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2016-2017 UNDERGRADUATE CATALOG

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, weekend, and online 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, weekend modular, hybrid, and online formats. 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. Hybrid courses meet in both online and face-to-face formats.

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, 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 Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.
Wilmington University actively supports the rights of students with disabilities to have equal access to education. Wilmington University makes every reasonable effort to accommodate the needs of students with disabilities.
Students who have a disability are asked to notify the Office of the Vice President of Student Affairs as soon as possible and prior to registration. Early notification prevents delay in initiation of services and ensures the student access to educational activities. Students with disabilities that affect learning, including but not limited to Learning Disabilities (LD) and Attention Deficit Disorder (ADD), are required to provide the office with recent documentation from diagnostic testing. The Office of the Vice President of Student Affairs, after consulting with the student, will prepare an accommodation plan that will authorize services for the student and inform the appropriate offices on campus.

University Sites

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

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

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

Cecil College
107 Railroad Avenue
Elkton, MD 21921
877.967.5464

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

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

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

FAX: 302.674.5034

Georgetown

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

Gloucester County

1400 Tanyard Road
Sewell, NJ 08080
856.464.5228
FAX: 856.468.7023

Joint Base McGuire-Dix-Lakehurst

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

Middletown

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

New Castle Campus

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

Salem Community College

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

Wilson Graduate Center

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

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 determines that a hearing is appropriate, the Academic Review Committee will be convened and a copy of the student's letter will be forwarded to the Committee. Should the Assistant Vice President determine that a hearing is not warranted, the student will be so informed within 10 business days. The decision of the Academic Review Committee, the Assistant Vice President or the Vice President will be final.

Attendance

Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance and absences. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.
Please note that some academic colleges have additional attendance requirements beyond those specified in this section. In accordance with veterans' and financial aid regulations, attendance must be taken for all enrolled veterans in each class learning session.

Attendance/Hybrid Courses

Wilmington University stresses that regular and prompt class attendance is an essential part of the educational experience. A hybrid course meets for in-class and online learning sessions. Students are expected to attend all in-class sessions and to 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.

Online Learning Courses

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

Unexcused Absence - Administratively Dropped

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

Credit Hour Definition

Credit Hour Definition

Wilmington University adheres to the U. S. Department of Education definition of a credit hour for cumulative contact time per semester.

At Wilmington University, three credit hours will be awarded for 45 hours of structured learning activities with a normal expectation of ***at least*** two hours of outside study for each hour of structured learning. The above definition of the credit hour applies to all courses at all levels (graduate and undergraduate) that award academic credit (i.e. any course that appears on an official transcript issued by the University) regardless of the mode of delivery.

The Department of Education recognizes that institutions are innovating with new delivery models and is not making seat time the sole metric of credit hour equivalency. For non-traditional delivery, we permit the following equivalencies:

Internships, Service Learning, and Co-operative Education

Wilmington University awards credit hours for learning acquired outside of the classroom if it is an integral part of a program of study. When work experience receives academic credit, it should both be suitably supervised and of sufficient length to be meaningful. Co-op experiences run for 2 - 4 fourteen week semesters for a total of 300-600 hours and are awarded 6 – 12 credits for the 2 or 4 semesters. Internships run for 1 fourteen week semester for a minimum of 90 hours of internship work in addition to work required for assignments and are awarded 3 credits for the 1 semester. Service Learning projects run for 1 semester for 3 credits for a minimum of 150 hours in addition to additional faculty-assigned work.

Fully Online Courses

Online courses must mirror the learning outcomes and academic standards of the equivalent face-to-face course. Thus, while students may spend no time "in class," they complete the equivalent amount of work. Federal regulations recognize the special nature of "class time" in the online environment.

Credit hour policy oversight

Each College will oversee adherence to the policy on credit hours in its review and approval of all new courses and in assuring that the expected student learning in the course meets the credit hour standard. The determination of credit hours is made when a new course or a modification to an existing course is proposed. Credit hour review will be a permanent part of the Academic Program Review process, conducted every three years, or re-accreditation by an external body.

Transfer Credit Policy

Wilmington University accepts for transfer a maximum of 90 hours towards a bachelor's degree and 30 hours towards an associate's degree. Some of the transfer credits may not apply towards a specific degree. Transferability of this learning content and/ or credit may be assessed for equivalency to required course competency. At least 30 credits of the 120 credit program of study must be upper level (300-400 level) at Wilmington University.

Transfer credits accepted from colleges and universities 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. *For students with conferred associate's degrees, there are certain circumstances where grades less than a "C" may be accepted.*

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

Specific transfer credit policies may apply to particular programs within each college. 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 HLS; NEASC; NWCCU; SACS; WASC.

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 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.

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.

Table 2. Class Standing According to Credits Earned

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

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 withdrawal 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 entering with individual Reading and Writing scores will be placed based on a 450 score for Writing. Students entering with combined Reading and Writing scores will be placed based on a score of 500. Math placement requires a minimum score of 450.

- 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 MAT 110 (Math Essentials) or ENG 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 MAT 121 (College Math I), MAT 122 (College Math II), MAT 201 (Mathematics for Teachers I) and MAT 205 (Introductory Survey of Mathematics) is a "C."

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

The minimum grade needed to pass ENG 121 (English Composition I) and ENG 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)

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 coursework. 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 recognized as residency credits.

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) through the development of a portfolio which presents evidence of college level learning. A student-prepared portfolio will be assessed by faculty with the appropriate content expertise. The portfolio must 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 learning objectives. This may be accomplished by documenting knowledge obtained through work experience (military or civilian), in-service training programs, volunteer activities, workshops, and personal study. Credit by portfolio is assessed based on a satisfactory/unsatisfactory evaluation and will be assigned a grade of "S or U." Exceptions to the grading policy may occur with approval of the Academic Dean of the College. Credit earned by portfolio assessment is recognized as residency credit.

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.

Service Learning

Service Learning
Service Learning is a form of experiential education in which students engage in an organized service activity that meets identified community needs. Students who participate in service learning contribute to the public good of local, national, and/or international communities while they enrich their academic knowledge with real-world applications and develop leadership and citizenship skills. This growing area of higher education encourages community-based scholarship across the curricula of WU in order to enhance student learning, develop student civic engagement, and foster ongoing collaboration with local and global communities. Students earn 3 credits in one semester for a total of 90-120 work hours. These opportunities are available in select undergraduate programs for Junior or Senior level students who have completed at least 60 credits and have a minimum GPA of 2.5. Service

Learning experiences are graded as Satisfactory or Unsatisfactory.

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. In fact, "By 2020 the demand for STEM professionals will add over 1 million new STEM jobs within the United States workforce. STEM careers have higher job security and average a higher yearly income than most other fields, $77,800/year" (STEM Education Coalition, 2016).
In order to help meet the need for education in STEM areas, Wilmington University offers the following programs of study:

Undergraduate Programs

Applied Technology
Business Analytics (p. 68)
Computer and Network Security (p. 206)
Digital Marketing
Education Studies, Skilled and Technical Sciences
Environmental Science and Policy
Game Design and Development (p. 211)
Health Sciences
Information Systems Management (p. 216)
Media Design (p. 221)
- Digital Publishing (p. 228)
- Multimedia (p. 223)
- Photography (p. 225)

Video and Motion Graphics (p. 238)
- Digital Film-Making (p. 242)
- Motion Graphics and 3D (p. 240)
- Visual Effects (p. 244)

Software Design and Development (p. 233)
Registered Nurse (RN) to Bachelor of Science in Nursing (BSN)

STEM Related Minors

Digital Publishing (p. 249)
Mathematics
Multimedia Production (p. 248)
Photography (p. 248)
Video and Digital Film-Making (p. 249)
Video and Motion Graphics – Video (p. 250)

Undergraduate Certificates

Digital Evidence Discovery (p. 250)
Digital Evidence Investigation (p. 250)
Health Information Technology (p. 147)
Microsoft.Net Applications Development (p. 253)
Web Application Development (p. 253)
Health Information Technology
Applied Statistics in Social and Behavioral Sciences
Applied Statistics in Business
Digital Marketing
Crime Scene Investigation
Maker Certificate
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 a Certificate

Courses in certificates must meet the minimum grade requirements for courses in full programs. In addition, a minimum GPA of 2.0 is required for an Undergraduate Certificate.

Requirements for the Baccalaureate Degree

General Education Requirements for the Baccalaureate Degree

The General Education requirements encompass a broad program of study in Liberal Arts, Humanities, Math, English, Social Sciences, and Natural Sciences designed to provide every Wilmington University student with the essential foundation needed for success both in a chosen career field as well as in life. This core of study offers students grounding in cultural and aesthetic appreciation, development of effective communication skills, and training in critical thinking and scientific analysis with the aim of becoming ethically and socially responsible world citizens. The General Education core is designed to equip students with the intellectual and practical tools needed for living successfully in a rapidly changing and diverse society.
General Education courses have been selected to complement each program of study and the number of credits may vary by degree program. The following is a list of the requirements for the baccalaureate degree:

Computer Operations (See program requirement)	**3 credits**
Critical Thinking	**3 credits**
Economics (See program requirement)	**3-6 credits**
English	**6 credits**
Humanities	**up to 18 credits**
Mathematics (See program requirement)	**3 credits**
Natural Science (See program requirement)	**3-12 credits**
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.

Second Bachelor's Degree

A minimum of 30 additional upper level credit hours above the total credit hour requirement for the first bachelor's degree must be completed in order to earn a second bachelor's degree, and all course requirements of the second degree must be met. The 30 additional credit hours required to earn the second degree must be earned at Wilmington University. Completion of the two degrees does not have to occur simultaneously. As long as a student earns the minimum additional credits and the specific program requirements are met, the second degree may be completed at a later time.

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 register for an FSA ID as the first step in completing the FAFSA online. When accessing the FAFSA web site, students who do not have an FSA ID are directed to apply for one. The FSA ID 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. First time loan borrowers or borrowers who have completed Exit Counseling after graduating with a prior degree, must complete an online Entrance Counseling session before any federal student loans can be disbursed. Federal Direct Entrance Counseling is an online educational tool for student loan borrowers. Entrance Counseling only has to be completed one time for the duration of the student's degree program enrollment.
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 $3,728 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 x 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 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 registration sessions are 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 English/writing, math/statistics, accounting/finance/economics tutoring is also available to undergraduate students free of charge. In addition, face-to-face English/writing tutoring is available to graduate students at no charge. 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 extensive online and print resources, the 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 Online 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 at (800) 451-5724.

Located in the Robert C. and Dorothy M. Peoples Library Building on the New Castle campus, the main library holds a collection of over 60,000 print volumes as well as more than 130,000 e-books and over 80,000 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.

Learning Commons, a collaborative service with the WilmU Success Center, is available for students in Dover and at the Wilson Graduate Center. These spaces provide group study rooms, WiFi connectivity, desktop computers, and laptop lending, facilitating access to the full-range of electronic library resources. Librarians and tutors are also available to support your research and writing needs. Students enrolled at Georgetown may use the Stephen J. Betze Library at Delaware Technical Community College Southern Campus. Students enrolled at our New Jersey sites are welcome to use the libraries located at those sites; please see a librarian for local usage policies. In addition, all students may request borrowing privileges at 41 regional libraries that are members of the Tri-State College Library Consortium located in Delaware, Pennsylvania, and New Jersey. Through ILLiad, materials not owned or licensed by the WilmU Library may be requested. Interlibrary loans (ILL) from academic libraries across the country expand access to your needed research materials. Electronic delivery is available for most ILL materials.

Helping to enhance your learning experience, the Library sponsors displays, exhibits, authors, book talks, and other events. Collaboration between the library and faculty to integrate information literacy into the curriculum helps foster and support development of information practice 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 Research/Subject Guides 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.

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, bowling, softball, volleyball, soccer, lacrosse, cheerleading, and cross-country for women. The Director of Athletics is responsible for the sports program.

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, bowling, 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

The Office of Disability Services facilitates equal access to Wilmington University programs and activities for students with documented physical, sensory, learning, or psychological disabilities. Students must contact and self-identify with the Office of Disability Services and furnish proper documentation of their disability in order to receive available services and/or accommodations.

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 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 the following scores will be exempt from the skills assessment that area:

- Individual Reading and Writing scores of 450 or above will be exempt from the English placement.
- Combined Reading and Writing scores of 500 or above will be exempt from the English placement.
- A Math score of 450 or above will be exempt from the Math placement.

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 the following scores will be exempt from the skills assessment that area:

- Individual Reading and Writing scores of 450 or above will be exempt from the English placement.
- Combined Reading and Writing scores of 500 or above will be exempt from the English placement.
- A Math score of 450 or above will be exempt from the Math placement.

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.
Applying for a Certificate: If you are a new student or someone that has not been enrolled in courses for three consecutive semesters, please submit an application. If you are a current student wishing to pursue a certificate, please contact your Advisor (undergraduate) for next steps.

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 (p. 137).

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. Specific transfer credit policies may apply to particular programs within each college. 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; NEASC; 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.
Appeal Process: If a student is denied admission to the university due to a felony conviction, the student may appeal the decision only if a change in status of the final case disposition or new information has been determined.

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

Mission Statement
Our mission is to create a supportive academic environment for the undergraduate degree programs across all colleges by providing:

- Innovative, creative, and high quality learning experiences in all foundational, general education courses;
- Diverse and timely course offerings which respond to the changing needs of 21st century career fields;
- Relevant course work aligned with the needs of students and the University undergraduate degree programs;
- Integrity in our academic support of students;
- Opportunities for work-integrated learning through cooperative education, internships, and community service;
- Encouragement in the pursuit of lifelong learning.

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
	OR
CTA 210	Computer Science
	OR
CTA 226	Integrating Excel into Business Problem Solving
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
FIN 101	Financial Literacy
HIS 300	World and Regional Geography
HUM 381/HIS 381	Contemporary Global Issues
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 Arts Elective
SCI	Natural Science Elective

Fine Art Elective: Select one course with prefix: ART, DRA, LIT, or MUS.
Natural Science Elective: (SCI 308 excluded)

Electives (or core specialization) (18 credits)

Suggested Program Sequence

Freshman

Semester 1

CTA 206	Computer Applications
	OR
CTA 210	Computer Science
	OR
CTA 226	Integrating Excel into Business Problem Solving
ENG 121	English Composition I
MAT 205	Introductory Survey of Mathematics
PSY 101	Introduction to Psychology
	OR
SOC 101	Introduction to Sociology
	Elective
	OR
FYE 101	First Year Experience Seminar

Semester 2

ENG 122	English Composition II
HIS 300	World and Regional Geography
PHI 100	Introduction to Critical Thinking
	Art Elective
SCI	Natural Science Elective

Sophomore

Semester 1

ENG 131	Public Speaking
FIN 101	Financial Literacy
HUM 381/HIS 381	Contemporary Global Issues
	Economics Elective
	Elective

Semester 2

POL 300	American Politics
	Elective
	Elective
	Elective
	Elective

LIBERAL STUDIES, BACHELOR OF SCIENCE

(Students who plan to transfer a completed Associate's degree should review the Liberal Studies Completion Degree information below.)

Program Philosophy and Objectives

The Liberal Studies Bachelor of Science degree provides an opportunity for individuals who have earned 30-90 college credits at other institutions to complete a baccalaureate degree that prepares them for employment promotions or a new career, and will even prepare them for a graduate education. Students must transfer in a minimum of 30 credits to be eligible for the Liberal Studies Bachelor's degree program.

Electives/Minors

Students who have free electives remaining after their transfer credits have been evaluated are encouraged to pursue a concentration of courses in an area of interest by selecting from numerous minors and/or certificates offered by Wilmington University. Individual courses in minors and certificates may have required pre-requisites. More information about minors and certificates can be found by clicking here. Students wishing to pursue a minor or certificate offered by Wilmington University should meet with an Academic Advisor to discuss their options and create an educational plan.

Program Competencies

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

Hi-Tech Literacy

Use technology to effectively locate and communicate information.

Social Responsibility

Demonstrate an increase in personal commitment to, and understanding of, one's role in a global society.

Curriculum

The program design consists of two parts: 21 Liberal Studies requirements and 19 elective courses. The General Education courses provide a well-rounded academic foundation. Students are strongly encouraged to select from a variety of certificates and/or minors to complete their free electives requirements.

General Education Requirements (63 credits)

A minimum passing grade of "C" is required for ENG 121, ENG 122, and MAT 205.

CTA 206	Computer Applications

	OR
CTA 210	Computer Science
CAS 440	Cooperative Education for Arts & Sciences
CAS 441	Cooperative Education for Arts & Sciences
CAS 495	Senior Seminar
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing
FIN 101	Financial Literacy
HUM 381/HIS 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
MAT 308	Inferential Statistics
PHI 100	Introduction to Critical Thinking
PHI 300	Ethics for Life
POL 300	American Politics
PSY 101	Introduction to Psychology
	OR
SOC 101	Introduction to Sociology
	Economics Elective
	History Elective
	Humanities Elective
	Humanities Elective
SCI	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 (57 credits)

The Liberal Studies Bachelor's Degree Program requires a minimum of six credits of Cooperative Education. Up to 15 Cooperative Education credits may be earned.

Suggested Program Sequence

Freshman

Semester 1

CTA 206	Computer Applications
	OR

CTA 210	Computer Science
ENG 121	English Composition I
FIN 101	Financial Literacy
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking

Semester 2

ENG 122	English Composition II
PSY 101	Introduction to Psychology
	OR
SOC 101	Introduction to Sociology
	Economics Elective
	History Elective
SCI	Natural Science Elective

Sophomore

Semester 1

ENG 131	Public Speaking
MAT 308	Inferential Statistics
	Humanities Elective
	Elective-Minor-Certificate
	Elective-Minor-Certificate

Semester 2

ENG 310	Research Writing
POL 300	American Politics
	Elective-Minor-Certificate
	Elective-Minor-Certificate
	Elective-Minor-Certificate

Junior

Semester 1

PHI 300	Ethics for Life
	Humanities Elective
	Elective-Minor-Certificate
	Elective-Minor-Certificate
	Elective-Minor-Certificate

Semester 2

CAS 440	Cooperative Education for Arts & Sciences

CAS 441	Cooperative Education for Arts & Sciences
HUM 381/HIS 381	Contemporary Global Issues
	Elective-Minor-Certificate
	Elective-Minor-Certificate

Senior

Semester 1

CAS 495	Senior Seminar
	Elective-Minor-Certificate
	Elective-Minor-Certificate
	Elective-Minor-Certificate
	Elective-Minor-Certificate

Semester 2

	Elective-Minor-Certificate
	Elective-Minor-Certificate
	Elective-Minor-Certificate
	Elective-Minor-Certificate
	Elective-Minor-Certificate

Liberal Studies Bachelor of Science Completion Degree

What is a Completion Degree?

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate's degree at an accredited institution. (Students who have not completed an associate's degree should return to the full Liberal Studies, Bachelor of Science degree information.) Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Program Philosophy and Objectives

The Liberal Studies Bachelor of Science Completion degree provides an opportunity for individuals who have earned an associate's degree from an accredited institution to complete a baccalaureate degree that prepares them for employment promotions or a new career, and will even prepare them for a graduate education.

Electives/Minors

Students who have free electives remaining after their transfer credits have been evaluated are encouraged to pursue a concentration of courses in an area of interest by selecting from numerous minors and/or certificates offered by Wilmington University. Individual courses in minors and certificates may have required pre-requisites. More information about minors and certificates can be found by clicking here. Students wishing to pursue a minor or certificate offered by Wilmington University should meet with an academic advisor to discuss their options and create an educational plan.

Program Competencies

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

Hi-Tech Literacy

Use technology to effectively locate and communicate information.

Social Responsibility

Demonstrate an increase in personal commitment to, and understanding of, one's role in a global society.

Liberal Studies Bachelor of Science Completion Degree Requirements

Core courses in the completion degree require a minimum passing grade of a "C."

CAS 495	Senior Seminar
ENG 310	Research Writing
HUM 381/HIS 381	Contemporary Global Issues
MAT 308	Inferential Statistics
PHI 300	Ethics for Life
PHI 310	Critical Thinking
POL 300	American Politics
	Upper Level History Elective
	Upper Level Natural Science Elective
	Free Electives as needed to meet 120 credits

The following courses or their equivalents are pre-requisites to the Liberal Studies Bachelor of Science Completion Degree program. If you have transfer credits that do not include equivalents to the classes below, you are expected to complete them prior to taking the core course for which they are pre-requisites:
ENG 121 English Composition I
ENG 122 English Composition II
MAT 205 Intro Survey of Math
Students with free electives remaining are strongly encouraged to select a concentration of related courses to complete the Liberal Studies Core. Other options include work-integrated learning, and completing a minor or certificate program. Students should discuss their options with an academic advisor.
Students whose Associate's degrees total fewer than 75 credits should complete their coursework with Wilmington University electives. Please see your academic advisor for assistance in selecting appropriate courses.

COMMUNICATION, BACHELOR OF SCIENCE

(Students who plan to transfer a completed Associate's degree should review the Communication Completion Degree Information below.)

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 work-integrated learning program.
Graduates of a Communication degree may find 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:

Hi-Tech Literacy

Use technology to effectively locate and communicate information.

Social Responsibility

Demonstrate an increase in personal commitment to, and understanding of, one's role in a global society.

Integrated Marketing Communication (Competencies for IMC concentration only)

Demonstrate and apply the basic elements of the communication process and the role of communications in marketing.

Communicate information in a logical and grammatical manner to meet requirements of various industry and marketing communities.

Media Communication (Competencies for MC concentration only)

Demonstrate knowledge and understanding of the influence and impact of visual images, such as logos, ads, and design/visual elements of film, television, and the Internet.

Demonstrate and apply knowledge in current industry standards and technologies of the web, video, and imagery.

Curriculum

General Education Requirements (39 credits)

A minimum passing grade of "C" is required for ENG 121, ENG 122, ENG 131, MAT 205.

CTA 206	Computer Applications
	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
HUM 381/HIS 381	Contemporary Global Issues
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

SCI	Natural Science Elective

Natural Science Elective: (excluding SCI 308)

Communication Core (36 credits)

Communication core courses require a minimum passing grade of a "C."

BMK 305	Marketing
BMK 355	Internet Marketing
CAS 495	Senior Seminar
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
COM 499	Communication Ethics
DSN 105	Visual Communication
DSN 121	Digital Publishing
DSN 210	Digital Image Manipulation

Select one of the following two concentrations:

Integrated Marketing Concentration (27 credits)

Integrated Marketing Concentration courses require a minimum passing grade of a "C."

BMK 306	Principles of Advertising
BMK 307	Public Relations
BMK 300/DSN 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
COM 402	Co-Op Experience

COM 400 (6-15 credits): COM 402, COM 403, COM 404, COM 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 (18 credits)

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

Media Communication Concentration (27 credits)

Media Communication Concentration courses require a minimum passing grade of a "C."

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
COM 402	Co-Op Experience

DSN 320	Web Page Design
DSN 401	Publication Design
GMD 105	Video and Audio for Game Design
VMG 307	Streaming Media

COM 400 (6-15 credits): COM 402, COM 403, COM 404, COM 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 (18 credits)

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

Suggested Course Sequence for Integrated Marketing Concentration

Freshman

Semester 1

CTA 206	Computer Applications
	OR
CTA 210	Computer Science
DSN 105	Visual Communication
ENG 121	English Composition I
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking

Semester 2

DSN 121	Digital Publishing
ENG 122	English Composition II
HUM 381/HIS 381	Contemporary Global Issues
PSY 101	Introduction to Psychology
SCI	Natural Science Elective

Sophomore

Semester 1

COM 250	Technical Writing
DSN 210	Digital Image Manipulation
ECO 105	Fundamentals of Economics
ENG 131	Public Speaking
SOC 101	Introduction to Sociology

Semester 2

BMK 306	Principles of Advertising
BMK 305	Marketing
COM 300	Communication Theory
COM 314	Technical Communications and Project Management

MAT 308	Inferential Statistics

Junior

Semester 1

BMK 307	Public Relations
BMK 355	Internet Marketing
COM 310	Legal Aspects of Communication
COM 332	Managing Crisis Communications
COM 431	Media and Society

Semester 2

BMK 300/DSN 300	Design for Marketing
BMK 320	Consumer Behavior
COM 344	Writing and Reporting for the News Media
	Elective
	Elective

Senior

Semester 1

BMK 400	Social Media Marketing
BMK 410	Integrated Marketing Communications
COM 400	Co-Op Experience
COM 499	Communication Ethics
	Elective

COM 400: Students with professional or work-related experience may be considered for an alternative to meet the 6-credit minimum Co-op requirement.

Semester 2

CAS 495	Senior Seminar

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

Suggested Course Sequence for Media Communications Concentration

Freshman

Semester 1

CTA 206	Computer Applications
	OR
CTA 210	Computer Science
DSN 105	Visual Communication
ENG 121	English Composition I
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking

Semester 2

DSN 121	Digital Publishing
ENG 122	English Composition II
HUM 381/HIS 381	Contemporary Global Issues
PSY 101	Introduction to Psychology
SCI	Natural Science Elective

Sophomore

Semester 1

COM 245	Writing for the Media
DSN 210	Digital Image Manipulation
ECO 105	Fundamentals of Economics
ENG 131	Public Speaking
SOC 101	Introduction to Sociology

Semester 2

BMK 306	Principles of Advertising
BMK 305	Marketing
COM 300	Communication Theory
COM 250	Technical Writing
MAT 308	Inferential Statistics

Junior

Semester 1

COM 310	Legal Aspects of Communication
COM 314	Technical Communications and Project Management
COM 332	Managing Crisis Communications
COM 431	Media and Society
DSN 320	Web Page Design

Semester 2

COM 344	Writing and Reporting for the News Media
DSN 401	Publication Design
GMD 105	Video and Audio for Game Design
	Elective
	Elective

Senior

Semester 1

BMK 355	Internet Marketing
VMG 307	Streaming Media
COM 400	Co-Op Experience
COM 499	Communication Ethics

	Elective

COM 400: Students with professional or work-related experience may be considered for an alternative to meet the 6-credit minimum Co-op requirement.

Semester 2

CAS 495	Senior Seminar

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

Communication, Bachelor of Science Completion Degree

What is a Completion Degree?

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate's degree at an accredited institution. (Students who have not completed an associate's degree should return to the full Communication, Bachelor of Science degree information.) Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Communication - Integrated Marketing Concentration Completion Degree Requirements

Core courses in the completion degree require a minimum passing grade of a "C."

BMK 306	Principles of Advertising
BMK 307	Public Relations
BMK 320	Consumer Behavior
BMK 355	Internet Marketing
BMK 400	Social Media Marketing
BMK 410	Integrated Marketing Communications
MAT 308	Inferential Statistics
COM 310	Legal Aspects of Communication
COM 314	Technical Communications and Project Management
COM 332	Managing Crisis Communications
COM 344	Writing and Reporting for the News Media
COM 499	Communication Ethics
COM 400	Co-Op Experience
COM 402	Co-Op Experience
CAS 495	Senior Seminar

Additional course work as needed to meet 120 credits for graduation.
The following courses or their equivalents are pre-requisites for the Communication - Integrated Marketing Concentration completion degree. If you have transfer credits that do not include equivalents to the classes below, you are expected to complete them prior to taking the core course for which they are pre-requisites:
ENG 121 English Composition I
ENG 122 English Composition II
COM 250 Technical Writing (pre-req for COM 314)
COM 300 Communication Theory (pre-req for COM 332)
MAT 205 Intro Survey of Math (pre-req for MAT 308)
BMK 305 Marketing (pre-req for most BMK courses)

Students who do not have transfer equivalents for the following courses and need additional classes to meet the 120 credit requirement are strongly encouraged to add the following courses to reach 120 credits:

DSN 121 Digital Publishing
DSN 210 Digital Image Manipulation
COM 431 Media & Society
DSN 105 Visual Communications
Additional suggested electives: BMK 407, DSN 325, GMD 105, and BMK or DSN courses.

Communication - Media Communication Concentration Completion Degree Requirements

Core courses in the completion degree require a minimum passing grade of a "C."

BMK 306	Principles of Advertising
BMK 355	Internet Marketing
CAS 495	Senior Seminar
COM 310	Legal Aspects of Communication
COM 314	Technical Communications and Project Management
COM 332	Managing Crisis Communications
COM 344	Writing and Reporting for the News Media
COM 400	Co-Op Experience
COM 402	Co-Op Experience
COM 499	Communication Ethics
DSN 121	Digital Publishing
DSN 320	Web Page Design
GMD 105	Video and Audio for Game Design
MAT 308	Inferential Statistics
VMG 307	Streaming Media

Additional course work as needed to meet 120 credits for graduation.
Students with transfer credits equivalent to DSN 121 will take DSN 401 instead.
The following courses or their equivalents are pre-requisites for the Communication - Media Communication Concentration completion degree. If you have transfer credits that do not include equivalents to the classes below, you are expected to complete them prior to taking the core course for which they are pre-requisites:
ENG 121 English Composition I
ENG 122 English Composition II
COM 250 Technical Writing (pre-req for COM 314)
COM 300 Communication Theory (pre-req for COM 332)
MAT 205 Intro Survey of Math (pre-req for MAT 308)
BMK 305 Marketing (pre-req for most BMK courses)

Students that do not have the transfer equivalents for the courses below and need additional classes to meet the 120 credit requirement are strongly encouraged to add the following courses, as needed, to reach 120 credits:
COM 431 Media & Society
DSN 105 Visual Communications
Additional suggested electives: BMK 407, DSN 325, and other BMK or DSN courses.

ENVIRONMENTAL SCIENCE AND POLICY, BACHELOR OF SCIENCE

(Students who plan to transfer a completed Associate's degree should review the Environmental Science and Policy Completion Degree information below.)

A Degree for the Future

The Bachelor of Science degree in Environmental Science and Policy is classified as a STEM program. This interdisciplinary degree will draw upon undergraduate course offerings from the College of Arts and Sciences, as well as the Colleges of Social and Behavioral Sciences, Technology, and Business. The expertise to preserve and protect our very limited and fragile natural resources is expected to be a continuously valuable skillset, both nationally and in the state of Delaware. The ESP degree will provide students with the skills they need to tackle such challenges.

Program Philosophy and Objectives

Students in this program will be exposed to a variety of concepts and activities that address many science and policy related competencies including but not limited to oral communication and the delivery of professional presentations, scholarly writing, critical thinking strategies, and the use of scientific and digital tools to solve problems.

This ESP degree is practical and career-oriented, though adaptable enough to be used as a step towards graduate education. Environmental science is inherently an applied study, while the policy aspect extends the practical nature of this degree. Aligning with the University's mission of exemplary career-oriented degrees, graduates of this degree can market themselves to local, state, and federal agencies, private and non-profit organizations, as well as academia, for a range of environmental positions. Courses will be offered at a variety of locations and times, and students will have the option to complete the full degree face-to-face, online, or a combination of the two.

Program Competencies

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

Hi-Tech Literacy

Use technology to effectively locate and communicate information.

Social Responsibility

Demonstrate an increase in personal commitment to, and understanding of, one's role in a global society.

Environmental Science and Policy Program Competencies

Identify cellular structure and function.
Apply the concepts of cell division and heredity to examine the evolutionary process.
Demonstrate knowledge of the basic concepts in environmental science and biodiversity including animal and plant structure and function, ecological interactions, and human impacts on the environment.
Demonstrate competency in basic laboratory skills.
Apply quantitative and qualitative analytical skills.
Demonstrate knowledge of how science is both used and impacted by policy.

Curriculum

General Education Requirements (36 Credits)

A minimum passing grade of "C" is required for ENG 121, ENG 122, ENG 131, and MAT 205.

CTA 206	Computer Applications
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HIS 315	The Green Revolution: History of the Environmental Movement in America

HIS 381/HUM 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PHI 300	Ethics for Life
POL 300	American Politics
SOC 101	Introduction to Sociology

Environmental Science Core (38 Credits)

SCI courses in the Environmental Science Core require a minimum passing grade of a "C."

CAS 495	Senior Seminar
GIS 300	Geographic Information Systems Science & Technology
	OR
CTA 226	Integrating Excel into Business Problem Solving
MAT 200	Pre-Calculus
MAT 308	Inferential Statistics
SCI 251	Biology I (with Lab)
SCI 252	Biology II (with Lab)
SCI 302	Secret of Life: A Study of Human Biology
	OR
SCI 337	Genetics
SCI 305	Earth and Space Science (with Lab)
SCI 310	Environmental Science
SCI 312	Physics (with Lab)
SCI 315	Applied Chemistry (with Lab)

Public Policy Core (18 Credits)

Public Policy Core courses require a minimum passing grade of a "C."

LES 206/POL 365	U.S. Administrative and Regulatory Law
LES 216	Environmental Law
POL 326	Public Policy and Social Issues
POL 370	Energy and Environmental Policy
POL 402	Analysis of Public Policy
POL 403	Writing for Public Policy

Cooperative Education Core (6 credits)

An option for a final semester dedicated to field experience should be considered by the student who is not already working in the ESP field. A 15 credit semester would cover the 6 credit requirement for Co-op and 9 credits of Free Electives.

SCI 441	Co-op Education Experience for Science
SCI 442	Co-op Education Experience for Science

Core Electives (Choose 9-10 credits from the following options)

HIS 320	Global Civilizations
HLT 378	Our Environment, Our Health
PSY 334	The Biological Basis of Behavior
SCI 303	Meteorology
SCI 304	Astronomy
SCI 321	Technology in the Sciences
SCI 331	Microbiology
	OR
SCI 336	Microbiology
SCI 335	Human Anatomy and Physiology (with Lab)
SOC 306	Cultural Anthropology
SOC 353	Environmental Sociology
POL 360	Education Policy
POL 413	Food and Drug Law and Policy: Who decides what we can eat, drink and ingest?

Free Electives

Students must complete a minimum of 120 credits to earn a Bachelor's degree in ESP. Because of the mixture of 3 and 4 credit courses, students must be diligent and seek advice as they work through the program.

Suggested Course Sequence

Freshman

Semester 1

CTA 206	Computer Applications
ENG 121	English Composition I
PHI 100	Introduction to Critical Thinking
SCI 251	Biology I (with Lab)
FYE 101	First Year Experience Seminar
	OR
	Free Elective

Semester 2

ENG 122	English Composition II
HIS 315	The Green Revolution: History of the Environmental Movement in America
MAT 205	Introductory Survey of Mathematics
SCI 252	Biology II (with Lab)
SOC 101	Introduction to Sociology

Sophomore

Semester 1

ECO 105	Fundamentals of Economics
ENG 131	Public Speaking
MAT 200	Pre-Calculus
PHI 300	Ethics for Life
SCI 310	Environmental Science

Semester 2

HUM 381/HIS 381	Contemporary Global Issues
LES 206/POL 365	U.S. Administrative and Regulatory Law
MAT 308	Inferential Statistics
SCI 305	Earth and Space Science (with Lab)
	Free Elective

Junior

Semester 1

GIS 300	Geographic Information Systems Science & Technology
	OR
CTA 226	Integrating Excel into Business Problem Solving
SCI 312	Physics (with Lab)
SCI 302	Secret of Life: A Study of Human Biology
	OR
SCI 337	Genetics
POL 300	American Politics
	Free Elective

Semester 2

LES 216	Environmental Law
POL 326	Public Policy and Social Issues
SCI 315	Applied Chemistry (with Lab)
SCI 441	Co-op Education Experience for Science
SCI 442	Co-op Education Experience for Science

Senior

Semester 1

POL 370	Energy and Environmental Policy
POL 402	Analysis of Public Policy
	Core Elective

	Core Elective
	Free Elective

Semester 2

CAS 495	Senior Seminar
POL 403	Writing for Public Policy
	Core Elective
	Free Elective

Environmental Science and Policy Completion Degree

What is a Completion Degree?

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate's degree at an accredited institution. (Students who have not completed an associate's degree should return to the full Environmental Science and Policy, Bachelor of Science degree information.) Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Environmental Science and Policy Completion Degree Requirements

A minimum passing grade of "C" is required for LES 206, LES 216, SCI 252, SCI 337/302, SCI 310, PHI 300, HUM 381, POL 326, POL 370, POL 402, and POL 403.

CAS 495	Senior Seminar
HUM 381/HIS 381	Contemporary Global Issues
LES 206/POL 365	U.S. Administrative and Regulatory Law
LES 216	Environmental Law
MAT 308	Inferential Statistics
PHI 300	Ethics for Life
POL 326	Public Policy and Social Issues
POL 370	Energy and Environmental Policy
POL 402	Analysis of Public Policy
POL 403	Writing for Public Policy
SCI 252	Biology II (with Lab)
SCI 337	Genetics
	OR
SCI 302	Secret of Life: A Study of Human Biology
SCI 310	Environmental Science
SCI 441	Co-op Education Experience for Science
SCI 442	Co-op Education Experience for Science

Additional course work as needed to meet 120 credits for graduation.
The following courses or their equivalents are pre-requisites for the Environmental Science and Policy completion degree. If you have transfer credits that do not include equivalents to the classes below, you are expected to complete them prior to taking the core course for which they are pre-requisites.
ENG 121 English Composition I
ENG 122 English Composition II
SCI 251 Biology I or SCI 232 Life and Environmental Science
POL 300 American Politics

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 within 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 pre-requisites. Students wishing to pursue a minor in the College of Arts and Sciences should contact Academic Advising.

ART MINOR

15 credits

The art minor provides students from all majors the opportunity to learn and gain experience in the field of art. A minor in art supplies students a foundation for understanding the development and trends of art throughout history as well as the opportunity to develop basic skills within the field of art.
Note: Students will be held to all course prerequisites.

Courses

ART 210	Basic Design
ART 302	Drawing
ART 304	Painting
HIS 230/ART 230	History of Art and Design

Choose one (1) of the following:

ART 310	Exploring Art Media
ART 320	Fine Art Illustration

DRAMA MINOR

15 credits

Students choosing this minor will be exposed to drama as it relates specifically to theater as well as to 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. Students will learn skills that may be transferred to industrial and broadcasting mediums.
Note: Students will be held to all course prerequisites.

Courses

DRA 105	Introduction to the Theater
DRA 110	Acting I
DRA 111	Acting II
DRA 120	Introduction to Directing

Select one (1) of the following:

DRA 200	Playwriting
DRA 220	Performance

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.
Note: Students will be held to all course prerequisites.

Courses

HIS 204	World History
HIS 316	American History

Plus any four (4) of the following:

HIS 300	World and Regional Geography
HIS 301	Women in History
HIS 310	Twentieth Century America
HIS 317	Military History
HIS 320	Global Civilizations
HIS 324	Delaware History
HIS 330	The Holocaust
HIS 381/HUM 381	Contemporary Global Issues
POL 300	American Politics

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.
Note: Students will be held to all course prerequisites.

Courses

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

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.
Note: Students will be held to all course prerequisites.

Courses

MAT 200	Pre-Calculus
MAT 312	Business Statistics
	OR
MAT 308	Inferential Statistics
MAT 310	Calculus I
MAT 311	Calculus II
MAT 320	Finite Mathematics

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.
Note: Students will be held to all course prerequisites.

