits**
Integrated Curriculum in Schools

This course examines current curricular programs and instructional methodologies while analyzing their teaching strategies, backgrounds, and purposes with an emphasis for school implementation. An understanding of the curricular models used in the instruction of various learning needs will provide pre-service teachers with information and ideas regarding innovative programs of instruction and how these programs operate at the middle level. The course also provides a fundamental understanding of a curriculum scope and sequence related to various subject areas. This knowledge is related to developing cross-curriculum sub objectives within a given curriculum guide, developing model lessons that include cross-curricular activities, including enrichment and fine arts connections Prerequisite(s): EDU 102 and EDU 203

EDU 313 **2 credits**
Classroom Culture and Student Behavior

This course is an in-depth study of practical techniques applied by teachers to deal effectively with middle level student behavior problems when such problems arise in classrooms and schools. Different students misbehave in different ways and for different reasons. As a result, not all misbehavior can be handled by teachers in the same way. In this course, middle level teacher candidates will learn about reasons for misbehavior and about several discipline models or options appropriate for middle schools that can be used by teachers when students misbehave. A clinical experience in schools is required Prerequisite(s): EDU 102 and EDU 203

EDU 390 **1 credit**
Practicum I

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the components of professional practice, Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and DPAS II (Delaware Performance Appraisal System II). Practicum I provides the teacher candidate with opportunities to observe, describe, interpret, and understand all aspects of professional practice and to reflect on the personal and professional attributes required for success in teaching. Candidates in Practicum I focus on the development and characteristics of learners, individual learning differences, dispositions expected of professionals within the education field, learning environments and social interaction. Prerequisite(s): EDU 102 and EDU 203. A Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD and a completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Effective July 1, 2014, scores and sub-scores that meet Delaware minimum requirements on the PRAXIS CORE SERIES FOR EDUCATORS are pre-requisites for Practicum I. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware

certification can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisite(s): EDU 102 and EDU 203. A Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD and a completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Effective July 1, 2014, scores and sub-scores that meet Delaware minimum requirements on the PRAXIS CORE SERIES FOR EDUCATORS are prerequisites for Practicum I. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>.

EDU 391

1 credit

Practicum II

Practicum II is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum II requires the teacher candidate to implement, analyze and reflect on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates will learn to explore decision-making processes through the application of knowledge and skills gained in the Prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students. Prerequisite(s): EDU 102, EDU 203 and EDU 390. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisite(s): EDU 102, EDU 203 and EDU 390. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a

new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>.

EDU 392

1 credit

Practicum III

Practicum III is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations.

MSE Practicum III placements are in inclusive learning environments serving students with identified / diagnosed learning needs. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum III is an extension of Practicum II in which the teacher candidate refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates enhance instructional strategies, learning activities, classroom management skills and lesson planning through the application of knowledge and skills gained in the Prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons from full units within an approved classroom setting, as well as working with individual students. Prerequisite(s): EDU 102, EDU 203, EDU 390, EDU 391. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisite(s): EDU 102, EDU 203, EDU 390, EDU 391. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for

placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>.

EDU 396 **3 credits**
Environmental Education Practicum

This course is a structured, field-based mentored program that requires a minimum of 40 hours in an approved off-campus setting and 21 hours of seminar. Practicum will mesh the content base of the science courses with the practicality of the classroom, the home, and the community at large. Through a variety of methodology, the earth and its systems will be studied from a holistic view and methods of instruction that enable the citizenry to make informed choices.

EDU 402 **3 credits**
Integrated Methods to Teaching Elementary Language Arts/Reading

This course includes content, methods, and demonstration of proficiency in the literacy areas of reading, written composition, listening, oral communication, grammar and usage, and spelling. Students are expected to develop materials, lesson plans, units, and methods for teaching the elements of language arts/reading in an integrated way. A team approach with other teachers and the integration of other content areas are emphasized in the course. A virtual clinical experience from schools using “best practices” is required. Prerequisite(s): EDU 102, EDU 203, RDG 301 and RDG 302.

EDU 403 **3 credits**
Integrated Methods to Teaching Elementary Social Studies

Students learn selection and evaluation of teaching methods, use of curriculum, use of technology, and preparation of instructional materials appropriate for social science content. Emphasis is placed on an integrated unit approach (integrating both the social sciences and the social sciences with other major content areas). A virtual clinical experience from schools using “best practices” is required. Prerequisite(s): EDU 102, EDU 203, HIS 300, HIS 316, HIS 320, POL 300, and ECO 105.

EDU 404 **3 credits**
Integrated Methods to Teaching Elementary Science

The scope and sequence of the science curriculum for elementary students are emphasized via planning integrated lessons and units of instruction and laboratory methods. The integration of the lessons/units will focus on integrating the various science disciplines and on integrating the sciences with other major content areas. A virtual clinical experience from schools using

“best practices” is required. Prerequisite(s): EDU 102, EDU 203, SCI 232, SCI 305, and SCI 307.

EDU 405 **3 credits**
Integrated Methods to Teaching Elementary Math

Students are exposed to mathematics learning strategies and the methods and strategies for teaching mathematics. Students have the opportunity to analyze programs and learning materials as they set up environments and situations which stimulate interest in learning mathematics. A special emphasis is on how math can be integrated with other major content areas in the teaching and learning process. Modeling strategies, the appropriate use of manipulatives, the integral use of calculators and computers, learning in cooperative groups, reading and writing to learn, and the other NCTM standards are the core of this course. A virtual clinical experience from schools using “best practices” is required. Prerequisite(s): EDU 102, EDU 203, MAT 201, MAT 202, and MAT 304 (with a 2.0 GPA in those 3 courses).

EDU 407 **3 credits**
Integrated Approaches to Teaching Middle Level Language Arts/Reading

This course includes content, methods, and demonstration of proficiency in the literacy areas of reading, written composition, listening, oral communication, grammar and usage, and spelling. Students are expected to develop materials, lesson plans, units, and methods for teaching the elements of language arts/reading in an integrated way. A team approach with other teachers and the integration of other content areas are emphasized in the course. A virtual clinical experience from schools using “best practices” is required. Prerequisite(s): RDG 300, RDG 302, RDG 305, and EDU 312.

EDU 408 **3 credits**
Integrated Approaches to Teaching Middle Level Social Science

Students learn selection and evaluation of teaching methods, use of curriculum, use of technology, and preparation of instructional materials appropriate for social science content. Emphasis is placed on an integrated unit approach (integrating both the social sciences and the social sciences with other major content areas). A virtual clinical experience from schools using “best practices” is required. Prerequisite(s): EDU 102, EDU 203, HIS 204, HUM 360, HUM 361, SOC 101, ECO 105, POL 326, and EDU 312.

EDU 409 **3 credits**
Integrated Approaches to Teaching Middle Science

The scope and sequence of the science curriculum for elementary students are emphasized via planning integrated lessons and units of instruction and laboratory methods. The integration of the lessons/units will focus on integrating the various science disciplines and on integrating the sciences with other major content areas. A virtual clinical experience from schools using “best practices” is required. Prerequisite(s): EDU 102, EDU 203, EDU 312, SCI 232, SCI 305, SCI 315, and MAT 101 or MAT 205.

EDU 410 **3 credits**
Integrated Approaches to Teaching Middle Math

Students are exposed to mathematics learning strategies and the methods and strategies for teaching mathematics. Students have the opportunity to analyze programs and learning materials as they set up environments and situations which stimulate interest in learning mathematics. A special emphasis is on how math can be integrated with other major content areas in the teaching and learning process. Modeling strategies, the appropriate use of manipulatives, the integral use of calculators and computers, learning in cooperative groups, reading and writing to learn, and the other NCTM standards are the core of this course. A clinical virtual experience from schools using “best practices” is required. Prerequisite(s): MAT 101, MAT 200, EDU 102 and EDU 203.

EDU 451 **9 credits**
Student Teaching

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Elementary Education and Middle Level Education 6-8. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Teacher Candidates are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory. Prerequisite(s): A new Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for

placement in Fall and August 1 for placement in Spring. At the time of application, candidates must have submitted passing scores and subset scores for Praxis CORE and Praxis II Content Specific Examination. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>. Student Teaching must be taken in conjunction with EDU 499. Program Chair approval is required for course registration.

EDU 460 **3 credits**
Topics in Education

This course is an intensive study of contemporary topics and issues in education. Prerequisite(s): Approval of Academic Dean

EDU 461 **3 credits**
Topics in Education

This course is an intensive study of contemporary topics and issues in education. Prerequisite(s): Approval of Academic Dean

EDU 462 **3 credits**
Topics in Education

This course is an intensive study of contemporary topics and issues in education. Prerequisite(s): Approval of Academic Dean

EDU 499 **3 credits**
Clinical Assessment in the Classroom

Clinical assessment addresses contemporary issues and practices in the field of assessment. The course will focus on developing competence in assessing student work in an educational setting. The collection, analysis, and interpretation of immediate, real-time information for making data-driven decisions about teaching and learning will be emphasized. Related topics such as conferencing techniques, reporting systems, analyzing student work, applying rubrics, and continuous assessment techniques will be discussed in the course. (This course must be taken in conjunction with student teaching.)

ENG 095 **0 credit**
English Review

This course will provide a review of reading and writing for students who need to strengthen their backgrounds in English before taking university-level courses requiring university-level reading and writing. It establishes a foundation for success in subsequent university-level courses. Students begin with close reading exercises that are followed by writing paragraph-length essays. Students’ literacy levels will increase; students will also learn to use strategies in the writing process as well as other strategies for self-regulation. Grammar instruction will be

both contextual and localized: students will complete a writing diagnostic and explicit grammar instruction will be in response to the errors of the class's diagnostic essays. Grammar will be assessed from student writing. Please note the minimum passing grade of ENG 095 is a "C".

ENG 110

3 credits

English Essentials

This course will teach students the steps in the writing process as well as strategies for academic success. Students will be shown how to write and evaluate essays in a variety of rhetorical modes first by instructor modeling, then collaboration with the instructor, and then students will write independently. Students will begin the course with paragraph writing and end the course with multi-paragraph essay writing in preparation for college-level writing courses. All essays will have two drafts, a first draft and a revised draft, both of which will be assessed for academic integrity issues through SafeAssign. The first draft will allow students to correct any issues with the use of outside sources before submitting the revised draft (although no use of outside sources is expected). Students will receive direct instruction in mechanics, usage, and grammar (MUGs); assessment in MUGs will be through student writing. Students will be required to apply all attained skills to all writing assignments. Credit from this course applies as an elective credit toward graduation. Prerequisite(s): Placement after taking Accuplacer or successful completion of ENG 095. Please note the minimum passing grade of ENG 110 is a "C".

ENG 121

3 credits

English Composition I

PRIOR TO FALL 2013, THIS COURSE WAS OFFERED AS ENG 101. This course is designed to help students become more proficient and effective writers. Students will study the principles and skills involved in effective writing and will be required to apply these skills to writing assignments throughout the course. Students will study the elements that constitute various rhetorical patterns of writing and develop skills in using these patterns in their writing. The rhetorical patterns studied in this course are description, narration, compare/contrast, classification/division, and extended definition. Students will strengthen their knowledge of APA conventions through direct instruction in the use of APA formatting and citation; APA formatting and citation is required in all papers. Students will receive direct instruction in mechanics, usage, and grammar (MUGs); assessment in MUGs will be through student writing. All essays will have two drafts, a first draft and a revised draft, both of which will be assessed for academic integrity issues through SafeAssign. The first draft will allow students to correct any issues with the use of outside sources before the revised

draft is submitted. Students will be required to apply these skills to all writing assignments. Successful completion of an independent library orientation project is also a requirement. Prerequisite(s): Successful completion of ENG 110 (with a grade of a "C") or placement through Accuplacer. Please note the minimum passing grade of ENG 121 is a "C".

ENG 122

3 credits

English Composition II

PRIOR TO FALL 2013, THIS COURSE WAS OFFERED AS ENG 102. This course is designed to improve student writing effectiveness and close-reading skills. Students will be required to expand upon the skills learned in English 121 and apply these skills to selected writing assignments. This course will help students learn how to think more clearly, organize thoughts in a logical sequence, and improve writing skills through prewriting, writing, and revision processes. Students will continue to study various rhetorical patterns and use their writing skills to develop essays in these patterns. The rhetorical patterns studied in this course are process analysis, cause and effect, and argument/persuasion. Students will also learn the process and skills needed to write a clear, precise, and accurate research paper, including researching a topic, assessing sources, and incorporating outside sources into student writing. Research writing skills will be scaffolded for students. All essays will have two drafts, a first draft and a revised draft, both of which will be assessed for academic integrity issues through SafeAssign. The first draft will allow students to correct any issues with the use of outside sources before the revised draft is submitted. Students are given detailed instruction in the use of APA formatting and citation; APA formatting and citation is required in all papers. Students will receive direct instruction in mechanics, usage, and grammar (MUGs); assessment in MUGs will be through student writing. Students will be required to apply all attained skills to all writing assignments. Prerequisite(s): ENG 121. Please note the minimum passing grade of ENG 122 is a "C".

ENG 131

3 credits

Public Speaking

PRIOR TO FALL 2013, THIS COURSE WAS OFFERED AS ENG 111. This course is designed to help students develop and improve effective oral communicative skills. Students will learn the basic skills and principles necessary to prepare written presentations and to orally deliver these presentations with confidence. They will receive practical assistance in the areas of reading, writing, speaking, listening, and critiquing. Prerequisite(s): ENG 122

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| <p>ENG 200 English Grammar</p> <p>This course will survey the structure of contemporary English grammar. It will also explore the usage problems associated with contemporary grammar in both speech and writing. Topics will include: the structure of English (words, phrases, clauses, and sentences), sentence structure problems, agreement errors, commonly confused and misused words, and spelling. Prerequisite(s): ENG 122</p> | <p>3 credits</p> | <p>ENG 360 Creative Writing</p> <p>This course allows students to express their creative abilities through the writing of stories, plays, poems, and essays. Critical appraisals of students' work by members of the class are an important element in this course. Prerequisite(s): ENG 122</p> | <p>3 credits</p> |
| <p>ENG 205 History of the English Language</p> <p>This course is designed to provide students with an understanding of the development of the English language. They will recognize changes in language as the product of political, social, religious, technological, and economic factors. This course will focus on the study of the origins, changes, and reasons for changes in the grammar, sounds, and vocabulary of English from its beginnings to modern time. Prerequisite(s): ENG 200</p> | <p>3 credits</p> | <p>EPY 301 Assessment of Exceptional Children and IEPs</p> <p>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.</p> | <p>3 credits</p> |
| <p>ENG 310 Research Writing</p> <p>This course seeks to develop skills in advanced composition, critical reading, and research: evaluation of sources and incorporating others' research into student writing. It is designed to improve students' abilities to create a persuasive argument, and to use outside sources through quoting, paraphrase, summary, and synthesis. Students will use the outside sources to reinforce their own persuasive arguments correctly and effectively. Students will also concentrate on APA style and how it can be used to ensure correct use of sources and academic integrity. Prerequisite(s): ENG 122</p> | <p>3 credits</p> | <p>EPY 302 Educational Assessment</p> <p>Students learn the nature and use of measurement and evaluation in educational settings. Construction of teacher-made tests and assessment portfolios are emphasized. Professionally prepared standardized achievement and aptitude tests are examined. Prerequisite(s): EDU 102 and EDU 203</p> | <p>3 credits</p> |
| <p>ENG 320 Advanced Composition</p> <p>This course is intended to prepare classroom teachers to communicate well to a variety of audiences in a variety of modes. This class is also intended to prepare teachers for professional development beyond the classroom. For use in the classroom, teachers will be prepared to communicate with students, parents, other teachers, administrators, and the community as a whole. Teachers will be comfortable using varying levels of formality, but always employing standard English. Teachers will also be prepared to perform independent action research in order to continue their own professional development. Prerequisite(s): ENG 122</p> | <p>3 credits</p> | <p>EPY 303 Advising, Mentoring, and Counseling Techniques</p> <p>Exploration of middle level counseling and mentoring models that are congruent with culturally responsive interaction between teacher and student is the focus of this course. Included are learning styles, contemporary problems, home-school communications and parent involvement, and community resources. Attendance at community-based family services is required. Prerequisite(s): EDU 102, EDU 203, and PSY 332</p> | <p>3 credits</p> |
| | | <p>EPY 306 Educational Psychology and Assessment</p> <p>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.</p> | <p>3 credits</p> |

Professionally prepared standardized achievement and aptitude tests are examined Prerequisite(s): EDU 102 and EDU 203

EPY 401

3 credits

Teaching Diverse Populations and Exceptional Children

This course will provide students with a variety of teaching strategies that enhance teaching and learning in an inclusive, multi-cultural classroom including students with exceptionalities. Students will explore ways to better understand how context and culture affect teaching and learning, and will acquire strategies to support learning for students whose first language is not English as well as for children of special needs. Emphasis will be placed on an understanding of how student learning is influenced by factors such as: poverty, prior learning, race, language of origin, culture, gender, health, family structure, religion, and community. Prerequisite(s): EDU 102, EDU 203, and PSY 333

ESL 101

3 credits

Intermediate Grammar and Writing

This course will emphasize the fundamentals of essay writing and grammar skills with emphasis on the academic needs of International students. Students will receive instruction and practice in essay writing, decoding text, grammar usage, and spelling. They will learn the process of writing different types of essays and proper usage of grammar. Please note the minimum passing grade is a "B".

ESL 102

3 credits

Intermediate Vocabulary and Speech

This course will emphasize vocabulary-building elements and public speaking with an emphasis on the academic needs of International students. Students will receive instruction and practice in building reading and decoding skills. Students will improve pronunciation and speech fluency through short, in-class presentations and conversation. Students will also learn skills in preparing for presentations using multimedia technology. Please note the minimum passing grade is a "B".

ESL 203

3 credits

Advanced Grammar and Writing

This course is designed to improve essay writing and grammar skills with emphasis on the needs of International students. Students will be required to expand their writing and grammar skills learned in ESL 101 and apply these skills to selected writing assignments. Students will receive instruction and practice in advanced essay writing, decoding text, grammar usage, and spelling. This course will help students to develop skills about how to think more clearly, organize thoughts in logical sequence, and improve writing skills through prewriting, writing, and rewriting processes. Please note the minimum passing grade is a "B".

ESL 204

3 credits

Advanced Vocabulary and Speech

This course will emphasize advanced vocabulary-building elements and public speaking, with an emphasis on International student needs. Students will be required to expand their speaking and vocabulary skills learned in ESL 102 and apply these skills to selected presentation assignments. Students will improve decoding, reading, pronunciation and speech fluency skills. Students will also learn basic research and citation (APA, current edition) skills in preparing for their presentations using various multimedia technologies. Please note the minimum passing grade is a "B".

ETN 335

3 credits

Italian American Heritage and Culture: A Local Perspective

Italian Americans have played a central and continuous role in the American consciousness, shaping our political, economic, cultural and social lives. This course will explore the multi-layered history of Italian Americans, from Columbus to DiMaggio, from food and family to the entrapping stereotypes of *The Godfather* and *The Sopranos*. Special emphasis will be given to the local and regional impact of the Italian American community.

ETN 336

3 credits

Irish American Heritage and Culture: A Local Perspective

Irish Americans have played an integral role in shaping American political, economic, cultural, and social lives. This course will explore the multi-layered history of Irish Americans, from Commodore James Barry to the Kennedys, from food to the arts; each aspect of the course will seek to answer the question, "What does it mean to be Irish-American?" Special emphasis will be given to the local and regional impact of the Irish-American community.

ETN 337

3 credits

African American Heritage and Culture: A Local Perspective

African Americans have played an integral role in shaping American political, economic, cultural, and social lives. This course will explore the multi-layered history of African Americans, from Harriet Beecher Stowe's *Uncle Tom's Cabin* to the Civil Rights era to Thurgood Marshall, from food to the arts; each aspect of the course will seek to answer the question, "What does it mean to be African American?" Special emphasis will be given to the local and regional impact of the African American community.

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| <p>ETN 338 The Black Woman</p> <p>This course will explore the experience of the Black Woman from antiquity (Sahara, 8000 BC) to present. The course will examine the Black Woman's life, politics, and culture. The course will use the analytical frameworks of race, gender and class to understand the culture of domination and the life cycles and multiple roles of women of the African Diaspora as mothers, daughters, wives, workers and agents of social change.</p> | <p>3 credits</p> | <p>FIN 101 Financial Literacy</p> <p>This course is a basic survey of how to effectively handle personal money issues. Aimed at the general student population, it will focus on such topics as money management, financing a higher education (to include student loans), reaching personal financial goals, creating a personal budget, understanding credit, financing major purchases (cars, computers, entertainment systems, homes) and an introduction to investing.</p> | <p>3 credits</p> |
| <p>ETN 340 Hispanic Culture and Enrichment</p> <p>This course is an overview of the influence of Hispanic culture in American society. The student will explore the multicultural, multiethnic and multiracial aspects as well as the geography, history, language and culture of the many groups who have come to the United States and how these groups have and will influence the future of our country.</p> | <p>3 credits</p> | <p>FIN 300 Applied Concepts in Accounting and Finance</p> <p>This course is an applications-based approach to the study of accounting and finance for the non-business major. Topics will include the preparation and basic analysis of financial statements (with emphasis on the income statement and balance sheet), the time value of money, cash and capital budgeting, financing the organization, and cost/volume/profit relationships also known as break-even analysis. The course assumes no prior knowledge of accounting or finance. Prerequisite(s): PHI 100 and ENG 122</p> | <p>3 credits</p> |
| <p>ETN 341 Native Americans</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>3 credits</p> | <p>FIN 301 Personal Finance</p> <p>This course introduces students to the fundamentals of personal finance. The course covers career planning, budgeting and cash-flow management, credit use, planned borrowing, taxes, and managing major expenditures such as automobiles and housing. Prerequisite(s): ENG 122</p> | <p>3 credits</p> |
| <p>EXP 095 Do-It-Yourself Portfolio</p> <p>This is a non-credit course that guides students step-by-step through the preparation and compilation of components required for prior learning assessment portfolio evaluation through LearningCounts. After completing the course and their portfolio, students can submit their portfolio for assessment.</p> | <p>0 credit</p> | <p>FIN 302 Financial Planning</p> <p>This course covers the essentials of risk management, property and liability insurance, an introduction to investments (stocks, bonds, and mutual funds), health care planning, retirement, and estate planning. Prerequisite(s): ENG 122</p> | <p>3 credits</p> |
| <p>EXP 100 Prior Learning Assessment Theory and Practice</p> <p>EXP 100 will help students identify areas of learning they may want to have evaluated for college-level equivalency. The course will also guide students through the preparation and compilation of all components required for the evaluation of a portfolio or prior learning through Learning Counts. Students will use critical reflection skills to rethink the value of their learning and its implications for future learning. Adult learning theory, models, and concepts will be discussed and applied to case studies.</p> | <p>3 credits</p> | <p>FIN 304 Applications of Corporate Finance</p> <p>Continuing with the basic financial models presented in FIN 300, this course will concentrate on the application of discounted cash flow and financial analysis to specific corporate financial topics to include capital budgeting, cost of capital, the structure of capital markets, debt and stock financing, and factors affecting dividend policy and retained earnings. This two course sequence will culminate with the presentation of a detailed two corporation comparative analysis. Prerequisite(s): FIN 300</p> | <p>3 credits</p> |

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| <p>FIN 305 Financial Management</p> <p>This course is an introduction to the role of finance, the operating environment of the firm, analysis of financial statement information, present value concepts, risk, return, and valuation fundamentals. Prerequisite(s): BAC 102, ENG 122 and MAT 308 or MAT 301</p> | <p>3 credits</p> | <p>FIN 331 Finance for Nonprofits</p> <p>This course focuses on key accounting and finance concepts pertaining to nonprofit entities. Beginning with a discussion of the structure of various nonprofit organizations, topics include basic accounting principles, cash flow management, budgeting, cost control, analysis of financial statements, raising capital, insurance, and the proper use of debt. The course is appropriate for anyone – managers, key workers, donors, entrepreneurs - desiring a high-level view of the proper management (planning and control) of a nonprofit’s financial resources. Prerequisite(s): FIN 305</p> | <p>3 credits</p> |
| <p>FIN 306 Corporate Finance</p> <p>Building on the fundamentals of financial management, the major emphasis of this course is on the cost of raising funds for projects (cost of capital) and major project decisions (capital budgeting). Additional topics include: working capital management, cash flow, inventory, and the proper distribution of debt and equity. Prerequisite(s): FIN 305 (or BFM 300 for OMA students only)</p> | <p>3 credits</p> | <p>FIN 410 Financial Reporting and Analysis</p> <p>This course is designed to help the student understand and interpret financial statements. The course will include information on how to read and understand financial statements and how to apply this knowledge to determine the health and current status of a business. Prerequisite(s): FIN 305</p> | <p>3 credits</p> |
| <p>FIN 308 Financial Economics and Instruments</p> <p>This course explains the key elements of financial markets (and associated instruments) and their contribution to bringing together the suppliers and users of funds within the framework of national and international economics. It is assumed that the student has a basic understanding of managerial finance which includes present value and bond valuation techniques. The course will emphasize financial concepts and theories and apply them to “real-world” situations. Prerequisite(s): FIN 305</p> | <p>3 credits</p> | <p>FIN 411 Investments and Security Analysis</p> <p>From a basic understanding of traditional investments (stocks, bonds, and mutual funds), the students will expand their knowledge of the investment world to include: fundamental and technical analysis, the efficient market hypothesis, valuation and portfolio theories, and an introduction to options and futures. Prerequisite(s): FIN 302 and FIN 305</p> | <p>3 credits</p> |
| <p>FIN 309 Introduction to Global Derivatives</p> <p>This course is designed to provide students with the conceptual framework to develop an understanding of Derivative securities. Students will learn to understand the uses of derivatives while evaluating potential risks, opportunities, and hedging strategies. Topics include Options, Forwards, Futures, and Swaps Prerequisite(s): FIN 305</p> | <p>3 credits</p> | <p>FIN 412 Financial Institution Management</p> <p>This advanced course covers the major decision-making considerations in the management of financial institutions. Emphasis is on recent developments in the financial services industry, balance sheet management, value production in financial services, and the regulation of financial institutions. Prerequisite(s): FIN 305</p> | <p>3 credits</p> |
| <p>FIN 310 Small Business Finance</p> <p>This course links traditional topics in financial management to the unique needs of a small business from start-up to maturity. Starting with the development of a sound business plan, the small business needs include raising capital, managing that capital, evaluating opportunities from a financial perspective, and planning for growth. Topics include: working capital management, time value of money, financial statement analysis, budgeting and managing cash flow.</p> | <p>3 credits</p> | <p>FYE 101 First Year Experience Seminar</p> <p>This is an academic centered seminar that introduces students to the University. This course is designed to provide students with the skills, knowledge, and dispositions that will promote success in higher education. Primary focus will be placed on the ability to locate and gather information and to engage in critical thinking. Each session of the seminar will address a topic or body of knowledge for the purpose of developing students as learners and active members of the University community. Topics will include (but are not limited to): time management, self-knowledge, learning, wellness, reading, writing, APA</p> | <p>3 credits</p> |

format, technology, University information, student services, campus organizations, and academic integrity polices. A common reading provides a context for academic, personal, and social investigation by students.

GEN 440 **3 credits**
Cooperative Education for General Studies

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

GEN 441 **3 credits**
Cooperative Education for General Studies

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

GEN 442 **3 credits**
Cooperative Education for General Studies

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

GEN 443 **3 credits**
Cooperative Education for General Studies

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

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GEN 445 **3 credits**
Cooperative Education for General Studies

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

GEN 460 **3 credits**
Topics in General Studies

This course is an intensive study of contemporary topics and issues in General Studies. Prerequisite(s): Permission required.

GEN 480 **3 credits**
General Studies Senior Seminar

Students will discuss concepts that help to develop attributes that lead to continued professional success. Emphasis will be placed refining communication, self-management, and other “soft” skills that determine one’s place in an organization. Students in this capstone course will demonstrate their mastery of professional skills, including oral and written communication, understanding of legal and ethical issues, critical thinking and problem solving, and information literacy. Students will have the opportunity to explore career interests and/or investigate and address an issue in their career field. The content and outcomes in this course assess the broad knowledge and understanding gained in the General Studies or Liberal Studies curriculum. Prerequisite(s): Senior status (at least 90 credits), ENG 111, ENG 365 or ENG 310, and MAT 205 or equivalent.

GMD 100 **3 credits**
Intro to Game Engines

This course introduces the workflow needed to build playable games using the assets created in other areas of the Game Design and Development Program. Activities will include the creation of design documents and the development of playable prototypes. Key concepts in game design and development

such as game world design, level design, level balancing, and game character development will be addressed. Students explore limitations of game engines. Students also study and exercise production methodologies and practices utilized by development studios to create stand-alone gaming applications.

GMD 101 **3 credits**
Game Mechanics

The medium of Interactive gameplay requires a new mindset compared to more traditional media such as radio or television. It hinges around game mechanics, and even subtle changes in them can change a game drastically. Students will learn the basics of game mechanics and how to formalize their ideas for the medium. Discussions will include the core of what a game is and play theory, as well as topics such as meaningful play, immersion, goal setting and theming.

GMD 105 **3 credits**
Video and Audio for Game Design

Sound characteristics, acoustics, basic audio technology and professional practices will be introduced. In relation to video, it also includes the importance of a team approach to media production. Instruction is given on basic techniques, including pre-production planning, camera control, recording, and lighting. Basic editing will also be covered.

GMD 110 **3 credits**
Intro to JavaScript for Unity3D

This course introduces the scripting language of JavaScript. Primarily used to develop interactivity on web sites; for the purposes of this class, it will apply to the Unity game engine in order to create game/environment functionality.

GMD 150 **3 credits**
2D Game Programming and Development

A study on the use of 2D game engines for development of that genre of game style developing the combat systems, level design, and health systems from included templates. Concentrating on the programming techniques, data objects, recycling assets, and compact scripting practices. Students should be prepared to create at least 2 games from scratch using the chosen game engine of choice.

GMD 202 **3 credits**
Soundtracks for Film, Video and Games

This course is based around creating the auditory presence of the film, video, or game. It covers topics like pace, transitioning, tonal moods, and timing. Focus on creating an environment and matching the other assets given to the student will be emphasized. Prerequisite(s): GMD 105

GMD 203 **3 credits**
Creating Sound Effects and Dialog for Film, Video and Games

This course focuses on the recording of sound effects for character movement, interactions with the environment, and cinematic effects like explosions, gunfire, etc. Recording of character dialog techniques will also be heavily explored. Prerequisite(s): GMD 105 and GMD 202

GMD 210 **3 credits**
Advanced JavaScript for Unity 3D

This course continues the foundation of GMD 110 to further enhance the capabilities of the student to perform complex functions within JavaScript based engines. Prerequisite(s): GMD 110

GMD 211 **3 credits**
Game Program Troubleshooting

In this course, students will find and hopefully fix game development and game execution issues in their projects and the projects of others. Students will engage in a variety of exercises based on real world development issues and will be encouraged to bring in problems from other courses or previous projects in need of polish. Troubleshooting is not only about fixing problems in existing game projects, but identifying and fixing problems in the process of how you make games. Discussions will also include leadership skills, book keeping skills, and knowing when and how to delegate.

GMD 300 **3 credits**
Advanced Game Engines: Using Unity3D

Advanced game engines focuses the student on team collaboration with the use of game engines to accomplish project builds based on requirements given to the class. The course is based on working on internal and external projects assigned by the instructor. Students will collaborate on 3 different projects that require specific game engines to be utilized and explored. Prerequisite(s): GMD 100, GMD 110, and (DSN 301 or VMG 321)

GMD 310 **3 credits**
Environment Creation for Games

This course focuses on the setting that games take place, whether it is in a fantasy world, realistic world, or futuristic world. Creating the feel and mood of the environment is critical for the game's success aesthetically and technically. Prerequisite(s): Either VMG 321 or DSN 301, and either VMG 322 or DSN 302.

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| <p>GMD 311 3 credits Publishing for Indie Developers This course focuses on deploying your game, simulation, or application for the Apple App Store and Google play. Common pitfalls, and best practices for publishing your project will also be covered. Obtaining and creating provisioning profiles, developer accounts, discovering resources and pre-flight inspections will be covered Prerequisite(s): GMD 110 and GMD 210</p> | <p>GMD 442 3 credits Cooperative Education for Game Design The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.</p> |
| <p>GMD 401 3 credits Game Development I The history and evolution of gaming will be discussed along with current developments in gaming and virtualization/simulation. This course includes a study and execution of the workflow, managing and collection of assets, and building playable games/simulations for deployment to personal computers. Students will work with various game engines and the testing and development phases of game design and development. Prerequisite(s): GMD 300 and either DSN 301 or VMG 321</p> | <p>GMD 487 3 credits Game Design & Development Senior Project This course is designed to allow senior year students the opportunity to practice their specialization in a production environment. At the start of the project, students will identify a realistic project in their main competency area(s) with a faculty mentor. Having agreed on a timetable for their project's completion, the students will then begin a required/flexible workshop where they must prepare a clear and comprehensive pre-production plan. This course may be completed as a directed study with an instructor of the student's choice or in a classroom setting. This course is equivalent to COM 487 Prerequisite(s): GMD 300</p> |
| <p>GMD 405 3 credits Game Development II In this course, the students will develop games using the engines covered in the Prerequisite(s). Focus is on documentation for the development, management of assets, team management, asset creation, and the delivery of a fully functioning game in a fast paced environment. Prerequisite(s): GMD 401</p> | <p>GMD 490 3 credits Game Design and Development Internship This course will provide students with real-world experience in the field of communication where they will become acquainted with daily operations, while enhancing their professional skills and interacting with other communication professionals. College of Technology students wishing to complete their internship requirements should review procedures at http://www.wilmu.edu/technology/internships/index.aspx. Prerequisite(s): Permission required and GMD 300</p> |
| <p>GMD 440 3 credits Cooperative Education for Game Design The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.</p> | <p>HIS 204 3 credits World History This course is a study of the major cultural, economic, military, political, religious and social events from Antiquity to the Scientific Revolution. The emphasis for this world history course is centered on Western Europe and it's the contacts and inter-relationships with the rest of the world including, but not limited to, the peoples of Eastern Europe, the Middle East, Africa, Asia and the Americas.</p> |
| <p>GMD 441 3 credits Cooperative Education for Game Design The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.</p> | |

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| <p>HIS 230 3 credits History of Art and Design This course studies the artistic trends and developing technologies that have influenced creative work throughout Europe and America. This course focuses on the relationship between design and art, the artist's role and influence on Western Culture and Society.</p> | <p>HIS 310 3 credits Twentieth Century America This course examines the major economic, political, and social developments in the United States from 1900 to 1945, with emphasis on the 1914-1945 period.</p> |
| <p>HIS 300 3 credits World and Regional Geography This course will focus on the interactions of people with their regional environments to produce distinctive places to live. Students will develop the ability to read maps, use an atlas to learn locations and characteristics of major regions and sub-regions of the world, and examine the effects of contemporary communication and transportation technologies on the global economy and the interconnection of people worldwide. An overview of human geography, political geography and urban geography is included.</p> | <p>HIS 313 3 credits American Legal History This course examines the American legal 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. This course is cross-listed with LES 313. Prerequisite(s): ENG 121 and ENG 122</p> |
| <p>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.</p> | <p>HIS 315 3 credits The Green Revolution: History of the Environmental Movement in America This course examines the history of the environmental movement in America, with emphasis on key individuals and their contributions, major events, and legislation enacted to protect the environment. By reviewing the history of the environmental movement, students will be better able to understand the complex environmental issues facing the world today.</p> |
| <p>HIS 303 3 credits History of Aviation This course reviews the history of aviation and aerospace from the pioneer balloonists to the 2000s, including the use of air power in the Balkans and the International Space Station. Progressive developments in aerodynamics, aerospace equipment, the support structure, and the human role are considered.</p> | <p>HIS 316 3 credits American History This course covers the history of the United States from the voyages of discovery to the complexities of the modern world. It will be divided into five categories: Discovery and Exploration, Settlement, Forging a New Nation, Growing Pains, and the Challenges of the Modern World.</p> |
| <p>HIS 305 3 credits Colonial and Revolutionary America This course is a study of the economic, political, and social forces in Colonial America in the seventeenth and eighteenth centuries. The background, causes, and results of the American Revolution; the adoption of the Constitution; and the founding of republican government are studied. Emphasis is on the Revolutionary Period.</p> | <p>HIS 317 3 credits Military History This is a study of warfare from prehistoric to modern times. The course focuses on how political, social, and economic conditions shape the battle and the tools that are used in warfare. In addition, the moral and psychological aspects of war will be considered. Geography plays an important role in shaping warfare, its causes and outcomes. The course will focus secondarily on the geographical aspect.</p> |

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| <p>HIS 320 Global Civilizations</p> <p>This course will cover the progress of mankind from the rudimentary beginnings of civilization in the Yellow River Valley of China, the Indus River Valley of India, and the Tigris-Euphrates Valley of Mesopotamia, and Mesoamerica to the present time. Emphasis will be placed on the causes of differences and similarities of cultures, as well as, climate and geography. Each civilization will be examined to ascertain what affect the similarities and differences had on its dealings with its neighboring cultures.</p> | <p>3 credits</p> | <p>HIT 302 Healthcare Database Systems</p> <p>The course will focus on the systems that acquire, process, and report clinical and financial information in the healthcare environment</p> | <p>3 credits</p> |
| <p>HIS 322 American Business History</p> <p>A survey of the American business experience from colonial times into the Twenty First century. The course will examine the relationship of business to cultural, economic, political and social forces, as well as trends in the business forms: sole proprietorships, partnerships, and corporations.</p> | <p>3 credits</p> | <p>HLT 301 First Aid, Prevention and Care of Injuries</p> <p>This course focuses on safety in schools and the community, basic first aid, accident prevention, and prioritization of care. Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.</p> | <p>3 credits</p> |
| <p>HIS 324 Delaware History</p> <p>This course examines Delaware history from the period of discovery to the present. Special emphasis is placed on the political, social, economic, and cultural forces that transformed the State as events are placed in context of larger national and global trends.</p> | <p>3 credits</p> | <p>HLT 302 The Power of Yoga</p> <p>The course provides an overview of the holistic benefits of yoga as a health and wellness program. Students will participate and experience yoga exercise as they learn the Five Basic Practice Components of Power Flow Yoga.</p> | <p>3 credits</p> |
| <p>HIS 330 The Holocaust</p> <p>The focus of this course is to review the facts and attempt to answer the soul-searching questions of the Holocaust in order to provide an interpretation of the past that can help shape the present and the future. How could it have happened? How could a modern state destroy innocent men, women, and children just because of their religion/race? Why did so many people allow themselves to be killed? How could the modern world let this mass execution take place? Can and will history repeat itself? There are no easy answers to these questions, but this course invites students to look deeply at these troubling issues.</p> | <p>3 credits</p> | <p>HLT 321 Personal Wellness</p> <p>This course focuses on the importance of holistic health encompassing: basic nutrition, exercise, disease prevention, personal safety, stress, and mental health. Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.</p> | <p>3 credits</p> |
| <p>HIT 301 Healthcare Informatics</p> <p>The course provides an overview of the interdisciplinary nature of Healthcare Informatics. The role of the Health Professional in education and information technology, innovation applied through informatics, quality practice and future innovation will be explored. An overview of ongoing and emerging topics in health informatics will be presented</p> | <p>3 credits</p> | <p>HLT 356 Men's Health Issues</p> <p>This course increases awareness of men's health issues in the health care community and society in general. Guidelines for maintaining and promoting a healthy lifestyle for men of all ages are discussed. Specific conditions and disorders that frequently affect male populations across cultures are addressed. Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.</p> | <p>3 credits</p> |
| <p>HIT 301 Healthcare Informatics</p> <p>The course provides an overview of the interdisciplinary nature of Healthcare Informatics. The role of the Health Professional in education and information technology, innovation applied through informatics, quality practice and future innovation will be explored. An overview of ongoing and emerging topics in health informatics will be presented</p> | <p>3 credits</p> | <p>HLT 364 The Process of Dying</p> <p>In this course, the student identifies and discusses factors affecting the dying individual and the responses of families and caregivers as they deal with the changes and events that occur with dying. This will be done within the context of age, gender, and cultural beliefs about death and grieving. The student will explore current economic and ethical issues related to dying as</p> | <p>3 credits</p> |

presented by the media, in literature, and in actual experiences. 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.

HLT 367

3 credits

Womens Health Issues

This course increases awareness of women's health issues in the health care community and society in general. Guidelines for maintaining and promoting a healthy lifestyle for women of all ages are addressed. Specific disorders and conditions frequently impacting women's health across cultures are discussed. Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.

HLT 371

3 credits

TPC: Cultural Diversity Health and Illness

This course focuses on the meaning of health and illness both personally and for the health care consumer. Potential conflicts between the consumer and the health care system are identified and viable solutions to overcome barriers are explored. Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.

HLT 372

3 credits

Issues in Aging

This course focuses on various theories of aging and the impact of changing demographics on society. Health (HLT) courses count as nursing electives. The reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.

HLT 378

3 credits

Our Environment, Our Health

Current issues regarding the environment and its effect on human health (physical, psychological, psychosocial) will be explored from an ecological point of view. The effects of humans on the environment and the cyclical patterns this sets up will be examined. In particular, changes in attitudes and lifestyles that have occurred since the end of World War II will be investigated as contributing factors to the global situation in which we now find ourselves. The built environment, water, food, chemicals, air, land use, occupational exposures, climate change, risk, advocacy, and legislation are some of the topics which will be covered in this class. The basic science underlying environmental concerns will be addressed and definitions for the multitude of environmental concepts will be developed through class and individual activities. Current and emerging issues will be explored through the use of a variety of teaching

and learning techniques. Extensive use of electronic resources, significant class participation, readings, and exposure to experts in the field will provide views from both the "ground" (local) and 10,000 feet (global).

HLT 379

3 credits

Healthcare Emergency Management

The Health Care Emergency Management Course will provide students with information about how disasters impact the health care community and what types of actions may be taken to by health care workers and systems during the four phases of disaster. Students will also examine the response and recovery of recent and past disasters. Students will learn how they can protect themselves and their families during a disaster. During the course, learners will work independently and collaboratively to learn about the challenges of planning and responding to natural disasters.

HLT 380

3 credits

Introduction to Military and Veteran Health

The course will provide an introduction to the distinctive culture of the military/veteran and the healthcare needs and concerns related to this unique population. A better understanding of the specific needs will be obtained by the exposure to sociopolitical, health, and cultural elements of the veteran population. The course will examine health concerns in regard to their commonality among veteran groups and identify and explore the unique characteristics and dynamics of the military family introducing students to the complexity of combat related injury, traumatic brain injury and poly-trauma rehabilitation.

HRM 300

3 credits

Labor Relations and Collective Bargaining

Bargaining relationships, collective bargaining content, and the use of mediation are discussed in this course. Arbitration and other approaches to resolve conflicts are considered. Prerequisite(s): BBM 201

HRM 305

3 credits

Staffing Organizations

This course provides students with the skills and knowledge to make effective staffing decisions. Topics include job analysis, recruitment, writing effective advertising copy, selection (including interviewing techniques), orientation and turnover. Emphasis is on the ethical and legal considerations involved in staffing decisions. Prerequisite(s): BBM 201

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| <p>HRM 310 Organizational Development</p> <p>This course studies the structures and dynamics of organizations as complex systems. Students examine theories and concepts which explain organizational behavior and productivity. Organizational norms, cultural design, and structure are explored. Prerequisite(s): BBM 201, and for HRM minors ONLY: BBM 301</p> | <p>3 credits</p> | <p>center on successful communication within a diverse workplace. Prerequisite(s): BBM 201</p> |
| <p>HRM 311 Human Resource Management</p> <p>This course reviews systems required to effectively recruit, select, train, and maintain a workforce. Particular emphasis is placed on training and development, wage and salary administration, and personnel planning. Prerequisite(s): BBM 201</p> | <p>3 credits</p> | <p>HRM 340 The Adult Learner</p> <p>The purpose of this course is to provide learners with a broad understanding of the theoretical base and principles of adult learning, the methods of adult education, and the role of the teacher in facilitating effective learning. The course examines the adult as a unique learner and the implications of the knowledge of adult development on the instructional process. Prerequisite(s): BBM 201</p> |
| <p>HRM 312 Computer Applications in Human Resource Management</p> <p>This course examines the use of computer applications in human resource management (in particular PeopleSoft®) through interactive computer lab utilization. Students review basic computer theory and then apply that theory to produce human resources documents and projects. Prerequisite(s): CTA 206, BBM 201, and HRM 311</p> | <p>3 credits</p> | <p>HRM 350 International HRM</p> <p>This course is designed specifically for those students interested in the application of HRM techniques and practices in a global context. It will focus on strategic issues related to the effective management of international HRM in the modern multinational organization. The course will cover general HRM processes and systems but will focus on unique challenges faced by global companies as they acquire, develop, deploy, and maintain human resources. Prerequisite(s): HRM 311</p> |
| <p>HRM 315 Occupational Health, Safety & Security</p> <p>Occupational Health, Safety & Security is the concerned with developing and maintaining a safe workplace for all employees. This course is designed to equip Human Resource professionals with an understanding of the theory and the practical implications of maintaining a safe, healthy, and secure workplace. Students will learn how to insure that policies and procedures are established and are followed by employees. Additionally, this course will evaluate theory and implications behind workplace wellness initiatives. Prerequisite(s): BBM 201, HRM 311</p> | <p>3 credits</p> | <p>HRM 351 Managing Diversity</p> <p>Effective HR professionals must be able to develop and manage an inclusive workforce in today's business environment. In order to address issues of an inclusive workforce, they must have an understanding of diversity management. The impact of prejudice and discrimination in a workplace can be detrimental to any business. This course will provide students with the theory and knowledge to be able to manage and engage a diverse workforce. Prerequisite(s): HRM 310 and HRM 311.</p> |
| <p>HRM 320 Safety in the Workplace</p> <p>This course focuses on topics regarding the Occupational Safety and Health Administration (OSHA). Students develop the knowledge and skills necessary to provide a safe, healthy, and secure work environment for all employees. Prerequisite(s): BBM 201</p> | <p>3 credits</p> | <p>HRM 361 HRM in Public and Nonprofit Organizations</p> <p>The course includes current issues in human resource management as it relates to nonprofits. Topics include recruitment, employee performance and evaluation, and pertinent legal issues relevant to management. Prerequisite(s): HRM 311</p> |
| <p>HRM 321 Organizational Communication</p> <p>This course examines the communication process as it relates to the successful internal and external communication of information within the organization. Particular emphasis will</p> | <p>3 credits</p> | <p>HRM 400 Legal Aspects of Human Resource Management</p> <p>This course develops a comprehensive understanding of the legislative and administrative laws and judicial rulings affecting the human resources professional. Understanding employment law is the primary focus of this course. Prerequisite(s): HRM 311</p> |

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| <p>HRM 402 3 credits International Comparative Labor and Employment Relations This course surveys the range of approaches to labor and employment relations in various developed and developing countries. The course will compare various aspects of employee relations (e.g. unionization, labor-management relations, government intervention, and adopted models of employee relations) and how they are adapting to the challenges presented through globalization and technological advancement. Prerequisite(s): HRM 350, HRM 400</p> | <p>HRM 460 3 credits Topics in Human Resource Management This course is an intensive study of selected topics related to the field of human resource management. Emphasis is on in-depth research in staffing, human resource development, or international human resource management, as selected by the instructor. Prerequisite(s): Advanced standing, permission of the instructor, and HRM 311</p> |
| <p>HRM 405 3 credits Compensation Administration This course examines compensation and reward systems, including wage and salary administration, incentive plans, and employee benefit programs. The role of the human resources professional in developing and administering these programs is examined throughout the course. Prerequisite(s): HRM 311</p> | <p>HRM 490 3 credits Internship in Human Resource Management The internship provides work experience, allowing the student to consolidate knowledge, apply skills, and organize a philosophical framework vital for success in the field of human resource management. Students must have a minimum of 60 credits and a minimum GPA of 2.5. Course is graded satisfactory/unsatisfactory. Prerequisite(s): HRM 311</p> |
| <p>HRM 410 3 credits Training and Development This course provides students with a practical approach to training employees in the business environment. Components of training design, including needs assessment, objectives, and evaluation are studied. Training presentation styles are also reviewed. Prerequisite(s): HRM 311</p> | <p>HRM 491 3 credits Internship in Human Resource Management The internship provides work experience, allowing the student to consolidate knowledge, apply skills, and organize a philosophical framework vital for success in the field of human resource management. Students must have a minimum of 60 credits and a minimum GPA of 2.5. Course is graded satisfactory/unsatisfactory. Prerequisite(s): HRM 311</p> |
| <p>HRM 450 3 credits Strategic Human Capital Management The field of Human Resources continues to evolve as the needs of organizations change in an era of globalization and increasing competitiveness. Human Resource professionals need to be proficient in their discipline and the business operations to assess the human capital needs and to achieve the human capital objectives necessary for the successful implementation of business goals. Additionally, Human Resource professionals need to be able to effectively articulate human capital needs utilizing business vocabulary to gain board and senior leadership support. This capstone course will help enhance the business acumen of Human Resources students so that they can effectively partner with various levels of an organization to further the human capital initiatives within an organization. Additionally, this course will examine the implications of globalization and knowledge management upon the field of Human Resources. Prerequisite(s): BAC 102, BBM 201, BBM 320, BLA 303, BMK 305, ECO 105, FIN 305, HRM 300, HRM 305, HRM 310, HRM 311, HRM 315, HRM 350, HRM 405, HRM 410 and MAT 308</p> | <p>HRM 492 3 credits Internship in Human Resource Management The internship provides work experience, allowing the student to consolidate knowledge, apply skills, and organize a philosophical framework vital for success in the field of human resource management. Students must have a minimum of 60 credits and a minimum GPA of 2.5. Course is graded satisfactory/unsatisfactory. Prerequisite(s): HRM 311</p> <p>HRM 493 3 credits Internship in Human Resource Management The internship provides work experience, allowing the student to consolidate knowledge, apply skills, and organize a philosophical framework vital for success in the field of human resource management. Students must have a minimum of 60 credits and a minimum GPA of 2.5. Course is graded satisfactory/unsatisfactory. Prerequisite(s): HRM 311</p> |

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| <p>HUM 204 3 credits Folklore In many ways, world folklore is the basis of the arts and also a strong influence on areas as diverse as psychology and religion. This course acquaints the students with an array of topics, including myths, proverbs, superstitions, fairy tales, and other sources of folk belief.</p> | <p>and practice essential for providing viable information to an organization will also be discussed.</p> |
| <p>HUM 342 3 credits Western Myth This course will examine the myths of the western world. Students will become acquainted with certain myths that have helped shape some of our western values and beliefs.</p> | <p>ISM 300 3 credits Business Process Management This course will introduce students to understanding, documenting, mapping, and improving business processes, including a systematic approach and notation for planning, graphically representing, communicating, and managing a company's business process performance. It will include processes at a strategic, tactical, and organizational level. Discussions of the logical design of processes, process design and implementation and IT's role in business process automation will also be included Prerequisite(s): CTA/BCS 206 or equivalent</p> |
| <p>HUM 350 3 credits American Folklore Throughout its history, America has established a rich and varied folklore tradition. In this course, students will gain a greater understanding of this expressive area of study which explores the heritage of traditional America.</p> | <p>ISM 330 3 credits Business Intelligence This course will introduce students to the concepts of business intelligence. It will include contemporary applications and practices for the collection, analysis and presentation of an organization's information. Students will also be introduced to the concepts of converting data into business intelligence to improve organizational performance Prerequisite(s): CTA/BCS 206 or equivalent</p> |
| <p>HUM 360 3 credits Human World Views: 3500 BCE–1650 AD Contemporary individual and societal issues have at least some basis in one or more philosophical positions or questions. While specific issues change over time, their philosophical bases have applicability or relevance. By examining the opinions and positions of some of history's most significant thinkers, as well as some of the most historic cultural influences in the arts, literature, and architecture, students directly benefit by bringing their own thoughts into sharper focus, thereby enriching conversation of contemporary life and issues Prerequisite(s): ENG 122 or COM 245</p> | <p>ISM 350 3 credits Information Technology Policy and Strategy This course will include: 1) management's strategic prospective for aligning competitive strategy; 2) an introduction to the development and implementation of policies and plans to achieve organizational goals; 3) an introduction to operational, strategic and administrative needs of an organization and the systems that support them; 4) examining the collaboration and dual challenges of maintaining information systems and keeping apprised and using emerging technologies. Prerequisite(s): CTA/BCS 206</p> |
| <p>HUM 361 3 credits Human World Views: 1650 AD–Present This course takes into consideration the major contemporary world views necessary for one to develop an informed and reasoned world view that will be a useful tool in making sense out of today's complex, fast-paced, and multi-faceted world Prerequisite(s): ENG 122 or COM 245</p> | <p>ISM 400 3 credits System Analysis and Design This course provides an understanding of the system development and modification process. It enables students to evaluate and choose a system development methodology. The factors for effective communication and integration with users and user systems are emphasized. Interpersonal skill development with clients, users, team members, and others associated with development, operation, and maintenance of the system is encouraged. Other topics examined are object-oriented analysis and design, use of data modeling tools, and development and adherence to life-cycle standards Prerequisite(s): CTA/BCS 206 or equivalent.</p> |
| <p>ISM 110 3 credits Information Systems Theory and Practice This course will include an introduction to systems and development concepts, information technology and application software. It will further involve an understanding of organizational systems planning, decision-making processes and how information is used for decision support in organizations. Quality and decision theory as well as information theory</p> | |

ISM 410 **3 credits**

Physical Design and Implementation with DBMS

This course covers information systems design and implementation within a database management system environment. Students demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement the logical design Prerequisite(s): CTA/BCS 206 or equivalent.