Courses

SCI 251	Biology I (with Lab)

SCI 305	Earth and Space Science (with Lab)
SCI 312	Physics (with Lab)
SCI 315	Applied Chemistry (with Lab)

Plus any (1) upper level SCI course (3-4 credits)

College of Arts and Sciences Certificates

CERTIFICATE IN APPLIED STATISTICS FOR THE SOCIAL SCIENCES

This certificate provides students with software skills and statistical methods to analyze data so that they can make appropriate, logical conclusions about data pertaining to social sciences. A wide variety of agencies are interested in hiring analytical talent that can demonstrate competencies that deliver rich statistical content, inviting visualization, and sophisticated analysis in a data-enriched environment.
Note: Students will be held to all course prerequisites.

Courses

CTA 236	Introduction to SPSS
MAT 308	Inferential Statistics
PSY 340	Research Methods in Psychology
PSY 406	Tests and Measurements
MAT 313	Experimental Design
MAT 314	Regression Analysis for the Social Sciences

TOTAL CREDIT HOURS: 18

CERTIFICATE IN APPLIED BUSINESS STATISTICS

This certificate provides students with software skills and statistical methods to analyze data so that they can make appropriate, logical conclusions about data pertaining to business. A wide variety of agencies are interested in hiring analytical talent that can demonstrate competencies that deliver rich statistical content, inviting visualization, and sophisticated analysis in a data-enriched environment.
Note: Students will be held to all course prerequisites.

Courses

CTA 226	Integrating Excel into Business Problem Solving
MAT 312	Business Statistics
BBA 350	Advanced Statistics for Business Analytics

BBA 360	Forecasting for Business Analytics
BBA 420	Data Mining
MAT 313	Experimental Design

TOTAL CREDIT HOURS: 18

COLLEGE OF BUSINESS

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."

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
BBM 320	Business Communications
BBM 402	Strategic Management
BMK 305	Marketing
FIN 305	Financial Management
MAT 122	College Math II
MAT 312	Business Statistics

Choose one of the following:

BBM 411	Operations and Systems Management
HRM 311	Human Resource Management

BAC 101, BAC 102: Students concentrating in Accounting should choose Auditing (BAC 423)

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

BAC 201, BAC 202, BAC 301, BAC 302, BAC 321, BAC 322, BAC 401, BAC 402, BAC 423, BAC 435: Students concentrating in

Accounting should choose Auditing (BAC 423)
BAC 435: available as a co-op

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

Suggested Program Sequence

Freshman

1st Semester

BAC 101	Accounting I
CTA 226	Integrating Excel into Business Problem Solving
ENG 121	English Composition I
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

2nd Semester

BAC 102	Accounting II
BBM 201	Principles of Management
ENG 122	English Composition II
MAT 122	College Math II
	Social Science Elective

Sophomore

1st Semester

BAC 201	Intermediate Accounting I
ECO 101	Economics I
ENG 131	Public Speaking
MAT 312	Business Statistics
SCI	Natural Science Elective

2nd Semester

BAC 202	Intermediate Accounting II
BLA 305	Business Law for Accounting and Finance Majors
BMK 305	Marketing
ECO 102	Economics II
	Social Science Elective

Junior

1st Semester

BAC 301	Cost Accounting I
BAC 321	Tax Accounting I
BBM 411	Operations and Systems Management
	OR

HRM 311	Human Resource Management
BBM 301	Organizational Behavior
HUM 360	Human World Views: 3500 BCE–1650 AD

BBM 301: available as a co-op

2nd Semester

BAC 302	Cost Accounting II
BAC 322	Tax Accounting II
BBM 319	Business Ethics
BBM 320	Business Communications
HUM 361	Human World Views: 1650 AD–Present

Senior

1st Semester

BAC 401	Advanced Accounting I
BAC 423	Auditing
FIN 305	Financial Management
	Free Elective
	Free Elective

2nd Semester

BAC 402	Advanced Accounting II
BAC 435	Accounting Information Systems (AIS)
BBM 402	Strategic Management
	Free Elective
	Humanities Elective

BAC 435: available as a co-op

Accounting Completion Degree

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Curriculum

Transfer students who hold an associate degree from a partner institution are required to take the following Accounting courses.

Business Accounting Core

BAC 301	Cost Accounting I
BAC 302	Cost Accounting II
BAC 321	Tax Accounting I

BAC 322	Tax Accounting II
BAC 401	Advanced Accounting I
BAC 402	Advanced Accounting II
BAC 423	Auditing
BAC 435	Accounting Information Systems (AIS)
BBM 315	Supervisory Management
BBM 319	Business Ethics
BBM 320	Business Communications
BBM 402	Strategic Management
BLA 305	Business Law for Accounting and Finance Majors
FIN 305	Financial Management
MAT 312	Business Statistics

ACCOUNTING AND FINANCE (INTEGRATED DEGREE), BACHELOR OF SCIENCE

Purpose

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

Program of Study

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

Cooperative Learning Experiences

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

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
MAT 121	College Math I
HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
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
BBM 201	Principles of Management
BBM 301	Organizational Behavior
BBM 320	Business Communications
BBM 402	Strategic Management
BMK 305	Marketing
FIN 305	Financial Management
MAT 312	Business Statistics
MAT 122	College Math II

BAC 102: BAC 101 Prerequisite for BAC 102

BBM 301: available as a co-op
BAC 101, BAC 102: Students concentrating in Accounting should choose Auditing (BAC 423)

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 BAC 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 Reporting and Analysis

BAC 201, BAC 202, BAC 301, BAC 302, BAC 321, BAC 322, FIN 306, FIN 410: Students concentrating in Accounting should choose Auditing (BAC 423)

Choose one of the following two courses:

FIN 308	Financial Economics and Instruments
FIN 309	Introduction to Global Derivatives

FIN 308: available as a co-op

Choose two of the following four courses:

BAC 423	Auditing
FIN 302	Financial Planning
FIN 411	Investments and Security Analysis
FIN 412	Financial Institution Management

FIN 302: available as a co-op
BAC 423, FIN 302, FIN 411, FIN 412: Students concentrating in Accounting should choose Auditing (BAC 423)

Choose one of the following two courses:

BAC 435	Accounting Information Systems (AIS)
MIS 320	Management Information Systems

BAC 435: available as a co-op
BAC 435: Students concentrating in Accounting should choose Auditing (BAC 423)

Free Electives (6 credits)

Certain Free Electives courses may be available as a co-op.

Suggested Program Sequence

Freshman

1st Semester

BAC 101	Accounting I
CTA 226	Integrating Excel into Business Problem Solving
ENG 121	English Composition I
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

2nd Semester

BAC 102	Accounting II
BBM 201	Principles of Management
ENG 122	English Composition II
MAT 122	College Math II
	Social Science Elective

Sophomore

1st Semester

BAC 201	Intermediate Accounting I
ECO 101	Economics I
ENG 131	Public Speaking
FIN 305	Financial Management
MAT 312	Business Statistics

2nd Semester

BAC 202	Intermediate Accounting II
BLA 305	Business Law for Accounting and Finance Majors
BMK 305	Marketing
ECO 102	Economics II
FIN 306	Corporate Finance

Junior

1st Semester

BAC 301	Cost Accounting I
BAC 321	Tax Accounting I
BBM 301	Organizational Behavior
FIN 308	Financial Economics and Instruments
	OR
FIN 309	Introduction to Global Derivatives
HUM 360	Human World Views: 3500 BCE–1650 AD

BBM 301, FIN 308: available as a co-op

2nd Semester

BAC 302	Cost Accounting II
BAC 322	Tax Accounting II
BBM 319	Business Ethics
BBM 320	Business Communications
HUM 361	Human World Views: 1650 AD–Present

Senior

1st Semester

FIN 410	Financial Reporting and Analysis
	Humanities Elective
BBM 411	Operations and Systems Management
	OR
HRM 311	Human Resource Management
FIN 411	Investments and Security Analysis
	OR
FIN 412	Financial Institution Management
	OR
BAC 435	Accounting Information Systems (AIS)
	OR
MIS 320	Management Information Systems
FIN 302	Financial Planning

FIN 302: available as a co-op
FIN 302: Students concentrating in Accounting should choose Auditing (BAC 423)

2nd Semester

BBM 402	Strategic Management
SCI	Natural Science Elective
BAC 423	Auditing
	Free Elective
	Free Elective

BAC 423: available as a co-op
Free Elective: Students concentrating in Accounting should enroll in Advanced Accounting I and II (BAC 401 and BAC 402)

Accounting and Finance Completion Degree

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University

academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Curriculum

Transfer students who hold an associate degree from a partner institution are required to take the following courses.

Accounting and Finance Core

BAC 301	Cost Accounting I
BAC 302	Cost Accounting II
BAC 321	Tax Accounting I
BAC 322	Tax Accounting II
BBM 319	Business Ethics
BBM 402	Strategic Management
BLA 305	Business Law for Accounting and Finance Majors
FIN 305	Financial Management
FIN 306	Corporate Finance
FIN 308	Financial Economics and Instruments
FIN 310	Small Business Finance
MAT 312	Business Statistics

Select 2 of the following

BAC 330/CRJ 330/BAC 330	Financial Fraud Examination
BAC 423	Auditing
FIN 302	Financial Planning
FIN 411	Investments and Security Analysis
FIN 412	Financial Institution Management

Select 1 of the following

BAC 435	Accounting Information Systems (AIS)
	OR
	Co-op
	OR
MIS 320	Management Information Systems

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:

1. 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.
2. Utilize critical thinking strategies to evaluate problems, and solutions and make recommendations based on client needs utilizing appropriate analytical tools.
3. Demonstrate effective information literacy and communication with valid and reliable research as it relates to the field of business analytics.
4. Apply the ethical standards as required by professionals in the business analytics field.

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
BBM 320	Business Communications
BBM 402	Strategic Management
BMK 305	Marketing
FIN 305	Financial Management
MAT 122	College Math II
MAT 312	Business Statistics
MIS 320	Management Information Systems

BBM 301: available as a co-op

Business Analytics Core (33 credits)

ISM 330	Business Intelligence
ISM 410	Physical Design and Implementation with DBMS
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
ECO 102	Economics II

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 Analysis
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

Free Electives (6 credits)

Suggested Program Sequence

Freshman

1st Semester

CTA 226	Integrating Excel into Business Problem Solving
ENG 121	English Composition I
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking
	Social Science Elective

2nd Semester

BAC 101	Accounting I
ECO 101	Economics I
ENG 122	English Composition II
MAT 122	College Math II
SCI	Natural Science Elective

Sophomore

1st Semester

BAC 102	Accounting II
BBM 201	Principles of Management
ISM 330	Business Intelligence
ENG 131	Public Speaking
MAT 312	Business Statistics

2nd Semester

BBM 320	Business Communications
FIN 305	Financial Management
HUM 360	Human World Views: 3500 BCE–1650 AD
BBA 305	Advanced Excel for Business Analytics
ECO 102	Economics II

Junior

1st Semester

BBM 301	Organizational Behavior
BMK 305	Marketing
BBA 350	Advanced Statistics for Business Analytics
MIS 320	Management Information Systems
	Social Science Elective

BBM 301: Co-op experience optional

2nd Semester

ISM 410	Physical Design and Implementation with DBMS
BBM 412	Project Management
PHI 314	Ethics for Computer Professionals
HUM 361	Human World Views: 1650 AD–Present
BBA 420	Data Mining

Senior

1st Semester

ISM 420	Data Modeling and Warehousing
BBA 430	Big Data and Visualization
	Business Elective
	Business Elective
	Humanities Elective

2nd Semester

BBM 402	Strategic Management
BBA 480	Capstone Business Analytics
	Business Elective
	Free Elective
	Free Elective

Business Analytics Completion Degree

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Curriculum

Transfer students who hold an associate degree from a partner institution are required to take the following Business Analytics courses.

Business Analytics Core

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
BBM 320	Business Communications
BBM 402	Strategic Management
BBM 412	Project Management
BMK 305	Marketing
FIN 305	Financial Management

ISM 330	Business Intelligence
ISM 410	Physical Design and Implementation with DBMS
ISM 420	Data Modeling and Warehousing
MAT 312	Business Statistics
PHI 314	Ethics for Computer Professionals

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
BBM 320	Business Communications
BBM 402	Strategic Management
BMK 305	Marketing
FIN 305	Financial Management
MAT 122	College Math II
MAT 312	Business Statistics
MIS 320	Management Information Systems

BBM 301: available as a co-op

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
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
HRM 311	Human Resource Management

BBM 315, HRM 310: available as a co-op

Select a course from the following:

BBM 412	Project Management
FIN 450	

Business Electives (9 credits)

Certain courses may be available as a co-op

Free Electives (12 credits)

Suggested Program Sequence

Freshman

1st Semester

CTA 226	Integrating Excel into Business Problem Solving
ENG 121	English Composition I
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking
	Social Science Elective

2nd Semester

BAC 101	Accounting I
ECO 101	Economics I
ENG 122	English Composition II
MAT 122	College Math II
SCI	Natural Science Elective

Sophomore

1st Semester

BAC 102	Accounting II
BBM 201	Principles of Management
ECO 102	Economics II
ENG 131	Public Speaking
MAT 312	Business Statistics

2nd Semester

BBM 320	Business Communications
FIN 305	Financial Management
HUM 360	Human World Views: 3500 BCE–1650 AD
	Humanities Elective
	Social Science Elective

Junior

1st Semester

BBM 301	Organizational Behavior
BMK 305	Marketing
FIN 306	Corporate Finance
HRM 310	Organizational Development
MIS 320	Management Information Systems

BBM 301: co-op experience is optional

2nd Semester

BBM 315	Supervisory Management
BBM 411	Operations and Systems Management
BLA 303	Legal and Ethical Environment of Business
HRM 311	Human Resource Management
HUM 361	Human World Views: 1650 AD–Present

BBM 315: co-op experience is optional

Senior

1st Semester

BBM 370	Global Business Management
BBM 412	Project Management
	Business Elective
	Free Elective
	Free Elective

Business Elective: Internship or co-op experience is optional

2nd Semester

BBM 402	Strategic Management
	Business Elective
	Business Elective
	Free Elective
	Social Science Elective

Business Elective: BBM 190 will satisfy; BBM 347 is recommended

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	HRM 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 Management Completion Degree

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Curriculum

Transfer students who hold an associate degree from a partner institution are required to take the following Business Management courses.

Business Management Core

BBM 301	Organizational Behavior
BBM 315	Supervisory Management
BBM 320	Business Communications
BBM 370	Global Business Management
BBM 402	Strategic Management
BBM 411	Operations and Systems Management
BLA 303	Legal and Ethical Environment of Business
BMK 305	Marketing
FIN 305	Financial Management
FIN 306	Corporate Finance
HRM 310	Organizational Development
HRM 311	Human Resource Management
MAT 312	Business Statistics
MIS 320	Management Information Systems

Choose one of the following:

BBM 350	Introduction to E-Commerce
BBM 351	Small Business Management
BBM 412	Project Management

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 II
BBM 201	Principles of Management
BBM 320	Business Communications
BBM 402	Strategic Management
BLA 303	Legal and Ethical Environment of Business
BMK 305	Marketing
FIN 305	Financial Management
MAT 122	College Math II
MAT 312	Business 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	Integrating Excel into Business Problem Solving
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

2nd Semester

BAM 302	Aviation Safety
BBM 201	Principles of Management
ENG 122	English Composition II
MAT 122	College Math II
MIS 320	Management Information Systems

Junior

1st Semester

BAC 101	Accounting I
BAM 411	Airport Management
ENG 131	Public Speaking
HIS 303	History of Aviation
MAT 312	Business Statistics

2nd Semester

BBM 320	Business Communications
BLA 303	Legal and Ethical Environment of Business
BMK 305	Marketing
	Humanities Elective

SCI	Natural Science Elective

Senior

1st Semester

BAC 102	Accounting II
BAM 410	Government and Aviation
FIN 305	Financial Management
HUM 360	Human World Views: 3500 BCE–1650 AD
	Social Science Elective

2nd Semester

BAM 412	Airline Management
BBM 402	Strategic Management
HUM 361	Human World Views: 1650 AD–Present
BBM 370	Global Business Management
BBM 411	Operations and Systems Management
	OR
HRM 311	Human Resource Management

BBM 370, HRM 311: if required

Professional Aeronautics Completion Degree

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Curriculum

Transfer students who hold an associate degree from a partner institution are required to take the following courses. A maximum of 75 transfer credits can be accepted into the program; 45 credits must be completed at Wilmington University. If you have fewer than 75 transfer credits, you will take electives to fulfill the degree requirements necessary for the Bachelor of Science in Professional Aeronautics.

Professional Aeronautics Core

BAM 302	Aviation Safety
BAM 410	Government and Aviation
BAM 411	Airport Management
BAM 412	Airline Management
BBM 320	Business Communications
BBM 370	Global Business Management
BBM 402	Strategic Management
BBM 411	Operations and Systems Management
BLA 303	Legal and Ethical Environment of Business
BMK 305	Marketing

FIN 305	Financial Management
HIS 303	History of Aviation
HRM 311	Human Resource Management
MAT 312	Business Statistics
MIS 320	Management Information Systems

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."

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
BBM 320	Business Communications
BBM 402	Strategic Management
BMK 305	Marketing
FIN 305	Financial Management
MAT 122	College Math II
MAT 312	Business Statistics

BBM 301: available as a co-op

FIN 305: 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.

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
FIN 306	Corporate Finance
FIN 410	Financial Reporting and Analysis
MIS 320	Management Information Systems

FIN 302: available as a co-op
FIN 301, FIN 302, FIN 410: 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 306: FIN 305 is the Prerequisite to FIN 306, with the exception of the Organizational Management program, which has the Prerequisite of FIN 300.

Select one of the following:

FIN 411	Investments and Security Analysis
FIN 412	Financial Institution Management

FIN 411, FIN 412: 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.

Business Electives (6 credits)

Suggested:

BAC 201	Intermediate Accounting I
BAC 301	Cost Accounting I

Certain courses may be available as a co-op

Free Electives (12 credits)

Suggested Program Sequence

Freshman

1st Semester

CTA 226	Integrating Excel into Business Problem Solving
ENG 121	English Composition I
FYE 101	First Year Experience Seminar
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

2nd Semester

BBM 201	Principles of Management
ENG 122	English Composition II
MAT 122	College Math II
SCI	Natural Science Elective
	Social Science Elective

Sophomore

1st Semester

BAC 101	Accounting I
ECO 101	Economics I
ENG 131	Public Speaking
FIN 301	Personal Finance
MAT 312	Business Statistics

2nd Semester

BAC 102	Accounting II
BMK 305	Marketing

ECO 102	Economics II
	Business Elective
	Business Elective

Junior

1st Semester

BBM 320	Business Communications
FIN 305	Financial Management
MIS 320	Management Information Systems
FIN 302	Financial Planning
HUM 360	Human World Views: 3500 BCE–1650 AD

FIN 302: available as a co-op

2nd Semester

BLA 305	Business Law for Accounting and Finance Majors
HUM 361	Human World Views: 1650 AD–Present
FIN 306	Corporate Finance
FIN 308	Financial Economics and Instruments
FIN 309	Introduction to Global Derivatives
	Humanities Elective

FIN 308: available as a co-op

Senior

1st Semester

BBM 301	Organizational Behavior
BBM 411	Operations and Systems Management
	OR
HRM 311	Human Resource Management
FIN 410	Financial Reporting and Analysis
	Free Elective
	Free Elective

BBM 301: available as a co-op

2nd Semester

BBM 319	Business Ethics
BBM 402	Strategic Management
FIN 411	Investments and Security Analysis
	OR
FIN 412	Financial Institution Management

	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	HRM 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.

Finance Completion Degree

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Curriculum

Transfer students who hold an associate degree from a partner institution are required to take the following Finance courses.

Finance Core

BBM 319	Business Ethics
BBM 320	Business Communications
BBM 402	Strategic Management
BBM 411	Operations and Systems Management
	OR
HRM 311	Human Resource Management

BLA 305	Business Law for Accounting and Finance Majors
BMK 305	Marketing
FIN 301	Personal Finance
FIN 302	Financial Planning
FIN 305	Financial Management
FIN 306	Corporate Finance
FIN 308	Financial Economics and Instruments
FIN 410	Financial Reporting and Analysis
FIN 411	Investments and Security Analysis
	OR
FIN 412	Financial Institution Management
MAT 312	Business Statistics
MIS 320	Management Information Systems

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 the ability to effectively exchange with stakeholders through clear, concise research-based verbal, written, electronic, and other communication formats.

2. Apply appropriate legal, ethical, diversity and inclusion leadership standards as required by business management professionals in a global and pluralistic society.
3. Demonstrate effective information literacy in the synthesis of the principles and practices of Human Resource Management to contribute to the success of the business.
4. Effectively use technology and quantitative techniques 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
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 312	Business Statistics

BBM 301: available as a co-op

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 305	Staffing Organizations
HRM 310	Organizational Development
HRM 311	Human Resource Management
HRM 450	Strategic Human Capital Management
HRM 350	International Human Resource Management
HRM 400	Legal Aspects of Human Resource Management
HRM 405	Compensation Administration

HRM 300	Labor Relations and Collective Bargaining
	OR
HRM 490	Internship in Human Resource Management
HRM	Upper Level Elective
HRM	Upper Level Elective

HRM 305, HRM 310: available as a co-op
HRM 350, HRM 400, HRM 405: HRM 311 prerequisite

HRM/BBM Electives (9 credits)

Certain courses may be available as a co-op

Free Electives (6 credits)

Suggested Program Sequence

Freshman

1st Semester

CTA 226	Integrating Excel into Business Problem Solving
ENG 121	English Composition I
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

	Social Science Elective
	OR
FYE 101	First Year Experience Seminar

2nd Semester

BBM 201	Principles of Management
ECO 105	Fundamentals of Economics
ENG 122	English Composition II
MAT 122	College Math II
SCI	Natural Science Elective

Sophomore

1st Semester

BAC 101	Accounting I
BBM 301	Organizational Behavior
BMK 305	Marketing
ENG 131	Public Speaking
	HRM/BBM Elective

2nd Semester

BAC 102	Accounting II
BLA 303	Legal and Ethical Environment of Business
HRM 311	Human Resource Management
	Free Elective
	Social Science Elective

BLA 303: available as a co-op

Junior

1st Semester

FIN 305	Financial Management
HRM 310	Organizational Development
HRM	Upper Level Elective
HUM 360	Human World Views: 3500 BCE–1650 AD
MAT 312	Business Statistics

HRM 310: available as a co-op

2nd Semester

BBM 320	Business Communications
HRM 305	Staffing Organizations
HRM 300	Labor Relations and Collective Bargaining
	OR
HRM 490	Internship in Human Resource Management

HRM 350	International Human Resource Management
HUM 361	Human World Views: 1650 AD–Present

HRM 305: available as a co-op

Senior

1st Semester

HRM 405	Compensation Administration
HRM 400	Legal Aspects of Human Resource Management
	HRM/BBM Elective
	Humanities Elective
HRM	Upper Level Elective

2nd Semester

BBM 402	Strategic Management
BBM 411	Operations and Systems Management
HRM 450	Strategic Human Capital Management
	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	HRM 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 Completion Degree

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Curriculum

Transfer students who hold an associate degree from a partner institution are required to take the following Human Resource Management courses.

Human Resource Management Core

BBM 315	Supervisory Management
BBM 320	Business Communications
BBM 402	Strategic Management
BBM 411	Operations and Systems Management
FIN 305	Financial Management
HRM 300	Labor Relations and Collective Bargaining
	OR
HRM 490	Internship in Human Resource Management
HRM 305	Staffing Organizations
HRM 310	Organizational Development
HRM 311	Human Resource Management
HRM 350	International Human Resource Management
HRM	Upper Level Elective
HRM 400	Legal Aspects of Human Resource Management
HRM 405	Compensation Administration
HRM 450	Strategic Human Capital Management
MAT 312	Business Statistics

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 102	Accounting II
BBM 201	Principles of Management
BBM 301	Organizational Behavior
BBM 320	Business Communications
BBM 402	Strategic Management
BMK 305	Marketing
FIN 305	Financial Management

MAT 122	College Math II
MAT 312	Business Statistics

BBM 301: available as a co-op

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
BMK 321	Marketing Research
BMK 400	Social Media Marketing
BMK 413	Marketing Management
ECO 102	Economics II
MIS 320	Management Information Systems

BMK 320, BMK 400: available as a co-op

Marketing Electives (9 credits)

Select three from the following:

BMK 300/DSN 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 and Promotions
BMK 410	Integrated Marketing Communications
BMK 460	Current Topics in Marketing: Job Search Strategies
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

CTA 226	Integrating Excel into Business Problem Solving
ENG 121	English Composition I
MAT 121	College Math I

PHI 100	Introduction to Critical Thinking
	Social Science Elective

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

2nd Semester

BBM 201	Principles of Management
ECO 101	Economics I
ENG 122	English Composition II
MAT 122	College Math II
	Free Elective

Sophomore

1st Semester

BAC 101	Accounting I
BBM 411	Operations and Systems Management
	OR
HRM 311	Human Resource Management
BMK 305	Marketing
ENG 131	Public Speaking
	Social Science Elective
	History/Political Science Elective

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

2nd Semester

BAC 102	Accounting II
ECO 102	Economics II
MIS 320	Management Information Systems
	Humanities Elective
SCI	Natural Science Elective

Junior

1st Semester

BLA 303	Legal and Ethical Environment of Business
BMK 320	Consumer Behavior
FIN 305	Financial Management
HUM 360	Human World Views: 3500 BCE–1650 AD
MAT 312	Business Statistics

BMK 320: available as a co-op

2nd Semester

BBM 301	Organizational Behavior
BBM 320	Business Communications

BMK 321	Marketing Research
HUM 361	Human World Views: 1650 AD–Present
	Marketing Elective

BBM 301 available as a co-op

Senior

1st Semester

BMK 308	Global Marketing
BMK 400	Social Media Marketing
	Free Elective
	Free Elective
	Marketing Elective

BMK 400: available as a co-op

2nd Semester

BBM 402	Strategic Management
BMK 413	Marketing Management
	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.

Courses

DSN 121	Digital Publishing
DSN 210	Digital Image Manipulation
DSN 220	Concept Development
DSN 320	Web Page 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	HRM 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 Completion Degree

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Curriculum

Transfer students who hold an associate degree from a partner institution are required to take the following Marketing courses.

Marketing Core

BBM 301	Organizational Behavior
BBM 320	Business Communications
BBM 411	Operations and Systems Management
	OR
HRM 311	Human Resource Management
BBM 402	Strategic Management
BLA 303	Legal and Ethical Environment of Business
BMK 308	Global Marketing
BMK 320	Consumer Behavior
BMK 321	Marketing Research
BMK 400	Social Media Marketing
BMK 413	Marketing Management
	Marketing Elective
	Marketing Elective
FIN 305	Financial Management
MAT 312	Business Statistics

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. Maximizing wealth through revenue improvement and cost reduction by optimizing the blend of human resources, materials, systems and equipment.
2. Demonstrate effective information literacy in the synthesis of the principles and practices of Organizational Management concepts to contribute to the success of their organization.
3. Demonstrate the ability to effectively communicate through clear, concise, verbal, written, and electronic formats.
4. Apply appropriate ethical standards as required by business professional in a global environment.
5. Utilize technology and quantitative techniques to solve basic and critical issues in business.

Continuing to Graduate Programs

Students interested in seeking an MBA or MS in Accounting once they have completed their Organizational Management degree must take BAC 101 and BAC 102 prior to graduating for an MBA. For an MS in Accounting, students need to take BAC 101, BAC 102, BAC 201, and BAC 202 prior to graduating.

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 (all must be in English composition)	6 credits

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)

BBM 320, BBM 407, BBM 411, BLA 303, HRM 311: The College of Business programs require a minimum grade of "C" for these program core courses. 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 Management
BBM 400	Current Topics in Business Leadership
BBM 407	Organizational Project
BBM 411	Operations and Systems Management
BBM 412	Project Management
FIN 300	Applied Concepts in Accounting and Finance
BLA 303	Legal and Ethical Environment of Business
BMK 305	Marketing
FIN 304	Applications of Corporate Finance
HRM 310	Organizational Development
HRM 311	Human Resource Management
MIS 320	Management Information Systems

Business Elective (3 credits)

(Upper level 300-400)

Free Electives (39 credits)

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

Suggested Program Sequence

Freshman

Semester 1

CTA 226	Integrating Excel into Business Problem Solving
MAT 121	College Math I
	OR
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
	Social Science Elective
	OR

FYE 101	First Year Experience Seminar

Semester 2

	Humanities Elective
	Social Science Elective
	Free Elective
	Free Elective

Free Elective: BBM 201 recommended

Sophomore

Semester 1

	ENG Elective
	OR
	LIT Elective
	Humanities Elective
SCI	Natural Science Elective
	Free Elective
	Free Elective

Semester 2

ECO 101	Economics I
	OR
ECO 105	Fundamentals of Economics
HRM 310	Organizational Development
	Humanities Elective
	Free Elective
	Free Elective

Junior

Semester 1

BBM 320	Business Communications
HRM 311	Human Resource Management
MIS 320	Management Information Systems
	Free Elective
	Free Elective

Semester 2

BLA 303	Legal and Ethical Environment of Business
FIN 300	Applied Concepts in Accounting and Finance
BMK 305	Marketing
	Free Elective

	Free Elective

Senior

Semester 1

BBM 370	Global Business Management
BBM 411	Operations and Systems Management
BBM 412	Project Management
FIN 304	Applications of Corporate Finance
	Free Elective

Semester 2

BBM 400	Current Topics in Business Leadership
BBM 407	Organizational Project
	Upper Level Business Elective
	Free Elective
	Social Science Elective

Organizational Management Completion Degree

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Curriculum

Transfer students who hold an associate degree from a partner institution are required to take the following Organizational Management courses. A maximum of 75 transfer credits can be accepted into the program; 45 credits must be completed at Wilmington University. If you have fewer than 75 transfer credits, you will take electives to fulfill the degree requirements necessary for the Bachelor of Science in Organizational Management.

Organizational Management Core

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

2 courses from the following prefixes
BAC, BBA, BBM, BLA, BMK, FIN, HRM, NFP

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. Differentiate between the legal system and sports compliance and its impacts the areas of amateur and professional sports.
5. Demonstrate an understanding of the use of strategic planning, marketing, facilities management, and sports analytics in college, professional, and recreational sports.
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 312	Business 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 Sport
SPM 305	Sports Management I
SPM 306	Sport Media Relations
SPM 405	Sports Management II
SPM 406	Sport Facilities Management and Planning
SPM 407	Sports Marketing and Promotions
SPM 408	Financing Sport Operations
SPM 490	Sports Management Internship I
SPM 491	Sports Management Internship II

Sports Management Business Electives (6 credits)

Recommended electives in this category are as follows:

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

Free Electives (9 credits)

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

SPA 301	Practical Spanish I
SPA 302	Practical Spanish II
SPA 306	

Suggested Program Sequence

Freshman

1st Semester

CTA 226	Integrating Excel into Business Problem Solving
ENG 121	English Composition I
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking
	Social Science Elective
	OR
FYE 101	First Year Experience Seminar

2nd Semester

BBM 201	Principles of Management
ECO 105	Fundamentals of Economics
ENG 122	English Composition II
SCI	Natural Science Elective
	Social Science Elective

Sophomore

1st Semester

BAC 101	Accounting I
ENG 131	Public Speaking
MAT 122	College Math II
MIS 320	Management Information Systems
SPM 305	Sports Management I

2nd Semester

BAC 102	Accounting II
BBM 320	Business Communications
BBM 411	Operations and Systems Management
	OR
HRM 311	Human Resource Management
MAT 312	Business Statistics
SPM 301	Legal and Ethical Issues in Sports

Junior

1st Semester

SPM 306	Sport Media Relations
HUM 360	Human World Views: 3500 BCE–1650 AD
FIN 305	Financial Management
SPM 405	Sports Management II
SPM 302	Sociology of Sport

2nd Semester

HUM 361	Human World Views: 1650 AD–Present
SPM 406	Sport Facilities Management and Planning
SPM 490	Sports Management Internship I
	Free Elective
	Humanities Elective

Senior

1st Semester

BBM 301	Organizational Behavior
SPM 407	Sports Marketing and Promotions
	Social Science Elective
	SPM/Business Elective
	SPM/Business Elective

2nd Semester

BBM 402	Strategic Management
SPM 408	Financing Sport Operations
SPM 491	Sports Management Internship II
	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	HRM 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.

Sports Management Completion Degree

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Curriculum

Transfer students who hold an associate degree from a partner institution are required to take the following Sports Management courses.

Sports Management Core

BBM 320	Business Communications
BBM 402	Strategic Management
FIN 305	Financial Management
MAT 312	Business Statistics
MIS 320	Management Information Systems
SPM 301	Legal and Ethical Issues in Sports
SPM 302	Sociology of Sport
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

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

Note: Students will be held to all course prerequisites.

This general option includes the following courses:

BAC 101	Accounting I
BAC 102	Accounting II
BBM 320	Business Communications
BBM 412	Project Management
BMK 305	Marketing
ECO 101	Economics I
ECO 102	Economics II
FIN 305	Financial Management
MAT 312	Business Statistics

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.
Note: Students will be held to all course prerequisites.

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 Resource 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.
Note: Students will be held to all course prerequisites.

Courses

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	Economics I
ECO 102	Economics II

ECO 101, ECO 102: Business students complete these requirements through their major.

Select one of the following:

MAT 121	College Math I
MAT 202	Mathematics for Teachers II
MAT 205	Introductory Survey of Mathematics

MAT 121: 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.
Note: Students will be held to all course prerequisites.

The following courses are required:

BBM 370	Global Business 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:
Note: Students will be held to all course prerequisites.

Core Credits (15 credits)

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

Student can choose ONE of the following 5 courses:

HRM 310	Organizational Development
HRM 312	Computer Applications in Human Resource Management
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:
Note: Students will be held to all course prerequisites.

Courses

ISM 110	Information Systems Theory and Practice
ISM 330	Business Intelligence
ISM 400	System Analysis and 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 Practice of Information Security

Business Certificates

CERTIFICATE 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 new areas of marketing. New employees are expected to know how to not only develop and implement marketing plans but also have the skills to do the more routine digital creation of the content. This includes developing and maintaining company websites and creating digital advertisements.
Note: Students will be held to all course prerequisites.

15 credits

Digital Marketing Courses

BMK 305	Marketing
DSN 121	Digital Publishing
DSN 210	Digital Image Manipulation
DSN 220	Concept Development
DSN 320	Web Page Design

CERTIFICATE IN MARKETING

The undergraduate certificate in Marketing will prepare students to assume the role of a responsible, creative marketer. Marketers have had to navigate a very fluid and evolving landscape over the last ten years, with the dramatic increase in use of social media sites. The courses included in this certificate are designed to establish a sound understanding of a wide array of practical marketing activities associated with the product life cycle.
Note: Students will be held to all course prerequisites.

15 credits

Marketing Certificate Required Classes

BMK 305	Marketing
BMK 308	Global Marketing
BMK 320	Consumer Behavior
BMK 400	Social Media Marketing

Students will choose one of the following

BMK 321	Marketing Research
BMK 306	Principles of Advertising
BMK 307	Public Relations

CERTIFICATE IN NONPROFIT MANAGEMENT

While traditional business courses will help prepare students for the for-profit sector, the courses are not always appropriate for the nonprofit arena. Nonprofit organizations have specific needs when it comes to understanding board governance, fund-raising and grant writing, and HR concerns when the 'workforce' is made up of a large number of volunteers. Traditional business knowledge and approaches do apply but less traditional skills are highly desired by this sector. Ideally new hires will not only have a foundation in public policy, media and public relations and fiscal management, but they will also have the skills to aid in program building and evaluation, and strategic planning. These business skills are needed to manage the various facets of nonprofit organizations.
Note: Students will be held to all course prerequisites.

15 credits

Courses

NFP 301	Intro to Nonprofit Agencies
NFP 302	Management of the Nonprofit Organization
NFP 304	Advocacy and Public Policy
NFP 307	Fundraising for Nonprofits

Students may choose one of the following

NFP 303	Foundations of Fiscal Management for Nonprofit
NFP 308	Grant Writing for Nonprofits

POST-BACHELOR'S CERTIFICATE IN ACCOUNTING

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 BAC 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.
Note: Students will be held to all course prerequisites.

36 credits

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 (AIS)

BBM 319	Business Ethics
BLA 305	Business Law for Accounting and Finance Majors

CERTIFICATE IN ENTREPRENEURSHIP/SMALL BUSINESS MANAGEMENT

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).
Note: Students will be held to all course prerequisites.

15 credits

Select five courses from the following:

BBM 315	Supervisory Management
BBM 351	Small Business Management
BBM 411	Operations and Systems 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

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.
Note: Students will be held to all course prerequisites.

15 credits

Courses

HRM 311	Human Resource Management
HRM 400	Legal Aspects of Human Resource Management

HRM Certificate Electives (9 credits)

9 credits of HRM Upper Level Electives (Students may only take one of the following courses to apply toward the certificate: HRM 321 (p. 299), HRM 340 (p. 299), HRM 351 (p. 300))
Up to six (6) transfer credits will be accepted for the Human Resource Management Certificate.

TRAINING AND STAFF DEVELOPMENT CERTIFICATE

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.
Note: Students will be held to all course prerequisites.

15 credits

Training and Staff Development Certificate Courses

HRM 310	Organizational Development
HRM 321	Organizational Communication
HRM 340	The Adult Learner
HRM 351	Managing Diversity
HRM 410	Training and Development

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

COLLEGE OF EDUCATION

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 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 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 nationally accredited through 2020 by NCATE (National Council for the Accreditation of Teacher Education). In addition, all licensure-linked teacher preparation degree programs are nationally recognized by relevant Specialized Professional Associations. College of Education degree programs contributing to eligibility for state licensure/certification are also approved by the Delaware Department of Education.

Because our programs are state-approved, the College of Education must sometimes 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.

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 the ETS exams required by Delaware (including how to register), go to: http://www.ets.org/praxis/
This requirement became effective 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)

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 to enroll in student teaching. 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."
Candidates must check with Program Chairs or Academic Advisors as to the ETS Praxis II content assessments that are prerequisites for student teaching. These assessments differ depending on the areas and levels of teacher certifications that are desired.
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."
The required performance assessment for College of Education teacher preparation programs is the PPAT (Praxis Performance Assessment for Teachers), which is administered and scored by ETS. The minimum PPAT passing score for degree conferral and Delaware licensure is 38. Candidates must pass the state-approved performance assessment (PPAT) in order to be eligible for Initial Licensure and Certification as a Delaware teacher.
Beginning with the Fall Semester 2016, candidates for undergraduate teacher preparation degrees must register for EDU 452 Performance Assessment during the student teaching semester. Successful completion of the PPAT will generate a passing grade (S) for EDU 452 and this will also generate three (3) undergraduate credits. There is a fee for EDU 452 that covers the cost of the assessment, but there are no additional tuition costs.
NOTE: The PPAT can be retaken only one time.