ISM 420 **3 credits**

Data Modeling and Warehousing

This course will focus on the data warehousing concepts and the general architecture of data warehousing systems, including data marts. Students will learn the business drivers for deciding to make an investment in data warehousing. The course will include a review of the entity-relationship/domain class modeling techniques used in the design of the transactional databases that provide the source of data for data warehouses. Students will learn how to create dimensional data models to design data warehouses. In addition, students will develop an understanding of the ETL (extract, transform, load) processes for extracting data from multiple sources and converting the data into a consistent format, based upon the reference data standards, for consolidation in the data warehouse. The students will be introduced to the Business Intelligence (BI) concepts of OLAP and data mining that are generally used in conjunction with data warehouses. This course will focus on the implications of different data warehousing technologies on the use of BI techniques. A separate course will explore Business Intelligence applications in depth Prerequisite(s): CTA/BCS 206 (or equivalent) and either ISM 410 or SDD/WIS 210.

ISM 430 **3 credits**

Systems and Business Process Analysis for Healthcare Professionals

This course provides an understanding of the importance of workflow and process management in healthcare, as well as the tools used to model business processes. The course will familiarize students with the techniques to analyze both the systems requirements and the business process changes associated with the implementation of information technology in the healthcare environment. It will emphasize how workflow and process management can play a significant part in clinical transformation within an organization.

ISM 445 **3 credits**

Agile Project Management

Many organizations are embracing Agile approaches to implement new technological solutions. This course will focus on the project management methodologies and techniques

that these organizations are utilizing to manage these efforts and how a successful project manager approaches their responsibilities in these types of projects. Traditional project management fundamentals will also be introduced in this course, and Scrum, the most common Agile approach used today, will also be covered in detail Prerequisite(s): CTA/BCS 206 or equivalent

ISM 450 **3 credits**

Project Management and Practice

The factors necessary for successful management of system development or enhancement projects are covered in this course. Both technical and behavioral aspects of project management are discussed. The focus is on management of development for enterprise-level systems. This course incorporates such functional areas as finance, marketing, and production in the project Prerequisite(s): CTA/BCS 206 or equivalent

ISM 455 **3 credits**

Strategic Application of Information Technology

This capstone course will involve identifying, analyzing, planning and reflecting on a current business/IT system. It will involve a project, approved by the instructor that includes an existing organization or case study. Business processes and the IT assets and resources that support them must be included as well as a recommended strategy for improvement by the student. The review will also include the concepts studied in the preceding core courses. A final report and presentation will be required Prerequisite(s): CTA/BCS 206, FIN 300, ISM 300, ISM 330, ISM 350, ISM 400, ISM 410, ISM 420, and ISM 450.

LES 200 **3 credits**

Legal Ethics

This course is designed to expose students to the major ethical problems they may face as part of a legal team. The focus of the course is the ABA Model Code and the Model Rules of Professional Conduct. The course also addresses the role of non-lawyers in the delivery of legal services and the various professional codes of ethics which provide guidance to non-lawyers. Emphasis will be placed on related codes of civility, the attorney-client privilege and work product doctrine, proper handling of legal fees and client property, as well as the disciplinary process. This course is a legal specialty. (Please note: minimum passing grade needed is a "C") Prerequisite(s): ENG 121

LES 205 **3 credits**
State and Local Government
This course surveys the complexity of the fifty state governments and numerous local governments in the United States. The issue of authority in the three forms of government found throughout the United States - unitary, confederate, and federal - is examined. Prerequisite(s): NG 122

LES 220 **3 credits**
Introduction to Legal Studies
This course provides an introduction to the study of law and the many opportunities available within the legal services industry. Emphasis is placed on the judicial system and its role within the state and federal governments, the importance of judicial opinions including how to read, understand, and summarize case law, an introduction to legal research and writing, and an overview of the ethical obligations, regulations, professional trends, and skills required of those working in this field. This course is a legal specialty. (Please note: minimum passing grade needed is a "C") PRIOR TO FALL 2012, THIS COURSE WAS OFFERED AS LES 120. Prerequisite(s): ENG 121

LES 304 **3 credits**
Constitutional Law
This course examines the United States Constitution and its broad framework. Specific topics of review include the powers of each branch of government, judicial review of Congressional enactments, separation of powers, the relationship between the federal government and the states, the limitations of the federal government's interference with private transactions, and the concept of state action which underpins all the limitations on the governmental power of the Constitution. The course also explores individual rights under each of the amendments. Prerequisite(s): LES 220, LES 314 and LES 316

LES 313 **3 credits**
American Legal History
This course examines the American legal 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. This course is cross-listed with HIS 313. Prerequisite(s): ENG 121 & ENG 122

LES 314 **3 credits**
Legal Research
This course provides students with hands-on training in the use of both primary and secondary legal sources, including: reported court decisions, constitutions, statutes, administrative regulations, court rules, treatises, legal encyclopedias, and legal

periodicals. Various legal finding tools such as digests, citators, annotated statutes, legal dictionaries, and form-books are also discussed. Students will also receive training in computer-assisted legal research and proper Bluebook citation format. This course is a legal specialty. (Please note: minimum passing grade needed is a "C") Prerequisite(s): ENG 121 and LES 220

LES 316 **3 credits**
Legal Writing
This course provides students with an introduction to case analysis and the fundamentals of legal writing. Students learn how to analyze legal opinions for use as legal precedent. Students also learn how to distinguish various legal opinions and draft persuasive arguments. Emphasis is placed on the identification of key facts, issues, holdings, and reasoning in a legal opinion. Further instruction in proper Bluebook citation format will be provided, as well as how to prepare client correspondence, legal briefs, and memorandums of law. This course is a legal specialty. (Please note: minimum passing grade needed is a "C") Prerequisite(s): LES 220, LES 314 and ENG 122

LES 317 **3 credits**
Contracts
This course provides students with both the theory behind contract formation as well as the skills in drafting, reviewing, analyzing, and revising contracts. Instruction includes interesting and significant court cases for discussion while emphasizing a practical approach to understanding contracts. Emphasis is placed on all major areas of contract law, including offer, acceptance, consideration, statute of frauds, third-party beneficiaries, performance, breach of contract, and damages. This course is a legal specialty. Prerequisite(s): ENG 122, LES 220 and LES 314

LES 323 **3 credits**
Law & Practice in Human Services
This course examines how the law impacts the delivery of human services in both direct ways through the civil and criminal court system and indirectly through the laws and regulations that define the rules, responsibilities, and entitlements of clients receiving support services. Topics will include child welfare, guardianships, involuntary commitments, competence, and civil rights. Special attention will also be given to the varying ethical duties and professional values within the human services and legal professions. Prerequisite(s): ENG 121 and ENG 122

LES 330 **3 credits**
Cyberlaw
This course provides an overview of the legal doctrines and principles that apply to the operation and development of computer technology and the Internet. Topics include: issues

related to jurisdiction, constitutional issues of free speech, property rights, e-business, and current developments in legislation and case law. Prerequisite(s): ENG 121 and ENG 122

LES 331 **3 credits**
Electronic Discovery

This course looks at the structure and scope of system and records regulation in various industries, the process of discovery within the legal system and its likely impact on a systems administrator. Topics include: technologies for handling electronic discovery, computer forensics, identifying media types, and best practices for data collection. Prerequisite(s): ENG 121 and ENG 122

LES 350 **3 credits**
Interviewing & Investigating

This course provides hands-on instruction in various methods of obtaining information from a variety of public and private sources and instructs students in the skill of gathering information from individuals through active listening, record keeping, proper questioning, and other essential interview techniques. This course is a legal specialty. Prerequisite(s): ENG 122, LES 200 and LES 220

LES 401 **2 credits**
LSAT Preparation

This course is designed to aid students in preparing for the LSAT examination by introducing them to the form and content of the exam. Students will develop a personal study plan and complete several self-diagnostic tests. Each type of LSAT question will be discussed in-depth. This is a junior or senior level course. (Please note: this course may leave students one credit short for degree completion unless they have extra credits from transfer or a 4 credit science course. Students considering this course should check with an Academic Advisor.)

LES 402 **3 credits**
Business Organizations

This course provides a comprehensive overview of the formation of legal entities. Main topics include the legal procedures essential to the creation and structuring of various entities, including sole proprietorship, corporations, trusts, and limited liability corporations. Students will also receive instruction in the preparation of documents necessary to the legal organization and the operation of each type of entity. This course is a legal specialty. Prerequisite(s): ENG 122, LES 220 and LES 314

LES 403 **3 credits**
Civil Procedure

This course examines the theoretical and practical aspects of basic civil litigation including preliminary investigation, pleadings, motions, discovery, trials, and appeals. Emphasis will be placed on the requirements and restrictions of the Federal Rules of Civil Procedure which apply throughout the United States. (Please note: minimum passing grade needed is a "C") Prerequisite(s): ENG 122, LES 220 and LES 314

LES 404 **3 credits**
Criminal Law

The course features an overview of the principles and philosophy of criminal law, focusing primarily on court rules and case precedents. Specific topics include: administration of criminal justice, components of a crime, search and seizure, confessions and Miranda, and pretrial through sentencing and punishment. Prerequisite(s): LES 316

LES 405 **3 credits**
Delaware Practice

This course discusses various areas of substantive law as they are applied in Delaware. The jurisdiction of each court and their respective rules will also be covered: Justice of the Peace, Court of Common Pleas, Superior Court, Chancery Court, and Delaware Supreme Court. Students may be required to attend one or more court proceedings. This course is a legal specialty. Prerequisite(s): LES 220, LES 314, LES 316 and LES 403

LES 406 **3 credits**
Family Law

This course introduces students to the procedural and substantive law affecting the family and domestic relations. The law affecting prenuptial agreements, separation, divorce, annulments, spousal support, alimony, spousal abuse, custody, child support, and adoption is also discussed. Emphasis is placed on the preparation of relevant legal documents and procedures for various court filings. Prerequisite(s): ENG 122, LES 220 and LES 314

LES 408 **3 credits**
Employment Law

This course examines the concepts and laws governing employment and collective bargaining in both the private and public sectors. It includes a thorough discussion of bargaining units, election procedures, unfair labor practices, and good faith bargaining. Additionally, it will acquaint the student with the philosophy and practice of labor arbitration. Topics include federal wage regulation, labor law, workplace discrimination, the impact of employment practices, the ADA, privacy laws, sexual harassment, human resource management, and employee handbooks. Prerequisite(s): ENG 122, LES 220 and LES 314

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| <p>LES 409 Bankruptcy</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. This course is a legal specialty. Prerequisite(s): ENG 122, LES 220 and LES 314</p> | <p>3 credits</p> | <p>LES 416 Environmental Law</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. Prerequisite(s): ENG 122, LES 220 and LES 314</p> | <p>3 credits</p> |
| <p>LES 410 Real Estate, Transfer, and Ownership Law</p> <p>This course provides a comprehensive survey of the modern real estate property transaction, covering the drafting of basic documents involved in transfer of land such as deeds, mortgages, sales agreements and options and a review of federal and state regulation of land transfer. Emphasis is placed on ownership rights, survey and land descriptions, encumbrances, easements and licenses, financing, title examinations, real estate closings and leases. This course is a legal specialty. Prerequisite(s): ENG 122, LES 220 and LES 314</p> | <p>3 credits</p> | <p>LES 417 Intellectual Property</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. Prerequisite(s): ENG 122, LES 220 and LES 314</p> | <p>3 credits</p> |
| <p>LES 411 Estates, Trusts, and Probates</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. Prerequisite(s): ENG 122, LES 220 and LES 314</p> | <p>3 credits</p> | <p>LES 420 Personal Injury and Malpractice</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. This course is a legal specialty. Prerequisite(s): ENG 122, LES 220 and LES 314</p> | <p>3 credits</p> |
| <p>LES 413 Food and Drug Law and Policy: Who decides what we can eat, drink and ingest?</p> <p>Drugs are one of the most complex and controversial societal issues. As such, students should understand the context and foundational aspects of drug law, including the entire spectrum of topics: How do governments determine which drugs should be legal and which criminal? How do tobacco, alcohol and marijuana play into the equation? As to legal drugs, what regulations and culpability should be imposed for research-and-development, patents, side effects, sales, service and advertising? Similarly, public policy surrounding food, beverages and health supplements touches more lives on a micro level than perhaps any other area of law. In their academic careers, students should grapple with a fundamental question: Who decides what we eat and drink? Prerequisite(s): ENG 102</p> | <p>3 credits</p> | <p>LES 430 Evidence</p> <p>This course is designed to provide the student with a working understanding of the federal and state Rules of Evidence. Students will gain an understanding of the function of rules of evidence, objections to be anticipated, and the preparation of a civil case for trial without the exclusion of evidence based on the application of those rules. Prerequisite(s): ENG 121 & ENG 122</p> | <p>3 credits</p> |
| | | <p>LES 440 Advanced Litigation Skills</p> <p>This course builds on prior coursework in civil practice, tort, legal writing, and law office technology. Students enrolled in this course will apply their knowledge in litigation practice and develop new skills in settlement negotiations, trial strategy, preparation of exhibits, and document management. Other topics covered will include alternative dispute resolution, motion practice, and post-trial appeals. This course is a legal specialty. Prerequisite(s): LES 220, LES 314, LES 316 and LES 403</p> | <p>3 credits</p> |

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| <p>LES 480 3 credits Law Office Administration & Technology</p> <p>This course is a survey of the common structure and staffing in law offices, including employment policies, accounting practices, hiring policies, discrimination in the workplace, professional development, and disaster preparation. In addition, students will be introduced to the specialized software used in case management, document control, timekeeping, accounting, and other elements of the well-managed law practice. This course is a legal specialty. (Please note: minimum passing grade needed is a "C") Prerequisite(s): LES 200, LES 220 and BCS 205 or CTA 206</p> | <p>LIT 205 3 credits World/Non-Western Literature</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. Prerequisite(s): ENG 122</p> |
| <p>LES 490 3 credits Internship in Legal Studies</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. Prerequisite(s): LES 220, LES 314, LES 316 and LES 403</p> | <p>LIT 302 3 credits Adolescent Literature</p> <p>This course is a study of literature for children and adolescents and is designed to introduce students to both classic and contemporary materials related to children's literature. The course will emphasize the development of knowledge of literature and how to effectively integrate that knowledge into the curriculum. Students will learn how to evaluate and select appropriate literature for children through consideration of age, values, cultural and linguistic backgrounds. Prerequisite(s): ENG 122</p> |
| <p>LES 491 3 credits Capstone: Virtual Experience in Legal Studies</p> <p>This course provides students with a series of simulated, experiential learning environments which give students an interactive law office environment suitable for the development and refinement of competencies needed for the real-world legal workplace. The simulation modules are supplemented with exercises and instruction geared toward preparing students for the transition from the academic environment to the workplace. This course is a legal specialty. Prerequisite(s): DIS 095, DIS, Senior status, LES 200, LES 220, LES 314, LES 316, LES 403 and LES 480 or LES 320</p> | <p>LIT 313 3 credits Visual Approaches to Literature: The Graphic Novel</p> <p>This course will cover graphic novels and storyboarding, looking at both text and graphics to discuss plot, characterization, themes, symbolism, and other literary elements. Students will become familiar with Joseph Campbell's monomyth in order to explore common structures and ideas in graphic novels. Students will also begin to storyboard in order to understand the logical underpinnings of plot and character development. This class will be taught by reading, class discussion, and analysis. Assessment will be through essays, storyboarding, and presentations. Prerequisite(s): ENG 122 or COM 245</p> |
| <p>LIT 201 3 credits Introduction to Literature</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. Prerequisite(s): ENG 122</p> | <p>LIT 332 3 credits Major American Writers</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. Prerequisite(s): ENG 122</p> |
| | <p>LIT 333 3 credits African American Literature</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. Prerequisite(s): ENG 122</p> |

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| <p>LIT 361 3 credits The Art of Poetry Students will study the major forms of poetry through the works of selected poets. They will examine various poetic techniques and devices as well as various poetic symbols. Students will also explore the characteristics of various poetic schools such as Symbolism, Modernism, Imagism, Confessional Poetry, Beat Poetry, African American Poetry, Women's/Feminist Poetry, Native American Poetry, Nature Poetry, and Deep Image Poetry. Prerequisite(s): ENG 122</p> | <p>LSB 402 3 credits Cooperative Education for Liberal Studies The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. Prerequisite(s): Approval from the Dean and the Director of Cooperative Education.</p> |
| <p>LIT 443 3 credits Shakespeare's Plays Students will examine five major plays of William Shakespeare. They will view and discuss the plays especially in terms of their application to the present time. The discussions will focus on the characters in the plays and the conflicts that they faced. Prerequisite(s): ENG 122</p> | <p>LSB 403 3 credits Cooperative Education for Liberal Studies The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. Prerequisite(s): Approval from the Dean and the Director of Cooperative Education.</p> |
| <p>LIT 445 3 credits British Literature This course presents the works of representative major British authors from Chaucer to contemporary writers. The focus is on a limited number of authors, and students engage in an in-depth study of selections by each. Literature includes prose fiction, essays, plays, and poems. Prerequisite(s): ENG 122</p> | <p>LSB 404 3 credits Cooperative Education for Liberal Studies The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. Prerequisite(s): Approval from the Dean and the Director of Cooperative Education.</p> |
| <p>LSB 400 3 credits Cooperative Education for Liberal Studies The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. Prerequisite(s): Approval from the Dean and the Director of Cooperative Education.</p> | <p>MAT 095 0 credit Mathematics Review This course is designed to provide a review of basic mathematics skills for students who need to strengthen their background in mathematics before they take higher-level courses. It provides a foundation for success in subsequent college-level mathematics. This is a lecture course which includes the following topics: order of operations, properties of numbers, fractions and decimals, ratio and proportion, percents, graphs and charts, applications, and exponents. Basic concepts in geometry (length, area, and volume) will be introduced if time permits. (Please note: minimum passing grade is a "C").</p> |
| <p>LSB 401 3 credits Cooperative Education for Liberal Studies The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. Prerequisite(s): Approval from the Dean and the Director of Cooperative Education.</p> | |

MAT 110**3 credits****Math Essentials**

This course provides a basic introduction to algebra. Topics covered in this course include: real numbers and their properties, algebraic expressions and exponents, solving first-degree equations in one variable, solving and graphing inequalities, graphing linear equations, using slope and y-intercept in graphing, polynomials and polynomial operations, solving quadratic equations, and solving two linear equations in two unknowns. Applications of algebra and the use of formulas will be covered. Credit for this course applies toward graduation as an elective. (Please note: minimum passing grade is a “C”).

MAT 121**3 credits****College Math I**

PRIOR TO FALL 2013, THIS COURSE WAS OFFERED AS MAT 101. This course provides a review of algebra fundamentals, including linear equations and inequalities, polynomials, factoring, rational expressions, integer exponents, and quadratic equations. The course will also cover linear, quadratic, polynomial, rational, and exponential functions as well as graphing techniques for these functions. The elimination method for solving systems of linear equations will be discussed. The mathematics of finance will be introduced. Applications of mathematics will be stressed. Please note that a minimum grade of “C” or better is required in this course in order for a student to take higher level math courses for which this course is a Prerequisite. Prerequisite(s): Pass math skills assessment or MAT 110 with a grade of “C” or better.

MAT 122**3 credits****College Math II**

PRIOR TO FALL 2013, THIS COURSE WAS OFFERED AS MAT 102. This course covers basic set theory and operations. Basic probability will be introduced as well as conditional probability, permutations and combinations, binomial trials and probability distributions, and expected value. An introduction to statistics will cover frequency distributions, measures of central tendency and variation, as well as the normal and binomial distributions. An introduction to calculus will cover limits of functions, derivatives, applications of derivatives. An overview of integration will be provided, if time permits. Please note that a minimum grade of “C” or better is required in this course in order for a student to take higher level math courses for which this course is a Prerequisite. Prerequisite(s): MAT 121 with a minimum grade of C.

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. Please note that a minimum grade of C is required in order for students to take Calculus I (MAT 310) Prerequisite(s): MAT 121 with a minimum grade of “C” 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. Please note that a minimum grade of “C” is required in this course in order for a student to take higher level math courses for which this course is a Prerequisite. Prerequisite(s): Successfully passing math skills assessment or MAT 110.

MAT 202**3 credits****Mathematics for Teachers II**

This course is designed for pre-service teachers and is a continuation of MAT 201. Course content includes probability, statistics, geometry, and concepts of measurement. Applications and problem solving will be stressed. Please note that a minimum grade of “C” is required in this course in order for a student to take higher level math courses for which this course is a Prerequisite. Prerequisite(s): MAT 201 with a grade of “C” or better.

MAT 205**3 credits****Introductory Survey of Mathematics**

This course provides an introduction to a broad range of areas in mathematics, including set theory, properties of real numbers, algebra, probability, statistics, and basic consumer math. Topics in algebra include solving linear and quadratic equations, graphing linear and quadratic equations, inequalities, and applications. Topics in probability include the definition of probability, odds, and the probability of compound events. The statistics portion of the course covers measures of central tendency, measures of dispersion, and the normal curve. Topics in consumer math include simple and compound interest and present value. Please note that the minimum passing grade for

this course is “C.” Prerequisite(s): Pass math skills assessment or MAT 110 with a minimum grade of “C”.

MAT 304

3 credits

Mathematics for Teachers III

This course is designed for pre-service teachers and is a continuation of MAT 201 and MAT 202. It covers selected topics in algebra (polynomials, quadratic equations, and systems of linear equations), the rectangular coordinate system, functions, graphs of linear and quadratic functions, the use of functions as models, linear inequalities, consumer mathematics. Applications of mathematics will be stressed. Additional topics may be introduced as time permits. Please note that a minimum grade of “C” is required in this course in order for a student to take higher level math courses for which this course is a Prerequisite. Prerequisite(s): MAT 202 with a minimum passing grade of “C”.

MAT 308

3 credits

Inferential Statistics

This course introduces the student to the scientific method of collecting, organizing, and interpreting quantitative data in the behavioral, social, and medical sciences. Students are introduced to ways of making wise choices in the face of uncertainty and ways to recognize developing situations that may require corrective action. Topics include measurement concepts, frequency distributions, measures of central tendency and variability, probability distributions, random sampling, and hypothesis testing using “sign”, “z”, and “t” tests, analysis of variance, and chi-square tests. Note: A minimum grade of “C” is required for those courses for which this course is a Prerequisite. Prerequisite(s): MAT 102 or MAT 202 or MAT 205 with minimum grade of “C” or BSN candidate or College of Business completion degree candidate.

MAT 310

3 credits

Calculus I

After a brief review of classes of functions and their properties, this course provides an introduction to differential calculus. Topics include limits, continuity, the derivative, techniques for finding the derivative, use of the derivative in graphing functions, and implicit differentiation. Applications of the derivative, including extrema applications and related rates, are covered. Prerequisite(s): MAT 200 with a minimum grade of “C”.

MAT 311

3 credits

Calculus II

This course is a continuation of MAT 310. Topics include antiderivatives, the definite integral, the Fundamental Theorem of Calculus, integration techniques, applications of the definite

integral, and improper integrals. An overview of multivariable calculus includes partial derivatives, minima and maxima, and double integrals. The course concludes with a discussion of Taylor series and L'Hospital's rule. An introduction to differential equations is given, if time permits. Prerequisite(s): MAT 310

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 an introduction to linear programming. Additional topics may include an introduction to statistics and mathematics of finance, if time permits. Prerequisite(s): MAT 304, MAT 101 or college algebra equivalent.