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.
Submit official (complete with sub-test scores) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute (Praxis CORE/Praxis I). For more information about ETS exams (including how to register), go to ETS.org
Test takers should 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 to the office of Graduate Admissions. Minimum acceptable scores are

ETS 5712 Reading	156	OR	ETS 5710 Reading	175
ETS 5722 Writing	162	OR	ETS 5720 Writing	173
ETS 5732 Mathematics	150	OR	ETS 5730 Mathematics	174

If you took the SAT/ACT, please send your scores (Visit College Board to have scores sent to Wilmington University)
For more information about ETS exams (including how to register), go to ETS.org

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
"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
"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. The minimum passing score for Delaware licensure is 38. Candidates must pass the state-approved performance assessment (PPAT) in order to be eligible for Initial Licensure and Certification as a Delaware teacher.
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 as low as possible and still meet state certification requirements. 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 Seminar
ECO 105	Fundamentals of Economics
MAT 201	Mathematics for Teachers I
MAT 202	Mathematics for Teachers II
MAT 304	Mathematics for Teachers III
PHI 100	Introduction to Critical Thinking
SCI 251	Biology I (with Lab)
SCI 305	Earth and Space Science (with Lab)
SCI 307	Physical Science (with Lab)
ENG 121	English Composition I
ENG 122	English Composition II

HIS 300	World and Regional Geography
HIS 320	Global Civilizations
HIS 316	American History
POL 300	American Politics

Fine Arts Requirements (6 credits)

Select 2 courses from:

ART 101	Art Appreciation 1
ART 210	Basic Design
ART 245	The Art of Photography
ART 301	Drawing and Painting
ART 302	Drawing
ART 304	Painting
ART 310	Exploring Art Media
ART 315	Watercolor Painting I
DRA 105	Introduction to the Theater
DRA 110	Acting I
DRA 140	Origins and Early Forms of Theater
DRA 200	Playwriting
DRA 307	The Performing Arts
DRA 330	Modern Theater
DSN 110	Fundamentals of Drawing
MUS 101	Music Appreciation
MUS 201	Music in Contemporary Society
TEC 215	Basic Photographic Techniques

Behavioral Science Core (6 credits)

PSY 333	Psychology of the Exceptional Child
PSY 336	Child Development

Education Core (48 credits)

EDU 102	E-Folio
EDU 203	Instructional Technology
ECE 214	Creating Environments for Learning
EDU 304	Health and Physical Education
EDU 310	Applied Behavior Analysis and Classroom Culture
EDU 311	Assistive Technology
EDU 204	Leadership and Collaboration
EDU 314	Instructional Strategies in Elementary Education
EDU 315	Learner Development and Numeracy
EPY 201	Development and Implementation of IEPs
EPY 402	Learning Differences and Assessment of Exceptional

	Children
RDG 203	Learner Development and Early Literacy
RDG 308	Diagnosis and Correction of Learning Differences in Reading
EDU 402	Integrated Methods to Teaching Elementary Language Arts/Reading
EDU 403	Integrated Methods to Teaching Elementary Social Studies
EDU 404	Integrated Methods to Teaching Elementary Science
EDU 405	Integrated Methods to Teaching Elementary Math

Clinical Components (15 credits)

EDU 390	Practicum I
EDU 391	Practicum II
EDU 392	Practicum III
EDU 451	Student Teaching
EDU 452	Performance Assessment

EDU 452 must be taken in conjunction with EDU 451 Student Teaching

Certification

This is a state-approved degree program which contributes to eligibility for a State of Delaware Initial Teaching License and Certification as an elementary teacher, Grades K-6. The program also includes all the coursework necessary for Delaware certification as a Special Education teacher in all subjects Grades K-6. To qualify for the additional certification in Special Education, candidates need to take and pass ETS Praxis II Exam #5354, Special Education: Core Knowledge and Applications. The minimum score requirement for Delaware is 151. It is highly recommended that candidates obtain certification in special education, as this is required by many schools and school districts.

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.
Submit official (complete with sub-test scores) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute (Praxis CORE/Praxis I). For more information about ETS exams (including how to register), go to ETS.org
Test takers should 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 to the office of Graduate Admissions. Minimum acceptable scores are

ETS 5712 Reading	156	OR	ETS 5710 Reading	175
ETS 5722 Writing	162	OR	ETS 5720 Writing	173
ETS 5732 Mathematics	150	OR	ETS 5730 Mathematics	174

If you took the SAT/ACT, please send your scores (Visit College Board to have scores sent to Wilmington University)
For more information about ETS exams (including how to register), go to ETS.org

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

"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

"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. The minimum passing score for Delaware licensure is 38. Candidates must pass the state-approved performance assessment (PPAT) in order to be eligible for Initial Licensure and Certification as a Delaware teacher.
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 as low as possible and still meet state certification requirements. 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 (32 credits)

CTA 206	Computer Applications
	OR
FYE 101	First Year Experience Seminar
ECO 105	Fundamentals of Economics
HIS 204	World History
PHI 100	Introduction to Critical Thinking
SCI 232	Life and Environmental Science (with Lab)
ENG 121	English Composition I
ENG 122	English Composition II
HUM 360	Human World Views: 3500 BCE–1650 AD
	OR
HUM 361	Human World Views: 1650 AD–Present
SCI 305	Earth and Space Science (with Lab)
MAT 205	Introductory Survey of Mathematics

Fine Arts Requirements (6 credits)

Select 2 courses from:

ART 101	Art Appreciation 1
ART 210	Basic Design
ART 245	The Art of Photography
ART 301	Drawing and Painting
ART 302	Drawing
ART 304	Painting
ART 310	Exploring Art Media
ART 315	Watercolor Painting I
DRA 105	Introduction to the Theater
DRA 110	Acting I

DRA 140	Origins and Early Forms of Theater
DRA 200	Playwriting
DRA 307	The Performing Arts
DRA 330	Modern Theater
DSN 110	Fundamentals of Drawing
MUS 101	Music Appreciation
MUS 201	Music in Contemporary Society
TEC 215	Basic Photographic Techniques

Social and Behavioral Science Courses (9 credits)

PSY 332	Adolescent Development
PSY 333	Psychology of the Exceptional Child
PSY 101	Introduction to Psychology

Education Courses (33 credits)

EDU 102	E-Folio
EDU 203	Instructional Technology
EDU 204	Leadership and Collaboration
EDU 307	Instructional Strategies in Middle Level Education
EDU 308	Teaching in the Middle School
EDU 310	Applied Behavior Analysis and Classroom Culture
EDU 311	Assistive Technology
EDU 313	Classroom Culture and Student Behavior
EPY 304	Advising and Mentoring for Middle School
EPY 201	Development and Implementation of IEPs
EPY 402	Learning Differences and Assessment of Exceptional Children
RDG 308	Diagnosis and Correction of Learning Differences in Reading

Content Area Courses

English/LA Content

EDU 407	Integrated Approaches to Teaching Middle Level Language Arts/Reading
COM 300	Communication Theory
COM 431	Media and Society
ENG 200	English Grammar
ENG 320	Advanced Composition
LIT 205	World/Non-Western Literature
LIT 302	Adolescent Literature
LIT 400	Multicultural Literature
LIT 410	Non-Fiction Literature

Mathematics Content

EDU 410	Integrated Approaches to Teaching Middle 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 Mathematics
MAT 331	Geometry
MAT 332	History of Mathematics

Science Content

EDU 409	Integrated Approaches to Teaching Middle School Science
MAT 121	College Math I
MAT 200	Pre-Calculus
MAT 308	Inferential Statistics
SCI 303	Meteorology
SCI 312	Physics (with Lab)
SCI 315	Applied Chemistry (with Lab)
SCI 321	Technology in the Sciences

Social Studies Content

EDU 408	Integrated Approaches to Teaching Middle Level Social Science
HIS 300	World and Regional Geography
HIS 316	American History
HIS 324	Delaware History
POL 300	American Politics
POL 326	Public Policy and Social Issues
SOC 101	Introduction to Sociology
SOC 306	Cultural Anthropology
SOC 320	Society and Technology

Clinical Components (15 credits)

EDU 390	Practicum I
EDU 391	Practicum II
EDU 392	Practicum III
EDU 451	Student Teaching
EDU 452	Performance Assessment

EDU 452 must be taken in conjunction with EDU 451 Student Teaching

Certification

This is a state-approved degree program which contributes to eligibility for a State of Delaware Initial Teaching License and Certification as a classroom teacher in Grades 6-8. The program also includes all the coursework necessary for Delaware certification

as a Special Education teacher, Grades 6-8, in the content area(s) that correspond to a candidate's content area major (English Language Arts, Social Studies, Science or Mathematics). To qualify for the additional certification in Special Education, candidates need to take and pass ETS Praxis II Exam #5354, Special Education: Core Knowledge and Applications. The minimum score requirement for Delaware is 151). It is highly recommended that candidates obtain certification in special education, as this is required by many schools and school districts.

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 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

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.
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:
Submit official (complete with sub-test scores) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute (Praxis CORE/Praxis I). For more information about ETS exams (including how to register), go to ets.org. Test takers should 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 to the office of Graduate Admissions. Minimum acceptable scores are

ETS Praxis Series Core Academic Skills for Educators

ETS 5712 Reading	156	OR	ETS 5710 Reading	175
ETS 5722 Writing	162	OR	ETS 5720 Writing	173
ETS 5732 Mathematics	150	OR	ETS 5730 Mathematics	174

If you took the SAT/ACT Scores, please send them to Wilmington University. (Visit College Board to have scores sent to Wilmington University)
For more information about testing for Delaware educators go here.
For more information about ETS exams (including how to register), go to ETS.org.
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.

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:

"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) and will be completed in the Capstone Course (EDC 420 (p. 284)). This assessment is administered and scored by ETS. The Delaware Professional Standards Board has established a cut score of 38 for the 2016 - 2017 implementation year.
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 Career and Technical Education, including all course work and the capstone course. 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 must pass (using Delaware minimum score requirements) all sections of the PRAXIS Core: Reading, Mathematics and Writing (or relevant exemption test) prior to registration for the Capstone Course (EDC 420 (p. 284)).
Teacher candidates must designate Wilmington University and the Delaware Department of Education as score recipients at the time the the test is taken.
Teacher candidates must register for EDU 102 E-Folio as first course in the program.

Capstone Requirement

Option I (Candidates currently employed as teachers)
Candidates are required to take and pass (with a score of 38 or higher) the PPAT. The PPAT is a nationally-normed and scored assessment of a teacher candidate's ability to apply pedagogical content knowledge and skills. It is designed to develop more effective teachers in the classroom, identify strengths and areas for improvement of practice, allow candidates to continually refine their teaching practices, and to contribute to a development plan for professional growth.
Candidates will apply knowledge and skills related to appropriate assessment strategies to equitably and effectively assess student learning. Candidates will use data-driven decision making that align with both curricular goals and student instructional needs, and use data to reflect on the effectiveness and quality of their own teaching. Candidates will use data to help solve instructional problems such as closing the learning/achievement gaps that are indigenous to most classrooms.

Option II (Student Teaching/Internship)

The candidate will engage in a 50 day clinical experience, (45 school days and 5 days of Professional Development approved by the Program Chair) 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 clinical experience, 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.).
Candidates are required to take and pass (with a score of 38 or higher) the PPAT. The PPAT is a nationally-normed and scored assessment of a teacher candidate's ability to apply pedagogical content knowledge and skills during student teaching. It is designed to develop more effective teachers in the classroom, identify strengths and areas for improvement of practice, allow candidates to continually refine their teaching practices, and to contribute to a development plan for professional growth.

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 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.

Curriculum

General Education Requirements (42 credits)

CTA 206	Computer Applications
	OR
CTA 210	Computer Science
	OR
FYE 101	First Year Experience Seminar
ENG 121	English Composition I

ENG 122	English Composition II
ENG 320	Advanced Composition
	OR
	Course in technical writing
MAT 201	Mathematics for Teachers I
MAT 202	Mathematics 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
SCI	Natural Science Elective

FYE 101: for students entering with less than 15 credits

Six credits to be selected from:

BBM 201	Principles of Management
BBM 319	Business Ethics
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

Six credits to be selected from:

PSY 101	Introduction to Psychology
	History Elective
	OR
	Political Science Elective

Education Core (48 credits)

EDU 102	E-Folio
EDC 400/MCT 6400	Educational Psychology
EDC 401/MCT 6401	Career and Technical Education Instructional Technology
EDC 402/MCT 6402	Career and Technical Education Advanced Curriculum Design
EDC 403/MCT 6403	History and Regulations of Career and Technical Education
EDC 404	Career and Technical Education Guidance Practices
EDC 405/MCT 6405	Career and Technical Education: Community and Business Relations
EDC 406/MCT 6406	Career and Technical Education: Assessment and Course Construction
EDC 407/MCT 6407	Career and Technical Student Organizations
EDC 410/MCT 6410	Multicultural Education
EDC 411/MCT 6411	Methods of Teaching Career and Technical Education I

EDC 412/MCT 6412	Career and Technical Education Classroom Management
EDC 413/MCT 6413	Methods of Teaching Career and Technical Education II
EDC 414	Student Testing and Evaluation
EPY 402	Learning Differences and Assessment of Exceptional Children

Candidate should verify through the Department of Education which Education Core courses are required for them to receive an Initial Delaware Teacher Certification.

Capstone Project (6 credits)

EDC 420	Capstone Project for Career and Technical Education

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

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 will automatically be enrolled as Education Studies majors.

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 four possible areas of concentration: Early Childhood Education, Elementary Education (grades K-6), Middle Level Education (grades 6-8), and Career and Technical Education. Students choosing the Middle Level Education concentration will also choose a major content area in 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 either the K-6, 6-8 or Career and Technical Education 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 ETS
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, Middle Level, Career and Technical). 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).

EDUCATION STUDIES, CONCENTRATION IN EARLY CHILDHOOD EDUCATION: 122 CREDITS

Bachelor of Science

Program Requirements

Candidates are expected to complete all requirements associated with the Bachelor of Science in Education Studies with a concentration in Early Childhood Education. 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).

General Education Requirements (41 credits)

CTA 206	Computer Applications
	OR
FYE 101	First Year Experience Seminar
ECO 105	Fundamentals of Economics
ENG 320	Advanced Composition
ENG 121	English Composition I
ENG 122	English Composition II
PHI 100	Introduction to Critical Thinking
POL 300	American Politics
HIS 204	World History
HIS 300	World and Regional Geography
HIS 316	American History
SCI 232	Life and Environmental Science (with Lab)
SCI 305	Earth and Space Science (with Lab)
MAT 205	Introductory Survey of Mathematics

Fine Arts Requirements (12 credits)

Select 4 courses from:

ART 101	Art Appreciation 1
ART 210	Basic Design

ART 245	The Art of Photography
ART 301	Drawing and Painting
ART 302	Drawing
ART 304	Painting
ART 310	Exploring Art Media
ART 315	Watercolor Painting I
DRA 105	Introduction to the Theater
DRA 110	Acting I
DRA 140	Origins and Early Forms of Theater
DRA 200	Playwriting
DRA 307	The Performing Arts
DRA 330	Modern Theater
DSN 110	Fundamentals of Drawing
MUS 101	Music Appreciation
MUS 201	Music in Contemporary Society
TEC 215	Basic Photographic Techniques

Social and Behavioral Science Courses (21 credits)

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

Required Education Courses (39 credits)

EDU 203	Instructional Technology
EDU 102	E-Folio
ECE 201	Health, Safety, and Nutrition
ECE 202	Professional Issues in Early Childhood
ECE 214	Creating Environments for Learning
ECE 207	Differentiated Methods of Teaching Infants and Toddlers
ECE 208	Differentiated Methods of Teaching Pre-Schoolers
ECE 209	Differentiated Methods of Teaching Kindergartners – Grade 2
ECE 217	Family, Community, and School Partnerships
ECE 403	Early Care Education Internship
EPY 201	Development and Implementation of IEPs
EPY 402	Learning Differences and Assessment of Exceptional Children

RDG 203	Learner Development and Early Literacy

Electives: To meet the requirement of 122 credits, as approved by the Program Chair, Assistant Chair, or Academic Advisor.

EDUCATION STUDIES, CONCENTRATION IN ELEMENTARY EDUCATION (K-6): 120 CREDITS

Bachelor of Science

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 C- 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 courses are included. See notes below.

General Education Requirements (48 credits)

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

Fine Arts Requirements (6 credits)

Select 2 courses from:

ART 101	Art Appreciation 1
ART 210	Basic Design

ART 245	The Art of Photography
ART 301	Drawing and Painting
ART 302	Drawing
ART 304	Painting
ART 310	Exploring Art Media
ART 315	Watercolor Painting I
DRA 105	Introduction to the Theater
DRA 110	Acting I
DRA 140	Origins and Early Forms of Theater
DRA 200	Playwriting
DRA 307	The Performing Arts
DRA 330	Modern Theater
DSN 110	Fundamentals of Drawing
MUS 101	Music Appreciation
MUS 201	Music in Contemporary Society
TEC 215	Basic Photographic Techniques

Behavioral Science Core (6 credits)

PSY 333	Psychology of the Exceptional Child
PSY 336	Child Development

Education Core (48 credits)

EDU 102	E-Folio
EDU 203	Instructional Technology
ECE 214	Creating Environments for Learning
EDU 304	Health and Physical Education
EDU 310	Applied Behavior Analysis and Classroom Culture
EDU 311	Assistive Technology
EDU 204	Leadership and Collaboration
EDU 314	Instructional Strategies in Elementary Education
EDU 315	Learner Development and Numeracy
EPY 201	Development and Implementation of IEPs
EPY 402	Learning Differences and Assessment of Exceptional Children
RDG 203	Learner Development and Early Literacy
RDG 308	Diagnosis and Correction of Learning Differences in Reading
EDU 402	Integrated Methods to Teaching Elementary Language Arts/Reading
EDU 403	Integrated Methods to Teaching Elementary Social Studies
EDU 404	Integrated Methods to Teaching Elementary Science
EDU 405	Integrated Methods to Teaching Elementary Math

Electives: To meet the requirement of 120 credits, as approved by the Program Chair, Assistant Chair, or Academic Advisor.

EDUCATION STUDIES, CONCENTRATION IN MIDDLE LEVEL EDUCATION (GRADES 6-8): 122 CREDITS (121 CREDITS FOR SCIENCE CONCENTRATION)

Bachelor of Science

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 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, 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 (32 credits)

CTA 206	Computer Applications
	OR
FYE 101	First Year Experience Seminar
ECO 105	Fundamentals of Economics
HIS 204	World History
PHI 100	Introduction to Critical Thinking
SCI 232	Life and Environmental Science (with Lab)
ENG 121	English Composition I
ENG 122	English Composition II
HUM 360	Human World Views: 3500 BCE–1650 AD
	OR
HUM 361	Human World Views: 1650 AD–Present
SCI 305	Earth and Space Science (with Lab)
MAT 205	Introductory Survey of Mathematics

Fine Arts Requirements (6 credits)

Select 2 courses from:

ART 101	Art Appreciation 1
ART 210	Basic Design
ART 245	The Art of Photography
ART 301	Drawing and Painting
ART 302	Drawing

ART 304	Painting
ART 310	Exploring Art Media
ART 315	Watercolor Painting I
DRA 105	Introduction to the Theater
DRA 110	Acting I
DRA 140	Origins and Early Forms of Theater
DRA 200	Playwriting
DRA 307	The Performing Arts
DRA 330	Modern Theater
DSN 110	Fundamentals of Drawing
MUS 101	Music Appreciation
MUS 201	Music in Contemporary Society
TEC 215	Basic Photographic Techniques

Social and Behavioral Science Courses (9 credits)

PSY 332	Adolescent Development
PSY 333	Psychology of the Exceptional Child
PSY 101	Introduction to Psychology

Education Courses (33 credits)

EDU 102	E-Folio
EDU 203	Instructional Technology
EDU 204	Leadership and Collaboration
EDU 307	Instructional Strategies in Middle Level Education
EDU 308	Teaching in the Middle School
EDU 310	Applied Behavior Analysis and Classroom Culture
EDU 311	Assistive Technology
EDU 313	Classroom Culture and Student Behavior
EPY 304	Advising and Mentoring for Middle School
EPY 201	Development and Implementation of IEPs
EPY 402	Learning Differences and Assessment of Exceptional Children
RDG 308	Diagnosis and Correction of Learning Differences in Reading

Content Area Courses

English/LA Content

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

ENG 320	Advanced Composition
LIT 205	World/Non-Western Literature
LIT 302	Adolescent Literature
LIT 400	Multicultural Literature
LIT 410	Non-Fiction Literature

Mathematics Content

EDU 410	Integrated Approaches to Teaching Middle 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 Mathematics
MAT 331	Geometry
MAT 332	History of Mathematics

Science Content

EDU 409	Integrated Approaches to Teaching Middle School Science
MAT 121	College Math I
MAT 200	Pre-Calculus
MAT 308	Inferential Statistics
SCI 303	Meteorology
SCI 312	Physics (with Lab)
SCI 315	Applied Chemistry (with Lab)
SCI 321	Technology in the Sciences

Social Studies Content

EDU 408	Integrated Approaches to Teaching Middle Level Social Science
HIS 300	World and Regional Geography
HIS 316	American History
HIS 324	Delaware History
POL 300	American Politics
POL 326	Public Policy and Social Issues
SOC 101	Introduction to Sociology
SOC 306	Cultural Anthropology
SOC 320	Society and Technology

Electives: To meet the requirement of 122 credits (121 credits for the science concentration), as approved by the Program Chair, Assistant Chair, or Academic Advisor.

EDUCATION STUDIES, CONCENTRATION IN SKILLED AND TECHNICAL SCIENCES: 120 CREDITS

Bachelor of Science

Program Requirements

Candidates are expected to complete all requirements associated with the Bachelor of Science in Education Studies with a concentration in Career and Technical Education. Candidates must register for and complete EDU 102 E-folio as an initial course in the program. This course is a pre-requisite for all other education courses. 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 Bachelor of Science in Education Studies, Career and Technical Education is the same as for the Bachelor of Science in Career and Technical Education with the exception that Praxis Core is not needed for admission.

General Education Requirements (42 credits)

CTA 206	Computer Applications
CTA 210	Computer Science
	OR
FYE 101	First Year Experience Seminar
ENG 121	English Composition I
ENG 122	English Composition II
ENG 320	Advanced Composition
MAT 201	Mathematics for Teachers I
MAT 202	Mathematics 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 (3 credits)

Six credits to be selected from

PSY 101	Introduction to Psychology

And History Elective **OR** Political Science Elective

And six credits to be selected from

BBM 201	Principles of Management
BBM 319	Business Ethics
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)

EDU 102	E-Folio
EDC 400/MCT 6400	Educational Psychology
EDC 401/MCT 6401	Career and Technical Education Instructional Technology
EDC 402/MCT 6402	Career and Technical Education Advanced Curriculum Design
EDC 403/MCT 6403	History and Regulations of Career and Technical Education
EDC 404	Career and Technical Education Guidance Practices
EDC 405/MCT 6405	Career and Technical Education: Community and Business Relations
EDC 406/MCT 6406	Career and Technical Education: Assessment and Course Construction
EDC 407/MCT 6407	Career and Technical Student Organizations
EDC 410/MCT 6410	Multicultural Education
EDC 411/MCT 6411	Methods of Teaching Career and Technical Education I
EDC 412/MCT 6412	Career and Technical Education Classroom Management
EDC 413/MCT 6413	Methods of Teaching Career and Technical Education II
EDC 414	Student Testing and Evaluation
EPY 402	Learning Differences and Assessment of Exceptional Children

Candidate should verify through the Department of Education which Education Core courses are required for them to receive an Initial Delaware Teacher Certification.

Capstone Project (6 credits)

EDC 420	Capstone Project for Career and Technical Education

Education Electives (12) AND Free Electives (12): to be determined in consultation with the Program Chair or Academic Advisor

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

COLLEGE OF HEALTH PROFESSIONS

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

Health Sciences Program:

1. Prepare graduates to function in healthcare roles which provide managerial, educational, and/or clinical expert direction in a variety of settings.
2. Build on prior learning for those educated at the associate degree level in the allied health disciplines and provide students with the knowledge and skills needed to take the next step in their chosen career path.
3. Promote a broadened perspective of Health Sciences' roles in relation to the health care system and guide students to critically examine the issues confronting professionals in healthcare.
4. Provide a solid foundation for graduate study.
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

BACHELOR OF SCIENCE IN HEALTH SCIENCES

Purpose

This degree is intended for students who have an interest in healthcare roles which provide managerial, educational, and/ or clinical expert direction as well as attracting those students on a pathway toward graduate study. The Health Sciences program intends to stimulate continued professional development and advancement toward graduate education. The Bachelor's Degree in Health Sciences is available as both a Four-year degree program and a Completion degree program. The Completion program is for allied health practitioners who have an earned Associate Degree with an allied health concentration. Many baccalaureate programs do not recognize the specialized preparation of allied health practitioners, and the credits earned in their specialty may not be transferable to other institutions. At Wilmington University, up to 75 credits can be applied towards the baccalaureate degree. Our completion degree is projected to assist allied health practitioners to advance in their relative disciplines by preparing them for expanded roles in allied health.

Program of Study

This baccalaureate degree includes courses in professionalism to provide a basis for transition to novel roles in healthcare and provides opportunities for exploration of the many dimensions of professional practice. Students will be introduced to medical law and ethical issues specific to the provision of health care and will develop an understanding of public health principles and public policy surrounding health care. Topics of health education with a range of consumers and leadership skills for healthcare will be explored and will lead to enhanced practice in the healthcare field. The health sciences degree completion program builds on prior learning and provides students with the knowledge and skills needed to advance in their chosen field. The program is offered at the New Castle, Dover, and Georgetown sites, and 100 % online. Students 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.

Cooperative Learning Experiences

The Cooperative ("Co-op") Learning option allows students to complete selected Health Sciences core courses in a supervised educational work setting related to the student's major field of study. Co-ops are available in the Health Sciences program for HSC 323 Health Education and Principles of Teaching and HSC 333 Leadership for the Healthcare Professional. Elective courses may also be structured as co–ops.

Eligibility for co-op learning courses requires the student to have completed 60 credits and have a minimum GPA of 2.5. Interested students should contact the Health Sciences Program Chair and the Cooperative Learning Director at least one (1) semester prior to the start of a co-op assignment. For additional information on the CAP/Co-op program option, please visit www.wilmu.edu/coop/

Program Competencies

In addition to achieving the Wilmington University undergraduate graduation competencies given in the Academic Information section of this catalog, undergraduate students in health sciences programs will achieve the following competencies:

1. Use critical thinking strategies including reasoning, problem solving, and evaluation, as a basis for identifying and addressing issues within the health sciences profession.
2. Demonstrate effective oral and written communication.
3. Access, use, and evaluate evidence based information effectively and appropriately. Use technology to effectively locate and communicate information.
4. Synthesize and apply knowledge and skills from the humanities and sciences as a foundation for evidenced-based practice for the health sciences profession.
5. Demonstrate commitment to self-directed lifelong learning to promote personal and professional development.
6. Integrate legal and ethical principles into professional practice and decision-making.
7. Demonstrate an understanding of issues related to cultural competencies in healthcare delivery.

8. Demonstrate an understanding of policy and public health principles that enact to shape health care.
9. Appraise research and integrate findings into healthcare practice.
10. Evaluate and formulate strategies for health education planning and assessment as well as learner-centered teaching.
11. Exhibit leadership qualities and collaborative behavior in preparation to lead effectively in the interprofessional healthcare role.

Bachelor of Science in Health Sciences - Four-Year Degree Program

General Requirements
Students are admitted to the University without regard to race, age, creed, sex, or national origin.

Additional Information
The College of Health Professions requires a minimum grade of "C-" for all health sciences core courses.
It is mandatory that all health sciences students complete a background check, drug screen and submit required credentials during HSC 303. Details are provided in the program handbook available through the Health Sciences Student Blackboard site. Please be advised there is a one time outside vendor fee required to complete the mandatory credentialing. This one time fee is the responsibility of the students. Previous screening will not be accepted.

Curriculum

Natural Sciences (16 credits)
A minimum of 16 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).

General Education Requirements - Lower Division
Health Sciences degree completion students can transfer up to 75 credits towards lower division general education requirements.

General Education Requirements - Upper Division (15 Credits)
Health Sciences 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
MAT 308	Inferential Statistics

Upper level humanities electives (9 credits) Choose upper level courses from the following list:
ART, BBM 319, CUL, DRA, ETN, HIS, HIT, HUM, LIT, MUS, PHI, REL, SPA, VMG 311, VMG 312,VMG 313

Health Sciences Core (24 Credits)

HSC 303	Professionalism in Health Sciences
HSC 313	Ethical and Legal Issues of Healthcare
POL 380	Health Care Policy
HSC 323	Health Education & Principles of Teaching
HSC 333	Leadership for the Healthcare Professional
HSC 343	Research for Evidenced Based Practice
HSC 423	Essentials of Public Health
HSC 433	Health Sciences Practicum/ Capstone

Health Sciences Electives (6 Credits)
Choose 6 credits from the following:
Health Science Upper Level Electives
and/or

Embedded Certificate Courses
and/or
CAP/ Co-Op option (semester)
Note: Students must speak with an Academic Advisor or Program Chair before registering for any Health Science Elective.

Health Sciences Completion Degree Program Admission

General Requirements

Students are admitted to the University without regard to race, age, creed, sex, or national origin.
Apply for Admission

1. Submit the online Wilmington University undergraduate application for admission and the $35 non-refundable application fee.
2. Health Sciences completion degree 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 in order to be admitted into this program.
3. Students are required by state law to complete the Wilmington University Health History form, which includes a record of immunizations. Students must retain a copy of the Health History Form and immunization record for use in the first Health Sciences class (HSC 303).

Send all required documents listed above to the following address:
Wilmington University
Undergraduate Office of Admissions
320 N. DuPont Highway
New Castle, DE 19720-6491

4. It is highly recommended that students seek Academic Advisement upon acceptance

Additional Information

The College of Health Professions requires a minimum grade of "C-" for all health sciences core courses.
It is mandatory that all health sciences students complete a background check, drug screen and submit required credentials during HSC 303. Details are provided in the program handbook available through the Health Sciences Student Blackboard site. Please be advised there is a one time outside vendor fee required to complete the mandatory credentialing. This one time fee is the responsibility of the students. Previous screening will not be accepted.

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 (39 credits)

ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing
SOC 101	Introduction to Sociology
MAT 205	Introductory Survey of Mathematics
CTA 206	Computer Applications
CTA 210	Computer Science
FIN 101	Financial Literacy
PHI 100	Introduction to Critical Thinking

ECO Economics Elective (3 Credits)
HUM Humanities Elective (6 Credits)

Free Electives (12-20 Credits)

FYE 101	First Year Experience Seminar
MAT 308	Inferential Statistics

Science Core (16-20 Credits)

Choose a minimum of four (4) of the following:

SCI 251	Biology I (with Lab)
SCI 312	Physics (with Lab)
SCI 315	Applied Chemistry (with Lab)
SCI 331	Microbiology
SCI 335	Human Anatomy and Physiology (with Lab)

Social and Behavior Core (6 Credits)

PSY 101	Introduction to Psychology
PSY 329	Lifespan Development

Health Sciences Core (24 Credits)

HSC 303	Professionalism in Health Sciences
HSC 313	Ethical and Legal Issues of Healthcare
POL 380	Health Care Policy
HSC 323	Health Education & Principles of Teaching
HSC 333	Leadership for the Healthcare Professional
HSC 343	Research for Evidenced Based Practice
HSC 423	Essentials of Public Health
HSC 433	Health Sciences Practicum/ Capstone

Health Sciences Electives (15-18 Credits)

Choose 15-18 Credits from the following:
Health Science Upper Level Electives
and/or
Embedded Certificate Courses
and/or
CAP/ co-op option (semester)
Note: Students must speak with an academic advisor before registering for any Health Science Elective.

PRE-RN OPTION (LIBERAL STUDIES MAJOR)

Purpose

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

Students must complete any lower level core requirements before enrolling in the Pre-R.N. Option. Pre-R.N. course selection includes the following:

courses

ENG 310	Research Writing
MAT 308	Inferential Statistics
HSC 323	Health Education & Principles of Teaching
HLT	Upper Level Health Elective

* HSC 323 has a pre-requisite of HSC 303. This pre-requisite does not pertain to Pre-R.N. Option students.

Upper level humanities electives (9 credits) Choose a 300/400 level course 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.

Apply for Admission

1. Submit the online 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 along with a copy of students current, unencumbered, active R.N. license.
3. Students are required by state law to complete the Wilmington University Health History form, which includes a record of immunizations. Students must retain a copy of the Health History Form and immunization record for use in their first Nursing Course (NUR 303).

Send all required documents listed above to the following address:
Wilmington University
Undergraduate Office of Admissions
320 N. DuPont Highway
New Castle, DE 19720-6491

4. It is highly recommended that students seek Academic Advisement upon acceptance.

Program Policies

1. Students are responsible for following all College of Health Professions policies and procedures, which are distributed in NUR 303.
2. The College of Health Professions sets a required minimum grade of "C-" for all nursing core courses.
3. It is mandatory that all nursing students complete a background check, drug screen and submit required credentials during NUR 303. Details are provided in the program handbook available through the B.S.N. Student Blackboard site. Please be advised there is a one time outside vendor fee required to complete the mandatory credentialing. This one time fee is the responsibility of the students. Previous screening will not be accepted.

Curriculum

Lower Division Requirements (for students without an associate degree)

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).

General Education Requirements (24 credits)

CTA 206	Computer Applications
ECO 105	Fundamentals of Economics
PSY 101	Introduction to Psychology
PSY 329	Lifespan Development
SOC 101	Introduction to Sociology

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, HIS, HIT, HUM, LIT, MUS, PHI, REL, SPA, VMG 311, VMG 312, VMG 313

Upper Division Nursing Core (31 credits)

NUR 303	Nurse as Professional
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

NUR 433: Includes community learning experience
NUR 303: The completion of the credentialing process is mandatory for students to continue with the core NUR courses.

Nursing Elective (3 credits)

Choose from the following:
NUR, HLT, HIT, ISM 430, POL 380, SOC 365

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 B.S.N. students the opportunity to take up to four selected M.S.N. 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 M.S.N. 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:

1. 90 completed undergraduate credits,
2. completion of all lower level courses,
3. completion of NUR 303,
4. completion of statistics, and
5. GPA of 3.5

The B.S.N. to M.S.N. Accelerated Option Intent Form is located in the B.S.N. Student Handbook and in the College of Health Professions B.S.N. Student Blackboard site. Upon submission of the B.S.N. to M.S.N. Accelerated Option Intent Form, students will be contacted by the Assistant Program Chair to review the appropriate course sequencing, advisement, and preparation for graduate coursework.The accelerated course selection depends upon the selected graduate major.

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, B.S.N. 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
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

NUR 433: Community Learning Experience
NUR 303: The completion of the credentialing process is mandatory for students to continue with the core NUR courses.

Nursing Elective (3 credits)

Choose from the following:
NUR, HLT, HIT, ISM 430, POL 380, SOC 365

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 M.S.N. 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 M.S.N. Program.
Eligibility criteria for this option includes:

1. R.N. with a bachelor's degree in another field,
2. Completion of NUR 303

The B.S.N. to M.S.N. Accelerated Option Intent Form is located in the B.S.N. Student Handbook and in the College of Health Professions B.S.N. Student Blackboard site. Upon submission of the B.S.N. to M.S.N. Accelerated Option Intent Form, students will be contacted by the Assistant Program Chair to review the appropriate course sequencing, advisement, and preparation for graduate coursework. The accelerated course selection depends upon the selected graduate major.

Health Professions Certificates

CERTIFICATE OF HEALTH PROMOTION - FITNESS

Purpose

Health promotion is the science and art of helping people, organizations, and communities transform lifestyle behaviors to move toward a state of improved health, and reduction in chronic disease and health care costs. This certificate will provide a foundation of study that includes fitness, nutrition, anatomy and physiology, and psychology.
This certificate will benefit those interested in or seeking advancement in the field of personal fitness trainer, recreational therapist and workers, physical therapy assistants and aides, health fitness instructor, group fitness instructors, and fitness managers. This program of study will provide a holistic approach to the world of health, wellness, and fitness. Students will acquire the fundamental education necessary to stand apart from their peers seeking similar types of employment.

Program of Study

The certificate will consist of 16 undergraduate credits. All certificate courses are offered 100% online. 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 Certificate of Health Promotion: Fitness, provides students with targeted and specialized education to support professional advancement and to meet increasing needs of the population to become fit and stay fit. As the public begins to experience quality physical activity education across the lifespan, it is of utmost importance to have a qualified exercise trainer providing the education.

All interested students are required to consult with an academic advisor and/or program chair to plan the appropriate course sequencing and selection. The courses may be completed within a baccalaureate curriculum.

General Requirements

The program is open to the following prospective students with an interest in Holistic and Palliative End-of-Life Care.

- 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 an academic advisor.

Students will complete and undergraduate application for admission accompanied by a non-refundable admission fee.
Note: Students will be held to all course prerequisites.

Curriculum

Course Requirements

HLT 322	Strength Training Essentials and Theory
HLT 326	Nutrition for Healthy Living
SCI 335	Human Anatomy and Physiology (with Lab)

Electives

The remaining two courses, the student, depending on their degree or interests, will choose six (6) credits from the following:

BBM 102	Introduction to Business
HLT 321	Personal Wellness
HLT 324	Personal Training Essentials
PSY 306	Behavior Modification
PSY 451	Health Psychology

HLT 324: A ten (10) hour Professional Trainer observation experience will be completed during this course. Students are required to obtain liability insurance prior to the start of the course. Information about the available insurance providers and the nominal fee is located within the course syllabus.

Total credits for the Certificate of Health Promotion - Fitness 16

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:

1. Ensure the quality of medical records by verifying their completeness, accuracy, and proper entry into computer systems.
2. Use computer applications to assemble and analyze patient data for the purpose of improving patient care, as well as, controlling costs.
3. Provide specialized coding diagnoses and procedures in patient records for reimbursement and research.
4. 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.
Note: Students will be held to all course prerequisites.

Curriculum

Certificate Pre-requisites

Demonstrated competence of the following courses through prior learning assessment: transfer credit and/ or competency based credit acceptance.

CTA 206	Computer Applications
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking

CTA 206 or equivalent

Course Requirements (15 credits)

HIT 301	Healthcare Informatics
HIT 302	Healthcare Database Systems
HSC 313	Ethical and Legal Issues of Healthcare
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

HOLISTIC PALLIATIVE AND END-OF-LIFE CARE CERTIFICATE

Purpose

The Holistic Palliative and End-of-Life Care certificate intends to provide health care workers with the knowledge and skills required to provide specialized care and to effectively impact the lives of clients/ patients and families facing serious illness or death.

The development of the Holistic Palliative and End-of-Life Care certificate will provide specialized education for the health care worker. Increasing numbers of persons across the lifespan are currently living with one or more chronic condition diagnoses. These numbers are expected to continually increase (Centers of Disease & Prevention [CDC], 2013). These situations mandate that health care workers are prepared to face these ever-changing demographics and demands for specialized palliative and end-of-life care.

This certificate is relevant for registered nurses, advanced practice registered nurses, licensed vocational or practical nurses, nursing assistants, social workers, occupational therapists, recreation therapists, physical therapists, respiratory therapists, administrators, psychologists, personal care assistants, volunteers, physicians, chiropractors, clergy, physical fitness professionals, and individuals currently working with or planning to work with client/ families facing serious illness or end-of-life.

Program of Study

This certificate will consist of 15 undergraduate credits. All certificate courses are offered 100% online. Students should be comfortable with the online learning format and are required to take the DIS 095 pre-requisite.

All interested students are required to consult with an academic advisor and/or program chair to plan the appropriate course sequencing and selection. The courses may be completed within a baccalaureate curriculum.

Career Opportunities

Aligning with the University mission, the Holistic and End-of-Life Care certificate, provides health professionals, those serving these populations in their profession, and/ or those considering careers involving these populations, with the knowledge surrounding provision of quality care. The increase in the older population, expected concomitant increase in chronic health conditions and the need for care-giving, directly affects the increased need for the health care worker to be educated in holistic palliative and end-of-life care. The skills and abilities gained will be essential to the career needs of our students and their competitiveness in the job market.

General Requirements

The program is open to the following prospective students with an interest in Holistic and Palliative End-of-Life Care.

- 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 an academic advisor.

Students will complete and undergraduate application for admission accompanied by a non-refundable admission fee.

Note: Students will be held to all course prerequisites.

Curriculum

Course Requirements

HLT 362	Topics in Palliative and End-of-Life Care
HLT 364	The Process of Dying
PSY 453	Families and Crisis

Electives

The remaining two courses, the student, depending on their degree or interests, will choose six (6) credits from the following:

CRJ 476	Topics in CRJ: Elder Abuse
POL 380	Health Care Policy

PSY 451	Health Psychology

Total credits for the Holistic Palliative and End-of-Life Care Certificate 15

POST-BACCALAUREATE LEGAL NURSE CONSULTANT CERTIFICATE

Purpose

Registered nurses who have completed a Bachelor of Science in Nursing degree have the opportunity to earn a Post-Baccalaureate Legal Nurse Consulting Certificate. The Legal Nurse Consultant (LNC) role is a functional specialty practice of nursing. Legal nurse consultants use critical thinking and expert knowledge of health care systems and professions to assess health care practice standards applicable to nursing.

Program of Study

The Post-Baccalaureate Legal Nurse Consultant Certificate consists of fifteen (15) graduate credits. The concentration of study culminates in a required MSN Leadership Portfolio. All LNC courses are offered through online education only. Students should be comfortable with the online learning format and are required to take the DIS 095 prerequisite.

Certificate Program Competencies

Through the completion of the Post-Baccalaureate LNC Certificate, the graduates will:
1. Implement knowledge of the medical and legal system to meet the needs of their clients and society.
2. Negotiate an appropriate professional role within the dynamic legal system.
3. Promote the art of nursing by valuing the unique relationships among people, which create meaning and preserve human dignity.

Up to six (6) transfer credits will be accepted for the Post-Baccalaureate LNC Certificate.

Curriculum for Post-Baccalaureate Legal Nurse Consultant Certificate

Courses

MSN 6646	Philosophy and Ethics in Advanced Nursing Roles
MSN 7310	Legal Issues in Nursing Practice (Fall I and online only)
MSN 7320	Practices in the Realm of Nursing and the Law (Fall II and online only)
MSN 7350	Forensic Nursing: Clinical and Legal Implications (Summer I and online only)
MSN 8900	Nurse Leadership Portfolio

Total Credits for the Post-Baccalaureate LNC Certificate - 15

HISPANIC CULTURAL CERTIFICATE

Purpose

The certificate will benefit those seeking an increased knowledge in the needs of the Hispanic population. The national census statistics show a dramatic increase in this population over the past several years. Therefore understanding and acknowledging areas of diversity are important to provide a holistic approach to care. The Hispanic population has health needs that cannot be addressed adequately due to language and cultural barriers. These barriers can impede access to healthcare, thereby increasing the risk for health related problems to occur. The certificate offers areas of study that include cultural beliefs, customs and the associated barriers that can lead to inadequate healthcare.

Program of Study

The Hispanic Cultural Certificate will consist of 18 undergraduate credits. The concentration of study will provide specialized education for those individuals who encounter or plan to encounter a Hispanic population in their area of employment or community.

The concentration of study will culminate in a Hispanic cultural immersion.

Career Opportunities
Multiple career opportunities exist for those individuals having knowledge of the Hispanic culture and a degree of fluency of the Spanish language. This added knowledge is desirable in numerous healthcare and employment 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.
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 holistic culturally competent care.

Up to six (6) transfer credits will be accepted for the Hispanic Cultural Certificate.

General Requirements
The program is open to all students seeking increased knowledge in the healthcare needs of the Hispanic population.

1. An undergraduate application for admission accompanied by a non-refundable admission fee.
2. For the healthcare worker required to hold a license to provide care/practice, these students must provide proof of a current unencumbered license (an electronic copy of verification is acceptable).
3. A current background check and drug screen is required for all students seeking this certificate. Students must contact the Program Chair for details and instruction on the completion of the required credentialing process.

Note: Students will be held to all course prerequisites.

Curriculum for Hispanic Cultural Certificate

Courses

HLT 371	TPC: Cultural Diversity Health and Illness	
ETN 340	Hispanic Culture and Enrichment	
SPA 301	Practical Spanish I	
SPA 302	Practical Spanish II	
SPA 305	Spanish for Health Care	
NUR 327	Hispanic Cultural Immersion (Nursing students)	3
OR		
HSC 327	Hispanic Cultural Immersion (Non-Nursing students)	3

This course includes a Community and Learning Experience. Students preparing to register for this course must speak with the appropriate Program Chair prior to registration.
Students are required to complete mandatory credentialing prior to the start of the course. Information about the procedure for the completion of the credentialing is located within the course syllabus.

Total credits for the Hispanic Cultural Certificate: 18

Note: This curriculum is designed for those interested in earning a post-graduate certificate or the student interested in the Hispanic culture seeking a certificate in conjunction with their Baccalaureate degree.
The courses may be completed within the B.S. curriculum for students wishing to receive this certificate in addition to the Baccalaureate degree. All interested students are required to consult with the Academic Advisor and/or Program Chair to plan for the appropriate course sequencing and selection.

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

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

1. Demonstrate effective oral and written presentation skills.
2. Demonstrate effective critical thinking and problem solving skills.
3. Demonstrate the ability to conceptualize, plan, implement, analyze, and report formal inquiry in the behavioral sciences.
4. Demonstrate effective utilization of current technologies.
5. 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

1. 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.
2. 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.
3. 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 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
	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 (with Lab)
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 the 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
	OR
PSY 305	Abnormal Psychology

Select 6 credits from upper level (300-400) courses beginning with the SOC prefix.

Choose one course from the following:

PSY 340	Research Methods in Psychology
SOC 340	Applied Research Design

SOC 340: Recommended

Choose one course from the following:

PSY 409	Seminar in Psychology
SOC 409	Special Topics: Seminar in Applied Behavioral Science

SOC 409: 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 (Behavioral Science majors)

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:
NOTE: Guided Practicum (SOC 290-SOC 291) as well as Internship (SOC 490) and Co-op (SOC 450) experiences are available.

POL 326	Public Policy and Social Issues
POL 350	Economic, Welfare and Income Policy
POL 380	Health Care Policy

Free Electives (18 credits)

Suggested Program Sequence

Freshman

1st Semester

CTA 206	Computer Applications
ENG 121	English Composition I
FYE 101	First Year Experience Seminar
PHI 100	Introduction to Critical Thinking
SOC 101	Introduction to Sociology

2nd Semester

ENG 122	English Composition II
MAT 205	Introductory Survey of Mathematics
PSY 101	Introduction to Psychology
SOC 306	Cultural Anthropology
	Dev. Psych Elective

Sophomore

1st Semester

ENG 131	Public Speaking
ECO 105	Fundamentals of Economics
	Behavioral Science Elective
	Free Elective
	Humanities Elective

2nd Semester

MAT 308	Inferential Statistics
SCI 335	Human Anatomy and Physiology (with Lab)
SOC 331	Research, Writing and Information Literacy in the Behavioral Sciences
SOC 302	Marriage and the Family
	Free Elective

Junior

1st Semester

HUM 360	Human World Views: 3500 BCE–1650 AD
	OR
HUM 361	Human World Views: 1650 AD–Present
PSY 309	Interpersonal Communication Skills
	OR
PSY 315	Group Dynamics
	OR
	Co-op
SOC 340	Applied Research Design
	OR
PSY 340	Research Methods in Psychology
SOC 405	Social Deviance
	OR
PSY 305	Abnormal Psychology

	Behavioral Science Core

Behavioral Science Core: Choose any course beginning with the prefix SOC.

2nd Semester

SOC 304	Ethnic Groups and Minorities
	OR
	Co-op
SOC 318	Social Change
	Behavioral Science Elective
	Humanities Elective
	Behavioral Science Core

Behavioral Science Core: Choose any course beginning with the prefix SOC.

Senior

1st Semester

PHI 302	Ethics and Values in Behavioral Science
SOC 490	Internship in Behavioral Science (Behavioral Science majors)
	OR
PSY 406	Tests and Measurements
	Behavioral Science Elective
	Free Elective
	Free Elective

2nd Semester

SOC 409	Special Topics: Seminar in Applied Behavioral Science
	OR
PSY 409	Seminar in Psychology
	Behavioral Science Elective
	Behavioral Science Elective
	Behavioral Science Elective
	Free Elective

Behavioral Science Completion Degree

What is a Completion Degree

A Completion Degree is a personalized version of a Bachelor's degree created exclusively for students who have completed an Associate's degree at an accredited institution. A student who expects to transfer a completed Associate's degree should communicate with a Wilmington University Academic Advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility

Curriculum

As a transfer student who holds an associate's degree from a partner institution, the following Behavioral Science courses are required.

MAT 308	Inferential Statistics
PHI 302	Ethics and Values in Behavioral Science
PSY 305	Abnormal Psychology
	OR
SOC 405	Social Deviance
PSY 309	Interpersonal Communication Skills
	OR
PSY 315	Group Dynamics
PSY 406	Tests and Measurements
	OR
SOC 490	Internship in Behavioral Science (Behavioral Science majors)
SCI 335	Human Anatomy and Physiology (with Lab)
SOC 302	Marriage and the 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 340	Applied Research Design
SOC 409	Special Topics: Seminar in Applied Behavioral Science
	Upper Level Behavioral Science Elective
	Upper Level Behavioral Science Elective

Subtotal: 46

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 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 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

CTA 205	
CRJ 101	Survey of Criminal Justice
ENG 121	English Composition I
FYE 101	First Year Experience Seminar
SOC 101	Introduction to Sociology

2nd Semester

CRJ 205	Principles of Criminology
ENG 122	English Composition II
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology

Sophomore

1st Semester

CRJ 304	Constitutional Law
CRJ 206	Corrections and Rehabilitation
ENG 131	Public Speaking
PSY 101	Introduction to Psychology
	Humanities Elective

2nd Semester

CRJ 316	Criminal Law
CRJ 318	Criminal Investigation
CRJ 350	Computer Operations in Criminal Justice
ECO 105	Fundamentals of Economics
	Core Elective

Core Elective: Core electives are courses that begin with the prefix of CRJ, LES, ORG, POL, PSY, SOC.

Junior

1st Semester

CRJ 303	Administration of Criminal Justice Organizations
	OR
	Co-op
CRJ 412	Ethics in Criminal Justice
HUM 360	Human World Views: 3500 BCE–1650 AD

	Core Elective
	Free Elective

Core Elective: Core electives are courses that begin with the prefix of CRJ, LES, ORG, POL, PSY, SOC.

2nd Semester

CRJ 301	Juvenile Justice
CRJ 341	Community Corrections
CRJ 410	Multicultural Issues in Criminal Justice
HUM 361	Human World Views: 1650 AD–Present
	Core Elective

Core Elective: Core electives are courses that begin with the prefix of CRJ, LES, ORG, POL, PSY, SOC.

Senior

1st Semester

CRJ 411	Criminal Evidence and Procedures
CRJ 413	Research Methods in Criminal Justice
	Core Elective
	Core Elective
	Free Elective

Core Elective: Core electives are courses that begin with the prefix of CRJ, LES, ORG, POL, PSY, SOC.

2nd Semester

CRJ 450	Seminar in Criminal Justice
	OR
	Co-op
	Core Elective
SCI	Natural Science Elective
	Free Elective
	Free Elective

Core Elective: Core electives are courses that begin with the prefix of CRJ, LES, ORG, POL, PSY, SOC.

Criminal Justice Completion Degree

What is a Completion Degree

A Completion Degree is a personalized version of a Bachelor's degree created exclusively for students who have completed an Associate's degree at an accredited institution. A student who expects to transfer a completed Associate's degree should communicate with a Wilmington University Academic Advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Curriculum

As a transfer student who holds an associate's degree from a partner institution, the following Criminal Justice courses are required.

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
	Upper Level Behavioral Science Elective
	Upper Level Behavioral Science Elective
	Upper Level Behavioral Science Elective

*Students that have not transferred in CRJ-205 must take CRJ-334 as one of their electives

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
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 Accounting and Finance

Behavioral Science Core: (6 credits)

Choose 2 of the following 4 courses:

ORG 301	Survey of Organizational Dynamics
ORG 302/PSY 461	Psychology of Leadership
PSY 461/ORG 302	Topics in PSY: Psychology of Leadership
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/LES 304	Constitutional Law and Procedures
POL 315	Comparative Government 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	Public Policy Internship
	OR
	CAP/Co-op option

CAP/Co-op option: 3 semesters (9 credits)

And Select 3 of 6 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

Free Elective (18 credits)

Must include FYE 101 for students entering with less than 30 credits

Suggested Program Sequence

Freshman

1st Semester

CTA 206	Computer Applications
ENG 121	English Composition I
FYE 101	First Year Experience Seminar
MAT 205	Introductory Survey of Mathematics
SOC 101	Introduction to Sociology

2nd Semester

BBM 103	Introduction to Public Administration
ENG 122	English Composition II
PSY 101	Introduction to Psychology
POL 300	American Politics
PHI 100	Introduction to Critical Thinking

Sophomore

1st Semester

ENG 131	Public Speaking
LES 205	State and Local Government
MAT 308	Inferential Statistics
POL 326	Public Policy and Social Issues
POL 304/LES 304	Constitutional Law and Procedures

2nd Semester

BBM 201	Principles of Management
ECO 105	Fundamentals of Economics
FIN 300	Applied Concepts in Accounting and Finance
POL 315	Comparative Government and Politics

Choose one of the following:

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

Junior

1st Semester

BLA 303	Legal and Ethical Environment of Business
HUM 360	Human World Views: 3500 BCE–1650 AD
ISM 330	Business Intelligence

Choose two of the following:

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	Public Policy Internship

2nd Semester

SCI	Natural Science Elective
HUM 361	Human World Views: 1650 AD–Present

Choose three of the following:

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	Public Policy Internship

Senior

1st Semester

BBM 330	Power and Negotiation
POL 402	Analysis of Public Policy
	Free Elective

Choose two of the following:

ORG 301	Survey of Organizational Dynamics
ORG 302/PSY 461	Psychology of Leadership
ORG 444	Organizational Justice, Ethics, and Social Responsibility
PSY 315	Group Dynamics

2nd Semester

POL 403	Writing for Public Policy
	Free Elective
	Free Elective
	Free Elective
	Free Elective

Government and Public Policy Completion Degree

What is a Completion Degree

A Completion Degree is a personalized version of a Bachelor's degree created exclusively for students who have completed an Associate's degree at an accredited institution. A student who expects to transfer a completed Associate's degree should communicate with a Wilmington University Academic Advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Curriculum

As a transfer student who holds an associate's degree from a partner institution, the following Government and Public Policy courses are required.

Core Credits

BBM 330	Power and Negotiation
BLA 303	Legal and Ethical Environment of Business
ISM 330	Business Intelligence
ORG 444	Organizational Justice, Ethics, and Social Responsibility
POL 304/LES 304	Constitutional Law and Procedures
POL 315	Comparative Government and Politics
POL 326	Public Policy and Social Issues
POL 402	Analysis of Public Policy

POL 403	Writing for Public Policy

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

Select 3 of 6 courses

The following courses are pre-requisites for a degree in Government & Public Policy:

FIN 300	Applied Concepts in Accounting and Finance
LES 205	State and Local Government
MAT 308	Inferential Statistics
ENG 122	English Composition II
BBM 201	Principles of Management
SOC 101	Introduction to Sociology
POL 300	American Politics

The following courses are pre-requisites for a degree in Government and Public Policy

FIN 300	Applied Concepts in Accounting and Finance
LES 205	State and Local Government
MAT 308	Inferential Statistics
ENG 122	English Composition II
BBM 201	Principles of Management
SOC 101	Introduction to Sociology
PSY 101	Introduction to Psychology
POL 300	American Politics

Students who transfer in less than seventy-five credits should take the following courses

BBM 103	Introduction to Public Administration
ORG 301	Survey of Organizational Dynamics
PSY 315	Group Dynamics
PSY 461/ORG 302	Topics in PSY: Psychology of Leadership
PHI 100	Introduction to Critical Thinking
POL 401	Special Topics: Chinese Politics
POL 405	Special Topics: Political Strategy
POL 413	Food and Drug Law and Policy: Who decides what we can eat, drink and ingest?
POL 460/MPA 6460	Special Topics: American Planning and Politics

LEGAL STUDIES, BACHELOR OF SCIENCE

Purpose

The Bachelor of Science degree in Legal Studies is designed to prepare students to enter the legal field as a paralegal or legal assistant working under the supervision of an attorney in the public, private, or governmental sectors. Additionally, students will gain a solid foundation for graduate studies in law or careers in other areas, including corporate compliance, human resources, and banking.

Program of Study

This program is oriented around the critical job functions of competent and ethical professionals working in the legal services industry. That means each course within the program has been strategically selected and designed to deliver the knowledge, skills, and values necessary to enter the workforce upon graduation. To enhance this core curriculum and provide a well-rounded academic experience, students will also take a series of general education courses that emphasize analytical thinking, reading comprehension, and interpersonal communication.

Program Competencies

In addition to demonstrating college level proficiency in the Wilmington University undergraduate competencies, Legal Studies graduates will also be able to:

1. Locate, evaluate, use, and communicate legal and non-legal information effectively and appropriately.
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, utilizing the Bluebook Uniform System of Citation.
6. Exercise effective interpersonal skills, including building and enhancing interpersonal relationships, and interacting effectively with others.

"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, legal specialty courses 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, 225, 226, 228, 390, and 380 (designated with an asterisk). Students receiving a grade lower than "C" in any of these courses must retake that course.

Express or Guaranteed Admission Program with Widener University Delaware Law School
Students earning a bachelor's degree from Wilmington University who meet the following criteria are guaranteed admission to Widener University Delaware Law School's juris doctor (J.D.) program:

- Complete all the requirements for conferral of a Wilmington University baccalaureate degree
- Earn a cumulative undergraduate GPA of 3.5 or higher
- Achieve an LSAT score that meets or exceeds the median LSAT score of the current Delaware Law first year entering class
- Satisfy all law school admissions requirements relating to character and fitness
- Submit a completed application to Delaware Law no later than April 1st of the calendar year in which the student plans to begin legal study

Curriculum

General Education Requirements (36-37 credits)

CTA 206	Computer Applications
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
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology

Humanities Electives

Choose 2 of the following courses:

HUM 360	Human World Views: 3500 BCE–1650 AD
HUM 361	Human World Views: 1650 AD–Present
HUM 381/HIS 381	Contemporary Global Issues

Natural Science Elective

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 (30 credits)

LES 200	Legal Ethics
LES 220	Introduction to Legal Studies
LES 225	Legal Research
LES 226	Legal Writing
LES 228	Civil Procedure
LES 350	Interviewing & Investigating
LES 380	Law Office Administration & Technology
LES 390	Advanced Legal Writing
LES 440	Advanced Litigation Skills
LES 491	Capstone: Virtual Experience in Legal Studies

LES 200, LES 220 , LES 225, LES 226, LES 228, LES 350, LES 380, LES 390, LES 440, LES 491

Directed Core Electives (20-21 credits)

Choose 7 of the following courses:

LES 205	State and Local Government
LES 206/POL 365	U.S. Administrative and Regulatory Law
LES 207/POL 335	Global Regulatory Law
LES 213	American Legal History
LES 216	Environmental Law
LES 217	Food and Drug Law and Policy: Who decides what we can eat, drink and ingest?
LES 302	Business Organizations
LES 304/POL 304	Constitutional Law
LES 306	Family Law
LES 308	Employment Law
LES 309	Bankruptcy
LES 311	Estates, Trusts, and Probates
LES 317	Contracts
LES 321	Real Estate, Transfer, and Ownership Law
LES 323/PSY 323/SOC 323	Law & Practice in Human Services
LES 324	Criminal Law
LES 327	Intellectual Property

LES 328	Personal Injury and Malpractice
LES 330	Cyberlaw
LES 331	Electronic Discovery
LES 401	LSAT Preparation
LES 405	Delaware Practice
LES 430	Evidence
LES 490	Internship in Legal Studies

LES 200, LES 205, LES 206, LES 207, LES 220 , LES 314 , LES 316 , LES 350 , LES 440 , LES 403 , LES 480 , LES 491: Legal Specialties courses

Or With Approval of Chair:

CRJ 304	Constitutional Law
CRJ 316	Criminal Law
CRJ 411	Criminal Evidence and Procedures
POL 304/LES 304	Constitutional Law and Procedures

Free Electives (18 credits)

Suggested Program Sequence

Freshman

1st Semester

CTA 206	Computer Applications
ENG 121	English Composition I
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology

2nd Semester

ECO 105	Fundamentals of Economics
ENG 122	English Composition II
	HUM Elective
SOC 101	Introduction to Sociology
SCI	Natural Science Elective

Sophomore

1st Semester

LES 200	Legal Ethics
LES 220	Introduction to Legal Studies
LES 225	Legal Research
ENG 131	Public Speaking
	HUM Elective

2nd Semester

LES 228	Civil Procedure
LES 226	Legal Writing
MAT 308	Inferential Statistics
ORG 304	Survey of Human Dynamics
	Free Elective

Junior

1st Semester

FIN 301	Personal Finance
	OR
FIN 101	Financial Literacy
LES 350	Interviewing & Investigating
	Legal Elective
HIS 316	American History
LES 380	Law Office Administration & Technology

2nd Semester

POL 300	American Politics
	OR
POL 326	Public Policy and Social Issues
LES 440	Advanced Litigation Skills
	Free Elective
	Legal Elective
	Legal Elective

Senior

1st Semester

LES 390	Advanced Legal Writing
	Free Elective
	Free Elective
	Legal Elective
	Legal Elective

2nd Semester

LES 491	Capstone: Virtual Experience in Legal Studies
	Free Elective
	Free Elective
	Legal Elective
	Legal Elective

ORGANIZATIONAL DYNAMICS, BACHELOR OF SCIENCE

Purpose

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 student's unique experiences and knowledge, the Organizational Dynamics Undergraduate Program provides students with the knowledge-base needed to understand and address complex organizational issues. 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 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, encouraging 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 online, hybrid, and face-to-face formats.

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	Computer Applications
	OR
CTA 210	Computer Science
ENG 121	English Composition I
ENG 122	English Composition II
	Critical Thinking
	Humanities
MAT 205	Introductory Survey of Mathematics
SCI	Natural Science
	Social-Science

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 (39 credits)

MAT 308	Inferential Statistics
ORG 301	Survey of Organizational Dynamics
ORG 302/PSY 461	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	Organizational and Industrial Psychology

PSY 340	Research Methods in Psychology
	OR
SOC 340	Applied Research Design
PSY 315	Group Dynamics
SOC 331	Research, Writing and Information Literacy in the Behavioral Sciences

Core Electives (9 credits)

Core electives can be taken from any course with the prefix of ORG, PSY, SOC, or CRJ. Organizational Dynamics students are encouraged to take an internship (ORG 490-494) as part of their core electives.

Free Electives (33 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

CTA 206	Computer Applications
ENG 121	English Composition I
FYE 101	First Year Experience Seminar
MAT 205	Introductory Survey of Mathematics
SOC 101	Introduction to Sociology

2nd Semester

ENG 122	English Composition II
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
	Free Elective
	Social Science Elective

Sophomore

1st Semester

ORG 301	Survey of Organizational Dynamics
	ENG Elective
	OR
	LIT Elective
	Humanities Elective
MAT 308	Inferential Statistics
SCI	Natural Science Elective

2nd Semester

PSY 302	Organizational and Industrial Psychology
	Free Elective
	Free Elective
	Humanities Elective
SOC 331	Research, Writing and Information Literacy in the Behavioral Sciences

Junior

1st Semester

ORG 302/PSY 461	Psychology of Leadership
PSY 301	Social Psychology
	OR
SOC 318	Social Change
	Core Elective
	Free Elective
	Humanities Elective

2nd Semester

ORG 311	Organizational Behavior, Change, and Development
	Core Elective
	Free Elective
	Free Elective
PSY 340	Research Methods in Psychology
	OR
SOC 340	Applied Research Design

Senior

1st Semester

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
	Free Elective

2nd Semester

PSY 315	Group Dynamics
	Free Elective
	Free Elective

	Free Elective
	Free Elective

Organizational Dynamics Completion Degree

What is a Competion Degree

A Completion Degree is a personalized version of a Bachelor's degree created exclusively for students who have completed an Associate's degree at an accredited institution. A student who expects to transfer a completed Associate's degree should communicate with a Wilmington University Academic Advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Curiculum

As a transfer student who holds an associate's degree from a partner institution, the following Organizational Dynamics courses are required.

ORG 301	Survey of Organizational Dynamics
ORG 302/PSY 461	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 302	Organizational and Industrial Psychology
PSY 309	Interpersonal Communication Skills
PSY 315	Group Dynamics
SOC 331	Research, Writing and Information Literacy in the Behavioral Sciences
PSY 301	Social Psychology
	OR
SOC 318	Social Change
	Upper Level Behavioral Science Elective
	Upper Level Behavioral Science Elective
	Upper Level Behavioral Science Elective

PSYCHOLOGY, BACHELOR OF SCIENCE

Purpose

The Bachelor of Science degree program in Psychology provides a solid, broad-based education. Psychology addresses behavior, thought, and intelligence. It includes the study of the brain, learning, and development in children, adolescents, and adults, and social interactions and group behavior. Because psychology spans the natural and social sciences, it provides an excellent domain in which to learn skills in analytic reasoning, problem solving, statistics, and dealing with people. The major gives all students a solid grounding in research and writing along with personal mentoring through potential research and/or teaching opportunities with faculty.

A degree in psychology builds cutting edge skills through courses on the most profound of all questions: the why and how of human

behavior and thought. For those students interested in becoming psychologists, the requirements for the psychology major have been established to provide a sound foundation for graduate work in psychology and other related fields such as social work, education, and family science.
Not all psychology majors become psychologists. Students who major in psychology enter cutting-edge careers in business, information technology, marketing, health care, law, research, education, social work, and beyond.

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 psychology, 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 reasearch
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 (6 credits)

PSY 315	Group Dynamics

SOC 304	Ethnic Groups and Minorities

The Co-op option allows students to complete core courses in PSY 315 Group Dynamics and SOC 304 Ethnic Groups and Minorities in a supervised educational work setting related to the student's major field of study. If students select the Co-op option, both PSY 315 and SOC 304 in Co-op format are required. Alternative core courses may also be available for Co-op depending on the field placement. Each Co-op assignment is one semester long and normally the two Co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the Psychology Program Chair one semester before they would like to begin a Co-op assignment.
For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

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
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 (with Lab)
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	The Biological Basis of Behavior
PSY 351	Learning and Cognition

PSY 406	Tests and Measurements
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

PSY 340: Recommended

Choose one course from the following:

PSY 409	Seminar in Psychology
SOC 409	Special Topics: Seminar in Applied Behavioral Science

PSY 409: Recommended

Choose one of the following Developmental courses:

PSY 329	Lifespan 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". These can include core courses for the Conflict Resolution Certificate and the Trauma-Informed Approaches Certificate.

Free Electives (20 credits)

Please Note: Psychology majors are strongly encouraged to take PSY 490- PSY 494 (Internship) as part of their psychology core electives or as free electives. Also, PSY 290- PSY 291 (Guided Practicum) is available.

Suggested Program Sequence

Freshman

1st Semester

CTA 206	Computer Applications
ENG 121	English Composition I
FYE 101	First Year Experience Seminar
PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology

2nd Semester

ENG 122	English Composition II
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 301	Social Psychology
	Free Elective

Sophomore

1st Semester

ECO 105	Fundamentals of Economics
ENG 131	Public Speaking
MAT 308	Inferential Statistics
PSY 300	Theories of Personality
	Humanities Elective

2nd Semester

MAT 308	Inferential Statistics
SCI 335	Human Anatomy and Physiology (with Lab)
SOC 331	Research, Writing and Information Literacy in the Behavioral Sciences
	Free Elective
	Psychology Elective

Junior

1st Semester

HUM 360	Human World Views: 3500 BCE–1650 AD
PSY 305	Abnormal Psychology
PSY 334	The Biological Basis of Behavior
	Dev. Psych Elective
	Psychology Elective

2nd Semester

HUM 361	Human World Views: 1650 AD–Present
PSY 315	Group Dynamics
	OR
	Co-op
PSY 351	Learning and Cognition
SOC 304	Ethnic Groups and Minorities
	OR
	Co-op
PSY 340	Research Methods in Psychology
	OR
SOC 340	Applied Research Design

Senior

1st Semester

PHI 302	Ethics and Values in Behavioral Science
PSY 406	Tests and Measurements
	Free Elective
	Psychology Elective
	Psychology Elective

2nd Semester

PSY 409	Seminar in Psychology
	OR
SOC 409	Special Topics: Seminar in Applied Behavioral Science
	Free Elective
	Free 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.

MILITARY STUDIES MINOR, AIR FORCE

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.

Note: Students will be held to all course prerequisites.

16 credits

Courses

AFS 110	Foundations of the USAF I
AFS 111	Foundations of the USAF II
AFS 150	Leadership Lab for Freshman I
AFS 151	Leadership Lab for Freshman II

AFS 210	Evolution of U.S. Air/Space Power I
AFS 211	Evolution of U.S. Air/Space Power II
AFS 250	Leadership Lab for Sophomores I
AFS 251	Leadership Lab for Sophomores II
AFS 310	Leadership Studies I
AFS 311	Leadership Studies II
AFS 350	Leadership Lab for Juniors I
AFS 351	Leadership Lab for Juniors II
AFS 410	National Security Affairs Society I
AFS 411	National Security Affairs Society II
AFS 450	Leadership Lab for Seniors I
AFS 451	Leadership Lab for Seniors II

MILITARY STUDIES MINOR, ARMY

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.
Note: Students will be held to all course prerequisites.

19 credits

Courses

MLS 105	Introduction to Leadership I
MLS 106	Introduction to Leadership II
MLS 205	Basic Leadership I
MLS 206	Basic Leadership II
MLS 305	Applied Leadership I
MLS 306	Applied Leadership II
MLS 315	Leader Evaluation
MLS 365	Military History Studies
MLS 405	Advanced Leadership
MLS 406	Advanced Leadership II

POLITICAL SCIENCE MINOR

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.
Note: Students will be held to all course prerequisites.

18 credits

Courses

LES 205	State and Local Government
POL 300	American Politics
POL 304/LES 304	Constitutional Law and Procedures
POL 326	Public Policy and Social Issues

Select 2 courses from the following list:

POL 315	Comparative Government and Politics
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

College of 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.
Note: Students will be held to all course prerequisites.

Curriculum

Core 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 the Family
SOC 303	Contemporary Social Problems

SOC 323/LES 323/PSY 323	Law & Practice in Human Services
SOC 404	Special Topics: Human Trafficking
SOC 405	Social Deviance
SOC 464	Special Topics: Working in the Helping Professions
SOC 468	Special Topics: Case Management
SOC 469	Step-Parenting & Blended Families
SOC 490	Internship in Behavioral Science (Behavioral Science majors)

Criminal Justice

CRJ 318	Criminal Investigation
CRJ 469	Domestic Violence
CRJ 474	Victims of Crime
CRJ 490	Internship in Criminal Justice

Psychology

PSY 215	The Family: Effect on Development
PSY 323/LES 323/SOC 323	Law & Practice in Human Services
PSY 330	Infant and Toddler Development
PSY 331	Middle Childhood Development
PSY 332	Adolescent Development
PSY 333	Psychology of the Exceptional Child
PSY 336	Child Development
PSY 375	Forensic Psychology
PSY 412	Crisis Intervention
PSY 481	Domestic Violence
PSY 472	Bullying
PSY 490	Internship in Behavioral Science (Psychology Majors)

Legal Studies

LES 323/PSY 323/SOC 323	Law & Practice in Human Services
LES 306	Family Law

Total credits for the CAST: 15

CERTIFICATE IN COMMUNITY ENGAGEMENT

The certificate in Community Engagement provides a theoretical understanding of community engagement and an opportunity to explore the practical application of current best practices of community engagement. The certificate has been designed to develop skills, knowledge, and understanding of actively engaging communities in order to secure resources, provide human and social services, and/or evoke change. The certificate in Community Engagement is open to all students within all Colleges, regardless of major, as well as those from the community wishing to begin their academic journey.

Today's professionals working in the nonprofit sector, acting as change agents or who are leaders of their communities, are faced with greater competition for resources within an increasingly interconnected community. This requires developing the ability to systematically design and implement processes to actively engage their communities in order to meet the needs of their stakeholders and achieve organizational objectives. This certificate emphasizes the practical applications and theoretical underpinnings of community engagement. These skills are helpful to those working in a variety of settings including nonprofits, human services agencies, educational institutions, and/or government programs.
Students completing this certificate will meet the following goals in the 3 core courses:
Goal A: The student will demonstrate an understanding of the practical application of community engagement.
Goal B: The student will understand the theory related to community engagement.
Goal C: The student will learn to develop an effective community engagement plan.
Goal D: Students will analyze ethical considerations of community engagement.
Goal E: Students will demonstrate professional oral and communication skills.
Goal F: Students will demonstrate competency in writing and formatting papers in a professional style.
Community Engagement consists of 15 undergraduate credits. Nine (9) credits make up the core of the certificate program, and students may choose six (6) credits from a menu of approved electives.
Note: Students will be held to all course prerequisites.

Curriculum

Core Requirements (9 credits)

SOC 303	Contemporary Social Problems
SOC 312	Community Health & Social Issues
SOC 314	Community Organizing & Advocacy

Electives (6 credits)

SOC 301	Urban Sociology
SOC 302	Marriage and the Family
SOC 303	Contemporary Social Problems
SOC 304	Ethnic Groups and Minorities
SOC 309	Poverty and Welfare
SOC 318	Social Change
SOC 320	Society and Technology
SOC 323/LES 323/PSY 323	Law & Practice in Human Services
SOC 350	Sociology of Disaster
SOC 351	Disaster and The Media
SOC 352	Special Topics: Crisis Communications
SOC 353	Environmental Sociology
SOC 404	Special Topics: Human Trafficking
SOC 405	Social Deviance
SOC 425	Child Abuse: Recognition and Investigation
SOC 459	Special Topics: Sociological Perspectives of Delinquency
SOC 464	Special Topics: Working in the Helping Professions
SOC 468	Special Topics: Case Management
PSY 301	Social Psychology
PSY 309	Interpersonal Communication Skills

PSY 310	Community Psychology
PSY 315	Group Dynamics
PSY 364	Disability Issues
PSY 412	Crisis Intervention
PSY 453	Families and Crisis
PSY 468	Psychology of Gambling
PSY 483	Addictive Behavior
ORG 302/PSY 461	Psychology of Leadership
ORG 477/PSY 477	Introduction to Conflict Management
ORG 478/PSY 478	Mediation Skills
CRJ 206	Corrections and Rehabilitation
CRJ 301	Juvenile Justice
CRJ 305	Women and Crime
CRJ 309	Correctional Rehabilitation: Problems / Alternatives
CRJ 322	Criminal Profiling
CRJ 341	Community Corrections
CRJ 461	Organized Crime
CRJ 466	Topics in CRJ: Psychology Of Criminal Conduct
CRJ 469	Domestic Violence
CRJ 472	Terrorism
CRJ 473	Hostage Takers
CRJ 474	Victims of Crime
CRJ 475	Community Policing
CRJ 476	Topics in CRJ: Elder Abuse
ETN 335	Italian American Heritage and Culture: A Local Perspective
ETN 336	Irish American Heritage and Culture: A Local Perspective
ETN 337	African American Heritage and Culture: A Local Perspective
ETN 338	The Black Woman
ETN 340	Hispanic Culture and Enrichment
ETN 341	Native Americans
POL 326	Public Policy and Social Issues
POL 340	Criminal Justice Policy
POL 360	Education Policy
POL 370	Energy and Environmental Policy
POL 380	Health Care Policy
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
LES 323/PSY 323/SOC 323	Law & Practice in Human Services

Total Credits for Certificate: 15

CERTIFICATE IN COMPLIANCE

Purpose

The Compliance Certificate was developed for students who wish to gain specialized knowledge in the growing field of regulatory compliance. This on-line 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. Upon completion of the certificate, students should expect to possess the following competencies:

1. Utilize critical thinking strategies to evaluate problems and solutions and make recommendations based on client needs utilizing appropriate analytical tools.
2. Access, use and evaluate information effectively and appropriately, and use technology to effectively locate and communicate information.
3. Exhibit competence in writing for specific purposes, diverse audiences and genres such as narrative writing and policy drafting.
4. Read, interpret and apply regulations and other business documents.
5. Exercise interpersonal skills by interacting effectively with others.
6. Describe and explain the ethical obligations and responsibilities of a regulatory compliance program.
7. Identify applicable national and international laws and regulations and articulate current trends.
8. Use decision-making tools to analyze data and assess risk.

Note: Students will be held to all course prerequisites.

Curriculum

Core Requirements (18 credits)

LES 206/POL 365	U.S. Administrative and Regulatory Law
LES 207/POL 335	Global Regulatory Law
POL 345	Fundamentals of Compliance Management
POL 355	Corporate Governance and Regulation
CRJ 330/BAC 330	Financial Fraud Examination
CTA 226	Integrating Excel into Business Problem Solving

General Requirements

- Associate degree, and/or
- Demonstrated competence, through traditional coursework or any alternative method recognized by WilmU, in:
- CTA 206 Computer Applications for Business or equivalent
- ENG 121 English Composition I
- Open to any undergraduate student in a degree-seeking program upon advisement from program-specific chair and/or academic advisor

CERTIFICATE IN CONFLICT RESOLUTION (CR)

Purpose

This certificate was developed to 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 to 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.
Note: Students will be held to all course prerequisites.