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. Prerequisite(s): MAT 200 and MAT 320

MAT 331

3 credits

Geometry

This course presents the core concepts and principles of Euclidean geometry in two and three dimensions. Topics include geometric constructions, congruence, similarity, transformations, measurement, and coordinate geometry. Axiomatic systems and proofs are covered. An overview of non-Euclidean geometries is provided. Prerequisite(s): MAT 200

MAT 332

3 credits

History of Mathematics

This course provides an overview of the historical evolution of major concepts in mathematics including counting and number systems, geometry, algebra, calculus, and statistics. The contributions of various civilizations ranging from Babylonia and Egypt through Greece and the Middle East to the modern world are reviewed. Biographical sketches of some of the individuals who made major contributions to the development of mathematics are presented. The interrelationship between the evolution of mathematics and science and technology is explored. Prerequisite(s): MAT 311, MAT 308, and MAT 331

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| <p>MEC 6901 3 credits</p> <p>Classification of Psychopathology</p> <p>The new DSM -5 classification system of psychopathology will be studied with emphasis on symptomatology, etiology, and implications for treatment modalities. Special emphasis will be given to the new research based system of diagnosis as it impacts students and educational systems. Various treatment interventions, including the adjunctive use of medications, are presented.</p> | <p>course. ROTC participation is not required. (This course will be taught at the University of Delaware.)</p> |
| <p>MIS 320 3 credits</p> <p>Management Information Systems</p> <p>This course is an overview of management information systems and their use to support business operations. Students are exposed to current information systems technology used in the business decision-making process. Emphasis is placed on management control of information systems. Topics include information systems concepts and planning; end-user computing; hardware, software, including decision support systems, "Groupware," and database systems; networks; international, social, political, legal, behavioral, and ethical issues of MIS. Prerequisite(s): BCS 205, BCS 206, BCS 210, BCS 226/CTA 226</p> | <p>MLS 166 3 credits</p> <p>Special Problem</p> <p>See course description for MLS 105 or MLS 106. This course number is designed for students who have scheduling conflicts due to courses required for their degree. (This course will be taught at the University of Delaware.)</p> |
| <p>MLS 105 1 credit</p> <p>Introduction to Leadership I</p> <p>This course provides an introduction to leadership principles using case studies, historical perspectives, and hands-on leadership opportunities. Students will learn to rappel, use a map and compass, understand the basics of physical fitness, and become familiar with Army traditions and ceremonies. No military obligation is associated with this course. (This course will be taught at the University of Delaware.)</p> | <p>MLS 205 1 credit</p> <p>Basic Leadership I</p> <p>This course is designed to enhance understanding of human behavior, leadership techniques, and management and planning structures. It builds leadership competencies through leadership opportunities with structured evaluations and feedback. Students will learn about the various branches and job opportunities in the Army. No military obligation is associated with this course. Previous ROTC participation is not required. (This course will be taught at the University of Delaware.)</p> |
| <p>MLS 106 1 credit</p> <p>Introduction to Leadership II</p> <p>This course continues to build on the basics of MLS 105. It presents additional leadership opportunities and expands upon leadership theory. Students will learn basic rifle marksmanship, develop public presentation abilities, and continue physical fitness development. No military obligation is associated with this course. Previous ROTC participation is not required. (This course will be taught at the University of Delaware.)</p> | <p>MLS 206 1 credit</p> <p>Basic Leadership II</p> <p>This course continues to build on the basics of MLS 205. Students will learn small-unit tactics and how to handle up to ten people in stressful situations with feedback on performance. Students will also further develop skills with a map and compass, weapons safety, and emergency first-aid techniques for basic life saving. No military obligation is associated with this course. (This course will be taught at the University of Delaware.)</p> |
| <p>MLS 108 1 credit</p> <p>Ranger Company</p> <p>This course provides training in a variety of military disciplines in order to build knowledge of small-unit military tactics, develop leader skills, and improve physical fitness and overall confidence levels. No military obligation is associated with this</p> | <p>MLS 215 4 credits</p> <p>Leadership Development</p> <p>This is an introductory, six week off-campus, hands-on leadership education and assessment course called the Leader Training Course, designed for students interested in becoming Army officers. Real life individual and collective leadership challenges and opportunities are presented. This course is held at Fort Knox, Kentucky. All expenses are paid. Multiple scholarship opportunities are available. No military obligation is associated with this course, but a sincere interest in becoming an Army officer is required. Previous ROTC participation is not required. (This course will be taught at the University of Delaware.)</p> |
| | <p>MLS 266 3 credits</p> <p>Special Problem</p> <p>See course description for MLS 205 or MLS 206. This course number is designed for students who have scheduling conflicts due to courses required for their degree. (This course will be taught at the University of Delaware.)</p> |

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| <p>MLS 305 2 credits Applied Leadership I This course provides advanced training in military leadership. It is one of two courses designed to prepare cadets for the ROTC Leader Development and Assessment Course. It focuses on leadership development through multiple, small-unit leadership opportunities and counseling, and fine tunes skills learned in the previous two years of Military Science; the ROTC Leader Training Course; or prior military service, especially marksmanship, land navigation, drill and ceremonies, and physical fitness. Commitment to military service is required. Restriction: Permission of instructor required. This course is for ROTC students, current military service members, or veterans. (This course will be taught at the University of Delaware.)</p> | <p>MLS 405 2 credits Advanced Leadership This course prepares cadets for commissioning by refining professional skills and leadership ability. Students are assigned leadership positions and function as commanders and staff officers in planning and executing cadet battalion activities. The course focuses on technical skills needed to accomplish assigned missions and other topics which expand cadet knowledge of Army systems and procedures. Commitment to military service is required. This course is for ROTC students only. (This course will be taught at the University of Delaware.) Prerequisite(s): MLS 305 and MLS 306</p> |
| <p>MLS 306 2 credits Applied Leadership II This course continues to build on the basics of MLS 305. It completes preparation for the Leader Development and Assessment Course and focuses on leadership at the platoon (40 adults) and company (120 adults) level. Small-unit tactics and training are emphasized. Information is provided to help the student make wise decisions about military service options. Commitment to military service is required. This course is for ROTC students only. (This course will be taught at the University of Delaware.) Prerequisite(s): MLS 305</p> | <p>MLS 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(s): MLS 405</p> |
| <p>MLS 315 4 credits Leader Evaluation This is an advanced, four-week off-campus, hands-on leadership education and assessment course. Real life individual and collective leadership challenges and opportunities are provided. This course is held at Fort Lewis, Washington. All expenses are paid. Commitment to military service is required. Restriction: Permission of instructor required. (This course will be taught at the University of Delaware.) Prerequisite(s): MLS 305 and MLS 306</p> | <p>MLS 466 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. (This course will be taught at the University of Delaware.)</p> |
| <p>MLS 365 3 credits Military History Studies 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>MNY 300 3 credits Money Management This course is a basic survey of how to effectively handle personal money issues. Aimed at the general student population, it will focus on such topics as money management, reaching personal financial goals, creating a personal budget, understanding credit, financing major purchases (cars, computers, entertainment systems, homes) and an introduction to investing.</p> |
| <p>MLS 366 3 credits Independent Study See course descriptions for MLS 305 or MLS 306. This course is designed for students who have conflicts due to the scheduling of required degree courses. (This course will be taught at the University of Delaware.)</p> | <p>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.</p> |

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| <p>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.</p> | <p>NFP 307 3 credits Fundraising for Nonprofits Focus on developing relationships with private and institutional donors. Students will learn the keys to effective grant proposal writing and endowment management skills. Prerequisite(s): BBM 301</p> |
| <p>NFP 301 3 credits Introduction to Nonprofit Agencies An overview of the historical background, development, role, auspices, organization and purposes of nonprofit agencies. Special emphasis is placed on structure, program, organizational management, strategic planning and stewardship. Other important content is related to reporting requirements, function of the Board of Directors and the relationship between the Chief Executive and the Board. Prerequisite(s): BBM 201</p> | <p>NUR 303 4 credits Nurse as Professional This course provides a basis for role transition of the registered nurse to the BSN 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. During this course, the students are required to complete a credentialing profile (through Verified Credentials). Detailed instruction of the mandatory credentialing is found in the College of Health Professions BSN Student blackboard site. Completed credentialing is mandatory for students to continue with NUR core course selection. Prerequisite(s): Registered nurse and BSN major</p> |
| <p>NFP 302 3 credits Management of the Nonprofit Organization Focus on non-governmental, nonprofit companies and their management practices. The distinguishing features of these companies and their relevance to effective performance-based management are addressed. Also covered are the identification and assessment of various organizational designs, governance structures, board and community relations, and the regulatory environment. Prerequisite(s): BBM 201/301</p> | <p>NUR 313 3 credits Nurse as Decision Maker This course focuses on the application of ethical thinking to contemporary nursing practice. The major ethical theories are examined, and the issue of ethical standards is addressed. The relationship of ethics to technology, legal issues, and economics is explored. Prerequisite(s): NUR 303 and 60 lower level credits</p> |
| <p>NFP 303 3 Credits Foundations of Fiscal Management for Nonprofits Focus on the practical application of accounting concepts and processes and financial data analysis for nonprofit organizations. The importance of the management of business information systems will also be discussed. Emphasis will be placed on how these basic concepts are used in today's nonprofit organizational environments. Prerequisite(s): FIN 305</p> | <p>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 individuals, families, communities, and peers. Prerequisite(s): NUR 303 and 60 lower level division credits</p> |
| <p>NFP 304 3 Credits Advocacy and Public Policy for Nonprofits Focuses on the knowledge needed to understand and apply processes for making business decisions for nonprofit companies. Emphasis is placed on the role unique relationship nonprofit organizations have with the U.S. economy. An emphasis will be placed on critical thinking skills. Prerequisite(s): BBM 201/301</p> | <p>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. Prerequisite(s): HUM 340, SPA 301, SPA 302, SPA 305, and HLT 371</p> |

NUR 333**3 credits****Nurse as Leader**

This course focuses on the development of leadership skills for professional nursing practice. The course explores the leadership role of the professional nurse through Nurse Leader interviews, current literature, theories, self-awareness, and professional development. Students conduct in-depth nurse leader interviews to gain perspectives about real-world leadership environments. The students' perspectives of leadership as a component of all professional nursing practice are enhanced through self-directed interaction with a variety of nursing leaders. In preparation for this course, students need to identify two Nurse Leaders that are willing to participate in an interview with the student. The leaders must hold a BSN degree or higher and currently be in a leadership role. Prerequisite(s): NUR 303 and 60 lower division credits

NUR 343**3 credits****Nurse as Consumer of Research**

Emphasis in this course is placed on the ability to read, understand, and critique published research reports. Students learn the relevance of research and strategies for utilization. Advocacy and accountability in the conduct and use of research are stressed. Prerequisite(s): NUR 303 and MAT 308

NUR 363**3 credits****Nurse as Caregiver: Chronic and Palliative Care**

This course emphasizes the professional nurse's role in health restoration and maintenance for individuals and families affected by chronic conditions from diagnosis through end of life. Palliative care issues are examined. The impact of chronic health problems on the individual, family, and community is explored. Prerequisite(s): NUR 303 and 60 lower division credits

NUR 392**2 credits****Independent Study in Nursing Research**

This course is intended to increase the student's ability to relate research findings to their clinical practice. Through independent research, the student identifies nursing research studies that relate to specific clinical problems.

NUR 393**3 credits****Independent Study In Nursing Practice**

This course recognizes the student's personal and/or professional experiences and/or accomplishments relevant to nursing. The student will independently document the experience and/or accomplishment to show achievement of course objectives. If contracting for more than 1 credit, a review of relevant literature is required. Examples of personal and/or professional experiences and/or accomplishments related to nursing include:

missionary work, disaster/humanitarian relief work, military experiences, volunteer work, community service, conference presentation, political action, national certification, parish nursing, and/or corporate training courses.

NUR 413**3 credits****Holistic Health Assessment**

This course focuses on acquiring the skills to complete a holistic health assessment on an individual and family. Emphasis is placed on: physical assessment skills, communication skills, assessment of growth and development, identification of learning needs, and awareness of cultural diversity. Prerequisite(s): NUR 303 and 60 lower division credits

NUR 423**3 credits****Global Health Care**

This course focuses on health care needs of aggregates in local, national, and international communities from the perspective of primary, secondary, and tertiary prevention. Students explore a variety of frameworks such as epidemiology, health care systems, and health care planning as conceptual bases for diverse community health nursing roles. Prerequisite(s): NUR 303, NUR 343, NUR 413, ENG 365 or ENG 310 (except for Nursing Pathway Students), and 60 lower division credits

NUR 433**3 credits****Global Health Care Practicum**

This course focuses on the integration and practical application of community/global health principles and conceptual bases for community health nursing. Students gain community-based experience in community assessment, group teaching for aggregates, and community nursing practice. The focus of this practicum is a community learning experience at an approved community learning setting. The course requires a total of twenty (20) community learning experience hours and a minimum of fifteen (15) additional hours of community learning activities. In preparation for this course students need to identify a community organization, agency or facility where the student is able to complete the required 20 hours of community learning experience (CLE). Students are not functioning as a nurse when completing the CLE 20 hour experience at the selected community site. Prerequisite(s): NUR 303, NUR 323, NUR 333, NUR 363, NUR 413, NUR 423, and 60 lower division credits

NUR 461**3 credits****Topics in Nursing**

These elective courses focus on contemporary subjects and current issues related to nursing and health care. Topics vary, with several different courses offered each year.

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| <p>NUR 462 Topics in Nursing</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>3 credits</p> | <p>needs and leadership influence. This highly interactive course will use reflection, self-assessments, and simulation scenarios to reflect on effective leadership behaviors and develop leadership skills in students. Prerequisite(s): SOC 101 and PSY 101</p> |
| <p>NUR 470 Topics in Nursing</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>3 credits</p> | <p>ORG 304 Survey of Human Dynamics</p> <p>Success in the workplace requires the application of a variety of skills, many of which involve managing our interactions and relationships with others. This course will help students identify strengths and weakness in areas such as communication, teamwork, problem solving, cross-cultural relations, conflict resolution, stress management, and organizational politics, as well as providing specific skill building opportunities to develop greater proficiency in these areas. Prerequisite(s): NG 121</p> |
| <p>NUR 475 Topics in Nursing</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>3 credits</p> | <p>ORG 311 Organizational Behavior, Change, and Development</p> <p>The success and survival of any organization depends on the ability to adapt to change. This course reviews the challenges inherent in overcoming people's resistance to change as a key factor and determinant of organizational effectiveness. Topics will include incremental change and quantum change. Strategic planning and change process will be discussed. Organizational development techniques will be viewed as effective tools for getting people to adapt to change. Projects will include case studies, role playing, and group discussions. Prerequisite(s): SOC 101 or PSY 101</p> |
| <p>NUR 480 Excellence in Clinical Nursing</p> <p>RN to BSN students who have earned national certification in a nursing specialty or who are certified to teach CPR courses may use this experience to PLA their 3 credit NUR upper level elective.</p> | <p>3 credits</p> | <p>ORG 402 Applied Organizational Research</p> <p>This course is the capstone for the Organizational Dynamics Fusion program and is designed to provide a foundation in the application of research methods in organizational settings. As a project-focused course, students will construct a high quality, applied research project that can be used to inform organizational policy and/or decision making. This course is appropriate for students studying organizational dynamics or other related fields and seeking greater understanding of applied organizational research. Examples of some of the topics to be covered in this course are: the philosophical basis of science - deciphering truth from fiction; organizational research techniques and tools; construction and implementation of organizational surveys; construction and implementation of organizational focus group research practices; quantitative versus qualitative research; report writing; research-based decision making, etc. Prerequisite(s): PSY 101, SOC 101, SOC 331</p> |
| <p>ORG 301 Survey of Organizational Dynamics</p> <p>This course reviews the factors that demonstrate how organizations interact with their stakeholders: employees, government leaders, clients, and the community. It also explores the attitudes and behaviors of individuals and groups in organizations with a focus on change in the workplace. Theories of cooperation, conflict, and innovation are discussed. Prerequisite(s): SOC 101 and PSY 101</p> | <p>3 credits</p> | <p>ORG 302 Psychology of Leadership</p> <p>Effective leadership is essential to a free society, and an understanding of effective leadership behaviors and traits prepares students for cultivating and honing their own leadership styles. Effective leadership requires the ability to attract followers and motivate them to put forth their best efforts in solving problems. The psychology of leadership behaviors will analyze the leadership behaviors of well-known 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</p> |

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| <p>ORG 408 Culture of the Workplace</p> <p>General patterns of beliefs, expectations, and values that influence workplace cultural behavior will be discussed. Organizational cultural behavior will be presented as the cognitive framework that consists of assumptions and values that are shared by the organization members. Issues of diversity and multiculturalism will be included. Prerequisite(s): SOC 101 and PSY 101</p> | <p>3 credits</p> | <p>lawsuits. Course faculty and guest lecturers from these settings will portray how conflict is assessed and managed. Students will gain an understanding of how to effectively manage conflict and appreciate the role that conflict and its constructive management can have to improve one's personal, family, work, and community life.</p> |
| <p>ORG 433 Theoretical View of Organizational Systems</p> <p>This course is designed to explore the prevailing theoretical perspectives that guide the behavior of humans and the organizational systems in which they participate. The practical knowledge and skills necessary to create and lead high performance organizations are examined. Prerequisite(s): SOC 101 and PSY 101</p> | <p>3 credits</p> | <p>ORG 478 Mediation Skills</p> <p>This course will provide "hands on" training and experiences in behaving as a neutral third-party mediator to facilitate negotiations between and among disputing individuals, groups, and organizations. The course makes extensive use of self-assessment instruments, role playing, simulations, analyses of videos, feedback, and other highly participative methods to explore one's conscious use of self in behaving in effective ways to manage conflict. Topics include mediation and negotiation theory; integrative negotiations; role of the mediator; stages of the mediation process; framing negotiations; bids and offers; developing options; reaching an agreement; authoring an Agreement; and related topics including dealing with impasse, handling emotions, fairness, ethics, maintaining neutrality, apology, power, confidentiality, and assessing outcomes.</p> |
| <p>ORG 444 Organizational Justice, Ethics, and Social Responsibility</p> <p>This course reviews the multifaceted concept of justice and the variety of questions that are raised in organizational settings. Fairness is discussed in the context of organizational justice. Ethical workplace behavior and social responsibility of organizations will be reviewed. Students will develop and resolve ethical dilemmas of the workplace that affect individual and group values. Prerequisite(s): SOC 101 or PSY 101</p> | <p>3 credits</p> | <p>ORG 479 Dimensions of Organizational Conflict</p> <p>This course will examine the theory, range, expression, amelioration, and scope of interventions regarding types of workplace related conflicts including interpersonal, group/team, departmental, organizational, interorganizational, and between the organization and its environment (including stakeholders, funders, unions, customers, competitors, and the public). Topics include conducting a "Conflict Audit"; expression of conflict; culture of conflict; architecture, marketing, and implementing conflict interventions; and evaluation of conflict management initiatives.</p> |
| <p>ORG 475 Special Topics: Violence in The Workplace</p> <p>The purpose of this course is to examine the issue of violence from a theoretical and historical perspective. In this course, we will examine the factors that contribute to interpersonal violence and identify populations and settings with potential for risk. Emphasis will be given to the violence continuum, prevention, intervention and resolution for all workplace environments. Students will gain a better understanding of workplace violence through presentations and discussions of case studies and research papers devoted to the theme of the course.</p> | <p>3 credits</p> | <p>PHI 100 Introduction to Critical Thinking</p> <p>This introductory course challenges students with the question: "Why do you think the way you do?" It gives practical consideration to overcoming thinking errors, developing ethical thought, and applying career-specific principles of effective critical thinking to real-life situations.</p> |
| <p>ORG 477 Introduction to Conflict Management</p> <p>This course provides an overview of the theory, practice, techniques, and effectiveness of programs and interventions to manage personal, workplace, organizational, systems, and community conflict. The course will examine the types, scope, and application of conflict resolution within the workplace, family, education, health systems, social services, courts, neighborhoods, law enforcement, retail consumers, and civil</p> | <p>3 credits</p> | |

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| <p>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.</p> | <p>Therefore, many assume they cannot be creative unless they were born especially talented. However, research indicates that creative skills can be taught and developed. Considering the magnitude and complexity of problems facing contemporary society, fostering the understanding and growth of creative potential has become a crucial agenda.</p> |
| <p>PHI 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.</p> | <p>PHI 314 3 credits Ethics for Computer Professionals 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. Prerequisite(s): CTA 206 or equivalent</p> |
| <p>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.</p> | <p>PHI 322 3 credits Resolving Interpersonal Conflict This course introduces students to some foundational principles and essential skills for reaching wise, efficient agreements with the goal of improving interpersonal relationships. It also introduces students to eight methods of conflict resolution and five commonly used, but unsuccessful, techniques for resolving conflict. Prerequisite(s): ENG 122</p> |
| <p>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. Prerequisite(s): PSY 101 or SOC 101</p> | <p>PHI 325 3 credits Empowerment Strategies This course offers strategies for seeing possibilities in situations, ways of changing perspectives, evaluating opportunities, and discovering the power within you to change your attitudes, your work, your relationships, and your life for the better.</p> |
| <p>PHI 305 3 credits Symbolic Logic This course is a study of the principles of valid inference and their application to reasoning in everyday life in the sciences. Topics considered are syllogism and other types of formal reasoning, the nature of proof, the detection of fallacies, and an introduction to the logic of scientific methods. Contemporary developments in symbolic logic are examined as well.</p> | <p>POL 300 3 credits American Politics This course is a survey of the political institutions of the federal republic of the U.S.A. and their interaction, strengths, and weaknesses. The survey includes a description of the U.S. federal system contained in the Constitution as amended formally and through legislation, the institutions which make up the vertical and horizontal separations of powers, the role of interest groups and elections in society, and the concept of civil rights and equality as opposed to freedoms in the culture. Prerequisite(s): ENG 121</p> |
| <p>PHI 310 3 credits Critical Thinking This course is designed to help students develop their critical reading, writing, and thinking skills. They will learn how to think critically and apply this thinking to a wide range of topics, including politics, media, culture, and entertainment. Students will learn to respond in speaking and writing that exhibits structured critical thinking. Prerequisite(s): ENG 102</p> | |
| <p>PHI 311 3 credits Building Brain Power 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.</p> | |

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| <p>POL 304 3 credits Constitutional Law and Procedures The focus of this course is the interaction, strengths, and weaknesses of the U.S. federal government. The course includes a study of selected Supreme Court cases which have clarified the roles of government and police power. It also includes a description of the U.S. federal system contained in the Constitution as amended formally and through legislation, the institutions which make up the vertical and horizontal separations of powers, the role of interest groups and elections in the society, and the concept of civil rights and equality as opposed to freedoms in the culture. Prerequisite(s): POL 300 and ENG 122 or 102</p> | <p>control, mandatory sentencing, public assistance, inequality, and redistribution of wealth. Prerequisite(s): ENG 122 and (POL 326 or Criminal Justice major)</p> |
| <p>POL 315 3 credits Comparative Government and Politics This is a survey that approaches different forms of government from a theoretical and structural basis. The survey includes a review of political ideologies and the resultant governmental institutions of selected nation-states from democratic, communist, and other governmental forms. The institutional aspects reviewed are the organization of nation-state governments, including the executive, legislative, and judicial branches; political parties; the role of individual leaders; and domestic policies and stability.</p> | <p>POL 350 3 credits Economic, Welfare and Income Policy This course provides an overview of the policies and ethics surrounding the economy, welfare, and income. Topics covered include taxation and tax reform, guns vs. butter, poverty, Social Security, public assistance, inequality, and redistribution of wealth. Prerequisite(s): POL 326 and ENG 122</p> |
| <p>POL 321 3 credits International Organization and Politics This course surveys the international arena, with a focus on political relations among states. It includes a description of the international political environment and its historical development; the principal institutions; the American organizations that conduct foreign policy; the contemporary issues resulting in cooperation and conflict; and the nature of, and reasons for, war.</p> | <p>POL 360 3 credits Education Policy This course provides an overview of the policies and ethics surrounding education. Topics covered include federal, state and local involvement in education, school choice, student achievement, multiculturalism, and the No Child Left Behind Act. Prerequisite(s): POL 326 and ENG 122</p> |
| <p>POL 326 3 credits Public Policy and Social Issues This course studies how American societal problems become public policy issues; how those issues become part of the public agenda; and how public problems reshape or reorganize governmental institutions, structures, programs, and budgets. It includes both the process and the principles—public and private. Prerequisite(s): POL 300 or LES 316</p> | <p>POL 370 3 credits Energy and Environmental Policy This course provides an overview of the policies and ethics surrounding energy and the environment. Topics covered include policies effecting the production, distribution, and consumption of traditional and alternative energy sources, natural resources, air pollution, water pollution, toxic wastes, the Clean Air Act, and the National Environmental Policy Act. Prerequisite(s): POL 326 and ENG 122</p> |
| <p>POL 340 3 credits Criminal Justice Policy This course provides an overview of the policies and ethics surrounding criminal justice. Topics covered include capital punishment, drugs, violent crime, decriminalization, gun</p> | <p>POL 380 3 credits Health Care Policy This course provides an overview of the policies and ethics surrounding health care. Topics covered include managed care, quality of health care, cost of and payment for health care, access to health care, Medicare, Medicaid, the State Children's Health Insurance Program, and health care reform. Prerequisite(s): ENG 122 and (POL 326 or Nursing or Allied Health Major)</p> |
| | <p>POL 401 3 credits Special Topics: Chinese Politics This course examines China's political institutions and their interaction, strengths, and weaknesses, both historically and since 1949. The study includes the Chinese Communist Party, the National People's Congress, and the Supreme People's Court. Students will also examine the differences between the Mao Zedong era and the post-Mao Zedong era, including China's status as an emerging superpower.</p> |

POL 402
Analysis of Public Policy

3 credits

This course combines theory and application. From a theory perspective, it evaluates the processes through which policy is created and the dynamics of power and access to the policy process. Measurements of policy success and ways to improve both policy quality and the efficiencies of its implementation are evaluated and explored. From an application perspective, each student selects a hypothetical new law that is of interest. Students conduct research, using primary as well as secondary sources, to justify and design their potential laws. They also analyze potential allies and foes, and develop strategies to get their issues on the “public agenda.” Prerequisite(s): POL 326 and junior or senior status

POL 403
Writing for Public Policy

3 credits

This capstone course examines the theories, principles and ethics of government writing. Students apply this learning to the potential laws they researched in POL 402. Specifically, each student writes press releases, memos, and speeches relating to building public awareness and support as well as drafting an original law. Prerequisite(s): POL 402

POL 405
Special Topics: Political Strategy

3 credits

This course will give students an objective look at how candidates maneuver, plot, position, calculate, attack, defend, and strategize in order to give themselves the best chance at winning in November. Students will learn the power of perception over reality, the role of truths and half-truths, how to add up election math, how to use the media, how to win a debate, and identify parallels between this election and elections of the past.

POL 413
Food and Drug Law and Policy: Who decides what we can eat, drink and ingest?