Curriculum

Certificate Pre-requisites:

PSY 101	Introduction to Psychology
	OR
SOC 101	Introduction to Sociology

Course Requirements: (9 credits)

PSY 477/ORG 477	Introduction to Conflict Management
PSY 478/ORG 478	Mediation Skills
PSY 479/ORG 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 Skills
PSY 315	Group Dynamics
PSY 322	Wellness in the Workplace
PSY 461/ORG 302	Topics in PSY: Psychology of Leadership
PSY 412	Crisis Intervention
PSY 461/ORG 302	Topics in PSY: Psychology of Leadership
PSY 472	Bullying
PSY 475	Topics in PSY: Violence In the Workplace
PSY 481	Domestic Violence
PSY 490	Internship in Behavioral Science (Psychology Majors)
ORG 311	Organizational Behavior, Change, and Development
ORG 302/PSY 461	Psychology of Leadership
ORG 490	
ORG 322	
ORG 475	Special Topics: Violence in The Workplace

Behavioral Science

SOC 302	Marriage and the Family
SOC 304	Ethnic Groups and Minorities
SOC 469	Step-Parenting & Blended Families
SOC 490	Internship in Behavioral Science (Behavioral Science majors)

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 and Collective Bargaining

Total credits for the CR: 15

CERTIFICATE IN CRIME SCENE INVESTIGATION

Purpose

The certificate in Crime Scene Investigation (CSI) was developed to complement programs in Criminal Justice, Psychology, and Behavioral Sciences. The objective of the undergraduate certificate is to help better prepare the next generation of Crime Scene Investigators. The CSI courses will educate professionals who look to pursue careers as Crime Scene Investigators (CSIs). The CSI Certificate will prepare those students who either are already working in the field of CSI or are considering this as a career choice. The education and training for crime scene investigators can vary greatly. The requirements for crime scene investigators may differ based on their specific duties, as well as the particular role and focus of the hiring agency. Excellent judgment, an attention to detail and poise under pressure are among the core competencies of effective crime scene investigators. This certificate will address ongoing education requirements for crime scene investigators, who must respond to rapidly advancing technology and other changes within the criminal justice system.

Note: Students will be held to all course prerequisites.

Curriculum

Core Requirements (9 credits)

CRJ 322	Criminal Profiling
CRJ 409	Criminalistics
CRJ 419	Crime Scene Applications and Practices

Electives (6 credits)

Choose any two of the following courses:

Behavioral Science

SOC 303	Contemporary Social Problems
SOC 352	Special Topics: Crisis Communications
SOC 405	Social Deviance

Computer and Network Security

SEC 100	Introduction to Computer Hardware and Operation

SEC 350	Introduction Computer Forensics
SEC 355	Mobile Device Security and Forensics
SEC 440	Network Forensics

Criminal Justice

CRJ 304	Constitutional Law
CRJ 316	Criminal Law
CRJ 318	Criminal Investigation
CRJ 360	Crime Scene Photography
CRJ 411	Criminal Evidence and Procedures
CRJ 412	Ethics in Criminal Justice
CRJ 490	Internship in Criminal Justice

Legal Studies

LES 304/POL 304	Constitutional Law
LES 330	Cyberlaw
LES 331	Electronic Discovery
LES 350	Interviewing & Investigating
LES 324	Criminal Law

Psychology

PSY 375	Forensic Psychology
PSY 477/ORG 477	Introduction to Conflict Management
PSY 479/ORG 479	Dimensions of Organizational Conflict

Science

SCI 302	Secret of Life: A Study of Human Biology
SCI 315	Applied Chemistry (with Lab)
SCI 331	Microbiology
SCI 335	Human Anatomy and Physiology (with Lab)

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.
Note: Students will be held to all course prerequisites.

Curriculum

Certificate Core Courses (21 credits)

CTA 206	Computer 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 EMOTIONAL INTELLIGENCE AND LEADERSHIP

Purpose

Learning about emotional intelligence will help students to become more socially aware and develop the emotional intelligence skills needed to lead others. Leaders who demonstrate emotional intelligence are adept at earning and maintaining the respect of peers and coworkers, including the ones they lead.

Socially aware leaders encourage coworkers to express opinions honestly and without fear of retribution. They are exceptional listeners who pay attention to the needs of both the organization and the individuals in the organization. They are willing to accept constructive criticism about their leadership style and activity and to sincerely undertake corrective action. By doing so, they create an honest, respectful, and comfortable environment for followers and others in the organization. Learning to recognize and develop emotional intelligence will help students gain skills in leadership.

Students completing this certificate will meet the following goals in the three core courses:

1. Students will appraise their own emotional intelligence and leadership skills.
2. Students will learn to identify the qualities of emotional intelligence in leaders and others.
3. Students will analyze the qualities of positive leadership.
4. Students will recognize unethical/ethical leadership behaviors and situations.
5. Students will describe various types of leadership.
6. Students will examine how they empathize with or respond to the expressed feelings, thoughts, behaviors, and needs of others in the organization.

Curriculum

This certificate consists of 5 courses (15 credits).

- 4 core courses (12 credits).
- 1 elective course from a menu of approved courses (3 credits).

Note: Students will be held to all course prerequisites.

Core Requirements (12 credits)

SOC 315	Emotional Intelligence and Leadership
SOC 317	Applied Emotional Intelligence
ORG 302/PSY 461	Psychology of Leadership
PHI 302	Ethics and Values in Behavioral Science

Electives (3 credits)

Choose one of the following courses:

BBM 347	Interpersonal Skills and Professionalism in the Workplace
COM 300	Communication Theory
COM 332	Managing Crisis Communications
HRM 300	Labor Relations and Collective Bargaining
PHI 322	Resolving Interpersonal Conflict
PSY 300	Theories of Personality
PSY 309	Interpersonal Communication Skills
PSY 315	Group Dynamics
SOC 314	Community Organizing & Advocacy
SOC 352	Special Topics: Crisis Communications
SOC 409	Special Topics: Seminar in Applied Behavioral Science

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, LES 220, LES 314, LES 316, LES 403, and LES 480. Students receiving a grade lower than "C" in any of these courses must retake that course.

Curriculum

Note: Students will be held to all course prerequisites.

Courses

LES 200	Legal Ethics
LES 220	Introduction to Legal Studies
LES 225	Legal Research
LES 226	Legal Writing
LES 228	Civil Procedure
LES 380	Law Office Administration & Technology

LES 200, LES 220, LES 314, LES 316, LES 403, LES 480: Legal Specialties courses

Select two courses from the following:

LES 317	Contracts
LES 330	Cyberlaw
LES 331	Electronic Discovery
LES 350	Interviewing & Investigating
LES 302	Business Organizations
LES 324	Criminal Law
LES 405	Delaware Practice
LES 306	Family Law
LES 308	Employment Law
LES 309	Bankruptcy
LES 321	Real Estate, Transfer, and Ownership Law
LES 311	Estates, Trusts, and Probates
LES 216	Environmental Law
LES 327	Intellectual Property
LES 328	Personal Injury and Malpractice
LES 440	Advanced Litigation Skills
LES 490	Internship in Legal Studies

LES 317, LES 350, LES 402, LES 405, LES 409, LES 410, LES 420, LES 440: Legal Specialties courses

Or With Approval of the Program Chair:

LES	Other Upper Level LES Courses

CRJ 316	Criminal Law
CRJ 411	Criminal Evidence and Procedures

Total credits for the Legal Studies Certificate: 24

CERTIFICATE IN TRAUMA-INFORMED APPROACHES (TIA)

Purpose

Trauma impacts individuals, families, and communities in many ways and on many levels and is said to be a hidden epidemic. A history of trauma is often a factor in psychiatric disorders, addictions, behavioral disorders, suicidal behavior, personality disorders, violent behavior, and a variety of chronic health problems (National Council on Behavioral Health, 2015). In the criminal justice system, nearly 100% of women and men report some sort of traumatic experience prior to incarceration.

A trauma-informed approach refers to how an agency, organization, and/or community, responsible for providing services such as mental health, educational, crisis, and/or criminal justice services, thinks about providing those services in a way that supports resilience, prevention, treatment, and recovery. Trauma informed care incorporates an understanding of adverse childhood experiences and their impact on mental, emotional, and physical health.

The certificate in trauma-informed approaches prepares students to work in a highly recognized model of wellness, which supports resilience and recovery, promotes positive health outcomes, prevents the worst outcomes of psychological responses, and integrates knowledge about the pervasiveness of trauma in systems in policies, practices, and procedures.

Students will find that a certificate in trauma-informed approaches will greatly supplement their skills and knowledge not only in Psychology, Criminal Justice, Behavioral Science or Organizational Dynamics but also in disciplines outside of the College of Social and Behavioral Sciences, including, but not limited to, Business Management, General Studies, Early Childhood Education, Elementary Education, Environmental Health, Human Resource Management, Information Systems Management, Nursing, Allied Health, Organizational Management, and Sports Management. Incorporating knowledge of trauma into services can help ensure physical, psychological and emotional safety for clients and for the professional themselves, and creates opportunities to rebuild a sense of empowerment and autonomy for survivors of trauma.

Curriculum

Note: Students will be held to all course prerequisites.

Core Requirements (9 credits)

PSY 420	Introduction to Trauma-Informed Approaches
PSY 421	Trauma and Self-Care
PSY 422	Practical Implications of Trauma-Informed Approaches

Electives (6 credits)

Crminal Justice

CRJ 206	Corrections and Rehabilitation
CRJ 303	Administration of Criminal Justice Organizations
CRJ 305	Women and Crime
CRJ 341	Community Corrections
CRJ 469	Domestic Violence
CRJ 474	Victims of Crime

Education

ECE 201	Health, Safety, and Nutrition
ECE 202	Professional Issues in Early Childhood

ECE 214	Creating Environments for Learning
ECE 217	Family, Community, and School Partnerships
EDU 204	Leadership and Collaboration
EDU 304	Health and Physical Education
EDU 308	Teaching in the Middle School
EDU 313	Classroom Culture and Student Behavior
EPY 304	Advising and Mentoring for Middle School

Health Care

ALH 403	Healthcare Law and Ethics
HLT 380	Introduction to Military and Veteran Health
NUR 313	Nurse as Decision Maker

Organizational Dynamics

ORG 408	Culture of the Workplace
ORG 475	Special Topics: Violence in The Workplace

Psychology

PSY 304/ORG 304	Survey of Human Dynamics
PSY 305	Abnormal Psychology
PSY 316	Stress Management
PSY 322	Wellness in the Workplace
PSY 352	Human Sexuality
PSY 364	Disability Issues
PSY 412	Crisis Intervention
PSY 452	Multicultural Psychology
PSY 453	Families and Crisis
PSY 461/ORG 302	Topics in PSY: Psychology of Leadership
PSY 472	Bullying
PSY 475	Topics in PSY: Violence In the Workplace
PSY 477/ORG 477	Introduction to Conflict Management
PSY 481	Domestic Violence

Choose one of the following developmental courses

PSY 329	Lifespan Development
PSY 330	Infant and Toddler Development
PSY 332	Adolescent Development
PSY 333	Psychology of the Exceptional Child
PSY 336	Child Development
PSY 401	Adult Development and Aging

Sociology

SOC 302	Marriage and the Family

SOC 303	Contemporary Social Problems
SOC 312	Community Health & Social Issues
SOC 350	Sociology of Disaster
SOC 352	Special Topics: Crisis Communications
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
SOC 464	Special Topics: Working in the Helping Professions
SOC 468	Special Topics: Case Management

Total Credits for the TIA: 15

COLLEGE OF TECHNOLOGY

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.

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.

APPLIED TECHNOLOGY, BACHELOR OF SCIENCE

Philosophy

For the working adults who have some college, military, and/or work experience, the Bachelor of Science degree program in Applied Technology is a unique degree program designed to meet their educational and career needs. The goal of the Applied Technology

program is to recognize student prior learning and experience, and build upon that learning through a general education foundation along with technology course requirements for careers in business and technology. Accordingly, it not only incorporates the detailed skills and knowledge needed to work in the present-day technology environment, but also stresses fundamental concepts in multiple pathways to embrace changes in technology throughout the workforce. Included in the curriculum are courses that examine information assurance, process management, information systems, multimedia production, software applications, language, design, and internship/co-op opportunities.

Purpose

The Bachelor of Science in Applied Technology (BAT) program is a flexible STEM baccalaureate degree offering a broad technology base, designed for students who want to develop through selected technology pathways and/or in combination with multiple disciplines. This degree provides students with foundational skills in technology including exposure to information assurance, process management, information systems, multimedia production, software applications, technology language, and design. Students in the Applied Technology degree will learn foundational skills in technology with flexibility to customize additional course requirements based on pathways of individual interests and career needs. This provides students with technical skills in combination with the broad education necessary to compete for jobs in today's knowledge economy.

Course selection

The course selection for this program will be approved by the faculty Program Chair after the student completes an interview with an Academic Advisor.

Program Competencies

Students in the Applied Technology Program (B.S.) will be able to:

- Apply workplace technology tools to develop and present communications that are coherent, unified, and focused;
- Analyze applications of emerging technologies for problem solving in chosen technical area;
- Demonstrate an understanding of how integrating technology increases effectiveness in the workplace;
- Describe and apply the ethical principles required of a technology professional;
- Participate effectively in groups to define and solve problems;
- Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid.

Curriculum

General Education Requirements (39 credits)

CTA 206	Computer Applications
	OR
CTA 210	Computer Science
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing
SCI	Natural Science Elective
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PHI 314	Ethics for Computer Professionals

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 (6 credits)

Choose two courses from:
HIS, POL, PSY, SOC

Applied Technology Core (24 credits)

Course selections must be approved by an Academic Advisor.

APL 310	Applied Technology Capstone Planning
APL 410	Applied Technology Capstone
MIS 320	Management Information Systems
SEC 210	Principles and Practice of Information Security

Art in Technology Elective

Choose one course from the following:

DSN 121	Digital Publishing
DSN 235	Vector Drawing
TEC 215	Basic Photographic Techniques
VFX 110	Digital Filmmaking for Visual Effects
VMG 100	Camera and Cinematography

Intermediate Software Applications Elective

Choose one course from the following:

CTA 226	Integrating Excel into Business Problem Solving
CTA 315	Effective Presentations through Technology

Language in Technology Elective

Choose one course from the following:

GMD 110	Intro to JavaScript for Unity3D
SDD 100	Basic to Intermediate Web Design
SDD 210	Database Fundamentals
SEC 290	Introduction to Programming with Python

Process in Technology Elective

Choose one course from the following:

GMD 105	Video and Audio for Game Design
ISM 300	Business Process Management
ISM 450	Project Management and Practice

College of Technology Electives (15 credits)

Choose five courses* from the following:
CTA, DSN, GMD, ISM, SDD, SEC, TEC, VFX, VMG, and HIT (for BAT majors only)
*Course selection must be approved by an Academic Advisor.

Certificate or Minor (15 credits)

Course required must be applicable toward a specific certificate or minor.**
**Certificate or minors may require prerequisites and/or require more than 15 credits. Course selection must be approved by an Academic Advisor.

Free Electives (27 credits)

Minimum Grade Policy

The Applied Technology program has set a minimum passing grade of "C-" for program core courses and required technology electives. Students receiving a grade lower than "C-" in any required core or technology elective course must retake that course.

CAP (Community & Academic Partnerships)/Co-op Program

In order to provide relevant work experience, students in the Applied Technology degree program have the option of completing up to 15 credit hours via a co-op assignment. The co-op option for Applied Technology is the equivalent of at least two semester courses, for a total of six credit hours. Students can complete their Applied Technology 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

CTA 206	Computer Applications
	OR
CTA 210	Computer Science
ENG 121	English Composition I
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
	Social Science Elective

Semester 2

ECO 105	Fundamentals of Economics
ENG 122	English Composition II
	HUM Elective
SCI	Natural Science Elective
SEC 210	Principles and Practice of Information Security

Sophomore

Semester 1

ENG 131	Public Speaking
	Art in Technology Elective
	Intermediate Software Application Elective
	Social Science Elective
	Technology Elective

Semester 2

ENG 310	Research Writing
MIS 320	Management Information Systems
PHI 314	Ethics for Computer Professionals
	Technology Elective
	Free Elective

Junior

Semester 1

APL 310	Applied Technology Capstone Planning
	Certificate or Minor Course
	Process in Technology Elective
	Technology Elective
	Free Elective

Semester 2

	Certificate or Minor Course
	Certificate or Minor Course
	Language in Technology
	Technology Elective
	Free Elective

Senior

Semester 1

APL 410	Applied Technology Capstone
	Certificate or Minor Course
	Certificate or Minor Course
	Free Elective
	Free Elective

Semester 2

	Technology Elective
	Free Elective
	Free Elective
	Free Elective

	Free Elective

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.

Program Competencies

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.

Curriculum

General Education Requirements (36 credits)

ART 210	Basic Design
COM 300	Communication Theory
CTA 210	Computer Science
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
HIS 230/ART 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 Elective

VMG 313	Aesthetics of Film

Media Design and Technology Core (9 credits)

DSN 094	Portfolio Archiving Orientation
DSN 210	Digital Image Manipulation
DSN 220	Concept Development
TEC 215	Basic Photographic Techniques

Design Electives (12 credits)

Choose 4 courses from the following:
ART, DFM, DRA, DSN, GMD, TEC, VFX, VMG

Free Elective (3 credits)

Suggested Program Sequence

Freshman

Semester 1

ART 210	Basic Design
CTA 210	Computer Science
DSN 094	Portfolio Archiving Orientation
DSN 210	Digital Image Manipulation
ENG 121	English Composition I
PSY 101	Introduction to Psychology

Semester 2

ENG 122	English Composition II
HIS 230/ART 230	History of Art and Design
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
TEC 215	Basic Photographic Techniques

Sophomore

Semester 1

DSN 220	Concept Development
ECO 105	Fundamentals of Economics
SCI	Any Natural Science Elective
	Design Elective
	Design Elective

Semester 2

COM 300	Communication Theory
VMG 313	Aesthetics of Film
	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.

Center of Academic Excellence (CAE) 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.

Program Competencies

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.

What You Will Learn

In addition to becoming well-prepared for a technical career, students will also enhance their writing, verbal communications and analytical thinking skills. Graduates of the program will have a better understanding of the following topics:

- Legal Aspects of Data
- How content of e-mail and other documentation may be used in a court of law to satisfy the “rules of evidence”
- The core of the degree combines courses offered by the Legal Studies and Criminal Justice programs to supplement the technology-oriented courses
- Ethics
  Understanding ethical practices associated with the role of a computer professional, including issues relating to copyright protection, intellectual property, and user privacy.
- History
  Students will learn the history of network and computer security, and how issues have changed with the rapid advances in technology.

What You Can Do With this Degree

This new degree will help prepare students for positions with titles such as:

- Security Technician
- Security Analyst
- Security Administrator
- Security Auditor

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

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

Curriculum

General Education Requirements (39 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
SCI	Natural Science
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology

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	Cyberlaw
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 Practice 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 Computer Forensics
SEC 410	Web and Data Security

SEC 420	Data Integrity and Disaster Recovery
SEC 435	Advanced Network Management
SEC 450	Protecting Your Network: Firewall and Perimeter Security

*The Computer & 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.

College of Technology Elective (3 credits)

Choose one course from the following:
CTA 315, GMD, ISM, MIS, SDD, SEC, TEC

Free Electives (15 credits)

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 & 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

CTA 206	Computer Applications
ENG 121	English Composition I
MAT 121	College Math I
SEC 100	Introduction to Computer Hardware and Operation
	Elective

Semester 2

CRJ 101	Survey of Criminal Justice
ENG 122	English Composition II
MAT 122	College Math II
PHI 100	Introduction to Critical Thinking
SEC 210	Principles and Practice of Information Security

Sophomore

Semester 1

ECO 105	Fundamentals of Economics
MAT 308	Inferential Statistics
SEC 230	Introduction to Linux

SEC 235	Networks and Telecommunications
SCI	Natural Science Elective

Semester 2

ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
PSY 101	Introduction to Psychology
SEC 250	Operating System and Computer Systems Security
SEC 290	Introduction to Programming with Python

Junior

Semester 1

PHI 314	Ethics for Computer Professionals
SEC 310	Cryptography: Algorithms and Applications
SEC 335	Linux for Systems Administrators
SEC 340	Windows Operating Systems and Systems Administration
	Free Elective

Semester 2

HUM 361	Human World Views: 1650 AD–Present
LES 330	Cyberlaw
SEC 350	Introduction Computer Forensics
SEC 435	Advanced Network Management
	Free Elective

Senior

Semester 1

LES 331	Electronic Discovery
SEC 410	Web and Data Security
	HUM Elective
	Program Elective
	Free Elective

Semester 2

CRJ 411	Criminal Evidence and Procedures
SEC 420	Data Integrity and Disaster Recovery
SEC 450	Protecting Your Network: Firewall and Perimeter Security
	Social Science Elective
	Free Elective

Completion Degree Requirements

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an

associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Computer and Network Security Completion Degree

CRJ 411	Criminal Evidence and Procedures
LES 330	Cyberlaw
LES 331	Electronic Discovery
MAT 308	Inferential Statistics
PHI 314	Ethics for Computer Professionals
SEC 310	Cryptography: Algorithms and Applications
SEC 335	Linux for Systems Administrators
SEC 340	Windows Operating Systems and Systems Administration
SEC 350	Introduction Computer Forensics
SEC 410	Web and Data Security
SEC 420	Data Integrity and Disaster Recovery
SEC 435	Advanced Network Management
SEC 450	Protecting Your Network: Firewall and Perimeter Security
	Technology Elective
	Technology Elective

Students interested in the Digital Evidence Investigation Certificate should consider SEC355 Mobile Device Forensics and SEC440 Network Forensics for the electives.
The Computer & 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.
The following courses or their equivalents are pre-requisites for a degree in Computer and Network Security:
CTA206 Computer Applications
CRJ 101 Survey of Criminal Justice
MAT122 College Math II
SEC100 Introduction to Computer Hardware and Operation
SEC210 Principles and Practices of Information Security
SEC230 Introduction to Linux
SEC235 Networks and Telecommunication
SEC250 Operating System and Computer Systems Security
SEC290 Introduction to Programming with Python

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.

Program Competencies

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.

Curriculum

General Education Requirements (39 credits)

ART 210	Basic Design
COM 300	Communication Theory
CTA 210	Computer Science
ECO 105	Fundamentals of Economics
ENG 121	English Composition I

ENG 122	English Composition II
HIS 230/ART 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 Communication
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 – Apple MAC Computer

Game Design and Development Core (57 credits)

GMD 100	Intro to Game Engines
GMD 105	Video and Audio for Game Design
GMD 110	Intro 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 Unity 3D
GMD 300	Advanced Game Engines: Using Unity3D
GMD 310	Environment Creation for Games
GMD 401	Game Development I
GMD 405	Game Development II
GMD 487	Game Design & Development Senior Project
MAT 200	Pre-Calculus
	OR
MAT 320	Finite Mathematics
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)

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.
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

CTA 210	Computer Science
ENG 121	English Composition I
GMD 105	Video and Audio for Game Design
MAT 121	College Math I
	Free Elective

Semester 2

DSN 105	Visual Communication
DSN 210	Digital Image Manipulation
ENG 122	English Composition II
GMD 100	Intro to Game Engines
SCI 240	Concepts in Physics

Sophomore

Semester 1

DSN 220	Concept Development
ECO 105	Fundamentals of Economics
GMD 202	Soundtracks for Film, Video and Games
MAT 320	Finite Mathematics
VMG 201	Fundamentals of Motion Graphics

Semester 2

GMD 110	Intro to JavaScript for Unity3D
GMD 203	Creating Sound Effects and Dialog for Film, Video and Games
PHI 100	Introduction to Critical Thinking
VMG 222	Story Design Methods
VMG 321	Introduction to 3D

Junior

Semester 1

DSN 410	Advanced Digital Image Manipulation
GMD 210	Advanced JavaScript for Unity 3D
GMD 300	Advanced Game Engines: Using Unity3D
VMG 322	3D Modeling Techniques
VMG 422	Non-Linear Editing – Apple MAC Computer

Semester 2

GMD 310	Environment Creation for Games
GMD 487	Game Design & Development Senior Project
VMG 310	Advanced Motion Graphics
VMG 323	3D Texture, Rendering and Lighting Techniques
VMG 325	Character Rigging

Senior

Semester 1

GMD 401	Game Development I
HIS 230/ART 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
VMG 324	Character Creation and Texturing

Semester 2

ART 210	Basic Design
COM 300	Communication Theory
GMD 405	Game Development II
PSY 101	Introduction to Psychology
	Free Elective

Completion Degree Requirements

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Game Design and Development Completion Degree

DSN 410	Advanced Digital Image Manipulation
GMD 300	Advanced Game Engines: Using Unity3D
GMD 310	Environment Creation for Games
GMD 401	Game Development I
GMD 405	Game Development II
GMD 487	Game Design & Development Senior Project
LIT 313	Visual Approaches to Literature: The Graphic Novel
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
VMG 422	Non-Linear Editing – Apple MAC Computer

The following courses or their equivalents are prerequisites for a degree in Game Design and Development:
DSN210 Digital Image Manipulation
ENG122 English Composition II
GMD100 Introduction to Game Engines
GMD105 Video and Audio for Game Design
GMD110 Introduction to JavaScript for Unity 3D
GMD210 Advanced JavaScript for Unity 3D
MAT121 College Math I
MAT200 Pre-Calculus or MAT320 Finite Math
VMG201 Fundamendals of Motion Graphics

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.

Program Competencies

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.

Curriculum

General Education Requirements (39 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
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
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	System 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

CTA 206	Computer Applications

ENG 121	English Composition I
ISM 110	Information Systems Theory and Practice
MAT 121	College Math I
	Social Science Elective

Semester 2

ENG 122	English Composition II
MAT 122	College Math II
PHI 100	Introduction to Critical Thinking
	Business Elective
	Science Elective

Sophomore

Semester 1

ECO 105	Fundamentals of Economics
FIN 300	Applied Concepts in Accounting and Finance
	OR
BFM 300	Fundamentals of Finance for Managers
ISM 300	Business Process Management
MAT 308	Inferential Statistics
SEC 210	Principles and Practice of Information Security

Semester 2

BBM 201	Principles of Management
ISM 350	Information Technology Policy and Strategy
MIS 320	Management Information Systems
PHI 314	Ethics for Computer Professionals
	Social Science Elective

Junior

Semester 1

BBM 301	Organizational Behavior
ENG 131	Public Speaking
HUM 360	Human World Views: 3500 BCE–1650 AD
ISM 330	Business Intelligence
ISM 410	Physical Design and Implementation with DBMS

Semester 2

BBM 320	Business Communications
HUM 361	Human World Views: 1650 AD–Present
ISM 400	System Analysis and Design

ISM 420	Data Modeling and Warehousing
	Free Elective

Senior

Semester 1

BBM 350	Introduction to E-Commerce
ISM 450	Project Management and Practice
	Business Elective
	Free Elective
	Free Elective

Semester 2

BMK 305	Marketing
ISM 455	Strategic Application of Information Technology
	Free Elective
	Free Elective
	Free Elective

Completion Degree Requirements

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Information Systems Management Completion Degree

BBM 301	Organizational Behavior
BBM 320	Business Communications
BBM 350	Introduction to E-Commerce
BFM 300	Fundamentals of Finance for Managers
	OR
FIN 300	Applied Concepts in Accounting and Finance
ISM 300	Business Process Management
ISM 330	Business Intelligence
ISM 350	Information Technology Policy and Strategy
ISM 400	System 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
MAT 308	Inferential Statistics
MIS 320	Management Information Systems
PHI 314	Ethics for Computer Professionals

The following courses or their equivalents are prerequisites for a degree in Information Systems Management:
CTA206 Computer Applications
BBM201 Principles of Management
ENG122 English Composition II
MAT122 College Math II
SEC210 Principles and Practice of Information Security
ISM110 Information Systems Theory and Practice

MEDIA DESIGN, BACHELOR OF SCIENCE

Philosophy

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
- PhotographyAll 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.

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.

Program Competencies

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.

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/ART 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
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	Web Page Design
DSN 487	Senior Project
DSN 490	Internship
TEC 215	Basic Photographic Techniques

Multimedia Concentration (39 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 Page Design
DSN 326	Intermediate Multimedia Web Page Design
DSN 350	Interactive Publication Design
DSN 420	Advanced Web Page Design
SDD 100	Basic to Intermediate Web Design
SDD 370	User Centered Design
VMG 101	Introduction to Audio
VMG 102	The Production Process
VMG 201	Fundamentals of Motion Graphics
VMG 422	Non-Linear Editing – Apple MAC Computer

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

ART 210	Basic Design
CTA 210	Computer Science
DSN 094	Portfolio Archiving Orientation
DSN 112	Digital Drawing
ENG 121	English Composition I
PHI 100	Introduction to Critical Thinking

Semester 2

DSN 121	Digital Publishing

ENG 122	English Composition II
HIS 230/ART 230	History of Art and Design
MAT 205	Introductory Survey of Mathematics
PSY 101	Introduction to Psychology

Sophomore

Semester 1

DSN 110	Fundamentals of Drawing
DSN 210	Digital Image Manipulation
ECO 105	Fundamentals of Economics
SCI	Any Natural Science Elective
TEC 215	Basic Photographic Techniques

Semester 2

DSN 105	Visual Communication
DSN 220	Concept Development
VMG 101	Introduction to Audio
VMG 102	The Production Process
VMG 201	Fundamentals of Motion Graphics

Junior

Semester 1

DSN 235	Vector Drawing
DSN 241	Color Theory
DSN 320	Web Page Design
SDD 370	User Centered Design
VMG 422	Non-Linear Editing – Apple MAC Computer

Semester 2

COM 310	Legal Aspects of Communication
DSN 318	Portfolio Production
DSN 325	Multimedia Web Page Design
DSN 420	Advanced Web Page Design
SDD 100	Basic to Intermediate Web Design

Senior

Semester 1

DSN 326	Intermediate Multimedia Web Page Design
DSN 350	Interactive Publication Design
DSN 490	Internship

HUM 360	Human World Views: 3500 BCE–1650 AD
	OR

HUM 361	Human World Views: 1650 AD–Present
	Design Elective

Semester 2

COM 300	Communication Theory
COM 431	Media and Society
DSN 487	Senior Project
VMG 313	Aesthetics of Film
	Free Elective

Photography Concentration (39 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 Lighting
	OR
TEC 407	Lighting for Location and Studio
VMG 102	The Production Process

Select 6 courses from the following:

TEC 300	Advanced Photography I
TEC 310	Black and White Digital Photography
TEC 315	Nature Photography
TEC 345	Surreal Digital Photography
TEC 366	Photojournalism I
TEC 400	Sports Photography
TEC 405	Photographic Studio Lighting
TEC 406	Photographic Location Lighting
TEC 407	Lighting for Location and Studio
TEC 425	Photo Editing Techniques

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

ART 210	Basic Design
CTA 210	Computer Science
DSN 094	Portfolio Archiving Orientation
DSN 112	Digital Drawing
ENG 121	English Composition I
PHI 100	Introduction to Critical Thinking

Semester 2

ENG 122	English Composition II
HIS 230/ART 230	History of Art and Design
MAT 205	Introductory Survey of Mathematics
PSY 101	Introduction to Psychology
TEC 215	Basic Photographic Techniques

Sophomore

Semester 1

DSN 110	Fundamentals of Drawing
DSN 121	Digital Publishing
DSN 210	Digital Image Manipulation
ECO 105	Fundamentals of Economics
VMG 102	The Production Process

Semester 2

DSN 105	Visual Communication
DSN 220	Concept Development
DSN 235	Vector Drawing
DSN 241	Color Theory
TEC 325	Business of Photography

Junior

Semester 1

BMK 305	Marketing
COM 300	Communication Theory
DSN 320	Web Page Design
TEC 405	Photographic Studio Lighting
	OR
TEC 406	Photographic Location Lighting
	OR
TEC 407	Lighting for Location and Studio
	TEC

Semester 2

DSN 318	Portfolio Production
SCI	Any Natural Science Elective
VMG 313	Aesthetics of Film
	TEC
	TEC

Senior

Semester 1

COM 310	Legal Aspects of Communication
DSN 490	Internship
	TEC
	TEC
	Design Elective

Semester 2

COM 431	Media and Society
DSN 487	Senior Project
HUM 360	Human World Views: 3500 BCE–1650 AD
	OR
HUM 361	Human World Views: 1650 AD–Present
	TEC
	Free Elective

Digital Publishing Concentration (39 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 of 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)

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

ART 210	Basic Design
CTA 210	Computer Science
DSN 094	Portfolio Archiving Orientation
DSN 112	Digital Drawing
ENG 121	English Composition I
PHI 100	Introduction to Critical Thinking

Semester 2

DSN 121	Digital Publishing
ENG 122	English Composition II

HIS 230/ART 230	History of Art and Design
MAT 205	Introductory Survey of Mathematics
PSY 101	Introduction to Psychology

Sophomore

Semester 1

DSN 110	Fundamentals of Drawing
DSN 210	Digital Image Manipulation
ECO 105	Fundamentals of Economics
SCI	Any Natural Science Elective
TEC 215	Basic Photographic Techniques

Semester 2

DSN 105	Visual Communication
DSN 220	Concept Development
DSN 235	Vector Drawing
DSN 241	Color Theory
VMG 313	Aesthetics of Film

Junior

Semester 1

BMK 305	Marketing
DSN 315	Typography
DSN 320	Web Page Design
DSN 335	Advanced Vector Drawing
DSN 401	Publication Design

Semester 2

DSN 308	Illustration
DSN 318	Portfolio Production
DSN 402	Graphic Design of Brochures and Catalogs
DSN 410	Advanced Digital Image Manipulation
	Design Elective

Senior

Semester 1

COM 310	Legal Aspects of Communication
COM 300	Communication Theory
DSN 350	Interactive Publication Design
DSN 415	Packaging and Display Design
DSN 490	Internship

Semester 2

COM 431	Media and Society

DSN 487	Senior Project
HUM 360	Human World Views: 3500 BCE–1650 AD
	OR
HUM 361	Human World Views: 1650 AD–Present
	Design Elective
	Free Elective

Completion Degree Requirements

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Media Design - Digital Publishing Completion Degree

BMK 305	Marketing
COM 310	Legal Aspects of Communication
DSN 094	Portfolio Archiving Orientation
DSN 315	Typography
DSN 318	Portfolio Production
	OR
	CAP/Co-op option
DSN 320	Web Page Design
DSN 325	Multimedia Web Page Design
DSN 335	Advanced Vector Drawing
DSN 350	Interactive Publication Design
DSN 401	Publication Design
DSN 410	Advanced Digital Image Manipulation
DSN 415	Packaging and Display Design
DSN 487	Senior Project
DSN 490	Internship
	OR
	CAP/Co-op option
TEC 325	Business of Photography
TEC 405	Photographic Studio Lighting

	OR
TEC 406	Photographic Location Lighting
	OR
TEC 407	Lighting for Location and Studio

The following courses are pre-requisites for a degree in Media Design:
DSN094 (0 cr.) Portfolio Archiving Orientation
DSN121 Digital Publishing
DSN210 Digital Image Manipulation
DSN235 Vector Drawing
TEC215 Basic Photography
DSN318 and DSN490 may be completed as Co-Ops. Students must notify the Office of Cooperative Education at least one semester in advance.

Media Design - Photography Completion Degree

BMK 305	Marketing
COM 310	Legal Aspects of Communication
DSN 094	Portfolio Archiving Orientation
DSN 318	Portfolio Production
	OR
	CAP/Co-op option
DSN 320	Web Page Design
DSN 410	Advanced Digital Image Manipulation
DSN 487	Senior Project
DSN 490	Internship
	OR
	CAP/Co-op option
TEC 325	Business of Photography
TEC 405	Photographic Studio Lighting
	OR
TEC 406	Photographic Location Lighting
	OR
TEC 407	Lighting for Location and Studio
VMG 401	Producing the Documentary
VMG 422	Non-Linear Editing – Apple MAC Computer
	TEC Elective
	TEC Elective
	TEC Elective

	TEC Elective

The following courses are prerequisites for a degree in Media Design - Photography:
DSN094 (0 cr.) Portfolio Archiving Orientation
DSN210 Digital Image Manipulation
TEC215 Basic Photography
VMG102 The Production Process
DSN318 and DSN490 may be completed as Co-Ops. Students must notify the Office of Cooperative Education at least on semester in advance.

Media Design - Multimedia Completion Degree

BMK 300/DSN 300	Design for Marketing
COM 310	Legal Aspects of Communication
DSN 094	Portfolio Archiving Orientation
DSN 318	Portfolio Production
DSN 320	Web Page Design
DSN 325	Multimedia Web Page Design
DSN 326	Intermediate Multimedia Web Page Design
DSN 350	Interactive Publication Design
DSN 420	Advanced Web Page Design
DSN 487	Senior Project
DSN 490	Internship
	OR
	CAP/Co-op option
SDD 370	User Centered Design
VMG 310	Advanced Motion Graphics
VMG 321	Introduction to 3D
VMG 422	Non-Linear Editing – Apple MAC Computer
VMG 430	Logo Animation

The following courses are pre-requisites for a degree in Media Design:
DSN094 (0 cr.) Portfolio Archiving Orientation
DSN121 Digital Publishing
DSN210 Digital Image Manipulation
VMG102 The Production Process
VMG201 Fundamentals of Motion Graphics
DSN490 Internship may be completed as a Co-Op. Students must notify the Office of Cooperative Education at least one semester in advance.

Media Design - Multimedia Completion Degree - RCGC Only

BMK 300/DSN 300	Design for Marketing
COM 310	Legal Aspects of Communication
DSN 094	Portfolio Archiving Orientation
DSN 318	Portfolio Production
DSN 320	Web Page Design
DSN 325	Multimedia Web Page Design

DSN 326	Intermediate Multimedia Web Page Design
DSN 350	Interactive Publication Design
DSN 420	Advanced Web Page Design
DSN 487	Senior Project
DSN 490	Internship OR CAP/Co-op option
SDD 370	User Centered Design
VMG 310	Advanced Motion Graphics
VMG 321	Introduction to 3D
VMG 420	Non-Linear Editing - PC
VMG 430	Logo Animation

The following courses are pre-requisites for a degree in Media Design:
DSN094 (0 cr.) Portfolio Archiving Orientation
DSN121 Digital Publishing
DSN210 Digital Image Manipulation
VMG100 Camera and Cinematography
VMG102 The Production Process
VMG201 Fundamentals of Motion Graphics
DSN490 Internship may be completed as a Co-Op. Students must notify the Office of Cooperative Education at least one semester in advance.

SOFTWARE DESIGN AND 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.

Program Competencies

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.

Curriculum

General Education Requirements (39 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
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
For any of the electives chosen, students must meet the Prerequisite(s) or otherwise obtain Program Chair approval.