3 credits

Drugs are one of the most complex and controversial societal issues. As such, students should understand the context and foundational aspects of drug law, including the entire spectrum of topics: How do governments determine which drugs should be legal and which criminal? How do tobacco, alcohol and marijuana play into the equation? As to legal drugs, what regulations and culpability should be imposed for research-and-development, patents, side effects, sales, service and advertising? Similarly, public policy surrounding food, beverages and health supplements touches more lives on a micro level than perhaps any other area of law. In their academic careers, students should grapple with a fundamental question: Who decides what we eat and drink? Prerequisite(s): ENG 122 or 102

POL 460
Special Topics: American Planning and Politics

3 credits

While planning can be studied from a number of perspectives, such as the aesthetic (design), economic, environmental, fiscal, and social welfare perspectives, it is the political (sometimes described as ‘behavioral’) that is the perspective of this course. This course provides a broad overview of the methods and procedures used to develop policies and then implement plan and programs through a combination of implementation and regulation. Topics covered include plans affecting economic development and the environment, sustainable growth, growth management tools, transportation access and mobility, and urbanization in the United States and around the world. Prerequisite(s): ENG 122

POL 490
Public Policy Internship

3 credits

This course consists of supervised, practical work experience in a government office, nonprofit organization, or another appropriate entity Prerequisite(s): Junior status; POL 300 and POL 326; Approval from Program Chair is required prior to registering for this course.

PSY 101
Introduction to Psychology

3 credits

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.

PSY 215
The Family: Effect on Development

3 credits

The effects of family and home environment on the development of children are examined. Current trends in the family, the impact of society on the family and the child, as well as the influence of values on family interactions are explored. Prerequisite(s): PSY 101

PSY 280
Problem Solving

3 credits

This course is an introduction to human information processing: how we think, reason, and solve problems. Students explore the way in which problems can be transformed into opportunities. Topical issues include models of thinking, simulation, and creativity. Prerequisite(s): PSY 101

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| <p>PSY 290 1 credit Guided Practicum in Behavioral Science and Psychology This course is a supervised and guided 30-clock hour field experience for undergraduate students who have completed more than 15 credits but less than 60 credits in an organization or agency involved in the coordination or delivery of human services. Such organizations could be psychiatric facilities, nursing homes, or community-based agencies providing social services. Prior Learning Assessment credits are not applicable to this course. Course is graded satisfactory/unsatisfactory. Prerequisite(s): PSY 101 and SOC 101 and freshman or sophomore status</p> | <p>PSY 303 3 credits History of Psychology This course surveys the history of psychology through psychological research endeavors that have had remarkable and lasting effects on the various disciplines that comprise the science known as psychology. Prerequisite(s): PSY 101</p> |
| <p>PSY 291 1 credit Guided Practicum in Behavioral Science and Psychology This course is a supervised and guided 30-clock hour field experience for undergraduate students who have completed more than 15 credits but less than 60 credits in an organization or agency involved in the coordination or delivery of human services. Such organizations could be psychiatric facilities, nursing homes, or community-based agencies providing social services. Prior Learning Assessment credits are not applicable to this course. Course is graded satisfactory/unsatisfactory. Prerequisite(s): PSY 101 and SOC 101 and freshman or sophomore status</p> | <p>PSY 304 3 credits Survey of Human Dynamics Success in the workplace requires the application of a variety of skills, many of which involve managing our interactions and relationships with others. This course will help students identify strengths and weakness in areas such as communication, teamwork, problem solving, cross-cultural relations, conflict resolution, stress management, and organizational politics, as well as providing specific skill building opportunities to develop greater proficiency in these areas. Prerequisite(s): ENG 121 and PSY 101</p> |
| <p>PSY 300 3 credits Theories of Personality The concept of personality is explored via the developmental theories of several social scientists. The impact of personality upon such processes as intelligence, anxiety, health, aggression, altruism, and moral behavior is studied. Prerequisite(s): PSY 101</p> | <p>PSY 305 3 credits Abnormal Psychology This course is a study of the causes, characteristics, and management of abnormal behavior. The course is divided into three general areas: major theoretical perspectives of abnormal behavior; major disorders following the categories of the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-IV-TR); and causes, treatment, and impact of abnormal behavior. Prerequisite(s): PSY 101</p> |
| <p>PSY 301 3 credits Social Psychology This course is a study of the impact of social institutions on the behavior of the individual, as well as the impact of the individual on the group. Topics include attitudes, beliefs, public opinion, propaganda, leadership, prejudice, and international tension. Prerequisite(s): PSY 101 and SOC 101</p> | <p>PSY 306 3 credits Behavior Modification This course surveys and examines the theory and technique of operant and classical conditioning in behavior modification. The main emphasis is on understanding the basic principles of behavior modification. Prerequisite(s): PSY 101</p> |
| <p>PSY 302 3 credits Organizational and Industrial Psychology This course is the analysis of psychological issues in industry. Topics include motivational theories, supervisory and management skills, personnel selection, the use of statistics and testing, group decision-making processes, leadership skills, and the general impact of organizational structure on employee performance and productivity. Prerequisite(s): PSY 101</p> | <p>PSY 309 3 credits Interpersonal Communication Skills This course explores communication patterns and styles between people. Focus is on developing effective communication skills and understanding those factors which influence the implementation of these skills. Prerequisite(s): PSY 101</p> |
| | <p>PSY 310 3 credits Community Psychology This course studies the community as a system which affects the development of the individual. It provides a study of community organizations as they impact the individual and includes a search for approaches to creating and re-creating the community through grass-roots efforts. Prerequisite(s): PSY 101</p> |

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| <p>PSY 314 Psychology of Human Potential</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. Prerequisite(s): PSY 101</p> | <p>3 credits</p> | <p>receiving support services. Topics will include child welfare, guardianships, involuntary commitments, competence, and civil rights. Special attention will also be given to the varying ethical duties and professional values within the human services and legal professions. Prerequisite(s): ENG 121 and ENG 122</p> |
| <p>PSY 315 Group Dynamics</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. Prerequisite(s): PSY 101</p> | <p>3 credits</p> | <p>PSY 329 Lifespan Development</p> <p>This course is a survey of maturational and learned behaviors as they develop through all life phases. Human behavioral development is traced from prenatal stages through infancy, childhood, adolescence, adulthood, and later life. Physical, cognitive, and social development are considered, along with the development of language and personality. Prerequisite(s): PSY 101</p> |
| <p>PSY 316 Stress Management</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. Prerequisite(s): PSY 101</p> | <p>3 credits</p> | <p>PSY 330 Infant and Toddler Development</p> <p>This course is an in-depth study of the growth and development of an infant from conception to age three. The effect of nature vs. nurture on development is emphasized; recent trends in infant group care are reviewed. Basic knowledge of child growth and development is essential to succeed in the course. Prerequisite(s): PSY 101</p> |
| <p>PSY 319 Family Systems</p> <p>This course focuses on how families function as a system; aspects of assessment and treatment are also considered. Prerequisite(s): PSY 101</p> | <p>3 credits</p> | <p>PSY 331 Middle Childhood Development</p> <p>This course focuses on physical, cognitive, and social/emotional development in middle childhood. Attention is also given to development immediately preceding and following this phase of development. Prerequisite(s): PSY 101</p> |
| <p>PSY 322 Wellness in the Workplace</p> <p>This course will cover the challenges of creating and sustaining wellness in the workplace. The course will examine health promotion models and preventative management techniques for planning, implementing, and evaluating worksite wellness programs and interventions. The underlying premise of the course is that improving the quality of health of the individual and the organization involves changing organizational systems as well as people's attitudes and behaviors. Prerequisite(s): PSY 101</p> | <p>3 credits</p> | <p>PSY 332 Adolescent Development</p> <p>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. Prerequisite(s): PSY 101</p> |
| <p>PSY 323 Law & Practice in Human Services</p> <p>This course examines how the law impacts the delivery of human services in both direct ways through the civil and criminal court system and indirectly through the laws and regulations that define the rules, responsibilities, and entitlements of clients</p> | <p>3 credits</p> | <p>PSY 333 Psychology of the Exceptional Child</p> <p>This course provides information and strategies for individuals working with exceptional children. Emphasis is on identification, assessment, and intervention appropriate to various types of exceptionalities, as well as the impact of these exceptionalities on the social-emotional development of the child Prerequisite(s): PSY 101</p> |

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| <p>PSY 334 3 credits The Biological Basis of Behavior This course focuses on the biological systems that impact human behavior. Special attention is given to the parts of the brain, hormones, and neurochemistry of behavior, as well as drugs that affect behavior. Additional topics include illness; abnormality or defects that affect behavior; applications of knowledge to understanding of common behaviors; and implications of this information for treatment, prevention, remediation, and common research methodologies. Evolutionary considerations are also an important focus of this course. Prerequisite(s): PSY 101 and SCI 335</p> | <p>PSY 352 3 credits Human Sexuality This course provides a basic knowledge of both the anatomy and the physiology of the human sexual response in the male and female. Attitudes with regard to controversial issues such as homosexuality, sterilization, and abortion are also considered. Prerequisite(s): PSY 101</p> |
| <p>PSY 336 3 credits Child Development This course provides a comprehensive study of human development from the prenatal period through adolescence. Areas that are studied include physical, social-emotional, and intellectual development. Major development theorists are reviewed. The interrelationship of heredity and environmental factors that influence change are also considered. Prerequisite(s): PSY 101</p> | <p>PSY 353 3 credits Sports Psychology This course provides knowledge about psychological factors that affect behavior in sports, such as anxiety, motivation, concentration, and confidence. Students also study the psychological effect that participation in a sport or physical activity has on a performer. Prerequisite(s): PSY 101</p> |
| <p>PSY 340 3 credits Research Methods in Psychology This course provides an introduction to psychological research techniques and methodology. The course will help you become a more critical research consumer, increase your knowledge of those working in research-related occupations, and provide you with the background necessary for further undergraduate and graduate studies in psychology. Students who complete this course will understand the nature of scientific explanations, factors that threaten the validity and reliability of observations, the limitations of measurement scales, the use of experimental and quasi-experimental designs to test hypotheses, and the proper interpretation of correlational and experimental data. In addition, students will learn how to write research papers according to the current guidelines of the American Psychological Association. Prerequisite(s): MAT 308 GPA 1.67 and SOC 331 GPA 1.67</p> | <p>PSY 363 3 credits Psychology of Language This course is a study in language behavior. Normative, cognitive, emotional, and relational aspects of language behavior are examined. Emphasis is placed on aspects of language learning, production, and comprehension. Individual, social, and gender-based differences are explored, as well as surface and deep structures of language and the psychological aspects of miscommunication. Prerequisite(s): PSY 101, ENG 102, and ENG 111</p> |
| <p>PSY 351 3 credits Learning and Cognition This course is the study of the thinking process from sensory perception through attention, memory, learning, and the higher-order skills of problem solving. In addition to basic research in the field of neuropsychology, the course includes theories of language acquisition and information processing. Prerequisite(s): PSY 101</p> | <p>PSY 364 3 credits Disability Issues This course is a comprehensive overview of the barriers faced by people with physical and mental disabilities. The focus is on sensitivity training, awareness of community resources, and recent civil rights legislation as means of surmounting stereotypical attitudes. Prerequisite(s): PSY 101</p> <p>PSY 375 3 credits Forensic Psychology This course is designed to give the student a general understanding of the interface of psychology and the law and the differences between the two fields of study. In doing so, the course will examine the roles and responsibilities of forensic psychologists and will include topics such as: the selection and training of police, police interrogations and confessions, criminal profiling, criminal investigation, eyewitness accounts, trial preparation, jury selection, mental defenses and issues of competency, other types of defenses, sexual abuse issues, child custody disputes, discrimination, sexual harassment, and death penalty cases. Prerequisite(s): PSY 101</p> |

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| <p>PSY 390 3 credits Independent Study in Behavioral Science Through independent study, the student is offered the opportunity to pursue individual special interests under supervision. This course is graded satisfactory/unsatisfactory. Prerequisite(s): PSY 101 and GPA of 2.5</p> | <p>PSY 406 3 credits Tests and Measurements This course is a study of the construction and evaluation of standardized tests for psychological, educational, and industrial applications. Prerequisite(s): SOC 331, SOC 340, and MAT 308</p> |
| <p>PSY 391 3 credits Independent Study in Behavioral Science Through independent study, the student is offered the opportunity to pursue individual special interests under supervision. This course is graded satisfactory/unsatisfactory. Prerequisite(s): PSY 101 and GPA of 2.5</p> | <p>PSY 407 3 credits Psychology of Learning This course explores the perspectives, theories, and concepts related to how individuals learn. Topics such as the brain, behaviorism, the cognitive view, the sociocultural perspective, transfer, problem solving, critical thinking and motivation will be discussed. Application of theories/perspectives and concepts to real world contexts will also occur. Prerequisite(s): PSY 101</p> |
| <p>PSY 392 3 credits Independent Study in Behavioral Science Through independent study, the student is offered the opportunity to pursue individual special interests under supervision. This course is graded satisfactory/unsatisfactory. Prerequisite(s): PSY 101 and GPA of 2.5</p> | <p>PSY 409 3 credits Seminar in Psychology Senior Seminar is the capstone course for the Psychology program. Students will further develop their abilities to read, analyze, and evaluate research, identify and solve problems, apply ethical principles, write professionally and in accordance with current American Psychological Association guidelines, and effectively deliver oral presentations. Students will have the opportunity to enhance their knowledge of research methods by designing a research study, writing a proposal, and presenting their proposal to a mock Institutional Review Board. In addition, students will discuss grant writing, review the range and scope of professional career options, the responsibilities and educational requirements of different careers in psychology, and explore graduate programs. The Senior Seminar requires the application of knowledge and skills developed in core curriculum courses such as Inferential Statistics; Research, Writing, and Information Literacy; Research Methods in Psychology; and Tests and Measurement. Prerequisite(s): SOC 331, SOC 340 or PSY 340 and MAT 308</p> |
| <p>PSY 393 3 credits Independent Study in Behavioral Science Through independent study, the student is offered the opportunity to pursue individual special interests under supervision. This course is graded satisfactory/unsatisfactory. Prerequisite(s): PSY 101 and GPA of 2.5</p> | |
| <p>PSY 394 3 credits Independent Study in Behavioral Science Through independent study, the student is offered the opportunity to pursue individual special interests under supervision. This course is graded satisfactory/unsatisfactory. Prerequisite(s): PSY 101 and GPA of 2.5</p> | |
| <p>PSY 401 3 credits Adult Development and Aging Biological, sociological, psychological, and medical attributes of the facts and myths regarding adulthood and aging are examined in this course. Historical and cultural perspectives are applied to understanding attitudes regarding adulthood and aging. Prerequisite(s): PSY 101</p> | <p>PSY 412 3 credits Crisis Intervention This course uses a theoretical approach to crisis intervention in social, therapeutic, and business settings. Students develop a sound theoretical approach to crisis work, along with some pragmatic approaches to commonly encountered problems. Prerequisite(s): PSY 101</p> |
| <p>PSY 403 3 credits Counseling Process: Techniques and Applications This course is an introduction to current theory about psychological counseling. Theories covered include cognitive approaches, behavior modification, psychoanalytic approaches, existential therapy, and others. Prerequisite(s): PSY 101</p> | <p>PSY 451 3 credits Health Psychology Health and human behavior are closely related. Health psychology uses the biopsychosocial model to examine the interaction of physiological process, psychological thoughts,</p> |

feelings and behaviors, and the social-cultural environment on health. Topics such as mind-body interventions, health protective factors, health behavior change, coping with chronic and advanced illnesses, health belief models, and the link between personality traits and health will be addressed. Prerequisite(s): PSY 101

PSY 452 **3 credits**
Multicultural Psychology

The purpose of this course is to examine multiculturalism as a central or proximal variable in psychology. In this course, students will examine the nature and contribution of multiculturalism in psychology and the influence it has on the way we study and understand behavior. Students will examine theories and research in multicultural psychology. Students will gain a better understanding of the ways in which the multicultural context influences psychological processes, learn about empirical methods in multicultural psychology, and achieve a better appreciation of the multicultural context of human behavior. Prerequisite(s): PSY 101

PSY 453 **3 credits**
Families and Crisis

This course will define what is meant by family crisis, identify some of the major theoretical frameworks for studying families and crisis, consider major lifestyle transitions, and explore the major catastrophic crises families face. It will also examine resources and strengths that enable families to deal with crisis more adequately. Prerequisite(s): PSY 101

PSY 460 **3 credits**
Topics in Behavioral Science

This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101, SOC 101, and junior status

PSY 461 **3 credits**
Topics in PSY: 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 and not so well-known leaders, evaluate leadership behaviors according to societal values, and synthesize leadership theory into a personal leadership philosophy and action plan. Borrowing from many disciplines, this course will examine the impact of psychological needs and leadership influence. This highly interactive course

will use reflection, self-assessments, and simulation scenarios to reflect on effective leadership behaviors and develop leadership skills in students. Prerequisite(s): PSY 101

PSY 464 **3 credits**
Topics in Behavioral Science

This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101, SOC 101, and junior status

PSY 465 **3 credits**
Topics in Behavioral Science

This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101, SOC 101, and junior status

PSY 466 **3 credits**
Topics in Behavioral Science

This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101, SOC 101, and junior status

PSY 467 **3 credits**
Topics in Behavioral Science

This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101, SOC 101, and junior status

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(s): 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 472**3 credits****Bullying**

This course provides an overview of bullying across the lifespan. It will explore the history of bullying, how physical, cognitive, and socioemotional development influence bullying, psychosocial and legal issues, and the latest research on causes and consequences of bullying. Students will consider their own experiences with bullying and the impact bullying has had on themselves and others. They will also identify effective strategies for reducing instances of bullying and reacting to such instances if they occur. Topics will include the abuse of power, bystander responses, cyberbullying, populations at high risk of being bullied, youth suicide, workplace and elderly bullying, and legal issues related to bullying. Prerequisite(s): PSY 101

PSY 474**3 credits****Topics in PSY: Psychology of Relationships**

This course will allow students the opportunity to explore the process of falling in love, of forming intimate and committed relationships from a psychological perspective. Students will read empirical studies that focus on topics such as: attachment, identity development, gender and cultural differences as they relate to different types of love and relationships. The relationships of popular characters in literature and film will be analyzed to help students form an understanding of the theoretical views of love. Prerequisite(s): Junior or Senior status and PSY 101 or SOC 101

PSY 475**3 credits****Topics in PSY: Violence In the Workplace**

The purpose of this course is to examine the issue of violence from a theoretical and historical perspective. In this course, we will examine the factors that contribute to interpersonal violence and identify populations and settings with potential for risk. Emphasis will be given to the violence continuum, prevention, intervention and resolution for all workplace environments. Students will gain a better understanding of workplace violence through presentations and discussions of case studies and research papers devoted to the theme of the course Prerequisite(s): PSY 101

PSY 477**3 credits****Introduction to Conflict Management**

This course provides an overview of the theory, practice, techniques, and effectiveness of programs and interventions to manage personal, workplace, organizational, systems, and community conflict. The course will examine the types, scope, and application of conflict resolution within the workplace, family, education, health systems, social services, courts, neighborhoods, law enforcement, retail consumers, and civil

lawsuits. Course faculty and guest lecturers from these settings will portray how conflict is assessed and managed. Students will gain an understanding of how to effectively manage conflict and appreciate the role that conflict and its constructive management can have to improve one's personal, family, work, and community life. Prerequisite(s): PSY 101

PSY 478**3 credits****Mediation Skills**

This course will provide "hands on" training and experiences in behaving as a neutral third-party mediator to facilitate negotiations between and among disputing individuals, groups, and organizations. The course makes extensive use of self-assessment instruments, role playing, simulations, analyses of videos, feedback, and other highly participative methods to explore one's conscious use of self in behaving in effective ways to manage conflict. Topics include mediation and negotiation theory; integrative negotiations; role of the mediator; stages of the mediation process; framing negotiations; bids and offers; developing options; reaching an agreement; authoring an Agreement; and related topics including dealing with impasse, handling emotions, fairness, ethics, maintaining neutrality, apology, power, confidentiality, and assessing outcomes.

PSY 479**3 credits****Dimensions of Organizational Conflict**

This course will examine the theory, range, expression, amelioration, and scope of interventions regarding types of workplace related conflicts including interpersonal, group/team, departmental, organizational, interorganizational, and between the organization and its environment (including stakeholders, funders, unions, customers, competitors, and the public). Topics include conducting a "Conflict Audit"; expression of conflict; culture of conflict; architecture, marketing, and implementing conflict interventions; and evaluation of conflict management initiatives.

PSY 481**3 credits****Domestic Violence**

This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101 and junior status

PSY 482**3 credits****Expressive Arts Therapy**

This course is an introduction to the therapeutic use of the expressive arts (drama, dance/movement, art, music, poetry, and play/humor) in counseling process. A focus is given to exploring the history and rationale behind the development of

expressive art therapies as well as an opportunity to engage in experiential exercises which will foster a greater understanding of creative process and Its Impact on the potential for human growth. Prerequisite(s): PSY 101

PSY 483 **3 credits**
Addictive Behavior

This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101 and junior status

PSY 484 **3 credits**
Losses and Grief Journey

This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101 and junior status

PSY 485 **3 credits**
Spirituality and Counseling

This course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101 and Junior status

PSY 490 **3 credits**
Internship in Behavioral Science (Psychology Majors)

This course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course Prerequisite(s): PSY 101, junior status, and overall GPA of 2.5 or higher

PSY 491 **3 credits**
Internship in Behavioral Science (Psychology Majors)

This course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course Prerequisite(s): PSY 101, junior status, and overall GPA of 2.5 or higher

PSY 492 **3 credits**
Internship in Behavioral Science (Psychology Majors)

This course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic

Advisor prior to registering for this course Prerequisite(s): PSY 101, junior status, and overall GPA of 2.5 or higher

PSY 493 **3 credits**
Internship in Behavioral Science (Psychology Majors)

This course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course Prerequisite(s): PSY 101, junior status, and overall GPA of 2.5 or higher

PSY 494 **3 credits**
Internship in Behavioral Science (Psychology Majors)

This course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course Prerequisite(s): PSY 101, junior status, and overall GPA of 2.5 or higher

PSY 495 **3 credits**
PSY 495 Internship in Psychology – Case Management

This course consists of supervised field placement in which a student does case management type work in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course. Prerequisite(s): PSY 101, junior status, and overall GPA of 2.5 or higher

RDG 300 **3 credits**
Language Development and Early Literacy

Students examine language and its relationship to developing literacy in English based on one's native language. Students develop an awareness of social and cultural language differences, language acquisition of young children across cultural and linguistic groups, assessment and intervention of language and communication, facilitation of literacy, and the relationship of oral language to the development of writing and reading. Prerequisite(s): PSY 336

RDG 301 **3 credits**
Teaching of Reading/Writing

This course presents the fundamental concepts and principles of reading instruction, with an emphasis on the critical analysis of varied materials and techniques. The reading and writing connection is included giving emphasis to working with children from various lingual and cultural backgrounds. Students learn to support English as a Second Language Learner's access to core curriculum through creating supportive learning

environments and by teaching language through academic content. Alphabets (Phonemic Awareness and Phonics), Fluency, Comprehension (Vocabulary, Text), organizations of reading instruction, and other aspects of the reading program are included, with the major focus on the process approach to writing. Prerequisite(s): RDG 300, EDU 102 and EDU 203

RDG 302

3 credits

Literature for Children

This course is a study of literature for children and adolescents and is designed to introduce students to both classic and contemporary materials related to children's literature. The course will emphasize the development of knowledge of literature and how to effectively integrate that knowledge into the curriculum. Students will learn how to evaluate and select appropriate literature for children through consideration of age, values, cultural and linguistic backgrounds. Prerequisite(s): RDG 300, EDU 102 and EDU 203

RDG 305

3 credits

Reading in the Content Areas

Students examine theories about the reading process and reading to learn. Emphasis is placed on practical strategies for acquiring knowledge through reading in a variety of subject areas at the middle level. Prerequisite(s): EDU 102 and EDU 203

RDG 306

3 credits

Diagnosis/Correction of Reading Difficulties

The focus is on the nature and causes of reading difficulties as well as an examination of methods, techniques, and materials used in diagnosing and correcting reading-related difficulties. Attention is focused on the learner and interpretation of physiological, psychological, sociological, emotional, cultural, linguistic and educational factors which influence reading achievement. Provisions are made for identification, analysis, and interpretation of informal and formal measures of reading performance and for the development of instructional strategies employed in the remediation process. Students are introduced to the issues faced by ELLs regarding assessment (i.e. accountability, bias, language proficiency, testing accommodations.) Prerequisite(s): RDG 301, EDU 102 and EDU 203

RDG 401

3 credits

Methods of Teaching Language/Literacy

Students learn lesson and unit planning as required by teacher evaluation systems. Content, methods, materials, and demonstration of the integrated language areas of listening, speaking, reading, and writing are addressed. A major focus of this course is the pre-reading and pre-writing abilities of

young children. The development of vocabulary, spelling, and handwriting will be included. All language/literacy areas will be related to the developmental stages, needs, interests, and background of the child. A virtual clinical experience from schools using "best practices" is required. Prerequisite(s): EDU 102, EDU 203, RDG 300 and passing score on all sections of PRAXIS I, and for students entering Fall 2007 and afterward, PRAXIS II

REL 301

3 credits

Biblical Studies

This course presents the Bible as historical literature through which the roots of the Judeo-Christian world view are traced. Using a biblical perspective, social issues such as the origin of racism, sexism, and other contemporary issues are discussed and analyzed.

REL 305

3 credits

Religion in America Today

The United States was founded on ideals which include the dual concepts of religious freedom and religious tolerance. Yet, many religious beliefs and practices in this country are misunderstood and the actual degree of diversity is underestimated. At times, tension between religious freedom and religious tolerance has been the cause of unrest – even violence. This course is designed to increase religious literacy as a means of understanding the diversity of world views, beliefs, and practices of those with whom we coexist. Content will include an overview of religion in the United States from colonial times to the present, with an emphasis on contemporary issues and current events.

REL 306

3 credits

Comparative Religion

This course is a survey of the major world religions and their relationship to the broad cultural settings in which each impact. This course also helps to promote awareness and appreciation of the diversity of religious thought and helps students going into the "working world" to develop spiritual sensitivity in their professions. Also, a development of a broader perspective helps strengthen relationships with the diverse culture of today's society.

SCI 110

3 credits

Conceptual Physics (with Lab)

This course provides an understanding of how the physical environment changes around us. It gives an understanding of the relationship between matter and energy, including the following concepts: force, motion, conservation laws, energy, heat, wave motion (including sound and light), electricity and magnetism, the atom, and semiconductor materials. Prerequisite(s): MAT 101 or MAT 205 or MAT 304

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| <p>SCI 232 4 credits Life and Environmental Science (with Lab) This course is an overview of how living things reproduce, develop, and transmit traits. Theories of evolution are discussed to account for the abundance of life forms. A review of how this knowledge is applied to agriculture and human health is given. A study of how all organisms are interconnected through structured ecosystems shows how humans apply scientific knowledge to better use natural resources.</p> | <p>SCI 303 3 credits Meteorology This course is a study of the earth and its atmospheric phenomena that result in weather. Weather theories, forecasting, dissemination, and applications of weather principles are studied. Developments resulting from pollution of the atmosphere are examined.</p> |
| <p>SCI 240 3 credits Concepts in Physics This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Emphasis is placed on the physics of everyday life and how things work. Topics include basic concepts of motion, forces, energy, fluid mechanics, heat, electricity, magnetism, and waves. Upon completion, students should be able to describe examples and applications of the principles studied. Computer-based exercises will be used to enhance and consolidate the understanding of basic physical principles and applications. Prerequisite(s): MAT 121 or MAT 205 or MAT 304</p> | <p>SCI 304 3 credits Astronomy Students in this course will gain an understanding of the sun and other stars, planets, comets, asteroids, and galaxies in the universe. Emphasis is placed on discovering how happenings in the universe affect everyday life. Stargazing field trips will take place when skies are clear.</p> |
| <p>SCI 251 4 credits Biology I (with Lab) This course is the first part of a 2 part introductory Biology course designed for those intending to major in the Natural Sciences. Living organisms will be studied on a molecular and cellular level. Emphasis will be placed on the chemistry of biological molecules, structure and function of cells and their components, genetic patterns of inheritance, flow of genetic information and biotechnology.</p> | <p>SCI 305 4 credits Earth and Space Science (with Lab) This course emphasizes the process of scientific investigation in the study of the earth and its place in the universe. The course shall include discussions of the earth and space, with emphasis on the processes used by geologist and astronomers in developing an understanding of the growth and evolution of the earth and the universe.</p> |
| <p>SCI 252 4 credits Biology II (with Lab) This course is the second part of a 2 part introductory Biology course designed for those intending to major in the Natural Sciences. Focus will be on the organism level with emphasis on evolution and species diversity, plant and animal structure and physiology and ecology.</p> | <p>SCI 307 4 credits Physical Science (with Lab) The relationship between matter and energy and the principles governing this relationship are examined in this course. It sets forth the basic concepts of physics and chemistry, including the physics and chemistry of materials (their properties, the process by which they are changed, and how they are used), and energy (what it is, why it is important, and how it is used) Prerequisite(s): MAT 101 OR MAT 205 OR MAT 304</p> |
| <p>SCI 302 3 credits Secret of Life: A Study of Human Biology This course involves the study of life on earth. Elements include human development, human interaction with the natural world, changes in disease patterns, and current medical research. A theme of DNA connects the course topics and provides opportunities for a look at genetic research and some ethical questions currently facing researchers.</p> | <p>SCI 308 3 credits Statistics for the Sciences This course introduces the student to the scientific method of collecting, organizing, and interpreting quantitative data in the sciences. Students are introduced to ways of making wise choices in the face of uncertainty and ways to recognize developing situations that may require corrective action. Topics include mathematical and measurement concepts, frequency distributions, measures of central tendency and variability, probability distributions, random sampling, and hypothesis testing using “sign”, “z”, and “t” tests, analysis of variance, and chi-square tests. Prerequisite(s): MAT 200.</p> |

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| <p>SCI 310 3 credits Environmental Science This course identifies the causes of environmental degradation and examines current efforts toward correcting a variety of complex environmental situations. Emphasis is placed on the role of humans using science and technology to find solutions to the problems facing earth.</p> | <p>special situations (e.g. food safety, hospitals), how the human body defends against microbial invaders, disease outbreaks, and current efforts to track and control infectious diseases are discussed.</p> |
| <p>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.</p> | <p>SCI 335 4 credits Human Anatomy and Physiology (with Lab) Students in this course explore the structure and function of the human body. Basic terminology to describe the structure of the body while explaining the basic concepts of body function are presented. The student is introduced to the principles of operation of the major organ systems in healthy humans.</p> |
| <p>SCI 312 4 credits Physics (with Lab) This is an algebra-based physics course providing an understanding of the major concepts in physics. Topics covered include Newtonian motion, work and energy, thermodynamics, wave properties, sound, optics, electricity and magnetism, the atom and nuclear processes, and relativity. Prerequisite(s): MAT 101 or MAT 205 or MAT 304</p> | <p>SDD 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. This course is the equivalent of WIS 100. Prerequisite(s): BCS 205, CTA/BCS 206, CTA/BCS 210, or equivalent.</p> |
| <p>SCI 315 4 credits Applied Chemistry (with Lab) This course explores the chemistry needed to understand the impact of chemical, human, and industrial processes on our lives and our environment. The basics of inorganic, organic, and biochemistry are covered, including the chemistry of life (DNA).</p> | <p>SDD 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. This course is the equivalent of WIS 210. Prerequisite(s): BCS 205, CTA/BCS 206, CTA/BCS 210, or equivalent.</p> |
| <p>SCI 321 3 credits Technology in the Sciences This course provides an overview of technology in the sciences. A review of major technological advances and their relationship to man's understanding of the universe will be included. The impact of current technology on individuals, society, and the environment, including moral and ethical concerns, will also be discussed. Prerequisite(s): junior status or higher.</p> | <p>SDD 240 3 credits JavaScript This course will introduce students to JavaScript, which is a popular programming language used for websites and for apps that run on smartphones and tablets. Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) generate what the user sees on webpages. JavaScript is used for the programming logic incorporated into website browsers and apps. This course is the equivalent of WIS 240. Prerequisite(s): WIS 100 or SDD 100</p> |
| <p>SCI 331 3 credits Microbiology This course explores the unseen life on earth. The world and the diversity of microorganisms, including the basics of cell biology and genetics, are examined. Students will gain a deeper understanding of how microbes shape the environment and their essential role in human life. Controlling microbes under</p> | |

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| <p>SDD 250 3 credits Mobile App Development</p> <p>In this course, students will learn how to develop apps that can run on a variety of different mobile devices, such as Apple and Android smartphones and tablets. The software development will be done in the university's computer lab, and the apps will be deployed to the student's own Android or Apple device. This course is the equivalent of WIS 250. Prerequisite(s): WIS 240 or WIS 320 or GMD 110 or SDD 240 or SDD 320 or equivalent</p> | <p>handle errors and exceptions, and how to implement security and access controls. Lastly, students will learn how to deploy ASP.NET websites. This course is the equivalent of WIS 311. Prerequisite(s): SDD/WIS 210 and SDD/WIS 310.</p> |
| <p>SDD 305 3 credits Basic Applications Development</p> <p>This is the first of a two-course sequence focused on developing software using PHP, a powerful server-side scripting language. Students will explore software development with PHP. Features common to all programming languages will be studied, including variables, arrays, functions, and control constructs. Application development using HTML, forms, and server-side scripting will be explored. This course is the equivalent of WIS 305. Prerequisite(s): WIS 100 or SDD 100 or permission of program chair</p> | <p>SDD 315 3 credits Foundations of Object-Oriented Programming</p> <p>This course introduces students to software development using object-oriented programming techniques. Students will learn to apply common software design concepts including abstraction, encapsulation, composition, and inheritance to simplify application development. This course is the equivalent of WIS 300. Prerequisite(s): SDD/WIS 306 OR SDD 311</p> |
| <p>SDD 306 3 credits Intermediate Applications Development</p> <p>This is the second of a two-course sequence focused on developing software using PHP. Object-oriented concepts will be introduced. Students will build on their knowledge of server-side programming, focusing on database connectivity to applications. Other concepts explored through class discussion and individual projects will include layered architectures, maintaining state, and sessions. This course is the equivalent of WIS 306. Prerequisite(s): SDD/WIS 305 AND SDD/WIS 210</p> | <p>SDD 320 3 credits Advanced Applications Development</p> <p>This advanced course will further explore applications development from the perspective of the client and server. Students will investigate the details of http, the browser, server-side, and database components that together comprise a complete platform for developing rich applications. This course is the equivalent of WIS 320. Prerequisite(s): SDD/WIS 306 OR SDD 311</p> |
| <p>SDD 310 3 credits Microsoft .NET I</p> <p>This is the first of a two-course sequence focused on developing software using the Microsoft .NET framework. In this course, students will learn how to set up the .NET development environment, including creating an ASP.NET website in Microsoft Visual Studio. Students will be introduced to the C# programming language and will learn how to use AJAX and JQuery in ASP.NET. This course is the equivalent of WIS 310. Prerequisite(s): SDD/WIS 100 AND SDD/WIS 240, OR permission of the chair</p> | <p>SDD 370 3 credits User Centered Design</p> <p>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. This course is the equivalent of WIS 370. Prerequisite(s): BCS 205, CTA/BCS 206, CTA/BCS 210, or equivalent.</p> |
| <p>SDD 311 3 credits Microsoft .NET II</p> <p>This is the second of a two-course sequence focused on developing software using the Microsoft .NET framework. In this course, students will learn to incorporate databases into their .NET application. In addition, students will learn how to</p> | <p>SDD 400 3 credits Object-Oriented Systems Analysis and Design</p> <p>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. This course is the equivalent of WIS 420. Prerequisite(s): WIS 300 OR SDD 315</p> <p>SDD 485 1 credit Senior Project Plan</p> <p>This is the planning phase of the senior project in software design and development, and it is intended to be taken in conjunction with SDD 486. The student will work with a faculty</p> |

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. This course is the equivalent of WIS 485. Prerequisite(s): Permission of the Program Chair

SDD 486 **2 credits**
Senior Project

Having agreed upon a software project's definition and timetable in SDD 485, students will design and develop the software project. Periodic consultation with the instructor is mandatory throughout the session. In this manner, students will have completed a professional-level, software design and development project prior to graduation. This course is the equivalent of WIS 486. Prerequisite(s): WIS 485 or SDD 485, and permission of the Program Chair

SDD 490 **3 credits**
Software Design and Development Internship

This course will provide students with real world experience in the field of software design and development. Students will become acquainted with the workplace while enhancing their professional skills and interacting with other information systems professionals. This course is the equivalent of WIS 490. Prerequisite(s): Permission of the Program Chair

SDD 491 **3 credits**
Software Design and Development Internship

This course will provide students with real world experience in the field of software design and development. Students will become acquainted with the workplace while enhancing their professional skills and interacting with other information systems professionals. This course is the equivalent of WIS 491. Prerequisite(s): Permission of the Program Chair

SDD 492 **3 credits**
Software Design and Development Internship

This course will provide students with real world experience in the field of software design and development. Students will become acquainted with the workplace while enhancing their professional skills and interacting with other information systems professionals. This course is the equivalent of WIS 492. Prerequisite(s): Permission of the Program Chair

SDD 493 **3 credits**
Software Design and Development Internship

This course will provide students with real world experience in the field of software design and development. Students will become acquainted with the workplace while enhancing their professional skills and interacting with other information systems professionals. This course is the equivalent of WIS 493. Prerequisite(s): Permission of the Program Chair

SDD 494 **3 credits**
Software Design and Development Internship

This course will provide students with real world experience in the field of software design and development. Students will become acquainted with the workplace while enhancing their professional skills and interacting with other information systems professionals. This course is the equivalent of WIS 494. Prerequisite(s): Permission of the Program Chair

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.

SEC 100 **3 credits**
Introduction to Computer Hardware and Operation

This course provides an in-depth knowledge of the internal operations of personal computers. Emphasis will be placed on understanding the relationship between various computer parts and peripherals, troubleshooting problems, customer service skills and safety practices. This course maps to the CompTIA A+ Certification.

SEC 210 **3 credits**
Principles and Practice of Information Security

This course provides the latest security tips and techniques on Internet and computer security best practices. Topics include: important privacy legislation, case studies of infamous hackers, how to develop an effective security system, selection of IT security products, firewall benefits and limitations, intruder detection, correct ways to configure your computer, browser settings, virus settings, operating system vulnerabilities, strong password techniques, parasite detection, and encryption techniques. Prerequisite(s): CTA/BCS 206 or equivalent

SEC 230**3 credits****Introduction to Linux**

Designed for the serious computer user, this course will introduce the student to the basic concepts of the Linux operating system. Completion of the course will provide a good basic working knowledge of: essential Linux commands, login and logout sequences; Linux e-mail; fundamentals of the vi editor; piping and redirection; security and process control; Directory and File Systems and essential utilities; Linux shell programming; XWindows; Linux installation; and basic system administration. Prerequisite(s): SEC 100

SEC 235**3 credits****Networks and Telecommunications**

This course provides an in-depth knowledge of data communications and networking requirements, including networking and telecommunications technologies, hardware, and software. Emphasis is upon the analysis and design of networking applications in organizations. Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options are also covered. Students learn to evaluate, select, and implement different communication options within an organization. Note: This course replaces SEC 320 Prerequisite(s): SEC 100. Prerequisite is waived for WIS students.

SEC 250**3 credits****Operating System and Computer Systems Security**

This course expands upon the material studied in SEC 210. The following topics are covered: Security Principles (Windows 2000 Security Architecture, Linux Security), Account Security (Securing Accounts, Passwords, Password Aging, and Verification of System State), File System Security (Windows 2000, XP File Security, NAS Storage Security), Accessing Risk (Key loggers, Sniffers, Port Scanning), Risk Analysis (Viruses, Patches, Packaging Techniques), and Encryption (applying topics from SEC 310 to Web Sites and applications). The student's basic network and operating system skills will be expanded to include planning, implementation, and auditing of a system's security package Prerequisite(s): SEC 210, SEC 230 and SEC 235(formerly SEC 320). Note: This course is equivalent to SEC 330.

SEC 290**3 credits****Introduction to Programming with Python**

This course introduces the student to computer programming using the Python programming language. The purpose of the course is to help students understand programming as both an art form and a science. Note: This course replaces WIS 290.

SEC 305**3 credits****Psychology of a Cyber Attacker**

Trust and psychological influence are inseparable. We allow ourselves to be influenced by those we trust, but we can also elicit trust by wielding influence skillfully. This course will help students build a strong understanding of the motivation and effectiveness of psychological tactics in the cyber threat landscape, enabling them to defend against attacks, and further the future of cyber security. Topics covered will include the history of psychological attacks, the human factor of security, social engineering tactics, social engineering prevention, thinking like an attacker, and security awareness and responsibility. Prerequisite(s): CTA/BCS 206, or CTA/BCS 226, or equivalent

SEC 310**3 credits****Cryptography: Algorithms and Applications**

Algorithms and theory and how they are used in everyday web and computer applications are studied. The theory behind the algorithms is included, as well as application of those theories. Some of the topics explored include the following: Cryptography (encompassing private and public key cryptography; digital signatures; and encryption methods such as Rijdael, RSA, and Kerberos), Data Compression (MPEG/JPEG), Indexing/Traversing methodologies Prerequisite(s): SEC 210

SEC 335**3 credits****Linux for Systems Administrators**

This course covers key network services managed by the Linux Administrator. Focus is on Web servers, e-mail (POP and SMTP protocols), and security. The course will present the following Internet services: DNS, FTP, HTTP (Apache Web Server), telnet, and SSH. Intranet topics included are: NFS (Network File System), NIS (Network Information Services) and interoperability with the Windows system using Samba. At the conclusion of the course students will explore topics in networking: network configuration, security and interoperability. Prerequisite(s): SEC 230 and either SEC 235 or SEC 320

SEC 340**3 credits****Windows Operating Systems and Systems Administration**

This course uses practices and procedures for installing and configuring modern Windows operating systems, including user accounts; file, print, and terminal servers; mobile computing; and disaster recovery. User account management, security, disk configuration, and backup procedures are addressed, with particular attention to coverage of TCP/IP and TCP/IP applications. Students will learn system installation, configuration and administration issues as well as network file systems, network access and compatibility with other operating

systems. Through practical lab sessions, students receive real-world experience administering Windows operating systems. Prerequisite(s): SEC 235 or SEC 320

SEC 350

3 credits

Introduction Computer Forensics

This hands-on introductory course provides students with the knowledge and skills necessary to begin a computer-based investigation. The course begins with an overview of computer forensics and then proceeds to introduce forensics tools, concepts, and documentation of evidence/procedures. The course uses common and accepted Incident Response Policies and Procedures for previewing and securing digital evidence. Topics include: (1) Learn "What exactly are computer forensics and computer evidence?" (2) Learn basic forensic methodology: a) how to acquire the evidence without altering or damaging the original, b) how to authenticate the recovered evidence, and c) how to analyze the data without modifying it. This course replaces SEC 220. Prerequisite(s): SEC 230

SEC 355

3 credits

Mobile Device Security and Forensics

This hands-on intermediate course provides students with the knowledge and skills necessary to begin a digital investigation centered around a mobile device. The course begins with an overview of common security issues associated with mobile devices and explains how they relate to digital forensics. The course proceeds to introduce digital forensics tools, concepts, and industry accepted best practices for proper evidence collection, analysis and reporting. Prerequisite(s): SEC 350

SEC 380

3 credits

Cloud Computing

This course will help students get a firm, practical grasp of cloud computing, its concepts, and implementations. Students will explore the rationale for this fast-growing segment of the IT industry and how virtualization is affecting the traditional client/server architecture. Students get to examine different vendor-specific versions of virtual computing in data-centers, servers, storage and desktops. The course will provide practical exposure to cloud computing through detailed hands-on labs that illustrate the power and functions of virtual environments in VMWare server & workstation, Citrix virtualization, Microsoft Virtual PC, Sun VirtualBox and open source offerings. Prerequisite(s): SEC 235(320)

SEC 390

3 credits

Cooperative Education for Computer & Network Security

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

SEC 391

3 credits

Cooperative Education for Computer & Network Security

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

SEC 392

3 credits

Cooperative Education for Computer & Network Security

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

SEC 410

3 credits

Web and Data Security

This course will help students build a security policy and SOP for an organization which is implementing a new network and web infrastructure. Topics include the following: Security Education and Advisory, Risk Management, Threats to IT Assets, Encryption (an expansion of SEC 310), Standards and Compliance, and Security Testing and Implementation. Prerequisite(s): SEC 250 or SEC 330

SEC 420

3 credits

Data Integrity and Disaster Recovery

This course will expand upon SEC 330 and will leave a student with a complete understanding of the steps necessary to protect an organization from an attack or disaster. Topics include the following: Data Backup and archiving, Retrieval methods, Log Analysis, Error Checking and Integrity Analysis. Also

covered in this course is Disaster Recovery. Students will be asked to develop a Disaster Recovery Plan keeping in mind the risk assessment, location, network, computer, financial and power constraints necessary to develop an efficient DRP for an organization. Prerequisite(s): SEC 250 or SEC 330

SEC 425 **3 credits**
Ethical Hacking

The course aims to equip students with the technical skills necessary to identify, exploit and fix vulnerabilities in computer systems and networks. As a result, students would become more effective in defending their computing environments against the damaging work of hackers. While learning about the technical and legal dimensions of the hands-on tasks conducted, students get to perform penetration testing on multiple operating systems spanning Unix/LINUX and Microsoft Windows networks using ethical hacking techniques. With students working with tools like Backtrack and others, topics covered include Ethical Hacking Overview, Network & Computer Attacks, Footprinting, Social Engineering, Port Scanning, Enumeration, Linux Operating System Vulnerabilities, Hacking Web Servers, Hacking Wireless Networks and more Prerequisite(s): SEC 250, SEC 330, SEC 335, and SEC 340

SEC 430 **3 credits**
Security Issues Concerning RFID Technology Applications

Radio Frequency Identification is an automatic identification methodology relying on the storage and remote retrieval of subject-specific data using devices called RFID “tags” or “transponders”. The use of RFID technology is proliferating and emerging as a ubiquitous and sensitive informational asset within today’s global enterprise. This course will help students better understand the role that RFID plays in various applications to include: product distribution, tracking, education, and government. Security of applicable resources as well as the technology employed and ethical issues will be discussed in detail. As a result, students will be better prepared to identify when and where to employ RFID technology as a business solution Prerequisite(s): SEC 100 or approval of Program Chair

SEC 435 **3 credits**
Advanced Network Management

This course builds on Introduction to Network Management to develop an understanding of advanced networking management and Management Information Systems, MIS. Students will design and maintain their own corporate network configuration. Topics will be covered in a theoretical and practical way. There is a large component of hands-on computer work. Students will practice network theory, hardware selection and upgrading, operating systems, platforms, programming languages, batch control, shared resources, security systems, anti-virus procedures,

and specific manufacturers’ methodology. Prerequisite(s): SEC 235 or SEC 320

SEC 440 **3 credits**
Network Forensics

This hands-on intermediate course provides students with the knowledge and skills necessary to begin a digital investigation centered on network devices and associated network traffic. The course begins with a review of common network topologies and protocols. The course proceeds to introduce industry-accepted tools and techniques used to identify and acquire digital evidence residing or in transmission on a network. The course concludes with a primer on several data exfiltration techniques used by criminals during network intrusions and data theft Prerequisite(s): SEC 350

SEC 450 **3 credits**
Protecting Your Network: Firewall and Perimeter Security

This is the ultimate security course on protecting company assets through network security. Topics include Firewall, Perimeter Security, Intrusion Detection Systems (IDS), Edge Devices, and Assessment. Students will learn how to develop a set of firewall rules that will keep hackers out, how to look at all possible ways in which unauthorized users might gain access to network assets, and how an IDS can provide an analysis showing who has access to the system. Students will develop a security plan and monitor ongoing activities to determine effectiveness of a security model. Prerequisite(s): SEC 250 (or SEC 330), SEC 335 and SEC 340

SEC 460 **3 credits**
Topics in Computer and Network Security

This course surveys contemporary subjects and current events pertaining to Computer and Network Security. Prerequisite(s): Permission of the Program Chair

SEC 490 **6 credits**
Computer and Network Security Internship

Students in the final year of the program who have completed the program’s core requirements will be offered the option, as an elective, to receive academic credit of up to six credit hours for a supervised field experience. Prerequisite(s): Permission of the Program Chair

SEC 491 **6 credits**
Computer and Network Security Internship

Students in the final year of the program who have completed the program’s core requirements will be offered the option, as an elective, to receive academic credit of up to six credit hours for a supervised field experience. Prerequisite(s): Permission of the Program Chair

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| <p>SEC 492 6 credits Computer and Network Security Internship Students in the final year of the program who have completed the program's core requirements will be offered the option, as an elective, to receive academic credit of up to six credit hours for a supervised field experience. Prerequisite(s): Permission of the Program Coordinator</p> | <p>and social problems surrounding the family. Topics explored are family violence, mate selection, romantic love, gender roles, sex, divorce, and the changing composition of the family. Prerequisite(s): PSY 101 or SOC 101</p> |
| <p>SEC 493 6 credits Computer and Network Security Internship Students in the final year of the program who have completed the program's core requirements will be offered the option, as an elective, to receive academic credit of up to six credit hours for a supervised field experience. Prerequisite(s): Permission of the Program Coordinator</p> | <p>SOC 303 3 credits Contemporary Social Problems This course addresses social problems, the way people perceive social conditions, and models for analyzing social problems. Among the areas explored are mental illness; crime and delinquency; poverty; environmental issues; racial and economic tensions; and the special problems of families, gender, and aging. Prerequisite(s): SOC 101</p> |
| <p>SEC 494 6 credits Computer and Network Security Internship Students in the final year of the program who have completed the program's core requirements will be offered the option, as an elective, to receive academic credit of up to six credit hours for a supervised field experience. Prerequisite(s): Permission of the Program Coordinator</p> | <p>SOC 304 3 credits Ethnic Groups and Minorities This course is a study of the cultural diversity and history of ethnic divisions and conflicts in the United States. It provides a framework for the study of inter-group relations, prejudice and discrimination, racial differences, and possible problem solving techniques. Prerequisite(s): PSY 101 or SOC 101</p> |
| <p>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.</p> | <p>SOC 305 3 credits Selected Contemporary Cultures This course is a survey of a selected contemporary group such as Native Americans, the Vietnamese, etc. Emphasis is on the selected group's natural and present social environment, religion, and current world views. Prerequisite(s): SOC 101</p> |
| <p>SOC 301 3 credits Urban Sociology This course will discuss the concept of "city" and the inherent problems that have arisen as more and more of the population has moved, and continues to move, to city living. The role of cities in developing and changing society will be examined. Students will discuss the development of cities, problems of city living, and theories of urban development, as well as urban growth, and perceptions of cities as dangerous places. Prerequisite(s): SOC 101</p> | <p>SOC 306 3 credits Cultural Anthropology This course studies the cultural origins, development, and diversity of human beings. The dynamics of the cultural process, similarities and differences within cultures, and the implications and limitations of present research are examined. Prerequisite(s): SOC 101</p> |
| <p>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</p> | <p>SOC 307 3 credits Women in Contemporary Society This course explores contemporary women from sociological, psychological, and cross-cultural perspectives. The course surveys literature, history, and philosophy pertaining to women in society. Prerequisite(s): PSY 101 or SOC 101</p> |
| <p>SOC 309 3 credits Poverty and Welfare This course examines poverty and current welfare assistance programs in the U.S. against a background of conflicting values, attitudes, and experience accumulated over hundreds of years. It includes discussion of how today's economic factors affect the incidence of poverty. Current federally supported programs,</p> | |

the political and social context that produced them, and policy choices for the future are also studied. Prerequisite(s): PSY 101 or SOC 101

SOC 310 **3 credits**
Men in Contemporary Society

This course explores contemporary man from sociological, psychological, and cross-cultural perspectives. This course surveys literature, history, and philosophy pertaining to men in society. Prerequisite(s): PSY 101 or SOC 101