Software Design and Development (39 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 Applications Development
SDD 306	Intermediate Applications Development
SDD 315	Foundations of Object-Oriented Programming
SDD 320	Advanced Applications Development
SDD 370	User Centered Design
SDD 400	Object-Oriented Systems Analysis and Design

See co-op option

Senior Project or Internship (3 credits)

Select three credits from the following:

SDD 490	Software Design and Development Internship
	OR
SDD 485	Senior Project Plan
SDD 486	Senior Project

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/

Suggested Program Sequence

Freshman

Semester 1

CTA 206	Computer Applications
ENG 121	English Composition I
MAT 121	College Math I
PHI 100	Introduction to Critical Thinking

SDD 100	Basic to Intermediate Web Design

Semester 2

ECO 105	Fundamentals of Economics
ENG 122	English Composition II
MAT 122	College Math II
SEC 235	Networks and Telecommunications
	Social Science Elective

Sophomore

Semester 1

ENG 131	Public Speaking
MAT 308	Inferential Statistics
SDD 210	Database Fundamentals
SDD 305	Basic Applications Development
	Social Science Elective

Semester 2

BBM 201	Principles of Management
MIS 320	Management Information Systems
SDD 306	Intermediate Applications Development
	Free Elective
	Science Elective

Junior

Semester 1

BBM 301	Organizational Behavior
FIN 300	Applied Concepts in Accounting and Finance
	OR
BFM 300	Fundamentals of Finance for Managers
HUM 360	Human World Views: 3500 BCE–1650 AD
SDD 240	JavaScript
SDD 370	User Centered Design

Semester 2

BBM 320	Business Communications
HUM 361	Human World Views: 1650 AD–Present
PHI 314	Ethics for Computer Professionals
SDD 320	Advanced Applications Development
	Business Elective

Senior

Semester 1

BMK 305	Marketing
ISM 450	Project Management and Practice
SDD 315	Foundations of Object-Oriented Programming
	OR
	Co-op I/II
SDD 400	Object-Oriented Systems Analysis and Design
	Free Elective

Semester 2

BBM 350	Introduction to E-Commerce
ISM 420	Data Modeling and Warehousing
SDD 490	Software Design and Development Internship
	OR
SDD 485	Senior Project Plan
SDD 486	Senior Project
	OR
	Co-op II
	Free Elective
	Free Elective

Completion Degree Requirements

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

Software Design and Development Completion Degree

BBM 350	Introduction to E-Commerce
FIN 300	Applied Concepts in Accounting and Finance
ISM 420	Data Modeling and Warehousing
ISM 450	Project Management and Practice
MAT 308	Inferential Statistics
MIS 320	Management Information Systems
PHI 314	Ethics for Computer Professionals

SDD 210	Database Fundamentals
SDD 305	Basic Applications Development
SDD 306	Intermediate Applications Development
SDD 315	Foundations of Object-Oriented Programming
	OR
	CAP/Co-op option
SDD 320	Advanced Applications Development
SDD 370	User Centered Design
SDD 400	Object-Oriented Systems Analysis and Design
SDD 485	Senior Project Plan
	AND
SDD 486	Senior Project
	OR
SDD 490	Software Design and Development Internship

SDD315 may be completed as a Co-op. Students must notify the Office of Cooperative Education at least one semester in advance.
All students interested in this degree must have completed the following prerequisites or their equivalents:
CTA206 Computer Applications
SEC235 Networks and Telecommunications
SDD100 Basic to Intermediate Web Design
SDD240 JavaScript

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.

Program Competencies

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.

Curriculum

General Education Requirements (39 credits)

ART 210	Basic Design
COM 300	Communication Theory
CTA 210	Computer Science
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
HIS 230/ART 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	Natural Science Elective
VMG 313	Aesthetics of Film

Natural Science Elective: SCI 308 excluded

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
VMG 101	Introduction to Audio
VMG 102	The Production Process
VMG 200	Advanced Camera and Cinematography

VMG 201	Fundamentals of Motion Graphics
VMG 202	Advanced Audio Recording Techniques
VMG 222	Story Design Methods
VMG 301	Lighting for Production I
VMG 302	Lighting for Production II
VMG 400	On Location Production Techniques
VMG 402	Studio Production Techniques
VMG 422	Non-Linear Editing – Apple MAC Computer

3D and Motion Graphics Concentration (36 credits)

DSN 235	Vector Drawing
VFX 200	Introduction to Compositing for Visual Effects
VFX 300	Advanced Compositing 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

VMG 487, VMG 490: may be completed as a Co-op

CAP/Co-op Program Option

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 for 3D and Motion Graphics Concentration

Freshman

Semester 1

ART 210	Basic Design
CTA 210	Computer Science
DSN 210	Digital Image Manipulation
ENG 121	English Composition I
VMG 101	Introduction to Audio

Semester 2

ENG 122	English Composition II
HIS 230/ART 230	History of Art and Design
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
VMG 102	The Production Process

Sophomore

Semester 1

PSY 101	Introduction to Psychology
VMG 100	Camera and Cinematography
VMG 201	Fundamentals of Motion Graphics
VMG 202	Advanced Audio Recording Techniques
VMG 301	Lighting for Production I

Semester 2

DSN 220	Concept Development
ECO 105	Fundamentals of Economics
VMG 200	Advanced Camera and Cinematography
VMG 222	Story Design Methods
VMG 321	Introduction to 3D

Junior

Semester 1

COM 300	Communication Theory
DSN 235	Vector Drawing
VMG 322	3D Modeling Techniques
VMG 400	On Location Production Techniques
VMG 422	Non-Linear Editing – Apple MAC Computer

Semester 2

VMG 302	Lighting for Production II
VMG 310	Advanced Motion Graphics
VMG 313	Aesthetics of Film
VMG 323	3D Texture, Rendering and Lighting Techniques
VMG 402	Studio Production Techniques

Senior

Semester 1

COM 310	Legal Aspects of Communication
VFX 200	Introduction to Compositing for Visual Effects
VMG 324	Character Creation and Texturing
VMG 490	Video Motion Graphics Internship

SCI	SCI Elective

Semester 2

HUM 360	Human World Views: 3500 BCE–1650 AD
	OR
HUM 361	Human World Views: 1650 AD–Present
VFX 300	Advanced Compositing Workshop
VMG 325	Character Rigging
VMG 487	Video Motion Graphics Senior Project
	Free Elective

Digital Film-Making Concentration (36 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	Advanced Non-Linear Editing
VMG 487	Video Motion Graphics Senior Project
VMG 490	Video Motion Graphics Internship

VMG 487, VMG 490: may be completed as a Co-op

Free Electives (9 credits)

CAP/Co-op Program Option

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 for Digital Film- Making Concentration

Freshman

Semester 1

ART 210	Basic Design
CTA 210	Computer Science
DSN 210	Digital Image Manipulation
ENG 121	English Composition I
VMG 101	Introduction to Audio

Semester 2

ENG 122	English Composition II
HIS 230/ART 230	History of Art and Design
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
VMG 102	The Production Process

Sophomore

Semester 1

PSY 101	Introduction to Psychology
VMG 100	Camera and Cinematography
VMG 201	Fundamentals of Motion Graphics
VMG 202	Advanced Audio Recording Techniques
VMG 301	Lighting for Production I

Semester 2

DSN 220	Concept Development
ECO 105	Fundamentals of Economics
VMG 200	Advanced Camera and Cinematography
VMG 222	Story Design Methods
VMG 350	Journalism in Practice

Junior

Semester 1

COM 300	Communication Theory
DFM 200	Introduction to Digital Film-Making
DFM 300	Directing Digital Films
VMG 400	On Location Production Techniques
VMG 422	Non-Linear Editing – Apple MAC Computer

Semester 2

DFM 350	Digital Film-Making II
VMG 302	Lighting for Production II
VMG 402	Studio Production Techniques
VMG 423	Advanced Non-Linear Editing
VMG 313	Aesthetics of Film

Senior

Semester 1

COM 310	Legal Aspects of Communication
VMG 401	Producing the Documentary
VMG 490	Video Motion Graphics Internship
	Free Elective

SCI	SCI Elective

Semester 2

DFM 400	Directing Digital Films II
HUM 360	Human World Views: 3500 BCE–1650 AD
	OR
HUM 361	Human World Views: 1650 AD–Present
VMG 487	Video Motion Graphics Senior Project
	Free Elective
	Free Elective

Visual Effects Concentration (36 credits)

VFX 110	Digital Filmmaking for Visual Effects
VFX 200	Introduction to Compositing 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 / Final Projects
VMG 321	Introduction to 3D
VMG 322	3D Modeling Techniques
VMG 323	3D Texture, Rendering and Lighting Techniques
VMG 490	Video Motion Graphics Internship

VFX 420, VMG 490: may be completed as a Co-op

Free Electives (6 credits)

CAP/Co-op Program Option

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 for Visual Effects Concentration

Freshman

Semester 1

ART 210	Basic Design
CTA 210	Computer Science
DSN 210	Digital Image Manipulation
ENG 121	English Composition I

VMG 101	Introduction to Audio

Semester 2

ENG 122	English Composition II
HIS 230/ART 230	History of Art and Design
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
VMG 102	The Production Process

Sophomore

Semester 1

PSY 101	Introduction to Psychology
VMG 100	Camera and Cinematography
VMG 201	Fundamentals of Motion Graphics
VMG 202	Advanced Audio Recording Techniques
VMG 301	Lighting for Production I

Semester 2

DSN 220	Concept Development
ECO 105	Fundamentals of Economics
VMG 200	Advanced Camera and Cinematography
VMG 222	Story Design Methods
VMG 321	Introduction to 3D

Junior

Semester 1

VFX 110	Digital Filmmaking for Visual Effects
VMG 322	3D Modeling Techniques
VMG 400	On Location Production Techniques
VMG 422	Non-Linear Editing – Apple MAC Computer
SCI	SCI Elective

Semester 2

COM 300	Communication Theory
COM 310	Legal Aspects of Communication
VFX 200	Introduction to Compositing for Visual Effects
VMG 302	Lighting for Production II
VMG 402	Studio Production Techniques

Senior

Semester 1

VFX 300	Advanced Compositing Workshop
VFX 400	Match-moving and Roto-scoping
VMG 313	Aesthetics of Film

VMG 490	Video Motion Graphics Internship
	Free Elective

Semester 2

HUM 360	Human World Views: 3500 BCE–1650 AD
	OR
HUM 361	Human World Views: 1650 AD–Present
VFX 310	Digital Matte Painting and Set Extensions
VFX 420	Visual Effects Workshop / Final Projects
VMG 323	3D Texture, Rendering and Lighting Techniques
	Free Elective

Completion Degree Requirements

What is a Completion Degree

A completion degree is a personalized version of a bachelor's degree created exclusively for students who have completed an associate degree at an accredited institution. Completion degrees are available for most Wilmington University Bachelor of Science degrees. A student who expects to transfer a completed associate's degree should communicate with a Wilmington University academic advisor before registering for courses. A transcript with documentation of the conferred degree must be received by Wilmington University to confirm eligibility.

VMG - 3D and Motion Graphics Completion Degree

COM 300	Communication Theory
COM 310	Legal Aspects of Communication
VFX 300	Advanced Compositing Workshop
VMG 301	Lighting for Production I
VMG 310	Advanced Motion Graphics
VMG 313	Aesthetics of Film
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 400	On Location Production Techniques
VMG 402	Studio Production Techniques
VMG 487	Video Motion Graphics Senior Project
VMG 490	Video Motion Graphics Internship

The following courses are prerequisites for a degree in Video Motion Graphics - 3D and Motion Graphics:
VMG100 Camera and Cinematography
VMG101 Introduction to Audio
VMG102 The Production Process
VMG201 Fundamentals of Motion Graphics
VFX200 Introduction to Compositing for Visual Effects

VMG - Digital Filmmaking Completion Degree

COM 300	Communication Theory
COM 310	Legal Aspects of Communication
DFM 300	Directing Digital Films
DFM 350	Digital Film-Making II
DFM 400	Directing Digital Films II
VMG 301	Lighting for Production I
VMG 302	Lighting for Production II
VMG 313	Aesthetics of Film
VMG 350	Journalism in Practice
VMG 400	On Location Production Techniques
VMG 401	Producing the Documentary
VMG 402	Studio Production Techniques
VMG 422	Non-Linear Editing – Apple MAC Computer
VMG 423	Advanced Non-Linear Editing
VMG 487	Video Motion Graphics Senior Project

The following courses are prerequisites for a degree in Video Motion Graphics -Digital Filmmaking:
DFM200 Introduction to Digital Filmmaking
VMG100 Camera and Cinematography
VMG101 Introduction to Audio
VMG102 The Production Process
VMG200 Advanced Camera and Cinematography
VMG201 Fundamentals of Motion Graphics
VMG222 Story Design Methods

VMG - Visual Effects Completion Degree

COM 310	Legal Aspects of Communication
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 / Final Projects
VMG 301	Lighting for Production I
VMG 310	Advanced Motion Graphics
VMG 313	Aesthetics of Film
VMG 321	Introduction to 3D
VMG 322	3D Modeling Techniques
VMG 323	3D Texture, Rendering and Lighting Techniques
VMG 400	On Location Production Techniques
VMG 402	Studio Production Techniques
VMG 422	Non-Linear Editing – Apple MAC Computer
VMG 490	Video Motion Graphics Internship

The following courses are prerequisites for a degree in Video Motion Graphics - Visual Effects:

VMG100 Camera and Cinematography
VMG102 The Production Process
VMG200 Advanced Camera and Cinematography
VMG201 Fundamentals of Motion Graphics
VMG222 Story Design Methods
VFX110 Digital Filmmaking for Visual Effects
VFX200 Introduction to Compositing for Visual Effects

Note:
Some courses have prerequisites and should be taken in the correct sequence. If your associate's degree is in an academic discipline different than the one you plan to study at Wilmington University, you may be required to take additional courses to ensure your success in your chosen program of study.

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.

MULTIMEDIA PRODUCTION MINOR, MEDIA DESIGN

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.
Note: Students must complete DSN094 - Portfolio Archiving Orientation as a prerequisite to this minor. DSN094 is FREE of charge and can be completed through Blackboard in approximately 60 minutes. Students will be held to all course prerequisites.

Media Design

Courses

DSN 210	Digital Image Manipulation
DSN 320	Web Page Design
DSN 325	Multimedia Web Page Design
VMG 201	Fundamentals of Motion Graphics
VMG 422	Non-Linear Editing – Apple MAC Computer

PHOTOGRAPHY MINOR, MEDIA DESIGN

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.
Note: Students must complete DSN094 - Portfolio Archiving Orientation as a prerequisite to this minor. DSN094 is FREE of charge and can be completed through Blackboard in approximately 60 minutes. Students will be held to all course prerequisites.

Media Design

Courses

TEC 215	Basic Photographic Techniques
TEC 300	Advanced Photography I
TEC 310	Black and White Digital Photography
TEC 315	Nature Photography
TEC 325	Business of Photography
TEC 345	Surreal Digital Photography
TEC 366	Photojournalism I
TEC 400	Sports Photography
TEC 405	Photographic Studio Lighting
TEC 406	Photographic Location Lighting
TEC 425	Photo Editing Techniques

DIGITAL PUBLISHING, MEDIA DESIGN

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.
Note: Students must complete DSN094 - Portfolio Archiving Orientation as a prerequisite to this minor. DSN094 is FREE of charge and can be completed through Blackboard in approximately 60 minutes.Students will be held to all course prerequisites.

Media Design

Courses

DSN 121	Digital Publishing
DSN 220	Concept Development
DSN 235	Vector Drawing
DSN 350	Interactive Publication Design
DSN 401	Publication Design

DIGITAL FILM-MAKING MINOR, VIDEO AND MOTION GRAPHICS

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.
Note: Students will be held to all course prerequisites.

Video and Motion Graphics

Suggested Pre-requisites:

VMG 100	Camera and Cinematography
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 – Apple MAC Computer

VIDEO MINOR, VIDEO AND MOTION GRAPHICS

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.
Note: Students will be held to all course prerequisites.

Video and Motion Graphics

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 – Apple MAC Computer

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
- Understanding 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.

Note: Students will be held to all course prerequisites.

Digital Evidence Discovery Certificate

CRJ 101	Survey of Criminal Justice
SEC 100	Introduction to Computer Hardware and Operation
LES 330	Cyberlaw
LES 331	Electronic Discovery
CRJ 411	Criminal Evidence and Procedures

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 Computer Forensics
SEC 355	Mobile Device Security and Forensics
SEC 440	Network Forensics

SEC 355, SEC 440: can be used as electives in the Computer and Network Security, B.S. degree program.

MAKER CERTIFICATE

The 15-credit hour Maker certificate requires a sequence of five 3-credit undergraduate courses. The Maker courses will have a combination of lecture, lab, and external assignments. Each course will have 35 hours of scheduled instruction, approximately 60-80

hours of expected independent learning activities, and a 5 hour structured external assignment.
The realm of technology is changing faster than ever, allowing the world to be more connected and accessible. This certificate provides courses in the Internet of Things (IOT), 3D printing and manufacturing, micro-computing such as Raspberry Pis and Arduinos, and trending topics within technology. Students will gain knowledge and experience in basic electrical, digital, and mechanical engineering. Students will learn how to leverage a community centered "Maker Space" in order to create, prototype, design, and manufacture products.
Maker Spaces are simply physical locations where students, community members from established businesses, entrepreneurs, and the basement tinkerer can gather together, work on projects, network, build things and share information. The atmosphere within is conducive to the sharing of resources and knowledge. Maker Spaces provide tools, equipment, space, instructional support and an environment that is team oriented, supportive, multidisciplinary and facilitates cross-sectional/cross generational learning.

Note: Students will be held to all course prerequisites.

Maker Certificate

MKR 101	Maker Mindset
MKR 102	Development Platforms
MKR 103	Micro-Computing
MKR 104	3D Printing
MKR 487	Maker Capstone Project

MICROSOFT .NET 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 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 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.

Note: Students will be held to all course prerequisites.

Microsoft .NET Applications Development Certificate

SDD 100	Basic to Intermediate Web Design
SDD 210	Database Fundamentals
SDD 310	Microsoft .NET I
SDD 311	Microsoft .NET II
SDD 320	Advanced Applications Development

WEB APPLICATIONS DEVELOPMENT CERTIFICATE

The 15-credit hour Web Applications Development certificate includes the sequence of five courses necessary to design and build advanced web applications. This certificate is ideal for Computer and Network Security (CN&S) 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 SSD 100 is already a required course, only have to complete four additional courses to receive the certificate. Students majoring in the Information Systems Management can use their electives to complete the certificate, if they want to learn software development skills. Other students can complete the certificate, if they satisfy Contemporary Technology Applications (CTA) pre-requisite, either by taking a CTA/BCS course or an equivalent course, or by completing a prior learning assessment regarding the student's computer skills.

Note: Students will be held to all course prerequisites.

Web Applications Development Certificate

SDD 100	Basic to Intermediate Web Design
SDD 210	Database Fundamentals
SDD 305	Basic Applications Development
SDD 306	Intermediate Applications Development
SDD 320	Advanced Applications Development

COURSES

AFS - Military Science

AFS 110 - Foundations of the USAF I (1)

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: freshman status.

AFS 111 - Foundations of the USAF II (1)

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: AFS 110 and freshman status.

AFS 150 - Leadership Lab for Freshman I (0)

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: freshman status.

AFS 151 - Leadership Lab for Freshman II (0)

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: AFS 150 and freshman status.

AFS 210 - Evolution of U.S. Air/Space Power I (1)

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: sophomore status.

AFS 211 - Evolution of U.S. Air/Space Power II (1)

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: AFS 210 and sophomore status.

AFS 250 - Leadership Lab for Sophomores I (0)

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: sophomore status.

AFS 251 - Leadership Lab for Sophomores II (0)

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: AFS 250 and sophomore status.

AFS 310 - Leadership Studies I (3)

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: AFS 210 and junior status.

AFS 311 - Leadership Studies II (3)

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: AFS 310 and junior status.

AFS 350 - Leadership Lab for Juniors I (0)

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: AFS 250, AFS 251 and junior status.

AFS 351 - Leadership Lab for Juniors II (0)

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: AFS 250, AFS 251, AFS 350 and junior status.

AFS 410 - National Security Affairs Society I (3)

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: senior status.

AFS 411 - National Security Affairs Society II (3)

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: AFS 410 and senior status.

AFS 450 - Leadership Lab for Seniors I (0)

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: AFS 350, AFS 351 and senior status.

AFS 451 - Leadership Lab for Seniors II (0)

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: AFS 350, AFS 351, AFS 450 and senior status.

ALH - Allied Health

ALH 323 - Health Professional as Teacher (3)

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 - Leadership for Allied Health Professionals (3)

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 - Allied Health Professional Capstone (3)

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: Completion of ALH 323, ALH 333, ALH 402 or ALH 403, or Approval from program chair.

ALH 402 - Medical Law and Ethics (3)

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 - Healthcare Law and Ethics (3)

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 - Excellence in Allied Health (3)

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.

APL - Applied Technology

APL 310 - Applied Technology Capstone Planning (3)

In this course students will learn theories and methods used in multi-disciplinary inquiry. This course will prepare students for the research process that includes the identification of problems and research questions, the use of literature in research, and the establishment of an approach for resolving problems using ethical principles. The course is intended to prepare the student for their capstone course, APL 410 Applied Technology Capstone, by developing an academic plan for their degree, and creating a preliminary capstone project proposal.
Prerequisite: PHI 314, ENG 310, and Sophomore Status .

APL 410 - Applied Technology Capstone (3)

In this course students will apply theories and methods used in multi-disciplinary inquiry. This course will complete the research process for students in the applied program. This is the culminating three credit hour course that applies theory and practice demonstrated through a project completed from the application of knowledge and skills acquired in regular course work. It is a comprehensive and integrative experience that enables a student to demonstrate the capacity to apply knowledge and skills to real world applications. This capstone will result in a completed project.
Prerequisite: APL 310 and Senior Status .

ART - Art

ART 101 - Art Appreciation 1 (3)

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 - Creating Art from Life (3)

In this course, students will learn 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 203 - Non-Western Art (3)

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 204 - Art Appreciation II (3)

This course is an introduction to western art and architecture from the Renaissance to present day. The course will provide students with the foundational skills of art analysis and interpretation, set in the historical context of the times. Students will examine how works of art from the Renaissance to present day function both as aesthetic and material objects and as cultural artifacts. Themes include, for example, art as sacred spaces, narrative art, art as power and authority, propaganda, and art as domestic decoration.

ART 209 - Introduction to Art Exhibition (3)

This course introduces students to exhibition design, installation, and presentation of art while exploring broader ethical issues present in contemporary gallery and museum practices. Students will gain hands-on experience working in concert with the instructor to design and present the Annual Student Art Exhibition at Wilmington University.

ART 210 - Basic Design (3)

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 230 - History of Art and Design (3)

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.
Crosslisted as: ART 230 is cross listed with HIS 230.

ART 245 - The Art of Photography (3)

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 - Drawing and Painting (3)

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 - Drawing (3)

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 - Themes in Contemporary Art (3)

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 and interpretation.

ART 304 - Painting (3)

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 - Exploring Art Media (3)

This course explores and demonstrates a variety of art media and tools: tempera, water color, clay, collage, textiles and others. This course is recommended for education majors.

ART 315 - Watercolor Painting I (3)

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 - Watercolor Painting II (3)

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: ART 315 or permission of the Program Chair.

ART 320 - Fine Art Illustration (3)

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.

ART 460 - Introduction to Art Exhibition Part II (3)

Students will be participating in a support role for students enrolled in ART 209.
Prerequisite: ART 209.

ART 461 - Topics in Art (3)

Special topics in art will be made available periodically.

ART 462 - Topics in Art (3)

Special topics in art will be made available periodically.

ART 463 - Topics in Art (3)

Special topics in art will be made available periodically.

ART 464 - Topics in Art (3)

Special topics in art will be made available periodically.

ART 465 - Topics in Art (3)

Special topics in art will be made available periodically.

BAC - Accounting

BAC 101 - Accounting I (3)

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 - Accounting II (3)

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: BAC 101 GPA .67; Accounting Majors GPA 2.0 in that course.

BAC 190 - Tax Help Practicum (3)

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 - Intermediate Accounting I (3)

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: BAC 102 GPA 2.0.

BAC 202 - Intermediate Accounting II (3)

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: BAC 201 GPA 2.0.

BAC 301 - Cost Accounting I (3)

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: BAC 202 GPA 2.0.

BAC 302 - Cost Accounting II (3)

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: BAC 301 GPA 2.0.

BAC 321 - Tax Accounting I (3)

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: BAC 202 GPA 2.0.

BAC 322 - Tax Accounting II (3)

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: BAC 321 GPA 2.0.

BAC 330 - Financial Fraud Examination (3)

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.
Crosslisted as: CRJ 330 and BAC 330.

BAC 401 - Advanced Accounting I (3)

This course examines problems relating to business combinations, consolidated financial statements, debt restructuring, corporate reorganizations, and liquidations.
Prerequisite: BAC 202 GPA 2.0.

BAC 402 - Advanced Accounting II (3)

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: BAC 401 GPA 2.0.

BAC 423 - Auditing (3)

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: BAC 202 GPA 2.0.

BAC 435 - Accounting Information Systems (AIS) (3)

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: BAC 423 GPA 2.0.

BAC 490 - Internship in Accounting (3)

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.

BAM - Aviation

BAM 302 - Aviation Safety (3)

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.

BAM 306 - Air Traffic Control (3)

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.

BAM 410 - Government and Aviation (3)

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: HIS 303 GPA 2.0.

BAM 411 - Airport Management (3)

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: BBM 201 and BMK 305.

BAM 412 - Airline Management (3)

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: BCS 206, BBM 201, BMK 305, and FIN 305.

BAM 460 - Topics in Aviation (3)

This is an intensive study of selected contemporary topics related to aviation.
Prerequisite: BBM 201 and BBM 301.

BAM 461 - Topics in Aviation (3)

This is an intensive study of selected contemporary topics related to aviation.
Prerequisite: BBM 201 and BBM 301.

BAM 462 - Topics in Aviation (3)

This is an intensive study of selected contemporary topics related to aviation.
Prerequisite: BBM 201 and BBM 301.

BAM 463 - Topics in Aviation (3)

This is an intensive study of selected contemporary topics related to aviation.
Prerequisite: BBM 201 and BBM 301.

BAM 464 - Topics in Aviation (3)

This is an intensive study of selected contemporary topics related to aviation.
Prerequisite: BBM 201 and BBM 301.

BAM 465 - Topics in Aviation (3)

This is an intensive study of selected contemporary topics related to aviation.
Prerequisite: BBM 201 and BBM 301.

BAM 466 - Topics in Aviation (3)

This is an intensive study of selected contemporary topics related to aviation.
Prerequisite: BBM 201 and BBM 301.

BAM 467 - Topics in Aviation (3)

This is an intensive study of selected contemporary topics related to aviation.
Prerequisite: BBM 201 and BBM 301.

BAM 468 - Topics in Aviation (3)

This is an intensive study of selected contemporary topics related to aviation.
Prerequisite: BBM 201 and BBM 301.

BAM 469 - Topics in Aviation (3)

This is an intensive study of selected contemporary topics related to aviation.
Prerequisite: BBM 201 and BBM 301.

BAM 490 - Internship in Aviation Management (3)

This is an approved internship in a selected aviation management activity. The course is graded satisfactory/unsatisfactory.

BAM 491 - Internship in Aviation Management (3)

This is an approved internship in a selected aviation management activity. The course is graded pass/fail.

BAM 492 - Internship in Aviation Management (3)

This is an approved internship in a selected aviation management activity. The course is graded pass/fail.

BAM 493 - Internship in Aviation Management (3)

This is an approved internship in a selected aviation management activity. The course is graded pass/fail.

BAM 494 - Internship in Aviation Management (3)

Internship in Aviation Management

BBA - Business Analytics

BBA 305 - Advanced Excel for Business Analytics (3)

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: CTA 226.

BBA 350 - Advanced Statistics for Business Analytics (3)

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 mechanics of regression analysis (often by means of a statistical software package) but also in deciding on appropriate models, interpreting results, and diagnosing problems.

BBA 360 - Forecasting for Business Analytics (3)

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.

BBA 370 - Simulation for Business Analytics (3)

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.

BBA 380 - Database Marketing (3)

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.

BBA 420 - Data Mining (3)

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.

BBA 430 - Big Data and Visualization (3)

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.

BBA 440 - Web and Social Media Analytics (3)

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.

BBA 450 - Advanced Visualization (3)

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.).

BBA 480 - Capstone Business Analytics (3)

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.

BBM - Business Management

BBM 100 - Customer Service Workshop (1)

This course is a half day customer service workshop addressing the importance of customer service, telephone techniques, and handling the difficult customer.

BBM 102 - Introduction to Business (3)

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.

BBM 103 - Introduction to Public Administration (3)

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.

BBM 190 - Financial Coordinator Practicum (3)

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.

BBM 201 - Principles of Management (3)

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: ENG 121.

BBM 301 - Organizational Behavior (3)

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: BBM 201.

BBM 302 - Business and the Environment (3)

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: BBM 201.

BBM 310 - Materials Management (3)

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: BBM 201.

BBM 315 - Supervisory Management (3)

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: BBM 201.

BBM 319 - Business Ethics (3)

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: BBM 201.

BBM 320 - Business Communications (3)

This course examines and applies various oral and written communication mechanisms needed in organizations. This includes how to write policies, procedures, formal reports, and various types of messages such as favorable, unfavorable, and persuasive. In addition, the course examines effective oral presentations and how to run business meetings.

Prerequisite: ENG 122.

BBM 330 - Power and Negotiation (3)

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: BBM 201.

BBM 331 - Business and Society (3)

This course uses the concept of social responsibility to address the role of business in society. Social responsibility is concerned with company values, responsibilities, actions and outcomes that affect employees, investors, business partners, communities, and other stakeholders. Focus is on exploring issues including executive compensation, workplace ethics, the natural environment, government regulation, information technology, diversity, corporate governance, philanthropy, and volunteerism.

BBM 347 - Interpersonal Skills and Professionalism in the Workplace (3)

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: none.

BBM 350 - Introduction to E-Commerce (3)

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: BBM 201.

BBM 351 - Small Business Management (3)

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: BBM 201.

BBM 355 - Quality Management (3)

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: BBM 201.

BBM 370 - Global Business Management (3)

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: BBM 201.

BBM 400 - Current Topics in Business Leadership (3)

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: BLA 303, Organizational Management major.

BBM 401 - International Communication (3)

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: ENG 121.

BBM 402 - Strategic Management (3)

This course examines the theory and practice of defining and implementing business policy. It presents actual case studies of business organizations, including the determination of top-level company policy in such functional areas as finance, marketing, and

production. The national ETS Business Exam will be administered during this course. The content of the examination assesses the basic knowledge and understanding gained in the core business curriculum. All prerequisites must be completed prior to registering for this course.
Prerequisite: BAC 102, BBM 201, BBM 320, BLA 303, BMK 305, ECO 102 (or ECO 105 for HRM Majors), FIN 305, and MAT 312 (prior to 2016-2017 MAT 308).

BBM 407 - Organizational Project (3)

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 - Operations and Systems Management (3)

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: ENG 122, BBM 201, and BBM 301.

BBM 412 - Project Management (3)

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: BBM 201.

BBM 460 - Topics in Business Management (3)

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: Senior status or permission of the instructor, BBM 201 .

BBM 461 - Topics in Business Management (3)

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: Senior status or permission of the instructor, BBM 201 and BBM 301.

BBM 462 - Topics in Business Management (3)

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: Senior status or permission of the instructor, BBM 201 and BBM 301.

BBM 463 - Topics in Business Management (3)

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: Senior status or permission of the instructor, BBM 201 and BBM 301.

BBM 464 - Topics in Business Management (3)

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: Senior status or permission of the instructor, BBM 201 and BBM 301.

BBM 465 - Topics in Business Management (3)

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: Senior status or permission of the instructor, BBM 201 and BBM 301.

BBM 466 - Topics in Business Management (3)

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: Senior status or permission of the instructor, BBM 201 and BBM 301.

BBM 467 - Topics in Business Management (3)

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: Senior status or permission of the instructor, BBM 201 and BBM 301.

BBM 468 - Topics in Business Management (3)

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: Senior status or permission of the instructor, BBM 201 and BBM 301.

BBM 469 - Topics in Business Management (3)

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: Senior status or permission of the instructor, BBM 201 and BBM 301.

BBM 490 - Internship in Business Management (3)

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 - Internship in Business Management (3)

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 - Business Financial Management

BFM 300 - Fundamentals of Finance for Managers (3)

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: Organizational Management major or Web Information Systems major.

BLA - Business Law

BLA 300 - Law for Life (3)

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 - Legal and Ethical Environment of Business (3)

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: ENG 122 and BBM 201.

BLA 305 - Business Law for Accounting and Finance Majors (3)

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.

BLA 310 - Small Business Law (3)

This course examines the laws that effect, regulate, and impact small businesses.

BMK - Marketing

BMK 300 - Design for Marketing (3)

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.
Crosslisted as: DSN 300.

BMK 305 - Marketing (3)

This course is an introduction to marketing, emphasizing the problems of policy determination by management. The nature and operation of marketing functions, consumer preferences, product planning, promotion, distribution, and pricing are studied. Environmental factors affecting marketing processes are also examined. This is a required marketing course for all business majors.

BMK 306 - Principles of Advertising (3)

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.

BMK 307 - Public Relations (3)

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.

BMK 308 - Global Marketing (3)

This course is designed to facilitate an understanding of global marketing issues. Specific attention will be paid to cultural sensitivity in all facets of the marketing and promotional mixes, marketing research, and market development. This is a marketing elective.
Prerequisite: BMK 305.

BMK 310 - Business to Business Marketing (3)

This course examines practices, strategies, and managerial problems unique to marketing and distribution of products and services to industrial and business buyers. Additional factors examined are procurement and sales practices, and cost and price analysis. This is a required marketing course for marketing majors.
Prerequisite: BMK 305.

BMK 312 - Personal Selling (3)

This course examines the role of personal selling in the marketing mix. Students learn theory and gain practice in prospecting, presenting, overcoming objections, closing, and follow-up. They also have opportunities to meet and talk with successful salespeople from many businesses and organizations. This is a marketing elective.
Prerequisite: BMK 305.

BMK 320 - Consumer Behavior (3)

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: BMK 305.

BMK 321 - Marketing Research (3)

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: BMK 305 and MAT 312 (prior to 2016-2017, MAT 308).

BMK 339 - Marketing for Nonprofits (3)

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.

BMK 355 - Internet Marketing (3)

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: BMK 305.

BMK 366 - Entrepreneurship (3)

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: BMK 305 and BBM 201 and BMK 400.

BMK 400 - Social Media Marketing (3)

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: BMK 305.

BMK 410 - Integrated Marketing Communications (3)

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: BMK 305.

BMK 413 - Marketing Management (3)

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: BMK 305, BMK 320, and BMK 321.

BMK 460 - Current Topics in Marketing: Job Search Strategies (3)

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)

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: BMK 305.

CAS - College of Arts and Sciences

CAS 440 - Cooperative Education for Arts & Sciences (3)

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: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Program Chair and the Director of Cooperative Education.

CAS 441 - Cooperative Education for Arts & Sciences (3)

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: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Program Chair and the Director of Cooperative Education.

CAS 442 - Cooperative Education for Arts & Sciences (3)

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: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Program Chair and the Director of Cooperative Education.

CAS 443 - Cooperative Education for Arts & Sciences (3)

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: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Program Chair and the Director of Cooperative Education.

CAS 444 - Cooperative Education for Arts & Sciences (3)

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: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Program Chair and the Director of Cooperative Education.

CAS 445 - Cooperative Education for Arts & Sciences (3)

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: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Program Chair and the Director of Cooperative Education.

CAS 460 - Topics from the Arts & Sciences (3)

This course is an intensive study of contemporary topics and issues in the arts and sciences.

CAS 495 - Senior Seminar (3)

Students in this capstone course will discuss concepts that foster continued professional success. Emphasis will be placed on refining communication, self-management, and other "soft" skills that determine one's place in an organization. Students 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 inventory their experiences and explore career interests as they develop future goals. The content and outcomes in this course assess the broad knowledge and understanding gained in the College of Arts and Sciences majors.
Prerequisite: Senior status (at least 90 credits), ENG 131, ENG 122 or ENG 310 (depending on program requirements), and MAT 122 or MAT 205 or equivalent.

COM - Communications

COM 240 - Broadcast Journalism (3)

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 - Writing for the Media (3)

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: ENG 121.

COM 250 - Technical Writing (3)

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: ENG 122.

COM 300 - Communication Theory (3)

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: COM 245 or ENG 122.

COM 310 - Legal Aspects of Communication (3)

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 - Technical Communications and Project Management (3)

This course focuses on many types of writing assignments faced in the technical and business worlds. 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: COM 250.

COM 332 - Managing Crisis Communications (3)

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 - Writing and Reporting for the News Media (3)

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: ENG 122.

COM 400 - Co-Op Experience (3)

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 course will include a portfolio and research project component.
Prerequisite: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Program Chair and the Director of Cooperative Education.

COM 402 - Co-Op Experience (3)

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 course will include a portfolio and research project component.
Prerequisite: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Program Chair and the Director of Cooperative Education.

COM 431 - Media and Society (3)

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.

COM 499 - Communication Ethics (3)

This course presents an overview of ethics as it applies to media communication and its practical applications in the communication field. Topics include ethical origins and theories, ethical principles and standards, free speech, responsibility, accountability, social media, accuracy, transparency, cultural sensitivity, minimizing harm, ethical advertising, news judgment, and more. This course may serve to assist students in analyzing and resolving myriad ethical dilemmas they could encounter on the job.
Prerequisite: ENG 122 or ENG 310.

CRJ - Criminal Justice

CRJ 101 - Survey of Criminal Justice (3)

This course is a survey of agencies and processes involved in the administration of criminal justice. The survey reviews the functions of the legislature, police, prosecutor, courts, and the correctional system. Problems of law enforcement in a democratic society are discussed. This course ties together all components of criminal justice and includes issues of both the juvenile and adult offender.

CRJ 205 - Principles of Criminology (3)

This course is an introductory course in the study of crime and criminal behavior that examines various theories of crime causation, profiles of criminal behavior systems, societal reaction to crime, and structures of criminological methods of inquiry.
Prerequisite: CRJ 101.

CRJ 206 - Corrections and Rehabilitation (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 207 - Introduction to Law Enforcement (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 301 - Juvenile Justice (3)

This course is a general orientation to the field of juvenile delinquency, including causation, development of delinquent and criminal behavior, initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the functions of juvenile courts.
Prerequisite: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 303 - Administration of Criminal Justice Organizations (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 304 - Constitutional Law (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 305 - Women and Crime (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 306 - Contemporary Correctional Systems (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 309 - Correctional Rehabilitation: Problems / Alternatives (3)

This course is designed to address the extensive issues and problems found in the field of corrections. Students will review specific topics such as prison disturbances and inmate violence, excessive costs, effective correctional programs, corruption and corrections officer professionalism. We will also focus on the various methods that are utilized to manage the ever changing inmate population in the 21st century.
Prerequisite: CRJ 101, CRJ 206, and (CRJ 205 or CRJ 334) .

CRJ 310 - History of the Criminal Justice System (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 316 - Criminal Law (3)

This course focuses on both the general principles that apply to all criminal law, and the specific elements of particular crimes that prosecutors have to prove beyond a reasonable doubt.
Prerequisite: CRJ 101, (CRJ 205 or CRJ 334), and CRJ 304.

CRJ 318 - Criminal Investigation (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 322 - Criminal Profiling (3)

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: Criminal Justice Major, CRJ 101, (CRJ 205 or CRJ 334), and CRJ 318.

CRJ 330 - Financial Fraud Examination (3)

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.
Crosslisted as: BAC 330.

CRJ 333 - Organizational and Corporate Crime (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 334 - Advanced Perspectives in Criminology (3)

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: CRJ 101, PSY 101, and SOC 101.

CRJ 335 - Advanced Perspectives in Criminal Justice (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 341 - Community Corrections (3)

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: CRJ 101, (CRJ 205 or CRJ 334), and CRJ 206.

CRJ 350 - Computer Operations in Criminal Justice (3)

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: CTA 206, CRJ 101, and (CRJ 205 or CRJ 334).