SOC 312 **3 credits**
Community Health & Social Issues

This course is designed to provide students with an overview of community health and the social issues that influence the overall health of the community. Students will learn the principles of community health, review human behaviors associated with community health, assess environmental influences that contribute to the overall health of a community, and become familiar with the roles of community agencies related to community health. Prerequisite(s): SOC 101

SOC 318 **3 credits**
Social Change

This course begins by describing recent social changes in America, and more broadly, the world. It analyzes these changes in terms of type and degree, and offers theories of how change is created, concluding with speculation about the future. Prerequisite(s): SOC 101 or PSY 101

SOC 320 **3 credits**
Society and Technology

This course examines the critical role of technology's effects on society and the effects of culture on the role of technology in that society. Prerequisite(s): SOC 101

SOC 323 **3 credits**
Law & Practice in Human Services

This course examines how the law impacts the delivery of human services in both direct ways through the civil and criminal court system and indirectly through the laws and regulations that define the rules, responsibilities, and entitlements of clients receiving support services. Topics will include child welfare, guardianships, involuntary commitments, competence, and civil rights. Special attention will also be given to the varying ethical duties and professional values within the human services and legal professions. Prerequisite(s): ENG 121 and ENG 122

SOC 324 **3 credits**
Health, Society and Culture

This course explores approaches to health and healing, with emphasis on related cultural factors and beliefs. Systems such as homeopathy, Chinese medicine, and other alternative or complementary medical approaches are considered. Prerequisite(s): PSY 101 or SOC 101

SOC 325 **3 credits**
Myth, Ritual, Psychotherapy

This course is devoted to the exploration of the relationship between human culture and consciousness. It will explore the sacred symbols emerging from the human psyche and revealed in myth and ritual. Areas of study include psychology and the symbolism of rebirth; the therapeutic potential of myth and ritual; the relationship of myth to personality structure, world views, and values. Prerequisite(s): SOC 101

SOC 330 **3 credits**
Sociology of Sex and Gender

This course will explore the historical foundations and the contemporary patterns producing the sex/gender system. Areas of discussion will include traditional and transitional female/male roles in all institutions of society, including the family, workplace, religion, education and government. Prerequisite: PSY 101 or SOC 101

SOC 331 **3 credits**
Research, Writing and Information Literacy in the Behavioral Sciences

This course addresses the information literacy, research methods, and academic journals used in the Behavioral Sciences, and the writing requirements demanded of Behavioral Sciences professionals. Students will be introduced to various research methods used in the Behavioral Science field and instructed in the writing requirements of Behavioral Science programs, and the field in general. In addition, students will be oriented to information literacy of Behavioral Science-related materials on the Internet. Prerequisite(s): (PSY 101 OR SOC 101) GPA 1.67 AND (ENG 121 AND ENG 122) GPA 1.67

SOC 333 **3 credits**
Organizational and Corporate Crime

This course provides an in-depth examination of organizational and/or corporate crime. Various topics are explored and contemporary cases representative of each topic are comprehensively studied. The class discusses the theoretical development of these concepts, as well as the laws and investigative techniques that have been developed to specifically address this type of criminal activity. Prerequisite(s): SOC 101, CRJ 101, PSY 101

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| <p>SOC 340 3 credits</p> <p>Applied Research Design</p> <p>This course is an introduction to research design in the social sciences. Emphasis is on students as consumers of research. Critical reading of research and application of research findings in practice are included. Prerequisite(s): PSY 101 or SOC 101, ENG 121, ENG 122, SOC 331 and MAT 308</p> | <p>communications theory, types of crisis, crisis communications plans, and examine a variety of crisis communications examples through case study of past examples.</p> |
| <p>SOC 350 3 credits</p> <p>Sociology of Disaster</p> <p>This course will focus on understanding the nature of disasters and the social impact of disaster on communities. The first decade in the 21st century has seen many major disasters, beginning in 2001 with the terrorist disaster of 9/11, in 2003 European heat wave, in 2004 the natural disasters of the Indian Ocean Tsunami that killed 230,000, in 2005 the Kashmir earthquake that killed 86,000 in Pakistan, in 2005 Hurricane Katrina, in 2007 the shootings at Virginia Tech, in 2008 the Sichuan earthquake in China, in 2010 the Russian heat wave and Haiti earthquake, in 2011 the combined natural and man-made disaster of the earthquake and tsunami in Japan which led to the meltdown of Fukushima nuclear power plant, the very destructive 2011 tornado season in the southeastern United States, and the 2011 BP oil spill in the Gulf Coast. Students will learn how communities plan for and respond to disasters, and the dynamics of disaster responses, including the political and economic impacts. Students will develop greater understanding of community involvement responding to disasters by completing several EMI modules.</p> | <p>SOC 353 3 credits</p> <p>Environmental Sociology</p> <p>Daily news reports discuss threats of rising sea levels, climate change, and resource scarcity. Human existence and human health is directly dependent on how humans interact as stewards with their environments. This course will provide students with a broad understanding of the environmental issues facing societies and how societal attitudes toward the environment shape human existence.</p> |
| <p>SOC 351 3 credits</p> <p>Disaster and The Media</p> <p>This course will use popular movies and television coverage so as to focus on understanding the role of the media in shaping public response to disasters. Because mass media has such a presence in the everyday lives of citizens, developing knowledge of how media shapes public perceptions, and how media can be utilized to mobilize the public are at the core of this course. This course will require watching several disaster movies in class. Students will develop greater understanding of disaster response by completing several Emergency Management Institute (EMI) modules.</p> | <p>SOC 401 3 credits</p> <p>Cultural Perspectives in Dream Exploration</p> <p>This course examines dream symbolism from the psychological and sociological perspectives. Also investigated is the function of dreams in our lives and in interpreting social identity and social roles. Prerequisite(s): SOC 101</p> |
| <p>SOC 352 3 credits</p> <p>Special Topics: Crisis Communications</p> <p>This course will focus on crisis communications. Students will learn how organizations and corporations manage crisis communications, understand the basics of community relations, examine corporate social responsibility programs, and learn how emergency managers implement crisis communications plans including using social media. The course will cover crisis</p> | <p>SOC 402 3 credits</p> <p>The Role of Women in Leadership</p> <p>Current issues and trends pertaining to women and leadership will be examined from historical, sociological, psychological, political, economic, and ethical perspectives. A variety of resources will be used to analyze and synthesize issues facing women who hold or seek leadership roles. Strategies for developing leadership skills will be integrated throughout the course. Prerequisite(s): PSY 101 or SOC 101</p> <p>SOC 404 3 credits</p> <p>Special Topics: Human Trafficking</p> <p>This course will explore human trafficking both as both a domestic and global social problem, and the economic, technological, cultural, and global conditions have shaped this market and allowed the trafficking of human beings to flourish. Using a sociological perspective, students will examine human trafficking of women and children into the sex industry and domestic work, and the trafficking of men into forced labor. This course will also examine government roles, laws, culture, organized crime, and discuss efforts being made to combat the human trafficking problem.</p> <p>SOC 404 3 credits</p> <p>Special Topics: Human Trafficking</p> <p>This course will explore human trafficking both as a domestic and global social problem, and how the economic, technological, cultural, and global conditions have shaped this market and allowed the trafficking of human beings to flourish. Using a sociological perspective, students will examine human</p> |

trafficking of women and children into the sex industry and domestic work, and the trafficking of men into forced labor. This course will also examine government roles, laws, culture, organized crime, and discuss efforts being made to combat the human trafficking problem.

SOC 405

3 credits

Social Deviance

The course follows the development of the sociology of deviance from 19th century functionalism to contemporary perspectives of class and politics. A varied theoretical background with emphasis on real-world approaches to social deviance is examined. Prerequisite(s): SOC 101

SOC 409

3 credits

Special Topics: Seminar in Applied Behavioral Science

The Seminar in Applied Behavioral Science will focus on developing professional skills and exploring career options. These skills include elements of professionalism such as interviewing skills, writing a resume, learning how to advocate, presentation skills, and understanding evaluation research. Students will use applied techniques such as writing a resume and practice interviewing skills by conducting an agency interview. Students will also conduct an evaluation study, advocate for change, and develop long term career goals. Behavioral Science majors will take this class instead of PSY 409. Prerequisite(s): SOC 331, SOC 340, and MAT 308

SOC 411

3 credits

Special Topics: Sociology of Religion

Throughout history societies have incorporated religion as a means of establishing norms and values of societal life and providing a system of order. This course will explore the role and functions of religion and religious experiences as part of larger society. Students will explore the basic concepts of the sociology of religion, discuss the role of religion in modern societies, and analyze the “social-ness” of the practice of religion itself. Prerequisite(s): SOC 101

SOC 425

3 credits

Child Abuse: Recognition and Investigation

Recognizing the varying forms of child abuse and understanding the typical profiles of child abusers, this course provides an introduction to identifying typical profiles of child abuse, the reporting requirements, and investigation processes. Prerequisite(s): SOC 101 or PSY 101

SOC 426

3 credits

Responding and Investigation: Child Maltreatment

This course is the second course into child advocacy. The focus of the course is on the responses of professionals to allegations of child maltreatment. The purpose of this course is to expand the

student’s knowledge and skills in identifying, investigating and prosecuting child maltreatment. Students majoring in criminal justice, education, behavioral science, nursing, and other areas where knowledge of child maltreatment investigation and advocacy are necessary will receive competency based skills training such as forensic interviewing, documentation, etc. Prerequisite(s): SOC 101 or PSY 101

SOC 427

3 credits

Responding to the Survivors of Child Abuse and Survivor Responses

This course is the third course in the child advocacy studies series. This course will help prepare students to recognize the effects of child maltreatment and identify intervention strategies for children and their families. Multidisciplinary approaches to prevention, advocacy and treatment of survivors of child maltreatment will be presented and discussed. This course is designed for students majoring in behavioral science, psychology, criminal justice, nursing, education or legal studies or other areas where knowledge of child maltreatment and advocating for children will be necessary. Prerequisite(s): SOC 425

SOC 450

3 credits

Co-op Experience

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor, and faculty advisor determine the richness, depth, and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Department Director or Chair and the Director of Cooperative Education.

SOC 459

3 credits

Special Topics: Sociological Perspectives of Delinquency

This course focuses on the sociological perspective of at-risk youth in society and its core question, to what extent does society shape youth behavior? Juvenile delinquency will be explored focusing on individual theories such as choice and trait theory, bio-social theories, and psychological theories; sociological perspectives/social structure perspectives of delinquency such as social disorganization, anomie/strain theory, critical theory, and cultural deviance theory; social process theories such as family relations, school, and peers; and developmental perspectives such as life course, latent trait, and trajectory theories. Also explored will be gender differences in delinquency.

SOC 460 **3 credits**
Topic in Behavioral Science: Sociology of Globalization
The Sociology of Globalization combines macro and micro-sociological views in examining the impact of globalization with a focus on understanding what globalization is, how it impacts individuals and societies, and the development of world culture. This course will analyze globalization using the perspectives of nations, organizations, and societies, and will include three globalization theories: world-system theory, world polity theory, and world culture theory. Prerequisite(s): SOC 101 or PSY 101

SOC 461 **3 credits**
Women and Leadership
The purpose of this course is to analyze the roles and responsibilities of women in leadership positions. Current issues and trends will be examined from historical, sociological, psychological, political, economical, and ethical perspectives. Analysis and synthesis will be used to apply information from a variety of resources to issues facing women who hold or seek leadership roles. Strategies for developing leadership skills will be integrated throughout the course Prerequisite(s): PSY 101 or SOC 101

SOC 464 **3 credits**
Special Topics: Working in the Helping Professions
This course will provide a general overview of human services work. The course will introduce students to the field of social work as a profession, and orient students to the fundamental values, skills, ethics, and knowledge of social work practice. The student will be introduced to various human service organizations, client groups, various problems agencies address, as well as an examination of direct services and administration/ planning of services.

SOC 468 **3 credits**
Special Topics: Case Management
Professionals working in various behavioral science fields are often called upon to carry case loads and utilize collaborative skills with other agencies in the community to help clients establish self-empowerment. Case Management is a comprehensive job that includes evaluating the entire psychosocial model and utilizing community resources to guide and teach clients self-advocacy and to obtain self-empowerment so that they can have success in society. This course will give students the information they need to perform these tasks including understanding the client population, performing intake and assessments, establishing goals, and identifying community resources.

SOC 469 **3 credits**
Step-Parenting & Blended Families
This course will focus on understanding complex kinship relationships that develop through step-parenting and blended families. The course will include a discussion of various forms of parent-child relationships; parenting roles and authority as it relates to being a step-parent; understanding different variations and challenges of blended families; and various topics such as discipline, roles, communication, managing emotions, and parenting styles in blended families.

SOC 490 **3 credits**
Internship in Behavioral Science (Behavioral Science majors)
This course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/ unsatisfactory. Note: see Academic Advisor prior to registering for this course. Prerequisite(s): Behavioral Science major, SOC 101, junior status, and overall GPA 2.5 or higher

SOC 491 **3 credits**
Internship in Behavioral Science (Behavioral Science majors)
This course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/ unsatisfactory. Note: see Academic Advisor prior to registering for this course. Prerequisite(s): Behavioral Science major, SOC 101, junior status, and overall GPA 2.5 or higher

SOC 492 **3 credits**
Internship in Behavioral Science (Behavioral Science majors)
This course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/ unsatisfactory. Note: see Academic Advisor prior to registering for this course. Prerequisite(s): Behavioral Science major, SOC 101, junior status, and overall GPA 2.5 or higher

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| <p>SOC 493 3 credits Internship in Behavioral Science (Behavioral Science majors) This course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/ unsatisfactory. Note: see Academic Advisor prior to registering for this course. Prerequisite(s): Behavioral Science major, SOC 101, junior status, and overall GPA 2.5 or higher</p> | <p>SPM 210 3 credits Sports in America This course is a study of the evolution of sports in America and the impact of sports on society. This course will consider the major influences on sports including economics, politics, and society. The course will consider major contributors to American sports including athletes, managers, and strategists. This course will have discussions on the influences of foreign markets and foreign athletes in American sports.</p> |
| <p>SOC 495 3 credits Internship in Sociology– Case Management This course consists of supervised field placement in which a student does case management type work in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course. Prerequisite(s): Soc 101, junior status, and overall GPA of 2.5 or higher</p> | <p>SPM 301 3 credits Legal and Ethical Issues in Sports This course is designed for students interested in the growing problems of sports litigation. Amateur and professional aspects of sports are covered from four major perspectives: (1) judicial review of athletic associations; (2) eligibility rules and disciplinary measures; (3) equal opportunity provisions; and (4) tort liabilities. Specific topics include due process, anti-trust and free speech, Title IX, duty of ordinary care and of care owed athletes and spectators, injuries, assumption of risk, and contributory negligence. The course stresses the application of principles of law and ethics to the sports setting. Actual court cases relating to these principles are examined Prerequisite(s): ENG 121</p> |
| <p>SPA 301 3 credits Practical Spanish I This course is an introduction to the Spanish language with emphasis on developing listening and speaking skills commonly used in conversation.</p> | <p>SPM 302 3 credits Sociology of Sport This course examines the social/cultural history of sports and its influence on our social institutions, such as politics, the economy, and government. Also highlighted will be issues such as race, gender, deviance and social problems, and youth socialization in relationship with sports.</p> |
| <p>SPA 302 3 credits Practical Spanish II This course emphasizes increasing vocabulary and the use of the past tenses and includes an introduction to Hispanic culture. Prerequisite(s): SPA 301 or permission from faculty</p> | <p>SPM 304 3 credits Current Issues in Sports Management This course studies current issues, problems, and trends in sports management Prerequisite(s): ENG 131</p> |
| <p>SPA 305 3 credits Spanish for Health Care This course, which focuses on health care professionals, provides essential points of grammar and vocabulary for students whose profession requires a working knowledge of Spanish. The course is designed to help students better communicate with Spanish-speaking people with whom they interact in their work in the health care profession. Prerequisite(s): SPA 302</p> | <p>SPM 305 3 credits Sports Management I This introduction to the sports industry covers theories of recreation and leisure, planning, policy-making, program evaluation, budgeting, and public relations. Prerequisite(s): BBM 201</p> |
| <p>SPM 200 3 credits Science of Coaching This course focuses on the principles and philosophies of coaching across all area of sports. Specifically, the course introduces the roles of coaches to potential coaches, athletes, and parents. The course also focuses on enhancing the coaching skills of present coaches.</p> | <p>SPM 306 3 credits Sport Media Relations This course focuses on the application of media relations and communications in a sport organization. Students learn how to utilize the various broadcast, print, and electronic media</p> |

and how they are vital to the success of the sport organization. Students will develop social media and news releases for an existing or special sport event organized by the class. Prerequisite(s): SPM 305

SPM 309 **3 Credits**
Sports and Athletics Fundraising

This course will explore the necessary components of fundraising in sport and athletics at all levels. Fundraising has become a crucial component at all levels of sport. The course will blend the necessary components of fundraising theory and development of fundraising programs and events. Students will learn the importance of fundraising for volunteer sports, non-profit sport organizations, amateur sport organizations, high school and collegiate level sport organizations. Topics which will be discussed include: fundraising program planning, board of directors, managing volunteers, fundraising control and evaluation. Prerequisite(s): BBM 201

SPM 405 **3 credits**
Sports Management II

This course gives students a comprehensive view of the procedures and operation of professional sports, collegiate athletics, and recreational organizations and enterprises. The course examines skills and processes such as budgeting, marketing, event staging, and fund-raising that are necessary for the successful administration of these organizations. The interrelationship between these skills and administrative goals and objectives is studied. Prerequisite(s): SPM 305

SPM 406 **3 credits**
Sport Facilities Management and Planning

This course focuses on the principles and practices of operating athletic centers and recreational facilities. Emphasis is on the management of such facilities, in addition to transportation, security, time management, and other related issues. Prerequisite(s): SPM 405

SPM 407 **3 credits**
Sports Marketing and Promotions

This course is designed to give students an understanding of the marketing process relative to the sports industry. Specific topics include: developing a marketing strategy, promotion, sponsorship, sales, advertising, and licensing. Note: This course previously was designated BMK 407. In addition to being a required course for sports management majors, it is a marketing elective for marketing majors. Students who already have credit for BMK 407 cannot get credit for SPM 407. Prerequisite(s): 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. Prerequisite(s): 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 satisfactory/unsatisfactory. Prerequisite(s): SPM 305

SPM 491 **3 credits**
Sports Management Internship II

The internship provides students with administrative experience in their chosen concentration. Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with professionals in the sports management field. A minimum of 120 hours is required for Sports Management internships. This course is graded satisfactory/unsatisfactory. Prerequisite(s): SPM 490

TEC 215 **3 credits**
Basic Photographic Techniques

This course introduces students to the technical aspects of photography. The content will include camera and lens types, film types and light meters, exposure control, and depth of field. Also explored is the development of basic 2D design, shape, texture, and basic image manipulation.

TEC 300 **3 credits**
Advanced Photography I

This course will cover the more technical aspects of photography, including how to cover special events. Prerequisite(s): TEC 215 or approval of program chair. Co-requisite: DSN 094

TEC 310 **3 credits**
Black and White Digital Photography

Students will be introduced to the finer art of black and white photography with the use of digital technology. Emphasis will be placed on composition, color converted to black and white, and adding selective color to black and white images. A final portfolio will be completed Prerequisite(s): TEC 215. Co-requisite: DSN 094

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| <p>TEC 315 3 credits Nature Photography This course will explore nature through the eye of the digital camera. Students will look up close with the use of macro equipment to see and photograph the small world that often goes unseen, and reach out with the telephoto to those parts of nature that lie just out of reach. There will be an emphasis on equipment, both hardware and software, and its application to the various areas of nature photography. Photo equipment will be provided, but students are invited to use their own equipment if desired. There will be substantial field work and projects associated with such areas as macro, landscape, and wildlife photography. Prerequisite(s): TEC 215. Co-requisite: DSN 094</p> | <p>photograph, edit and produce a series of finished images from live sporting events. Prerequisite(s): TEC 215. Co-requisite: DSN 094</p> |
| <p>TEC 325 3 credits Business of Photography This course will teach students the finer points of event photography, from considering aesthetic details such as angle and lighting to working with clients and pricing. In this hands-on photography course, students will learn to shoot ceremonies as well as sporting events. Prerequisite(s): TEC 215. Co-requisite: DSN 094</p> | <p>TEC 405 3 credits Photographic Studio Lighting This course is designed to explore the use of photography in the design process. Through demonstration and practice in the studio, the students will study and produce still life and portrait photographs using tungsten and powerflash equipment. Prerequisite(s): TEC 215. Co-requisite: DSN 094</p> |
| <p>TEC 345 3 credits Surreal Digital Photography This course will explore the creation of very strange and unusual images of dream quality by utilizing photography and computer graphic tools. It will blend together fantasy and reality by taking the mundane and creating the fantastic. Students will use pieces of imagery and put them together by bending and or shaping objects and backgrounds into one cohesive unit, making them look as though they exist in reality. Prerequisite(s): TEC 215 and DSN 210. Co-requisite: DSN 094</p> | <p>TEC 406 3 credits Photographic Location Lighting This is a comprehensive course covering practical techniques for better use of light. Students will learn how to obtain predictable visual results as well as dramatic lighting by analyzing existing light conditions and using multiple light sources. The various aspects and techniques of photographic location work, including considerations for natural and created lighting, and camera flash use. Hands-on opportunities to practice the techniques covered in the class will be provided. Prerequisite(s): TEC 215. Co-requisite: DSN 094. Some equipment purchases may be required for full participation in the class assignments.</p> |
| <p>TEC 366 3 credits Photojournalism I This course is centered on visual storytelling as applied in print media. Students will learn to combine journalism and photography in order to best tell a story using images. They will photograph typical assignments such as general news, sports, and feature photography. Prerequisite(s): TEC 215. Co-requisite: DSN 094</p> | <p>TEC 425 3 credits Photo Editing Techniques This course introduces students to the technical aspects Lightroom and Photo Mechanic editing software. Content will explore organization, search, and processing of images. Students will work within the 5 modules of Lightroom: Library, Develop, Slideshow, Print and Web. Photo Mechanic will further explore caption and metadata additions to image files, such as basic copyright information, exposure, lens, and keywording. Prerequisite(s): DSN 210, TEC 215. Co-requisite: DSN 094</p> |
| <p>TEC 400 3 credits Sports Photography This course will explore the historic and technical aspects of sports photography. Study will include identification, discussion and interpretation of iconic sports photographs, determining photographic medium, lens, lighting, and perspective. A hands-on approach is employed, as students will be required to</p> | <p>TEC 460 3 credits Topics in Photography Students will have the ability to specialize in this class to suit their needs. Among the genres that can be pursued are commercial/advertising photography, sports, nature/wildlife, wedding photography, studio work, and artistic work. This class is designed to allow the student to explore techniques, styles, and formats. Prerequisite(s): Permission of the Program Chair</p> <p>VFX 110 3 credits Digital Filmmaking for Visual Effects This course aims at preparing the student to analyze the shooting requirements, set and location considerations, software choices and techniques used for various Visual Effects treatments. The student will take on the role similar to director</p> |

or effects supervisor while shooting specific scenes during the course, and learn to apply general visual effects techniques to achieve the look for the shot/scene.

VFX 200 **3 credits**
Introduction to Compositing for Visual Effects

This course aims at making the student familiar with using Node based compositing, and techniques such as matte generation, tracking, color correction, and roto-scoping in solving issues like set extension, incorporating shots with green screen, and 3D integration Prerequisite(s): (VMG 201 or DSN 201) and (VMG 321 or DSN 301)

VFX 300 **3 credits**
Advanced Compositing Workshop

Building on the concepts of the introductory class (VFX 200) students will be challenged with real world examples of compositing challenges and incorporate them into a finished demo reel Prerequisite(s): VFX 110 and VFX 200

VFX 310 **3 credits**
Digital Matte Painting and Set Extensions

Students in this course will be challenged by extending existing shots, or shots with unwanted objects, through digital painting techniques. The creation of totally new environments for use in compositing, game design, and artistic endeavors will also be covered Prerequisite(s): DSN 201/VMG 201, DSN 301/VMG 321, and VFX 110

VFX 400 **3 credits**
Match-moving and Roto-scoping

This course teaches students the two basic skills that are the key to pulling off the most difficult tasks of Visual Effects work: tracking footage for placement of digital objects, and masking out the parts of the shot that ruin the illusion Prerequisite(s): VFX 110 and VFX 200

VFX 420 **3 credits**
Visual Effects Workshop / Final Projects

This is the final course of the VFX program. It culminates each previous course in a capstone project. Demonstration of all of the skills involved in pulling off a visual effect composite (match moving, roto-scoping, lighting considerations, combining imagery, color correction, digital mattes, and 'illusion/realism' techniques) will need to be shown in the project. Students are strongly encouraged to incorporate other DFM / VMG projects in this course Prerequisite(s): VFX 110, 200, 300, 310, and 400 must be completed prior to registering for this course.

VMG 100 **3 credits**
Camera and Cinematography

In this beginning class on camera and cinematography techniques, students will learn how to use a video camera, camera movement techniques, blocking and staging scenes, with special detail on camera specifications, lenses, camera settings and how lighting affects those settings. On the cinematography side, students will be exposed to shot composition, camera movements and how those choices convey meaning to the audience.

VMG 101 **3 credits**
Introduction to Audio

This course introduces the principles of sound recording and sound design using analog and digital technologies. The course's aim is to provide the students with the skills necessary to set up and use current equipment and manipulate sound in order to maximize communication. Particular emphasis is placed on using and understanding the concepts of digital sound systems. Also examined are the use of sound design as a communicative medium and the relationship of sound to visuals to create in the student an "auditory awareness." Sound characteristics, acoustics, ergonomics, and basic audio technology professional practices will be introduced. This course is equivalent to TEC 101.

VMG 102 **3 credits**
The Production Process

Students will cover the basic production process from script to screen and understand the core phases of production. Pre-Production, Production, and Post-Production techniques from the perspective of the Producer will be covered in depth. The result of this class is a production template designed at giving the student producer a toolset from which to launch projects from. This course is equivalent to TEC 102.