CRJ 360 - Crime Scene Photography (3)

Initially, Crime Scene Photography begins with instruction in basic photographic principles and introduction to useful photographic accessories. Participants are introduced to the approach and basic techniques used in documenting crime scene investigations. The students complete a series of photographic exercises and they are individually evaluated so that each student will be able to correct any deficiencies
This course of study then moves beyond the basic techniques and progresses into topics that include macro and close-up photography; oblique lighting techniques; multiple flash photography and photographic filter usage. Specialized shooting situations such as time exposure, multiple flash photos, bloodstain pattern documentation and panoramic photography are also covered. During the second part of the course, the photographic work of each student is also evaluated on an individual basis
Prerequisite: CRJ 101, CRJ 205 (or CRJ 334), and CRJ 318.

CRJ 385 - Anti-Money Laundering and Terrorist Financing (3)

Money laundering and terrorist financing are on the rise and are becoming a main focus for regulation and enforcement among government agencies around the world. The financial sectors are growing their expertise to combat these white collar crimes. There is an increasing need for qualified investigators in the financial industry to understand and implement a risk-based approach to these issues. This course will provide students with foundational skills in this approach.
Prerequisite: CRJ 101 & CRJ 205. Crosslisted as: POL 385.

CRJ 390 - Independent Study in Criminal Justice (3)

Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. This course is graded Satisfactory/Unsatisfactory.
Prerequisite: CRJ 101, (CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher.

CRJ 391 - Independent Study in Criminal Justice (3)

Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. This course is graded pass/fail.
Prerequisite: CRJ 101, (CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher.

CRJ 392 - Independent Study in Criminal Justice (3)

Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. This course is graded pass/fail.
Prerequisite: CRJ 101, (CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher.

CRJ 393 - Independent Study in Criminal Justice (3)

Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. This course is graded pass/fail.
Prerequisite: CRJ 101, (CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher.

CRJ 394 - Independent Study in Criminal Justice (3)

Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. This course is graded pass/fail.
Prerequisite: CRJ 101, (CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher.

CRJ 409 - Criminalistics (3)

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: CRJ 101, (CRJ 205 or CRJ 334), and CRJ 318.

CRJ 410 - Multicultural Issues in Criminal Justice (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 411 - Criminal Evidence and Procedures (3)

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: CRJ 101, (CRJ 205 or CRJ 334), CRJ 304, and CRJ 316, or major in Computer Network Security.

CRJ 412 - Ethics in Criminal Justice (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 413 - Research Methods in Criminal Justice (3)

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: ENG 122, CRJ 101, and (CRJ 205 or CRJ 334).

CRJ 419 - Crime Scene Applications and Practices (3)

The more advanced scientific applications and practices of crime scene investigation are explored and examined in great depth. Special emphasis will again be placed upon the preservation, collection, and examination of physical evidence with emphasis on understanding the latest applications and best practices in the field. The forensic laboratory's capabilities, new areas of concern and initiative, and program concerns are covered to prepare the student to demonstrate total understanding of advanced practices in the field.
Prerequisite: CRJ 101, CRJ 205 (for CRJ 334), CRJ 318, and CRJ 409.

CRJ 450 - Seminar in Criminal Justice (3)

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: All CRJ core courses and senior status.

CRJ 461 - Organized Crime (3)

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: Criminal Justice Major, CRJ 101, and (CRJ 205 or CRJ 334).

CRJ 466 - Topics in CRJ: Psychology Of Criminal Conduct (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 469 - Domestic Violence (3)

Statistics indicate that family violence is a serious pervasive problem in our society that affects increasingly larger numbers of individuals each year. The course will provide a psychological and criminal justice perspective on family violence. Included in the course will be a review of theories and research on family violence; the types of abuse; responses from the legal and criminal justice systems; assessment and intervention techniques; and community support services for victims and perpetrators.
Prerequisite: CRJ 101, and (CRJ 205 or CRJ 334).

CRJ 472 - Terrorism (3)

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: CRJ 101 and (CRJ 205 or CRJ 334).

CRJ 473 - Hostage Takers (3)

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: Criminal Justice Major, CRJ 101, and (CRJ 205 or CRJ 334).

CRJ 474 - Victims of Crime (3)

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: CRJ 101, and (CRJ 205 or CRJ 334) .

CRJ 475 - Community Policing (3)

This style of policing, which emphasizes police-community partnerships and crime prevention, is being instituted throughout the country and is a major departure from the traditional style of policing that was practiced for several decades. The student will learn the elements and initiatives, history, mission, and culture of community policing, and how community policing effects the relationships that exist between youths, gangs, drugs, and terrorism.
Prerequisite: Criminal Justice Major, CRJ 101, and (CRJ 205 or CRJ 334).

CRJ 476 - Topics in CRJ: Elder Abuse (3)

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: CRJ 101, and CRJ 205 or CRJ 334.

CRJ 490 - Internship in Criminal Justice (3)

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: CRJ 101, (CRJ 205 or CRJ 334), junior status, and GPA of 2.5.

CRJ 491 - Internship in Criminal Justice (3)

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: CRJ 101, CRJ 205, junior status, and GPA of 2.5.

CRJ 492 - Internship in Criminal Justice (3)

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: CRJ 101, CRJ 205, junior status, and GPA of 2.5.

CRJ 493 - Internship in Criminal Justice (3)

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: CRJ 101, CRJ 205, junior status, and GPA of 2.5.

CRJ 494 - Internship in Criminal Justice (3)

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: CRJ 101, CRJ 205, junior status, and GPA of 2.5.

CRJ 495 - Internship in Criminal Justice– Case Management (3)

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: CRJ 101, junior status, and overall GPA of 2.5 or higher.

CRJ 496 - Guided Practicum in Criminal Justice (1)

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 criminal justice services. Such

organizations could be Police Departments, Courts, Department of Corrections and community-based agencies providing community policing activities. Prior Learning Assessment credits are not applicable to this course. Course is graded satisfactory/unsatisfactory.
Prerequisite: CRJ 101 .

CTA - Contemporary Technology Applications

CTA 206 - Computer Applications (3)

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 - Computer Science (3)

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 - Integrating Excel into Business Problem Solving (3)

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 BCS226.

CTA 236 - Introduction to SPSS (3)

This course is designed for novice SPSS users. Students will learn how to prepare, code, and validate data sets. Using large data files the students will be able to run and analyze descriptive and inferential statistics. Students will know how to create and manipulate graphs and tables and will be able to present data results in a professional manner.

CTA 315 - Effective Presentations through Technology (3)

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: BCS 205 or CTA 206/BCS 206 or CTA 210/BCS 210 or CTA 226/BCS 226 or equivalent.

CUL - Culinary Arts

CUL 302 - World of Wines (3)

Introduction to the world of wines explores the different wine producing grapes and wine regions around the world in terms of growing conditions, 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 varietals 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: Must be 21 years of age to register for this section. Lab fee required.

CUL 303 - The Craft of Beer (3)

This course explores the history of beer, ingredients, brewing processes, beer styles and the business of beer. This will be accomplished with an in-depth study and discussion of beer past and present and the skill of brew masters in producing beers that reflect the character of each beer style. Students will learn how to taste and evaluate beer, how it should be stored and served and how to pair it with food. Each week will include a beer tasting and evaluation. The course will also include a field trip to a local brewery and an overview of home brewing.
Prerequisite: Must be 21 years of age to register for this section. Lab fee required.

CUL 410 - Food: Art and Custom (3)

This course is designed to introduce the student to selected historical influences and customs that have evolved over time for the art of dining. Students will experience the enjoyment of dining that is enhanced by an appreciation of the art of food preparation and by experiencing a wider variety of meals. In addition to visiting some area restaurants during the course to participate in learning experiences from guest lecturers, students must complete weekly assignments, which may include reflection essays, book reviews, learning basic cooking techniques, or other assignments. Students must have no food allergies or cultural food prohibitions which would prevent them from fully participating in the food offerings or preparations required, including consumption of alcohol.
Prerequisite: Must be 21 years of age to register for this section. Lab fee required.

CUL 411 - Food: Art and Custom: International (3)

This course is designed to develop an understanding of the evolution of some international cuisines, and the relationship between the cuisines and their geography and social history. While experiencing a number of traditional elements of dishes from these countries through trips to area restaurants and interacting with presenters, students will learn to differentiate and compare flavor profiles, tastes and customs surrounding the food preparations in order to identify signature elements of those cuisines. In addition to visiting some area restaurants during the course, students must complete weekly assignments, which may include reflection essays, book reviews, cooking at home, or other assignments. Students must have no food allergies or cultural food prohibitions which would prevent them from fully participating in the food offerings or preparations required.

Prerequisite: Must be 21 years of age to register for this section. Lab fee required.

DFM - Digital Film-Making

DFM 200 - Introduction to Digital Film-Making (3)

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: TEC 102 or VMG 102.

DFM 300 - Directing Digital Films (3)

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: DFM 200.

DFM 350 - Digital Film-Making II (3)

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: DFM 200 and DFM 300.

DFM 400 - Directing Digital Films II (3)

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: DFM 200, DFM 300, and DFM 350.

DIS - Distance Learning

DIS 095 - Online Learning Orientation for Students (0)

Students who wish to take an online learning course at Wilmington University must first complete the prerequisite course DIS 095, Online Learning Orientation for Students. This orientation is a free, non-credit course that provides the student with the background knowledge necessary to engage in an online environment. The student will complete six learning modules and the final steps which include an assessment. The orientation can be completed in Blackboard in approximately 60 minutes.

DRA - Drama

DRA 105 - Introduction to the Theater (3)

This all-encompassing course will introduce students to the various aspects of theater production. Topics include acting, directing, producing, and writing.

DRA 110 - Acting I (3)

This introductory course will examine the purpose and underlying principles of acting, including the role of voice and body training in the projection of accurate characterization in dramatic productions.

DRA 111 - Acting II (3)

This course is a continuation of DRA 110, Acting I. It will further explore voice and body training, presentation techniques, and also introduce students to improvisational methods used to enhance acting skills.
Prerequisite: DRA 110.

DRA 120 - Introduction to Directing (3)

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: DRA 110.

DRA 140 - Origins and Early Forms of Theater (3)

This course will survey the development of the theater from its beginning to the present day. Dramatic trends through the years will also be examined.

DRA 200 - Playwriting (3)

Students will learn the principles of playwriting by writing short plays that will be performed by students in the acting and performance courses.

DRA 220 - Performance (3)

This is the capstone course in the drama minor. Students will apply skills learned in previous courses in a theatrical production.
Prerequisite: DRA 110, DRA 111, DRA 120, and another DRA course to complete the Drama minor.

DRA 230 - Introduction to Scene Design (3)

This introductory course covers the theory and practice of theatric design. Students will learn to analyze scripts to identify scenery needs and how to effectively sketch designs that will translate into actual sets.

DRA 307 - The Performing Arts (3)

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 330 - Modern Theater (3)

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.

DSN - Design

DSN 094 - Portfolio Archiving Orientation (0)

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. This course is completed through Blackboard - visit http://www.wilmu.edu/technology/media-design_orientation.aspx for enrollment instructions.

DSN 105 - Visual Communication (3)

This course is an introduction to media studies, with an emphasis on the elements of visual form and the basic characteristics of time-based media and the fundamentals of mediated communication. Through theory and practice, the course is intended to develop the perceptual/cognitive and intellectual skills that will enhance an analytical appreciation and understanding of print, electronic, and moving image media, especially for students interested in graphic design, web development, advertising, and other fields in which visuals play a key role.

Corequisite: DSN 094.

DSN 110 - Fundamentals of Drawing (3)

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 - Digital Drawing (3)

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.
Corequisite: DSN 094.

DSN 121 - Digital Publishing (3)

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.
Corequisite: DSN 094.

DSN 210 - Digital Image Manipulation (3)

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 andmanipulating photographic images.
Prerequisite: BCS 210 or CTA 210. . Corequisite: DSN 094.

DSN 220 - Concept Development (3)

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: DSN 210. Corequisite: DSN 094.

DSN 235 - Vector Drawing (3)

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.
Corequisite: DSN 094.

DSN 241 - Color Theory (3)

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: DSN 110 or DSN 112. Corequisite: DSN 094.

DSN 300 - Design for Marketing (3)

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.
Crosslisted as: BMK 300.

DSN 308 - Illustration (3)

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: DSN 110/DSN 112, DSN 210 and DSN 230/DSN 235. Corequisite: DSN 094.

DSN 315 - Typography (3)

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: DSN 210 and DSN 230/DSN 235. . Corequisite: DSN 094.

DSN 318 - Portfolio Production (3)

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: DSN 320. Corequisite: DSN 094.

DSN 320 - Web Page Design (3)

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: DSN 210. Corequisite: DSN 094.

DSN 325 - Multimedia Web Page Design (3)

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: COM 360 or SDD 370/WIS 370. Corequisite: DSN 094.

DSN 326 - Intermediate Multimedia Web Page Design (3)

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: DSN 325. Corequisite: DSN 094.

DSN 335 - Advanced Vector Drawing (3)

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: DSN 235 or DSN 230. Corequisite: DSN 094.

DSN 350 - Interactive Publication Design (3)

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: DSN 121 and DSN 210. Corequisite: DSN 094.

DSN 401 - Publication Design (3)

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: DSN 120 or DSN 121. Corequisite: DSN 094.

DSN 402 - Graphic Design of Brochures and Catalogs (3)

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: DSN 121. Corequisite: DSN 094.

DSN 410 - Advanced Digital Image Manipulation (3)

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: DSN 210. Corequisite: DSN 094.

DSN 415 - Packaging and Display Design (3)

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: DSN 235 or DSN 230. Corequisite: DSN 094.

DSN 420 - Advanced Web Page Design (3)

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: DSN 320. Corequisite: DSN 094.

DSN 460 - Topics in Design (3)

This course surveys contemporary subjects and current events pertaining to Multimedia Design, Networking and Internet design, or Television and Video Production Design.
Prerequisite: permission required.

DSN 487 - Senior Project (3)

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 meets in semester format.
Prerequisite: Permission required.

DSN 490 - Internship (3)

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: Permission required.

ECE - Early Childhood Education

ECE 201 - Health, Safety, and Nutrition (3)

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.

ECE 209 - Differentiated Methods of Teaching Kindergartners – Grade 2 (3)

This course provides teacher candidates with a look at using standards, curriculum tools, developmentally appropriate teaching strategies, and assessment data to plan for and support optimal student learning. Environmental factors that influence learning will also be explored. Students will consider best practices, as well as, develop an instructional toolbox to prepare them to teach children in kindergarten and the primary grades. Strategies specific to each of the content areas, as well as ways to integrate learning experiences across content areas and various approaches to meeting diverse needs of swill be addressed.

ECE 217 - Family, Community, and School Partnerships (3)

This course emphasizes the importance of families in the education of young children through relevant strategies that acknowledge the structure and development of the family. The relationship of the family to educational programming and other service delivery systems is studied and techniques for building partnerships are explored.

ECE 202 - Professional Issues in Early Childhood (3)

Students examine and analyze major concepts of contemporary programs for young children. Students learn historical, theoretical, and research perspectives. Professional ethics and diversity issues in programs for young children and their families are major topics.

ECE 207 - Differentiated Methods of Teaching Infants and Toddlers (3)

Methods for Infants and Toddlers is a course where students will be provided with an opportunity to learn about, experiment with, implement, and develop lesson plans for a variety of instructional methods appropriate to the developmental level of preschool. Students will learn how to plan and present instruction clearly in a collaborative and constructive setting.
Major topics include: characteristics of effective instructional strategies and their impact on various learners; differentiated instruction; planning for instruction; developing effective lessons using a variety of approaches & technologies; assessment of student learning; and professional development. Attention is focused on the learner and the interpretation of physiological, psychological, sociological, emotional, cultural, linguistic, and environmental factors which influence learning.

ECE 208 - Differentiated Methods of Teaching Pre-Schoolers (3)

Methods for Teaching Preschoolers is a course where students will be provided with an opportunity to learn about, experiment with, implement, and develop lesson plans for a variety of instructional methods appropriate to the developmental level of preschool. Students will learn how to plan and present instruction clearly in a collaborative and constructive setting.
Major topics include: characteristics of effective instructional strategies and their impact on various learners; differentiated instruction; planning for instruction; developing effective lessons using a variety of approaches & technologies; assessment of student learning; and professional development. Attention is focused on the learner and the interpretation of physiological, psychological, sociological, emotional, cultural, linguistic, and environmental factors which influence learning.

ECE 214 - Creating Environments for Learning (3)

Students learn concepts and strategies for preventing discipline problems as well as models of discipline for use if such problems occur in the early childhood/elementary classroom. Preventive strategies include organizing the classroom effectively, maintaining on-task behavior, positive interactions, developing and teaching rules and behavioral expectations, and ignoring attention-getting behavior. Discipline models reviewed by students include student-centered approaches including the Supportive Model and Transactional Analysis, and such teacher-directed approaches as Assertive Discipline and Behavior Modification.
Prerequisite: PSY 336.

ECE 216 - Internship in Early Childhood Education (6)

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 403 - Early Care Education Internship (6)

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 (preschool settings). 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 403 is graded Satisfactory/Unsatisfactory.
Prerequisite: 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 - Early Childhood Education Student Teaching (9)

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: 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 - Economics

ECO 101 - Economics I (3)

This course gives students a basic understanding of economics, with particular emphasis on the operation of the American economic system. The topics of macroeconomics, classical economics, Keynesian and Post-Keynesian economics, private enterprise, and national income are examined.
Prerequisite: successful completion of math skills assessment or MAT 110.

ECO 102 - Economics II (3)

This course studies microeconomic issues such as the price system, income distribution and international economics. Applying and extending knowledge of basic economic principles are emphasized.
Prerequisite: ECO 101 and MAT 121.

ECO 105 - Fundamentals of Economics (3)

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 - International Trade and Economics (3)

This course examines the theoretical and historic framework relating to international trade and economic principles utilized within the global economy. Specific areas examined in the course include problems associated with different trade policies, balance of payments, comparative advantage, international exchange rate systems, trade barriers and tariffs, and the economics of transitioning and developing countries.
Prerequisite: ECO 102.

EDC - Career and Technical Education

EDC 400 - Educational Psychology (3)

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: 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.). Crosslisted as: MCT 6400.

EDC 401 - Career and Technical Education Instructional Technology (3)

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: 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.). Crosslisted as: MCT 6401.

EDC 402 - Career and Technical Education Advanced Curriculum Design (3)

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: 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.). Crosslisted as: MCT 6402.

EDC 403 - History and Regulations of Career and Technical Education (3)

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: 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.). Crosslisted as: MCT 6403.

EDC 404 - Career and Technical Education Guidance Practices (3)

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: 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.). Crosslisted as: MCT 6404 and EDC 404.

EDC 405 - Career and Technical Education: Community and Business Relations (3)

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: 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.). Crosslisted as: MCT 6405.

EDC 406 - Career and Technical Education: Assessment and Course Construction (3)

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: 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.). Crosslisted as: MCT 6406.

EDC 407 - Career and Technical Student Organizations (3)

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: 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.). Crosslisted as: MCT 6407.

EDC 410 - Multicultural Education (3)

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: 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.). Crosslisted as: MCT 6410.

EDC 411 - Methods of Teaching Career and Technical Education I (3)

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: 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.). Crosslisted as: MCT 6411.

EDC 412 - Career and Technical Education Classroom Management (3)

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: 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.). Crosslisted as: MCT 6412.

EDC 413 - Methods of Teaching Career and Technical Education II (3)

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: 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.). Crosslisted as: MCT 6413.

EDC 414 - Student Testing and Evaluation (3)

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: 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.). Crosslisted as: MCT 6414.

EDC 420 - Capstone Project for Career and Technical Education (6)

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.
Candidates seeking licensure are required to take and pass (with a score of 38 or higher) the PPAT. The PPAT is a nationally-normed and scored assessment of a teacher candidate's ability to apply pedagogical content knowledge and skills during student teaching. It is designed to develop more effective teachers in the classroom, identify strengths and areas for improvement of practice, allow candidates to continually refine their teaching practices, and to contribute to a development plan for professional growth.
OPTION 2 – Supervised Clinical Experience (Student Teaching). The candidate will engage in a 50 day clinical experience, (45 school days and 5 days of Professional Development approved by the Program Chair) 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 clinical experience, 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.). *EDC 420/MCT 6420 is a dual-listed course and may be taken for either undergraduate or graduate credit.
Candidates seeking licensure are required to take and pass (with a score of 38 or higher) the PPAT. The PPAT is a nationally-normed and scored assessment of a teacher candidate's ability to apply pedagogical content knowledge and skills during student teaching. It is designed to develop more effective teachers in the classroom, identify strengths and areas for improvement of practice, allow candidates to continually refine their teaching practices, and to contribute to a development plan for professional growth.
Prerequisite: 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 - Education

EDU 102 - E-Folio (0)

This course provides access to the electronic portfolio housed on TaskStream, and is required for all students enrolled in a Degree or Certificate 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 203 - Instructional Technology (3)

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 204 - Leadership and Collaboration (3)

This course has been designed to assist K-6 and middle level education teacher candidates in developing the attributes, knowledge, skills, and strategies necessary to serve as a teacher leader. The course will explore teacher leadership in a variety of capacities including but not limited to instruction/curriculum development, assessment, school reform, classroom management, technology, advisory/mentoring, on-going professional development, and collaboration. A strong emphasis will be placed on ethical issues related to teaching and learning. Appropriate and effective oral and written communication skills will also be discussed. Moreover, teacher candidates will apply research and critical thinking skills to demonstrate scholarship related to issues in teacher leadership.

EDU 308 - Teaching in the Middle School (3)

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: EDU 102 and EDU 203.

EDU 304 - Health and Physical Education (3)

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: EDU 102 and EDU 203.

EDU 307 - Instructional Strategies in Middle Level Education (3)

Instructional Strategies in Middle Level Education is designed to provide teacher education candidates with an opportunity to study about, reflect upon, question, become knowledgeable about, and develop skills in using a variety of instructional methods while applying and practicing these methods in a collaborative and constructive setting. Participants will learn how to plan and present instruction clearly, as well as how to establish and maintain an effective learning environment.
Major topics include: characteristics of effective instructional strategies and their impact on various learners; differentiated instruction; planning for instruction; developing effective lessons using a variety of approaches & technologies; assessment of student learning; and professional development. Attention is focused on the learner and the interpretation of physiological, psychological, sociological, emotional, cultural, linguistic, and environmental factors which influence learning.

EDU 310 - Applied Behavior Analysis and Classroom Culture (3)

Understanding, interpretation and use of behavioral programming in classroom management for special education are the focus of this course. An awareness of the role of behavior modification and reinforcement principles, cognitive and humanistic theories, in concert with the affective domain and self-esteem strategies are stressed. Emphasis is on the teacher's need to achieve maximum effectiveness in predicting and controlling behavior. The special education teacher and other professionals are equipped with the skills necessary to effectively manage the behavior of the children entrusted in their care. Teacher candidates will learn about reasons for misbehavior and about several discipline models or options for use by teachers to establish a positive classroom culture.
Pre-Req: EDU 102 and EDU 203

EDU 311 - Assistive Technology (3)

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: EDU 102 and EDU 203.

EDU 313 - Classroom Culture and Student Behavior (3)

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.
Prerequisite: EDU 102 and EDU 203.

EDU 314 - Instructional Strategies in Elementary Education (3)

Instructional Strategies (Kindergarten through Grade Six) is designed to provide teacher education candidates with an opportunity to study about, reflect upon, question, become knowledgeable about, and develop skills in using a variety of instructional methods while applying and practicing these methods in a collaborative and constructive setting. Participants will learn how to plan and present instruction clearly, as well as how to establish and maintain an effective learning environment.
Major topics include: characteristics of effective instructional strategies and their impact on various learners; differentiated instruction; planning for instruction; developing effective lessons using a variety of approaches & technologies; assessment of student learning; and professional development. Attention is focused on the learner and the interpretation of physiological, psychological, sociological, emotional, cultural, linguistic, and environmental factors which influence learning.

EDU 315 - Learner Development and Numeracy (3)

This course is designed to help teacher candidates construct a clear understanding of how mathematics is effectively in the classroom. Among other things, teacher candidates will develop an understanding and application of the intersection of fundamental mathematical concepts and practical pedagogy and will excel in their ability to develop and deliver a variety of instructional sound lessons as related to a variety of approaches to mathematics all within the context of state and national standards. Topics and techniques included in this course are: Singapore Math; Math Talks, Place Value and Models of Arithmetic, Mental Math and Word Problems, Algorithms, and Fractions.

EDU 390 - Practicum I (1)

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: 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.

EDU 391 - Practicum II (1)

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: 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 - Practicum III (1)

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: 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 402 - Integrated Methods to Teaching Elementary Language Arts/Reading (3)

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: EDU 102, EDU 203.

EDU 403 - Integrated Methods to Teaching Elementary Social Studies (3)

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: EDU 102, EDU 203.

EDU 404 - Integrated Methods to Teaching Elementary Science (3)

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: EDU 102, EDU 203.

EDU 405 - Integrated Methods to Teaching Elementary Math (3)

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: EDU 102, EDU 203.

EDU 407 - Integrated Approaches to Teaching Middle Level Language Arts/Reading (3)

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: EDU 102, EDU 203.

EDU 408 - Integrated Approaches to Teaching Middle Level Social Science (3)

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: EDU 102, EDU 203.

EDU 409 - Integrated Approaches to Teaching Middle School Science (3)

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: EDU 102, EDU 203.

EDU 410 - Integrated Approaches to Teaching Middle Math (3)

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: EDU 102 and EDU 203.

EDU 451 - Student Teaching (9)

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: 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 452 - Performance Assessment (3)

The PPAT is a nationally-normed and scored assessment of a teacher candidate’s ability to apply pedagogical content knowledge and skills during student teaching. It is designed to develop more effective teachers in the classroom, identify strengths and areas for improvement of practice, allow candidates to continually refine their teaching practices, and to contribute to a development plan for

professional growth. The assessment contains four tasks requiring written commentary and submission of artifacts. Candidates are required to take and pass (with a score of 38 or higher) the PPAT in order to be eligible for degree completion and conferral. A course fee will cover the cost of the assessment.

EDU 460 - Topics in Education (3)

This course is an intensive study of contemporary topics and issues in education.
Prerequisite: Approval of Academic Dean.

EDU 461 - Topics in Education (3)

This course is an intensive study of contemporary topics and issues in education.
Prerequisite: Approval of Academic Dean.

EDU 462 - Topics in Education (3)

This course is an intensive study of contemporary topics and issues in education.
Prerequisite: Approval of Academic Dean.

ENG - English

ENG 095 - English Review (0)

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 ENG 095 is graded pass/fail; no letter grade is awarded.

ENG 110 - English Essentials (3)

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: Placement after taking Accuplacer or successful completion of ENG 095. Please note the minimum passing grade of ENG 110 is a "C".

ENG 121 - English Composition I (3)

PRIOR TO FALL 2013, THIS COURSE WAS OFFERED AS ENG 101. This course is designed to help students become more proficient and effective writers, while also developing reading comprehension and analysis skills. Students will study the basic tenants of effective writing before incorporating those elements into four essays and a visual presentation. Students will be introduced to effective reading strategies and will apply these to reading and writing assignments. Students will learn to write in stages, including pre-writing, drafting, and revising. Students will learn about academic integrity and submit each essay draft through SafeAssign.
Prerequisite: 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 - English Composition II (3)

PRIOR TO FALL 2013, THIS COURSE WAS OFFERED AS ENG 102. This course is designed to help students further develop their composition skills and become proficient in college-level research writing. Students will continue to use the writing strategies they learned in ENG 121 and apply them to four essays, including an 8-10 page researched, argumentative paper. Students will develop information literacy skills, including how to search for, evaluate, and utilize scholarly sources. Students will further develop their knowledge of APA formatting and apply it to each writing assignment. Students will learn about academic integrity and submit each essay draft through SafeAssign.
Prerequisite: A "C" or higher in ENG 121. Please note the minimum passing grade of ENG 122 is a "C".

ENG 131 - Public Speaking (3)

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: A "C" or higher in ENG 122.

ENG 200 - English Grammar (3)

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: Successful completion of ENG 122 (with a grade of a "C" or higher).

ENG 205 - History of the English Language (3)

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.

ENG 310 - Research Writing (3)

PRIOR TO FALL 2015, THIS COURSE WAS OFFERED AS ENG 365. 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: Successful completion of ENG 122 (with a C or higher) or a major of BSN Completion, Health Sciences Completion, Liberal Studies Completion, or Allied Health Completion.

ENG 320 - Advanced Composition (3)

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: Successful completion of ENG 122 (with a "C" or higher).

ENG 360 - Creative Writing (3)

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: Successful completion of ENG 122 (with a "C" or higher).

EPY - Educational Psychology

EPY 201 - Development and Implementation of IEPs (3)

Assessment procedures that provide information that enable teachers to make decisions regarding appropriate instruction for the children they serve are learned and applied. Informal and formal assessments used in identifying exceptionalities are analyzed. The formally evaluated strengths and weaknesses are developed into an Individualized Education Plan (IEP). Standardized and informal test results are evaluated and analyzed in relation to student achievement, curriculum development, and instructional improvement. Special emphasis is given to individually administered achievement instruments in relation to intelligence test measures.

EPY 304 - Advising and Mentoring for Middle School (3)

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.
Prerequisite: EDU 102, EDU 203, and PSY 332.

EPY 402 - Learning Differences and Assessment of Exceptional Children (3)

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.

ESL - English as a Second Language

ESL 203 - Advanced Grammar and Writing (3)

This course is designed to improve students' writing skills by providing instruction and practice in essay writing of various academic types. Students will learn about the writing process, features of specific essay types, developing content, and expressing themselves in comprehensible and grammatical language. Students will be required to write multi-draft essays and self-edit to demonstrate writing development. The minimum passing grade is a "B".
This course cannot be used toward fulfillment of a degree program.

ETN - Ethnic Studies

ETN 335 - Italian American Heritage and Culture: A Local Perspective (3)

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 - Irish American Heritage and Culture: A Local Perspective (3)

Irish Americans have played an integral role in shaping American political, economic, cultural, and social lives. This course will explore the multi-layered history and influence of Irish Americans, from the Scotch-Irish immigrants of the early 1700's, to the Irish Catholic immigrants of the 1800's, 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 - African American Heritage and Culture: A Local Perspective (3)

African Americans have played an integral role in shaping American political, economic, cultural, and social lives. This course will explore the multi-layered history of African Americans, from Harriet Beecher Stowe's *Uncle Tom's Cabin* to the Civil Rights era to Thurgood Marshall, from food to the arts; each aspect of the course will seek to answer the question, "What does it mean to be African American?" Special emphasis will be given to the local and regional impact of the African American community.

ETN 338 - The Black Woman (3)

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.

ETN 340 - Hispanic Culture and Enrichment (3)

This course is an overview of the influence of Hispanic culture in American society. The student will explore the multicultural, multiethnic and multiracial aspects as well as the geography, history, language and culture of the many groups who have come to the United States and how these groups have and will influence the future of our country.

ETN 341 - Native Americans (3)

This course includes the study of Native American social and economic history and culture. It will acquaint the students with the struggles and accomplishments of the Native Americans. This course will explore the multi-layered history of the initial settlers of this land, from prehistoric people crossing the Bering land bridge to notable Native Americans to current economic and political realities.

EXP - Experiential Learning

EXP 095 - Do-It-Yourself Portfolio (0)

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.

EXP 100 - Prior Learning Assessment Theory and Practice (3)

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.

FIN - Finance

FIN 101 - Financial Literacy (3)

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.

FIN 300 - Applied Concepts in Accounting and Finance (3)

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: PHI 100 and ENG 122.

FIN 301 - Personal Finance (3)

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: ENG 122.

FIN 302 - Financial Planning (3)

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: ENG 122.

FIN 304 - Applications of Corporate Finance (3)

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: FIN 300.

FIN 305 - Financial Management (3)

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: BAC 102, ENG 122 and MAT 312 (prior to 2016-2017, MAT 308).

FIN 306 - Corporate Finance (3)

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: FIN 305 (or BFM 300 for OMA students only).

FIN 308 - Financial Economics and Instruments (3)

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: FIN 305.

FIN 309 - Introduction to Global Derivatives (3)

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: FIN 305.

FIN 310 - Small Business Finance (3)

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.

FIN 331 - Finance for Nonprofit (3)

Focus on developing relationships with private and institutional donors. Students will learn the keys to effective grant proposal writing and endowment management skills.

FIN 410 - Financial Reporting and Analysis (3)

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: FIN 305, FIN 306.

FIN 411 - Investments and Security Analysis (3)

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: FIN 302 and FIN 305.

FIN 412 - Financial Institution Management (3)

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: FIN 305.

FYE - First Year Experience

FYE 101 - First Year Experience Seminar (3)

This is an academic centered seminar that introduces students to the University. This course is designed to provide students with the skills, knowledge, and dispositions that will promote success in higher education. Primary focus will be placed on the ability to locate and gather information and to engage in critical thinking. Each session of the seminar will address a topic or body of knowledge for the purpose of developing students as learners and active members of the University community. Topics will include (but are not limited to): time management, self-knowledge, learning, wellness, reading, writing, APA format, technology, University information, student services, campus organizations, and academic integrity polices. A common reading provides a context for academic, personal, and social investigation by students.

GEN - General Studies

GEN 480 - General Studies Senior Seminar

(Effective Fall 2016, CAS 495 will replace GEN 480.)

GIS - Geographic Information Systems

GIS 300 - Geographic Information Systems Science & Technology (3)

'Geospatial Information Science and Technology' provides the theory and origin for the practice of geo-spatial analysis in GIS. This course introduces the fundamental mathematics, physics and modern technology in usage by the geospatial sciences. Topics necessary to perform mapping, inventory, data conversion, and analysis are covered. Aspects of the applied field include the fundamentals of: measurements, units, precisions, accuracies, projections, datum(s), conversions, geo-spatial models (2D/3D/4D, geodetic, geo-referencing), GIS data types, application programming, remote sensing, and global positioning systems. These core areas provide the foundation for our mapping systems and resulting cartographic visualizations.

GMD - Game Design and Development

GMD 100 - Intro to Game Engines (3)

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 - Game Mechanics (3)

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 - Video and Audio for Game Design (3)

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 - Intro to JavaScript for Unity3D (3)

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 - 2D Game Programming and Development (3)

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 - Soundtracks for Film, Video and Games (3)

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: GMD 105.

GMD 203 - Creating Sound Effects and Dialog for Film, Video and Games (3)

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: GMD 105 and GMD 202.

GMD 210 - Advanced JavaScript for Unity 3D (3)

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: GMD 110.

GMD 211 - Game Program Troubleshooting (3)

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 - Advanced Game Engines: Using Unity3D (3)

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: GMD 100, GMD 110, and (DSN 301 or VMG 321).

GMD 310 - Environment Creation for Games (3)

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: Either VMG 321 or DSN 301, and either VMG 322 or DSN 302.

GMD 311 - Publishing for Indie Developers (3)

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: GMD 110 and GMD 210.

GMD 360 - Indie Survival Practicum (3)

In this course, students will discover the practical survival skills necessary for work as an Indie game developer. This includes competition in game jams, face to face networking, and new media social networking. Students will demonstrate their ability to perform on par with professional Indie developers and will develop useful professional ties to their peers in the industry.
Prerequisite: GMD 300.

GMD 401 - Game Development I (3)

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: GMD 300 and either DSN 301 or VMG 321.

GMD 405 - Game Development II (3)

In this course, the students will develop games using the engines covered in the Prerequisites. Focus is on documentation for the development, management of assets, team management, asset creation, and the delivery of a fully functioning game in a fast paced environment.
Prerequisite: GMD 401.

GMD 440 - Cooperative Education for Game Design (3)

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. Prerequisites: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

GMD 441 - Cooperative Education for Game Design (3)

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. Prerequisites: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

GMD 442 - Cooperative Education for Game Design (3)

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. Prerequisites: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

GMD 487 - Game Design & Development Senior Project (3)

This course is designed to allow senior year students the opportunity to practice their specialization in a production environment. At the start of the project, students will identify a realistic project in their main competency area(s) with a faculty mentor. Having agreed on a timetable for their project's completion, the students will then begin a required/flexible workshop where they must prepare a clear and comprehensive pre-production plan. This course may be completed as a directed study with an instructor of the student's choice or in a classroom setting. This course is equivalent to COM487
Prerequisite: GMD 300 and have a minimum GPA of 3.0.

GMD 490 - Game Design and Development Internship (3)

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: Permission required and GMD 300.

HIS - History

HIS 204 - World History (3)

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 its 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.

HIS 230 - History of Art and Design (3)

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.
Crosslisted as: HIS 230 is cross listed with ART 230.

HIS 300 - World and Regional Geography (3)

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.

HIS 301 - Women in History (3)

This course explores the role of women through the recorded history of the western world by focusing on specific individuals, as well as cultural trends. In the process of exploring women's roles and contributions, students will gain a perspective on history, sociology, religion, and the arts.

HIS 303 - History of Aviation (3)

This course reviews the history of aviation and aerospace from the pioneer balloonists to the 2000s, including the use of air power in the Balkans and the International Space Station. Progressive developments in aerodynamics, aerospace equipment, the support structure, and the human role are considered.

HIS 305 - Colonial and Revolutionary America (3)

This course is a study of the economic, political, and social forces in Colonial America in the seventeenth and eighteenth centuries. The background, causes, and results of the American Revolution; the adoption of the Constitution; and the founding of republican government are studied. Emphasis is on the Revolutionary Period.

HIS 310 - Twentieth Century America (3)

This course examines the major economic, political, and social developments in the United States from 1900 to 1945, with emphasis on the 1914-1945 period.

HIS 313 - American Legal History (3)

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.
Prerequisite: ENG 121 & ENG 122. Crosslisted as: LES 313.

HIS 315 - The Green Revolution: History of the Environmental Movement in America (3)

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.

HIS 316 - American History (3)

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.

HIS 317 - Military History (3)

This is a study of warfare from prehistoric to modern times. The course focuses on how political, social, and economic conditions shape the battle and the tools that are used in warfare. In addition, the moral and psychological aspects of war will be considered. Geography plays an important role in shaping warfare, its causes and outcomes. The course will focus secondarily on the geographical aspect.

HIS 320 - Global Civilizations (3)

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.

HIS 322 - American Business History (3)

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.

HIS 324 - Delaware History (3)

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.

HIS 330 - The Holocaust (3)

The focus of this course is to review the facts and attempt to answer the soul-searching questions of the Holocaust in order to provide an interpretation of the past that can help shape the present and the future. How could it have happened? How could a modern state destroy innocent men, women, and children just because of their religion/race? Why did so many people allow themselves to be killed? How could the modern world let this mass execution take place? Can and will history repeat itself? There are no easy answers to these questions, but this course invites students to look deeply at these troubling issues.

HIS 381 - Contemporary Global Issues (3)

Students in this class will explore contemporary global social and political issues as well as the historical events that set the stage for these issues, whether they are conflicts or peaceful. Coverage of the issues will encourage students to think critically about current events, their underlying causes, and their impact on affected populations. Topics will include human rights, poverty, population trends, environmental issues, starvation, resources and scarcity, globalization, human rights, and economic pressures. The capstone project for the class will be completed on a digital platform.
Crosslisted as: This course is crosslisted with HUM 381.