VMG 200 **3 credits**
Advanced Camera and Cinematography

Building on the basics from the first course, Camera & Cinematography Techniques, complex camera movements and equipment, like: group shots with dialog, stead-cam, dolly, and jib shots, vehicle shots, and VFX shots will be covered. All of the techniques will be related to the cinematography aspects, in context to scripts, dialog, feeling, etc Prerequisite(s): VMG 100

VMG 201 **3 credits**
Fundamentals of Motion Graphics

This introductory course covers the history and evolution of animation, as well as the theory and principles behind it. Students will practice timing, rhythm, and movement while

exploring their design implications. Digital technology and basic computer animation software will be introduced through demonstration and practice. This course is equivalent to DSN 201 Prerequisite(s): CTA/BCS 210 and DSN 210

VMG 202 **3 credits**
Advanced Audio Recording Techniques

Continuing from the introduction course, students will examine and manipulate audio while recording and see the results in the production room as part of this course. Recording techniques for music, dialog, group dialog, vehicles, and live performances will also be covered. Students will also experiment in the edit room on how their recorded audio could be improved through the use of audio software, or better recording techniques Prerequisite(s): VMG 101 or TEC 101

VMG 222 **3 credits**
Story Design Methods

Story Design Methods approaches the practice of creating stories as a science, rather than an art, providing a practical set of collaborative tools and methods for planning and defining successful new plots Prerequisite(s): ENG 121

VMG 240 **3 credits**
Music Recording Fundamentals

This course provides hands-on experience recording instruments and manipulating tracks into a final mix. Students will focus on microphone placement – single chain (including preamps, equalization, and dynamic control), mix routing, music editing, midi basics, mixing and mastering. Prerequisite(s): VMG 101

VMG 301 **3 credits**
Lighting for Production I

Students will work on lighting only in this course, and utilize cameras only as a production test element. Basics, such as 3-Point lighting, interview lighting, location considerations, and outdoor lighting are some of the topics covered in this course. Students will walk away with lighting diagrams, and templates for most lighting situations. This course is equivalent to TEC 305.

VMG 302 **3 credits**
Lighting for Production II

Building on the topics in Lighting for Production 1, students will further explore the use of gobos, lighting effects, green screen considerations, and lighting for camera moves using jibs, steady-cams, and dollies Prerequisite(s): VMG 301

VMG 307 **3 credits**
Streaming Media

Creating streaming media is a multi-step process incorporating audio, video, and any other visual medium. Students will learn how to create streaming media projects. To create such projects, students will learn compression techniques, embedding techniques, and best practice methods for deploying streaming media. Additional topics of discussion include market research techniques, copyright issues, storyboarding, and scripting. This course replaces COM 307

VMG 310 **3 credits**
Advanced Motion Graphics

This course is an extension of DSN 201, Fundamentals of Motion Graphics. The student will manipulate text, computer animation, and motion graphics to create visual effects seen in commercial video. Students learn about composition, rendering, lighting direction, and time management. Projects allow for creativity as well as ability to adhere to guidelines and follow instructions. This course is equivalent to DSN 310 Prerequisite(s): DSN 201 or VMG 201

VMG 311 **3 credits**
The Early History of Film

This course is designed to introduce students to the art of film and its early history. It will cover major trends, methods and issues in theatrical film history up to the Hollywood cinema of the 1950's. This course replaces COM 311.

VMG 312 **3 credits**
The Modern History of Film

This course is designed to introduce students to the art of film and its recent history. It will cover major trends, methods, technologies and issues in theatrical film history from the 1960s to modern-day cinema. Emphasis will be placed on the rapid technology changes in modern film history. This course replaces COM 312.

VMG 313 **3 credits**
Aesthetics of Film

The course examines the motion picture as an art form. Elements of film such as writing, photography, acting, and editing are examined with emphases on the director's role as a manipulator of these elements. To illustrate the interplay of these elements, selected feature films are screened and analyzed. This course replaces COM 322 – Aesthetics of Film.

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| <p>VMG 321 Introduction to 3D</p> <p>This course demonstrates the critical concepts of 3D time and space, and helps explain the principles of 3D modeling, animation, dynamics and rendering. This course is equivalent to DSN 301 Prerequisite(s): VMG 201 or DSN 201 and DSN 210</p> | <p>3 credits</p> | <p>VMG 326 Dynamics and Particles for 3D</p> <p>Students will explore the complex world of using dynamics and particles for simulation of realistic animations and function systems. Creating weather effects, springs, motors, and complex rigs for various applications for Visual Effects and Game engines.</p> | <p>3 credits</p> |
| <p>VMG 322 3D Modeling Techniques</p> <p>This course focuses on creating structures and objects in three dimensional space, working with polygons, planes, spheres, and hypernurb objects. This course is equivalent to DSN 302 Prerequisite(s): VMG 201 (or DSN 201), VMG 321 (or DSN 301) and DSN 210</p> | <p>3 credits</p> | <p>VMG 327 Introduction to 3D Digital Sculpting</p> <p>Students will be introduced to the creative world of digital sculpting in 3D space with programs like zBrush and Cinema4D. An overview of the software used and integration into other 3D software packages will be discussed. Projects will range from character creation techniques to other uses like Organics and Vehicles. Students will need to be familiar with the 3D workspace and have completed VMG 321 Intro to 3D and VMG 323 Modeling Techniques Prerequisite(s): VMG 321 or DSN 301 and VMG 323 or DSN 303</p> | <p>3 credits</p> |
| <p>VMG 323 3D Texture, Rendering and Lighting Techniques</p> <p>Applying realistic textures to objects, lighting objects, scenes and individual channels, as well as rendering those objects/scenes out to still images for use on the web, print and animated scenes for video are covered in this course. This course is equivalent to DSN 303 Prerequisite(s): VMG 201 or DSN 201, VMG 321 or DSN 301 and DSN 210</p> | <p>3 credits</p> | <p>VMG 350 Journalism in Practice</p> <p>This course covers the basic skills and techniques for creating content based on events and coverage for reporting. Various channels of Communication, such as television, web, documentary, radio, podcasts, and print will be discussed. Differences in the approach for each channel or medium will be explored. Determining the appropriate technology to be utilized for each kind of channel will be explored as well Prerequisite(s): ENG 121 and VMG 102</p> | <p>3 credits</p> |
| <p>VMG 324 Character Creation and Texturing</p> <p>Building upon the basics of the Introduction to 3D, this course focuses on the creation of humanoid and non-humanoid characters. Good structuring techniques and modeling are emphasized. Students will create mapped textures using DI tools (like Photoshop) and include the assets into the 3D application. This course is equivalent to DSN 304 Prerequisite(s): VMG 321 or DSN 301 and VMG 322 or DSN 302, and VMG 323 or DSN 303.</p> | <p>3 credits</p> | <p>VMG 400 On Location Production Techniques</p> <p>On Location Production Techniques cover site surveys, location scouting, and dealing with unexpected complications of using a location. Proper etiquette, protocol, and professionalism while at a location will also be covered. Lighting, camera, directing and dealing with talent are integrated into the technical aspects of the course Prerequisite(s): VMG 100, VMG 102, and VMG 301</p> | <p>3 credits</p> |
| <p>VMG 325 Character Rigging</p> <p>This course focuses on the underlying skeleton structure of the characters created in the previous course, or samples provided. In addition to being applied to animation of characters, it also sets up the structure for integration into 3D game engines. Inverse Kinematics, Bones, and Meshes will be the core topics of this course. Students will develop their creation's motion capabilities by learning the character rigs and skeletal structures used in 3D computer animation. This course is equivalent to DSN 305 Prerequisite(s): VMG 321 or DSN 301</p> | <p>3 credits</p> | <p>VMG 401 Producing the Documentary</p> <p>This course is an introduction to the theoretical foundations required for creating a documentary. Students will gain an understanding of how this genre is similar to and different from other television programming. The course will further develop scripting techniques and all facets of video pre- and post-production. As part of this course, students will produce a short documentary. This course is equivalent to COM 401 Prerequisite(s): VMG 100, VMG 102, and VMG 301. Photography majors only: TEC 405 or TEC 406.</p> | <p>3 credits</p> |

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| <p>VMG 402 3 credits Studio Production Techniques All aspects of studio production, and how it differs from location production will be covered. Roles and responsibilities of studio personnel, and job functions, are also covered. The students will also be exposed to the use of equipment in a studio environment. Several types of scenes, such as a news, talk show, sitcom, and drama environments will be presented Prerequisite(s): VMG 100, VMG 102, and VMG 301</p> | <p>running—from planning to recording, editing and preparing your file, to getting heard, finding clients and making money. This course replaces COM 425 Prerequisite(s): DSN 210, (VMG 101 or TEC 101, VMG 102 or TEC 102 and VMG 422 or COM 422</p> |
| <p>VMG 420 3 credits Non-Linear Editing - PC 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. Prerequisite(s): VMG/TEC 102 or GMD 105</p> | <p>VMG 430 3 credits Logo Animation In this course students will create animated sequences and manipulate and refine them, using industry standard programs and techniques to create bumpers for television, web, and podcasts. (If you don't know what a bumper is, you need this course.) This course is equivalent to DSN 430 Prerequisite(s): COM/VMG 422 and DSN/VMG 201 and DSN 210.</p> |
| <p>VMG 422 3 credits Non-Linear Editing – Apple MAC Computer This course introduces the technology and practice of digital editing, from the conversion of analog video and digital capture to final assembly. The course covers a basic introduction to editing software, including importing files, assembling, applying transitions, and adding titles. Editing techniques and theory are also covered. This course is equivalent to COM 422 Prerequisite(s): VMG 102 or TEC 102 or GMD 105</p> | <p>VMG 440 3 credits Cooperative Education for Video and Motion Graphics The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.</p> |
| <p>VMG 423 3 credits Advanced Non-Linear Editing This second of two non-linear editing courses furthers the theory of editing with the various technical editing skills needed to edit a television show or digital film. Building on the abilities developed in Intro to Non-Linear Editing - Mac, students will exhibit proficiency in all areas of film editing. New techniques learned, but not limited to, will include chroma keying, importing from other programs such as After Effects and Photoshop, troubleshooting, audio sweetening, and color correction. This course is equivalent to COM 423 Prerequisite(s): COM 422 or VMG 422</p> | <p>VMG 441 3 credits Cooperative Education for Video and Motion Graphics The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.</p> |
| <p>VMG 425 3 credits Podcasting The ability of audio and video to be globally distributed through the Internet has created exciting technology that is affordable for nearly everyone. With the advance of MP3 players and their availability in just about every imaginable kind of device, the technology has become ubiquitous in today's society. This course will teach students how to get a quality podcast up and</p> | <p>VMG 442 3 credits Cooperative Education for Video and Motion Graphics The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.</p> |

VMG 460**3 credits****Topics in Video and Motion Graphics**

This course surveys contemporary subjects and current events pertaining to Video and Motion Graphics. Prerequisite(s): Permission required

VMG 487**3 credits****Video Motion Graphics Senior Project**

This course is designed to allow senior year students the opportunity to practice their specialization in a production environment. At the start of the project, students will identify a realistic project in their main competency area(s) with a faculty mentor. Having agreed on a timetable for their project's completion, the students will then begin a required/flexible workshop where they must prepare a clear and comprehensive pre-production plan. The students must also develop an appropriate corporate style and logo to accompany their project. All work must be presented in the best possible manner, with well designed digitally published pages, a proper use of color, typography, etc., using their own corporate style and logo. This course may be completed as a directed study with an instructor of the student's choice or in a classroom setting. This course is equivalent to COM 487 Prerequisite(s): Permission required and VMG 422 with a grade of B or better.

VMG 490**3 credits****Video Motion Graphics Internship**

This course will provide students with real-world experience in the field of communication where they will become acquainted with daily operations, while enhancing their professional skills and interacting with other communication professionals. College of Technology students wishing to complete their internship requirements should review procedures at <http://wilmu.edu/technology/internships/index.aspx> Prerequisite(s): Permission required and VMG 422 with a grade of B or better.

ASP.NET websites. Prerequisite(s): WIS 210 – Database Fundamentals, WIS 310 – Microsoft .NET I

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M.A., University of Notre Dame
Ph.D., University of Texas
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M.S., Widener University
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B.S., Shippensburg State College
M. Ed., West Chester State College
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- Patrice Gilliam-Johnson**Associate Professor
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M.A., University of Maryland
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M.Ed., Millersville University
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- Todd Grande**..... Assistant Professor
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M.S.N., University of Delaware
D.N.P., Wilmington University
- John C. Gray**Professor
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- Susan L. Gregg**Associate Professor
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M.Ed., Wilmington College
- Edward L. Guthrie**.....Associate Professor
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B.S., Wilmington University
M.S., Wilmington University
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- Andrew F. Hartnett**..... Assistant Professor
College of Business
B.S., Duquesne University
M.A., Ottawa University
- Thelma M. Hinds** Assistant Professor
College of Education
B.A., University of Delaware
M.Ed., Armstrong State College
Ed.D., Baylor University
- Mark J. Hufe**Associate Professor
Director, Cyber Security Education
College of Technology
B.S., Hofstra University
M.S., Stevens Institute of Technology
Ed.D., Wilmington University
- Lori S. Irelan**..... Assistant Professor
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M.S.N., Wilmington University
D.N.P., Widener University
- Tasha D. Jackson**.....Assistant Professor
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M.S., Wilmington University
- Adrienne M. Johnson** Assistant Professor
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M.S., Drexel University
- Melissa J. Jones**.....Assistant Professor
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M.Ed., Wilmington University
- Elizabeth Jordan** Assistant Professor
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B.A., University of Delaware
M.S., Wilmington College
- Kae E. Keister**Associate Professor
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M.Ed., Salisbury State University
Ed.D., Nova University
- Bonnie Kirkpatrick**..... Assistant Professor
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M.S., Wilmington College
- Stephanie L. LoBiondo** Assistant Professor
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M.S., Saint Joseph's University
- Catherine A. Maguire**..... Assistant Professor
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M.A., Indiana University of Pennsylvania
- Lynn W. Moore**..... Assistant Professor
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B.A., Salisbury University
M.A., Salisbury University
- Kenneth Paul Morlino**..... Assistant Professor
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M. A., Central Michigan University
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Ed.D., University of Delaware
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- Clinton D. Robertson** Professor
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B.S., U.S. Merchant Marine Academy
M.B.A., Wilmington College
Ed.D., Wilmington College
- Barbara H. Sartell** Professor
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B.S.N., University of Maryland
M.S.N., University of Delaware
Ed.D., Wilmington College
- Michael R. Scanlon** Assistant Professor
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B.S., Widener University
M.S., Wilmington University
D.B.A., Wilmington University
- Scott R. Shaw** Assistant Professor
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B.A., Wilmington College
M.S., Wilmington University
- Pamela A. Shukitt** Assistant Professor
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- Lorraine R. Sitler** Assistant Professor
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M.S.S., Bryn Mawr College
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M.S., Troy State University
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M.S., Drexel University
- John Sparco** Assistant Professor
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B.S., College of William and Mary
M.B.A., University of Delaware
Ph.D., University of Delaware
- Angela Steele-Tilton** Assistant Professor
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B.S.N., Wilmington University
M.S.N., Wilmington University
- Sally S. Stokes** Associate Professor
College of Business
B.A., Duke University
M.S., Wilmington College
- Donald H. Stuhlman** Assistant Professor
College of Business
B.S., Southern Connecticut State College
M.B.A., University of Montana
- Angela C. Suchanic** Associate Professor
B.S., Longwood University
M.P.A., University of Delaware
Ed.D., University of Delaware
- Karen Sundquist** Assistant Professor
College of Education
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M.Ed., Wilmington University
- Lynne L. Svenning** Associate Professor
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B.A., Emerson College
M.A., University of Southern California
Ph.D., University of Southern California

- Elizabeth L. Thomas-Bauer** Assistant Professor
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B.S.N., Columbia University
M.S.N., Columbia University
D.N.P., Widener University
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B.S., Pennsylvania State University
M.S., Wilmington College
- Christian A. Trowbridge** Assistant Professor
Vice President of Administrative and Legal Affairs
B.A., Villanova University
J.D., Temple University School of Law
- Doreen B. Turnbo** Associate Professor
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B.S., Delaware State University
M.Ed., Wilmington College
Ed.D., Wilmington College
- Danny J. Walker** Assistant Professor
College of Arts and Sciences
B.A., Harding University
M.A., Abilene Christian University
- Janice E. Wardle** Assistant Professor
College of Business
B.S., University of Delaware
M.B.A., Wilmington College
Ph.D., Northcentral University
- Gregory A. Warren** Associate Professor
College of Business
A.S., Delaware Technical and Community College
B.A., Wilmington University
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Temple University
- Robin B. Weinstein** Assistant Professor
College of Business
B.A., Eastern University
M.T.S., The Eastern Baptist Theological Seminary
Ed.D., Wilmington University
- Tyler A. Wells** Assistant Professor
College of Education
B.S., Wilmington University
M.Ed., Wilmington University
- Denise Z. Westbrook** Assistant Professor
Dean, College of Health Professions
B.S.N., Wilmington College
M.S.N., Wilmington College
Ed.D. (c) Walden University
- Matthew Whelihan** Assistant Professor
College of Arts and Sciences
B.A., Fordham University
M.A., Villanova University
- Sandra C. Williamson** Associate Professor
College of Education
B.S., Eastern Kentucky University
M.A., Eastern Kentucky University
Ph.D., Kent State University
- Matthew J. Wilson** Assistant Professor
College of Arts and Sciences
B.S., Ohio Valley University
M.S., Lubbock Christian University
- Sherry L. Wilson** Assistant Professor
College of Social and Behavioral Sciences
B.A., Temple University
J.D., Widener University
- Brenda T. Wright** Associate Professor
College of Social and Behavioral Sciences
B.A., University of Delaware
M.C., University of Delaware
Ed.D., Wilmington University
- Sharon R. Yoder** Associate Professor
College of Arts and Sciences
B.S., Ohio State University
M.S., University of Evansville
Ed.D., Temple University
- William D. Young** Assistant Professor
College of Business
B.S., University of Delaware
M.B.A., University of Delaware
Ph.D., Temple University

PROFESSOR EMERITUS

The faculty listed below have obtained the status of Professor Emeritus.

The rank of Professor Emeritus is assigned to individuals who have achieved the academic rank of Associate Professor or Professor at Wilmington University and have retired after fifteen or more years of distinguished service.

- Betty J. Caffo**..... Provost and Vice President
for Academic Affairs
B.S.N., Capital University
M.S., University of Delaware
Ph.D., Widener University
- Tish Gallagher**..... Academic Online Liaison
B.S.N., Capital University
M.S., University of Delaware
Ph.D., Widener University
- Barbara M. Raetsch** Dean, College of Education
B.A., Winthrop College
M.Ed., The University of Georgia
Ed.D., The University of Georgia
- John S. Szczechowski**..... Program Coordinator, English,
College of Arts and Sciences
B.A., Pennsylvania Military College
M.S., Temple University
Ed.D., Nova University
- Mickey Turnbo**..... Chair, Academic Computing
A.A.S., Community College of the Air Force
B.S., New School University
M.S., State University of New York
- Ronald C. Watts**..... Program Coordinator, Doctoral Studies, College of Education
B.A., Philadelphia College of Art
M.A., American University
Ed.D., American University

ADJUNCT FACULTY

The adjunct faculty listed below have attained the rank of "Adjunct Professor" as of 4/15/15.

Stella A. Auchterlonie

B.A., Wilmington College

M.S.W., Delaware State University

William G. Battista

B.A., St. Vincent College

M.S., University of Texas

Andrea M. Bukay

B.A., Philadelphia College of Art

M.S., Wilmington University

Veronica L. Burke

A.A., Delaware Technical and Community College

B.A., Wilmington College

M.S., Wilmington College

Richard H. Burton

B.S., University of Delaware

M.B.A., Drexel University

Charlotte N. Byrd

B.A., King's College

M.Ed., University of Delaware

R. Wayne Carmean

B.S., University of Delaware

M.Ed., University of Delaware

Ed.D., Nova University

Raymond J. Carr

B.S., Kutztown University

M.B.A., Widener University

M.S., West Chester University

Christopher C. Chandler

B.S., Wilmington College

M.S., University of Delaware

Erik T. Christian

B.A., Goddard College

M.A., University of New Hampshire

Dennis T. Clark

A.A.S., Delaware Technical and Community College

B.B.A., Wilmington College

M.B.A., Wilmington College

Edward A. W. Clark

B.S., West Chester University

M.S., West Chester University

Holly Conley

B.S., Wilmington College

M.B.A., Wilmington University

Michelle R. Conway

B.S., Wilmington University

M.Ed., Wilmington University

Michael F. Costello

A.A.S., Lord Fairfax Community College

B.S., Wilmington College

M.B.A., Wilmington College

M.S., Wilmington College

Ed.D., Wilmington College

Sandra Countley

B.S., Cheyney State University

M.S., Antioch University

Ed.D., Temple University

Elliot J. Davis

B.A., Temple University

M.A., West Chester University

Ed.D., Temple University

Joseph K. Devine

B.S., Widener University
M.B.A, Widener University

Anthony J. DiGiacomo

B.A., University of Delaware
M.A., University of Delaware
Ed.D., Wilmington College

Dean R. Dungan

B.G.I., Aero Training Academy
C.F.I.I., Aero Training Academy
A.G. I., Flight Safety International

Robert Edelson

B.S., Massachusetts Institute
of Technology
M.S., Massachusetts Institute
of Technology
M.B.A., University of California
at Los Angeles
Ph.D., Claremont Graduate University

Bonnie English-Whitlock

A.A., Wilmington University
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Fielding Graduate University

Joseph D. Euculano

B.S., Jacksonville State University
M.B.A, Wilmington College

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B.A., University of Delaware
M.Ed., West Chester University

Donald A. Farmer

B.A., University of Massachusetts
M.A., Southern Baptist Theological Seminary
Ph.D., Southern Baptist Theological Seminary

Rita K. Farrell

B. S., University of Massachusetts

Dorothy K. Fischer

B.S.N., University of Pennsylvania
M.S.N., University of Pennsylvania
Ph.D., University of Pennsylvania

Harry R. Fisher

B.S., Villanova University
M.B.A., Saint Joseph's University

Angela Fowler

B.S., University of Delaware
J.D., Widener School of Law

Regina M. Giannone-Tyler

B.A., Wilmington College
M.S., Neumann University

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B.S., Delaware State University
M.A., Central Michigan University

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B.A., St. Michael's College
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B.S., Wilmington College
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A.S., Delta College
B.S., Central Michigan University
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M.A., Arizona State University
Ph.D., Arizona State University

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M.B.A, Widener University

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M.S.N., University of Delaware

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B.S., Hofstra University
M.S., Adelphi University
Ph.D., University of Illinois

John R. Hileman

B.S., Cornell University
M.A., University of Delaware

Alton H. Hillis, Sr.

B.A., Saint Edward's University
M.B.A, Wilmington College

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A.A., Wilmington College
B.S., Wilmington College
M.Ed., Wilmington College

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B.S., Clarion University of Pennsylvania
M.Ed., Salisbury State University

Nora A. Hufe

B.A., Adelphi University
M.Ed., Wilmington University

Lisa Hunt

A.A.S., Delaware Technical and Community College
B.A., Wilmington University
M.Ed., University of Delaware

Amelia H. Hutchison

B.A., Montclair State University
M.Ed., Wilmington College

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B.A., Assumption College
M.S., Wilmington University
Ed.D., Wilmington University

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B.S.N., Wilmington College
M.S.N, Wilmington College

Eugene Johnson

B.A., Purdue University
M.Ed., Wilmington University

Anthony J. Julis

B.S., Iowa Wesleyan College
M.S., North Carolina State
Ph.D., North Carolina State

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B.S., Indiana University of Pennsylvania
M.Ed., Wilmington College

Tep Kang

B.S., University of Connecticut
Pharm.D., University of Rhode Island

Mike C. Karia

L.L.B., Gujarat University
M.Com., Gujarat University
M.B.A, Fairleigh Dickinson University

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A.S., Delaware Technical and Community College
B.A., Wilmington College
M.S., Wilmington College

Anne C. Knapper

B.S., Wilmington College
M.B.A, Wilmington College

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M.B.A, University of Bridgeport

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M.S., Rutgers University

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M.A., Glassboro State College
Ph.D., Temple University

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M.A., Salisbury State College

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B.A., The American University
M.A., The American University

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B.S., Indiana University
M.B.A, Wilmington College

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M.S., University of Southern Mississippi
Ph.D., Union Institute and University

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M.S., Widener University
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M.A., Washington College

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J.D., Cleveland State University

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M.A.S., Johns Hopkins University

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M.S.W., Delaware State University

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M.Ed., Temple University

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B.A., Kean College of New Jersey
M.B.A., Fairleigh Dickinson University

Monica Washington

B.A., Temple University
J.D., Villanova University

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B.S., Virginia Commonwealth University
M.S., Virginia Commonwealth University

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M.B.A., Wilmington College

David F. Wooley

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B.B.A., Wilmington College
M.B.A., Wilmington College

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M.A., University of Delaware
Ed.D., University of Delaware

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A.S., Northern Virginia Community College
B.S., Wilmington College
M.Ed., Wilmington College

John A. Yeomans

B.A., University of Delaware
M.S., Wilmington College

ADMINISTRATION

Executive Team/Administrative Cabinet

| | |
|--|---------------------------------|
| President..... | Jack P. Varsalona, Ed.D. |
| Assistant Vice President | Angela C. Suchanic, Ed.D. |
| Executive Vice President | LaVerne T. Harmon, Ed.D. |
| Assistant Vice President | Tina Barksdale, Ed.D. |
| Assistant Vice President | Jacqueline R. Varsalona, M.B.A. |
| Senior Vice President | Erin J. DiMarco, Ed.D. |
| Assistant Vice President | Peggy P. Mitchell, M.S. |
| University Vice President | Carole D. Pitcher, M.B.A. |
| Assistant Vice President/Dean of Locations | Richard D. Gochnauer, Ed.D. |
| Assistant Vice President/Dean, College of Online and Experiential Learning | Eileen G. Donnelly, Ed.D. |
| Vice President, External Affairs | Peter A. Bailey, D.B.A. |
| Assistant Vice President..... | Christopher G. Pitcher, M.F.A. |
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| College of Health Professions | Denise Z. Westbrook, Ed.D. (c) |
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