HIT - Health Information Technology

HIT 301 - Healthcare Informatics (3)

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.

HIT 302 - Healthcare Database Systems (3)

The course will focus on the systems that acquire, process, and report clinical and financial information in the healthcare environment.

HLT - Health

HLT 301 - First Aid, Prevention and Care of Injuries (3)

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.

HLT 302 - The Power of Yoga (3)

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.

HLT 321 - Personal Wellness (3)

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.

HLT 322 - Strength Training Essentials and Theory (3)

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 324 - Personal Training Essentials (3)

This course will provide the student with the knowledge and tools necessary to educate clients with the proper exercise prescription and basic nutritional recommendations. Key physiological and psychological concepts will be discussed in directing clients to achieve the best results in health and wellness. From human movement to fitness concepts and assessments, the student will learn the essential skills if they desire to become a personal trainer in the future. A ten (10) hour Professional Trainer observation experience will be completed during this course.

HLT 326 - Nutrition for Healthy Living (3)

This course is an introductory course to provide the fundamentals of human nutrition to enable students to understand and think critically about the complex interrelationships between food, nutrition, health and environment. Students will learn the components of a healthy diet, and their health implications; understand the major nutritional problems that affect individuals and populations from conception and throughout the life cycle; and understand the scientific basis for nutritional recommendations.

HLT 356 - Men's Health Issues (3)

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.

HLT 362 - Topics in Palliative and End-of-Life Care (3)

This course is an extensive study of contemporary palliative and end-of-life topics. These topics include palliative health care and health care worker roles; ethical issues; cultural considerations; communication; leadership; pain management; symptom management; final hours; and loss, grief, and bereavement. This course will utilize a variety of learning activities such as readings, audiovisuals, case studies, web resources, discussion, writing, and reflection.

HLT 364 - The Process of Dying (3)

In this course, the student identifies and discusses factors affecting the dying individual and the responses of families and caregivers as they deal with the changes and events that occur with dying. This will be done within the context of age, gender, and cultural beliefs about death and grieving. The student will explore current economic and ethical issues related to dying as presented by the media, in literature, and in actual experiences.

HLT 367 - Womens Health Issues (3)

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 - TPC: Cultural Diversity Health and Illness (3)

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 - Issues in Aging (3)

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 377 - Process of Intervention (3)

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 - Our Environment, Our Health (3)

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 - Healthcare Emergency Management (3)

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 - Introduction to Military and Veteran Health (3)

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 - Human Resources Management

HRM 300 - Labor Relations and Collective Bargaining (3)

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: BBM 201.

HRM 305 - Staffing Organizations (3)

This course provides students with the skills and knowledge to make effective staffing decisions. Topics include job analysis, recruitment, writing effective advertising copy, selection (including interviewing techniques), orientation and turnover. Emphasis is on the ethical and legal considerations involved in staffing decisions. Prerequisites(s): BBM 201
Prerequisite: BBM 201.

HRM 310 - Organizational Development (3)

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.

HRM 311 - Human Resource Management (3)

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: BBM 201.

HRM 312 - Computer Applications in Human Resource Management (3)

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: CTA 206, HRM 311.

HRM 315 - Occupational Health, Safety & Security (3)

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: HRM 311.

HRM 320 - Safety in the Workplace (3)

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: BBM 201.

HRM 321 - Organizational Communication (3)

This course examines the communication process as it relates to the successful internal and external communication of information within the organization. Particular emphasis will center on successful communication within a diverse workplace.

HRM 340 - The Adult Learner (3)

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: HRM 310.

HRM 350 - International Human Resource Management (3)

This course is designed specifically for those students interested in the application of HRM techniques and practices in a global context. It will focus on strategic issues related to the effective management of international HRM in the modern multi-national organization. The course will cover general HRM processes and systems but will focus on unique challenges faced by global companies as they acquire, develop, deploy, and maintain human resources.
Prerequisite: HRM 311.

HRM 351 - Managing Diversity (3)

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.

HRM 360 - Human Resources Leadership (1)

In today's competitive work environment, the Chief Human Resource Officer's responsibilities are multifaceted. The nature of the CHRO's job has drastically changed in the past 30 years. In order to deal with the current pressing needs of an organization and its diverse growing demands, HR leaders must be well versed with how to effectively provide individualized and equitable leadership to each group of stakeholders, e.g., board members, CEO, and employees. HR management leaders must rely on appropriate, innovative, and personalized initiatives to meet the demands of the organizational needs and add value to the organizational culture.

HRM 361 - HRM in Public and Nonprofit Organizations (3)

Over the last several years, the nonprofit sector has grown in size, sophistication, impact, and influence. Successful management of nonprofits requires knowledge of the key functions of these organizations and the roles leaders must play. Nonprofit organizations must rely on effective human resource management to meet their short-term goals and long-term success. Nonprofit organizations offer unique issues of balancing board members, staff members, independent contractors, and volunteer staff, all while maintaining a traditional focus on compliance and workforce concerns. This course will give students an overview of the purpose of nonprofit organizations, management tasks, and important trends that affect the environment in which nonprofits work and how this affects Human Resource Management.

HRM 362 - Aligning Human Resource and Organizational Strategies (1)

This course reviews the various ways in which Human Resource professionals can ensure a voice in the strategic direction of an organization. In order to generate superior results through horizontal and vertical alignment of Human Resources within the organization, there is a need to understand the value creation system of the organization and to develop competencies that use technology to improve processes and achieve organizational objectives.

HRM 363 - Building and Managing Employee Engagement (1)

This course reviews the various ways in which Human Resource professionals can promote positive employee engagement within their organizational settings. This course is highly interactive and is intended to make employee relations easy to manage within the organization, using a practice-based approach.

HRM 364 - The Current & Future Trends of Human Resource Management (1)

This course is an overview of selected topics related to the field of human resource management. Emphasis is on in-depth research in HR strategy, human resource development, or international human resource management, focusing upon the present realities and the future trends in human resources.

HRM 365 - Change Management (1)

This course is designed to provide students with a conceptual framework addressing the strategic importance of managing change and organization development (OD) in various agencies, human service organizations, community organizations and other settings.

HRM 366 - Strategic Performance Management (1)

This course examines how to measure and develop individual and group performance. Students will have the opportunity to design performance management systems in an effort to align employee performance with an organization's strategic objectives. There will be an exploration of methods, theories and issues regarding workforce expectations and performance.

HRM 367 - Creativity & Innovation in Organizations (1)

This course provides students with an understanding of how creativity and innovation can be facilitated and managed in a work setting. Students will learn about theoretical conceptualizations of creativity and innovation as well as practical applications involved in fostering creativity and innovation in the workplace.

HRM HRM 368 - Human Resources in Film (1)

This course uses movies to explore the dynamics of organizations and the role of Human Resources. Human Resource Management topics dramatized in movies include ethics, group problem solving, crisis management, cultural diversity, change management, conflict resolution, globalization, communication, goal-setting, and participatory vs. authoritarian management techniques, among others. The knowledge available in movies will be supplemented with readings, personal reflection, and a leadership project.

HRM 400 - Legal Aspects of Human Resource Management (3)

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: HRM 311.

HRM 402 - International Comparative Labor and Employment Relations (3)

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: HRM 350.

HRM 405 - Compensation Administration (3)

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: HRM 311.

HRM 410 - Training and Development (3)

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: HRM 310.

HRM 450 - Strategic Human Capital Management (3)

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: HRM 400, FIN 305, BBM 320, HRM 405.

HRM 460 - Topics in Human Resource Management (3)

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.

HRM 490 - Internship in Human Resource Management (3)

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: HRM 311.

HRM 491 - Internship in Human Resource Management (3)

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: HRM 311.

HRM 492 - Internship in Human Resource Management (3)

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: HRM 311.

HRM 493 - Internship in Human Resource Management (3)

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: HRM 311.

HSC - Health Sciences

HSC 303 - Professionalism in Health Sciences (3)

This course provides a basis for role transition of the healthcare professional to the bachelor's degree student and provides opportunity for exploration of the many dimensions of professional practice. The focus will include identification and analysis of current issues facing healthcare disciplines and their scope of practice, the conceptual basis for healthcare practice, and the outlook for healthcare services. 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.

HSC 313 - Ethical and Legal Issues of Healthcare (3)

This course is designed 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 ethical issues specific to the provision of health care services. Ethical theory is combined with a practical application of ethical principles to healthcare issues.
Prerequisite: HSC 303 and 60 lower level credits .

HSC 323 - Health Education & Principles of Teaching (3)

This course focuses on the development of instructional skills for professional healthcare practice. Needs assessment, health education planning of programs, and strategies for learner-centered teaching for patients, families, peers or communities will be included. Approaches for evaluation of healthcare educational resources will be explored.
Prerequisite: HSC 303 and 60 lower level credits .

HSC 327 - Hispanic Cultural Immersion (3)

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 healthcare to the Hispanic community.
Prerequisite: ETN340, SPA301, SPA302, SPA305, HLT371.

HSC 333 - Leadership for the Healthcare Professional (3)

This course will focus on the development of leadership skills for health services professional practice. The course will explore the leadership role and competencies critical for success. Strategic thinking, the culture of professionalism, collaborative behavior, and patient and family centered leadership concepts will be discussed.
Prerequisite: HSC 303 and 60 lower level credits .

HSC 343 - Research for Evidenced Based Practice (3)

This course is designed to provide students with an understanding of the methodology of research. Emphasis of this course is placed on the ability to understand and critique published research reports. Students learn the relevance of research and strategies for utilization as evidenced based care. Advocacy and accountability in the conduct and use of research are stressed.
Prerequisite: HSC 303, MAT 308 and 60 lower level credits.

HSC 423 - Essentials of Public Health (3)

This course presents the basic principles of epidemiology with particular emphasis on applications for the health sciences major. Topics of focus include epidemiological investigation principles, disease identification and measurements of incidence and prevalence. Facets of population health management and strategies designed to control health problems will be presented.
Prerequisite: HSC 303 and 60 lower level credits.

HSC 433 - Health Sciences Practicum/ Capstone (3)

This course serves as a capstone course in Health Sciences. 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 providing an opportunity to integrate and synthesize their growth in knowledge and skills over the course of the program. Identification of goals for continued professional growth and lifelong learning will be identified.
Prerequisite: HSC 303, HSC 313, HSC 323, HSC333, HSC 343, and HSC 423.

HUM - Humanities

HUM 204 - Folklore (3)

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.

HUM 342 - Western Myth (3)

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.

HUM 350 - American Folklore (3)

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.

HUM 360 - Human World Views: 3500 BCE–1650 AD (3)

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

HUM 361 - Human World Views: 1650 AD–Present (3)

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

HUM 381 - Contemporary Global Issues (3)

Students in this class will explore contemporary global social and political issues as well as the historical events that set the stage for these issues, whether they are conflicts or peaceful. Coverage of the issues will encourage students to think critically about current events, their underlying causes, and their impact on affected populations. Topics will include human rights, poverty, population trends, environmental issues, starvation, resources and scarcity, globalization, human rights, and economic pressures. The capstone project for the class will be completed on a digital platform.
Crosslisted as: This course is crosslisted with HIS 381.

ISM - Information Systems Management

ISM 110 - Information Systems Theory and Practice (3)

This course will include an introduction to systems and development concepts, information technology and application software. It will further involve an understanding of organizational systems planning, decision-making processes and how information is used for decision support in organizations. Quality and decision theory as well as information theory and practice essential for providing viable information to an organization will also be discussed.

ISM 300 - Business Process Management (3)

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: CTA 206/BCS 206 or equivalent.

ISM 330 - Business Intelligence (3)

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: CTA 206/BCS 206 or equivalent.

ISM 350 - Information Technology Policy and Strategy (3)

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: CTA 206/BCS 206 (or equivalent).

ISM 400 - System Analysis and Design (3)

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: CTA 206/BCS 206 or equivalent.

ISM 410 - Physical Design and Implementation with DBMS (3)

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: CTA 206/BCS 206 or equivalent.

ISM 420 - Data Modeling and Warehousing (3)

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: CTA 206/BCS 206 (or equivalent) and either ISM 410 or SDD 210/WIS 210.

ISM 430 - Systems and Business Process Analysis for Healthcare Professionals (3)

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 - Agile Project Management (3)

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: CTA 206/BCS 206 or equivalent.

ISM 450 - Project Management and Practice (3)

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: CTA 206/BCS 206 or equivalent.

ISM 455 - Strategic Application of Information Technology (3)

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: CTA 206/BCS 206 (or equivalent), FIN 300, ISM 300, ISM 330, ISM 350, ISM 400, ISM 410, ISM 420, and ISM 450.

LES - Legal Studies

LES 200 - Legal Ethics (3)

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: ENG 121.

LES 205 - State and Local Government (3)

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: ENG 121 and ENG 122.

LES 206 - U.S. Administrative and Regulatory Law (3)

This course provides an introduction to American public law with emphasis on the growth of administrative and regulatory law since the 1930s. Topics will include the roles and relationships between the three constitutional branches of government and the quasi-fourth branch of government known as administrative agencies as well as the rulemaking, enforcement, and adjudicatory functions of agencies at the state and federal levels. Students will also gain exposure to reading and analyzing statutes and regulations including the APA.
Prerequisite: CTA 206 and ENG 121. Crosslisted as: POL 365.

LES 207 - Global Regulatory Law (3)

This course provides an overview of the global regulatory landscape and issues arising cross borders, particularly with regard to the financial services industry. This course will also provide insight into the many opportunities available within the field of regulatory compliance. Emphasis is placed on the international regulatory environment, the role of regulators, application of laws and regulatory structure, the development and governance of the compliance function within organizations, risk management, ethical concerns, trends, and the conflicts presented when the laws and principles of multiple jurisdictions are in conflict.
Prerequisite: CTA 206 and ENG 121. Crosslisted as: POL 335.

LES 216 - Environmental Law (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 416
This course surveys the major federal statues 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: ENG 122, LES 220 and LES 225.

LES 220 - Introduction to Legal Studies (3)

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").
Prerequisite: ENG 121.

LES 225 - Legal Research (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 314
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: ENG 121 and LES 220.

LES 226 - Legal Writing (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 316
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: LES 220, LES 225, and ENG 122.

LES 228 - Civil Procedure (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 403
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: ENG 122, LES 220 and LES 225.

LES 302 - Business Organizations (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 402
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: ENG 122, LES 220 and LES 225.

LES 304 - Constitutional Law (3)

This course examines the United States Constitution and its broad framework. Specific topics of review include the powers of each branch of government, judicial review of Congressional enactments, separation of powers, the relationship between the federal government and the states, the limitations of the federal government's interference with private transactions, and the concept of state action which underpins all the limitations on the governmental power of the Constitution. The course also explores individual rights under each of the amendments.
Prerequisite: LES 220, LES 225, and LES 226. Crosslisted as: POL 304.

LES 306 - Family Law (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 406
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: ENG 122, LES 220 and LES 225.

LES 308 - Employment Law (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 408
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: ENG 122, LES 220 and LES 225.

LES 309 - Bankruptcy (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 409
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: ENG 122, LES 220 and LES 225.

LES 321 - Real Estate, Transfer, and Ownership Law (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 410
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: ENG 122, LES 220 and LES 225.

LES 311 - Estates, Trusts, and Probates (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 411
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: ENG 122, LES 220 and LES 225.

LES 213 - American Legal History (3)

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 HIS313.
Prerequisite: ENG 121 & ENG 122. Crosslisted as: HIS 313.

LES 317 - Contracts (3)

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: ENG 122, LES 220 and LES 225.

LES 320 - Law Office Technology

LES 323 - Law & Practice in Human Services (3)

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: ENG 121 and ENG 122. Crosslisted as: PSY 323 and SOC 323.

LES 324 - Criminal Law (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 404
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: LES 226.

LES 327 - Intellectual Property (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 417
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: ENG 122, LES 220 and LES 225.

LES 328 - Personal Injury and Malpractice (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 420
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: ENG 122, LES 220 and LES 225.

LES 330 - Cyberlaw (3)

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: ENG 121 and ENG 122.

LES 331 - Electronic Discovery (3)

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: ENG 121 and ENG 122.

LES 350 - Interviewing & Investigating (3)

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: ENG 122, LES 200 and LES 220.

LES 380 - Law Office Administration & Technology (3)

PRIOR TO FALL 2016, THIS COURSE WAS OFFERED AS LES 480
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: LES 200, LES 220 and CTA 205 or CTA 206.

LES 390 - Advanced Legal Writing (3)

This course will continue building and developing student competence in the area of legal writing. The primary goal is to enhance proficiency in legal analysis and expand the repertoire of documents that students are able to prepare within the legal genre to include more sophisticated and complex documents such as appellate briefs, multi-issue legal office memoranda, and memoranda in support of a motion.
Prerequisite: ENG121, English Composition I (minimum GPA 2.0/C) ENG122, English Composition II (minimum GPA 2.0/C) LES 220, Introduction to Legal Studies (minimum GPA 2.0/C) LES 225, Legal Research (minimum GPA 2.0/C) LES 226, Legal Writing (minimum GPA 2.0/C) LES 228, Civil Procedure (minimum GPA 2.0/C).

LES 401 - LSAT Preparation (2)

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 405 - Delaware Practice (3)

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: LES 220, LES 225, LES 226, and LES 228.

LES 217 - Food and Drug Law and Policy: Who decides what we can eat, drink and ingest? (3)

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: ENG 122.

LES 430 - Evidence (3)

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: ENG 121 & ENG 122.

LES 440 - Advanced Litigation Skills (3)

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: LES 220, LES 225, LES 226, and LES 228.

LES 490 - Internship in Legal Studies (3)

This course consists of supervised, practical work experience in a law office, judicial office, nonprofit agency, or another entity which employs legal paraprofessionals.
Prerequisite: LES 220, LES 225, LES 226, and LES 228.

LES 491 - Capstone: Virtual Experience in Legal Studies (3)

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: DIS 095, Senior status, LES 200, LES 220, LES 225, LES 226, LES 228, and LES 380 or LES 320.

LES 499 - Senior Seminar in Legal Studies

LIT - Literature

LIT 201 - Introduction to Literature (3)

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: ENG 122.

LIT 205 - World/Non-Western Literature (3)

This course is designed to provide students with an overview of non-western literature. The study will cover selected literary works from areas such as: India, South East Asia, Asia, Latin America, Africa, Middle East, and Russia. 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: ENG 122.

LIT 302 - Adolescent Literature (3)

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: ENG 122.

LIT 313 - Visual Approaches to Literature: The Graphic Novel (3)

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: ENG 122 or COM 245.

LIT 332 - Major American Writers (3)

This course will survey American literature from the Colonial period to the present. Emphasis will be placed on writers who have significantly influenced national literature.
Prerequisite: ENG 122.

LIT 333 - African American Literature (3)

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: ENG 122.

LIT 361 - The Art of Poetry (3)

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: ENG 122.

LIT 400 - Multicultural Literature (3)

At the end of this course, students will understand how to read literature to gain insight into cultures and human experiences different from their own, from both past cultures and present cultures. Student analysis of texts will allow them to grow in empathy and awareness that will help prepare them as they move into increasingly diverse personal and professional spaces. The readings selected will be a mixture of long form (book length) and short form (essay) readings. Literary analysis expressed through written communication will take the rhetorical forms of description, analysis, and reflection.
Prerequisite: ENG 122 or COM 245.

LIT 410 - Non-Fiction Literature (3)

At the end of this course, students will understand how to read and interpret non-fiction literature to gain insight into the rhetorical tools used in non-fiction. Because of an increased emphasis on non-fiction in education and a societal emphasis towards increasing

levels of literacy, this course was designed to help students with close-reading and analytical skills. The readings selected will be a mixture of long form (book length) and short form (essay) readings. Literary analysis expressed through written communication will take the rhetorical forms of description, analysis, and reflection.
Prerequisite: ENG 122 or COM 245.

LIT 443 - Shakespeare's Plays (3)

Students will examine five major plays of William Shakespeare. They will view and discuss the plays especially in terms of their application to the present time. The discussions will focus on the characters in the plays and the conflicts that they faced.
Prerequisite: ENG 122.

LIT 445 - British Literature (3)

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: ENG 122.

MAT - Mathematics

MAT 095 - Mathematics Review (0)

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: MAT 095 is graded pass/fail; no letter grade is awarded.)

MAT 110 - Math Essentials (3)

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 - College Math I (3)

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: Pass math skills assessment or MAT 110 with a grade of "C" or better.

MAT 122 - College Math II (3)

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: MAT 121 with a minimum grade of C.

MAT 200 - Pre-Calculus (3)

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: MAT 121 with a minimum grade of "C" or college algebra equivalent.

MAT 201 - Mathematics for Teachers I (3)

This class will prepare teacher candidates to become effective mathematics teachers in their own classrooms. Through mathematical

investigations, candidates will learn the underlying concepts, structures, functions and patterns that promote mathematical reasoning and understanding. Candidates will investigate how moving progressively through essential topics deepens their understanding of mathematics. Students will use Common Core Mathematics Standards and STEM strategies. Various methods such as modeling, collaboration, manipulatives, thinking made visible, and writing across the curriculum will be presented for bridging classroom activities and real-world problem solving. Teacher candidates will learn how to analyze their students' math-solving processes by developing thorough explanations of their own mathematical understanding and critiquing the explanation of others' mathematical understandings. Candidates will communicate their mathematical ideas, processes, analyses and understandings through both writing and speaking. This course concentrates on numbers and operations and their application to student learning and classroom teaching.
Prerequisite: Successfully passing math skills assessment or MAT 110 with a minimum grade of C.

MAT 202 - Mathematics for Teachers II (3)

This class will prepare teacher candidates to become effective mathematics teachers in their own classrooms. Through mathematical investigations candidates will learn the underlying concepts, structures, functions and patterns that promote mathematical reasoning and understanding. Candidates will investigate how moving progressively through essential topics deepens their understanding of mathematics. Students will use Common Core Mathematics Standards and STEM strategies. Various methods such as modeling, collaboration, manipulatives, thinking made visible, and writing across the curriculum will be presented for bridging classroom activities and real-world problem solving. Teacher candidates will learn how to analyze their students' math-solving processes by developing thorough explanations of their own mathematical understanding and critiquing the explanation of others' mathematical understandings. Candidates will communicate their mathematical ideas, processes, analyses and understandings through both writing and speaking. This course concentrates on algebra and functions and their application to student learning and classroom teaching.
Prerequisite: MAT 201 with a minimum grade of C.

MAT 205 - Introductory Survey of Mathematics (3)

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: Pass math skills assessment or MAT 110 with a minimum grade of "C".

MAT 304 - Mathematics for Teachers III (3)

This class will prepare teacher candidates to become effective mathematics teachers in their own classrooms. Through mathematical investigations candidates will learn the underlying concepts, structures, functions and patterns that promote mathematical reasoning and understanding. Candidates will investigate how moving progressively through essential topics deepens their understanding of mathematics. Students will use Common Core Mathematics Standards and STEM strategies. Various methods such as modeling, collaboration, manipulatives, thinking made visible, and writing across the curriculum will be presented for bridging classroom activities and real-world problem solving. Teacher candidates will learn how to analyze their students' math-solving processes by developing thorough explanations of their own mathematical understanding and critiquing the explanation of others' mathematical understandings. Candidates will communicate their mathematical ideas, processes, analyses and understandings through both writing and speaking. This course concentrates on geometry, measurement, probability and statistics and their application to student learning and classroom teaching.
Prerequisite: MAT 202 with a minimum grade of C.

MAT 308 - Inferential Statistics (3)

This course introduces the student to the scientific method of collecting, organizing, and interpreting quantitative data in real-world applications. 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 methods of sampling, representations of data, frequency distributions, measures of central tendency and dispersion, discrete and continuous probability distributions, confidence intervals and hypothesis testing for population means, proportions, standard deviations, variances and chi square tests. Note: A minimum grade of "C" is required for those courses for which this course is a prerequisite.
Prerequisite: MAT 122 or MAT 202 or MAT 205 with minimum grade of "C" or BSN candidate. .

MAT 310 - Calculus I (3)

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: MAT 200 with a minimum grade of "C".

MAT 311 - Calculus II (3)

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: MAT 310.

MAT 312 - Business Statistics (3)

This course introduces the student to the scientific method of collecting, organizing, and interpreting quantitative data in real-world business applications. 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. This course reviews measures of central tendency and dispersion, graphical representations of data, probability and random sampling. This course thoroughly covers the normal distribution, confidence intervals, hypothesis tests for one and two sample population means, proportions, variances, goodness of fit and association. In addition, linear correlation and regression will be studied. The use of Microsoft Excel is incorporated into this course.
Prerequisite: MAT 205 or MAT 122 with a minimum grade of C or College of Business completion degree candidate.

MAT 313 - Experimental Design (3)

A well-designed experiment is an efficient way of learning about the world. Experiments are performed in all branches of science, engineering and industry. Problems of increasing size and complexity have led to the development of many new methods for designing and analyzing experiments. This course provides a grounding in the statistical and mathematical methods that underpin the design and analysis of experiments (e.g. randomization, replication, blocking, confounding, ANOVA, etc.). In addition, how to construct a research question that can be evaluated using an experiment and explore some common experimental designs will be studied (e.g. complete randomized design, block randomized design, full and fractional factorial design). A course project allowing students to develop a research question, design an experiment, and collect and analyze the data will allow students to exercise their understanding of experimental design in a practical manner.
Prerequisite: MAT 308 or MAT 312 with a minimum grade of C.

MAT 314 - Regression Analysis for the Social Sciences (3)

Regression analysis is one of the most widely used statistical techniques and has a wide and diverse array of applications. This course focuses on the understanding and presentation of regression models and associated methods, data analysis, interpretation of results, statistical computation and model building in a social sciences context. Topics include: simple and multiple linear regression analysis, models for qualitative and quantitative predictors, variable selection procedures, detection and effects of multi-collinearity, variable transformations, identification and effects of influential and outlier observations, residual analysis. Examples using SPSS software will provide students with an easy to use tool to conduct regression analysis. A course project will require students to gather data of interest to their particular major or area of interest, conduct an appropriate regression analysis, and present summary results and conclusions.
Prerequisite: MAT 308 or MAT 312 with a minimum grade of C.

MAT 320 - Finite Mathematics (3)

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: MAT 304, MAT 121 or college algebra equivalent.

MAT 330 - Discrete Math (3)

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: MAT 200 and MAT 320.

MAT 331 - Geometry (3)

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: MAT 200.

MAT 332 - History of Mathematics (3)

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: MAT 311, MAT 308, and MAT 331.

MIS - Management Information Systems

MIS 320 - Management Information Systems (3)

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: CTA 206/BCS 206 or equivalent.

MKR - Maker

MKR 101 - Maker Mindset (3)

Learn what it means to be a “Maker” - tinker, explore solve, examine, argue and defend, and construct creative ways to address common problems and not-so common problems. Learn to identify issues in everyday life and then explore them in order to craft solutions to them. Assemble your ideas and plan the path forward to being able to develop your own maker-mindset for the world around you! In this course you get the chance to understand what being a maker is all about, and learn some basic skills in which to apply your ideas to real-world solutions. Some basic computing skills, critical thought, software skills in creative areas like Photoshop or 3D, Math skills, and more will be used in this introductory course.

MKR 102 - Development Platforms (3)

Start programming micro controllers, learn how and where to purchase, installing the software, running your first scripts on the board, and much more! Integration into the maker mindset will also be a main focus of the course.
Prerequisite: MKR 101.

MKR 103 - Micro-Computing (3)

Learn how to build, configure, and implement great micro-computers for all kinds of projects! Understand the all the different operating systems that these awesome little boxes can offer! Creation of projects utilizing micro-computers will be the focus of this course
Prerequisite: MKR 101.

MKR 104 - 3D Printing (3)

Learn the ins and outs of 3D printing. How it works, what G-Code does, and how models get created and then printed. Projects include parts and components for the other course projects, as well as a few of your own!
Prerequisite: MKR 101.

MKR 487 - Maker Capstone Project (3)

This is where it all comes together! Use the skills you’ve acquired in the previous courses to take on your Capstone project under the guidance of one of our trained Makers. Your “solution project” will be made as a prototype in order to solve an identified issue. Your final project will be shown at an event that includes the general public, and explored by relevant industry professionals. Industry professionals will be available through our extensive network to give students feedback on the projects that are under development during the course.
Prerequisite: MKR 101, MKR 102, MKR 103, and MKR 104.

MLS - Military Science

MLS 105 - Introduction to Leadership I (1)

This course provides an introduction to leadership principles using case studies, historical perspectives, and hands-on leadership opportunities. Students will learn to rappel, use a map and compass, understand the basics of physical fitness, and become familiar with Army traditions and ceremonies. No military obligation is associated with this course. (This course will be taught at the University of Delaware.)

MLS 106 - Introduction to Leadership II (1)

This course continues to build on the basics of MLS 105. It presents additional leadership opportunities and expands upon leadership

theory. Students will learn basic rifle marksmanship, develop public presentation abilities, and continue physical fitness development. No military obligation is associated with this course. Previous ROTC participation is not required. (This course will be taught at the University of Delaware.)

MLS 108 - Ranger Company (1)

This course provides training in a variety of military disciplines in order to build knowledge of small-unit military tactics, develop leader skills, and improve physical fitness and overall confidence levels. No military obligation is associated with this course. ROTC participation is not required. (This course will be taught at the University of Delaware.)

MLS 166 - Special Problem (3)

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.)

MLS 205 - Basic Leadership I (1)

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.)

MLS 206 - Basic Leadership II (1)

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.)

MLS 215 - Leadership Development (4)

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. Restriction: permission of instructor required.

MLS 266 - Special Problem (3)

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.)

MLS 305 - Applied Leadership I (2)

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.)

MLS 306 - Applied Leadership II (2)

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: MLS 305.

MLS 315 - Leader Evaluation (4)

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.
Prerequisite: MLS 305 and MLS 306.

MLS 365 - Military History Studies (3)

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.)

MLS 366 - Independent Study (3)

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.)

MLS 405 - Advanced Leadership (2)

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: MLS 305 and MLS 306.

MLS 406 - Advanced Leadership II (2)

This course builds on leadership skills from MLS 405 and helps complete the transition from cadet to lieutenant. Cadets are assigned new leadership positions to broaden their leadership experience. The focus is on officer professional development subjects needed to manage a military career and personal affairs. This course is for ROTC students only. Commitment to military service is required. (This course will be taught at the University of Delaware.)
Prerequisite: MLS 405.

MLS 466 - Independent Study (3)

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.)

MNY - Money Management

MNY 300 - Money Management (3)

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.

MUS - Music

MUS 101 - Music Appreciation (3)

This course increases the student's comprehension and perception of music. Each developmental period will be discussed (i.e. Middle Ages, Renaissance, Baroque, etc.) in terms of the historical background, social influences, characteristics, styles, composers, representative compositions, and performance media.

MUS 201 - Music in Contemporary Society (3)

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.

MUS 302 - History of Rock and Roll (3)

This course explores the emergence of Rock and Roll as a musical genre in America in the mid-twentieth century. Historical events and technology will be discussed in relation to their influence on Rock and Roll music. Specific pieces of music will be analyzed in terms of compositional structure, instrumentation, historical significance, and cultural influence.

NFP - Nonprofit Management

NFP 301 - Intro to Nonprofit Agencies (3)

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.

NFP 302 - Management of the Nonprofit Organization (3)

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.

NFP 303 - Foundations of Fiscal Management for Nonprofit (3)

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.

NFP 304 - Advocacy and Public Policy (3)

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.

NFP 307 - Fundraising for Nonprofits (3)

Focus on developing relationships with private and institutional donors. Students will learn the keys to effective grant proposal writing and endowment management skills.

NFP 308 - Grant Writing for Nonprofits (3)

A critical skill for non profit leaders is the ability to effectively raise funds to support operations. This course will teach the skills necessary for effective fundraising, including grant writing and managing grant-funded programs. Locating public and private sources of funds will be discussed.

NUR - Nursing

NUR 303 - Nurse as Professional (4)

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. 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: Registered nurse and BSN major.

NUR 313 - Nurse as Decision Maker (3)

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: NUR 303 and 60 lower level credits.

NUR 323 - Nurse as Teacher (3)

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: NUR 303 and 60 lower level credits.

NUR 327 - Hispanic Cultural Immersion (for Hispanic Cultural Certificate only) (3)

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 learning experience within a Hispanic community setting. Students preparing to register for this course must speak with the Program Chair prior to registration.
Prerequisite: ETN 340, SPA 301, SPA 302, SPA 305, HLT 371.

NUR 333 - Nurse as Leader (3)

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: NUR 303 and 60 lower level credits.

NUR 343 - Nurse as Consumer of Research (3)

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: NUR 303 and MAT 308.

NUR 363 - Nurse as Caregiver: Chronic and Palliative Care (3)

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: NUR 303 and 60 lower level credits.

NUR 392 - Independent Study in Nursing Research (2)

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 - Independent Study In Nursing Practice (3)

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 - Holistic Health Assessment (3)

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: NUR 303 and 60 lower level credits.

NUR 423 - Global Health Care (3)

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. MANDATORY: All students preparing to begin this course must have a current, unencumbered and active RN license on file in their credentialing profile.
Prerequisite: ENG 310 (Not required for a pathway student), NUR 303, NUR 313, NUR 323, NUR 333, NUR 343, NUR 363, and NUR 413. Corequisite: * NUR 413 may be taken as a co-requisite with BSN Chair approval .

NUR 433 - Global Health Care Practicum (3)

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 functioning as a volunteer not a nurse when completing the 20 hour CLE at the selected community site. MANDATORY: All students preparing to begin this course must have a current, unencumbered, and active RN license on file in their credentialing profile.
Prerequisite: NUR 303, NUR 313, NUR 323, NUR 333, NUR 343, NUR 363, NUR 413, and NUR 423. Corequisite: * NUR 363 may be taken as a co-requisite with BSN Chair approval.

NUR 461 - Topics in Nursing (3)

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.

NUR 462 - Topics in Nursing (3)

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.

NUR 470 - Topics in Nursing (3)

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.

NUR 475 - Topics in Nursing (3)

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.

NUR 480 - Excellence in Clinical Nursing (3)

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.

OGM - Organizational Management

FIN 300 - Applied Concepts in Accounting and Finance (3)

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: PHI 100 and ENG 122.

FIN 304 - Applications of Corporate Finance (3)

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: FIN 300.

BBM 400 - Current Topics in Business Leadership (3)

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: BLA 303, Organizational Management major.

BBM 407 - Organizational Project (3)

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.

ORG - Organizational Dynamics

ORG 301 - Survey of Organizational Dynamics (3)

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: SOC 101 and PSY 101.

ORG 302 - Psychology of Leadership (3)

Effective leadership is essential to a free society, and an understanding of effective leadership behaviors and traits prepares students for cultivating and honing their own leadership styles. Effective leadership requires the ability to attract followers and motivate them to put forth their best efforts in solving problems. The psychology of leadership behaviors will analyze the leadership behaviors of well-known leaders, evaluate leadership behaviors according to societal values, and synthesize leadership theory into a personal leadership philosophy and action plan. Borrowing from many disciplines, this course will examine the impact of psychological needs and leadership influence. This highly interactive course will use reflection, self-assessments, and simulation scenarios to reflect on effective leadership behaviors and develop leadership skills in students.
Prerequisite: SOC 101 and PSY 101. Crosslisted as: PSY 461 and ORG 302.

ORG 304 - Survey of Human Dynamics (3)

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: ENG 121. Crosslisted as: PSY 304 and ORG 304.

ORG 311 - Organizational Behavior, Change, and Development (3)

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: SOC 101 or PSY 101.

ORG 402 - Applied Organizational Research (3)

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: PSY 101, SOC 101, SOC 331.

ORG 408 - Culture of the Workplace (3)

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: SOC 101 and PSY 101.

ORG 433 - Theoretical View of Organizational Systems (3)

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: SOC 101 and PSY 101.

ORG 444 - Organizational Justice, Ethics, and Social Responsibility (3)

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: SOC 101 or PSY 101.

ORG 475 - Special Topics: Violence in The Workplace (3)

The purpose of this course is to examine the issue of violence from a theoretical and historical perspective. In this course, we will examine the factors that contribute to interpersonal violence and identify populations and settings with potential for risk. Emphasis will be given to the violence continuum, prevention, intervention and resolution for all workplace environments. Students will gain a better understanding of workplace violence through presentations and discussions of case studies and research papers devoted to the theme of the course.

ORG 477 - Introduction to Conflict Management (3)

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.
Crosslisted as: PSY 477.

ORG 478 - Mediation Skills (3)

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.
Crosslisted as: PSY 478.

ORG 479 - Dimensions of Organizational Conflict (3)

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.
Crosslisted as: PSY 479.

PHI - Philosophy

PHI 100 - Introduction to Critical Thinking (3)

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.

PHI 101 - Introduction to Philosophy (3)

This course offers students a broad survey of philosophical thought from ancient to modern times. Emphasis is placed on western writers, along with some mention of important Asian and modern philosophers.

PHI 221 - Meditation and Creative Thought (3)

This course examines meditation and the processes of creative thought. Emphasis is placed on developing positive concepts of self and others. Practical exercises in mindfulness, techniques of positive thinking, and increasing powers of awareness are stressed.

PHI 300 - Ethics for Life (3)

This course will focus on the issue of ethical behavior in contemporary life. How does one determine what conduct is right? How should one behave toward other people? Is there a "good life" for humans? How does one decide on the moral correctness of social issues? To address these questions, this course will challenge students to move beyond ethical relativism and consider more principled approaches to moral reasoning with the goal of improving their ability to make real-life, moral decisions. Students will gain broad exposure to major ethical philosophies and critically examine and compare these and other ethics-related influences, including religion, in the context of relevant contemporary issues.

PHI 301 - Philosophy of Love (3)

This course provides an indepth exploration of love, one of the most powerful and least understood motivators of human behavior. Through a rational examination of the subject, students will consider western and eastern philosophical views of love and learn how to distinguish different types of love. Students will also be challenged to articulate their own philosophy of love and how it impacts relationships in all areas of life, including romance, friendship, family, community, and society.

PHI 302 - Ethics and Values in Behavioral Science (3)

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

PHI 305 - Symbolic Logic (3)

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.

PHI 310 - Critical Thinking (3)

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: ENG 122.

PHI 311 - Building Brain Power (3)

This course seeks to unlock the individual's creative potential, both personally and professionally. Creativity is typically ascribed to the outstandingly gifted and, most notably, artists. Therefore, many assume they cannot be creative unless they were born especially talented. However, research indicates that creative skills can be taught and developed. Considering the magnitude and complexity of problems facing contemporary society, fostering the understanding and growth of creative potential has become a crucial agenda.

PHI 314 - Ethics for Computer Professionals (3)

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: BCS 206 or equivalent.

PHI 322 - Resolving Interpersonal Conflict (3)

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: ENG 122.

PHI 325 - Empowerment Strategies (3)

This course offers strategies for seeing possibilities in situations, ways of changing perspectives, evaluating opportunities, and discovering the power within you to change your attitudes, your work, your relationships, and your life for the better.

POL - Political Science

POL 300 - American Politics (3)

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: ENG 121.

POL 304 - Constitutional Law and Procedures (3)

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: POL 300 and ENG 122 or ENG 102. Crosslisted as: LES 304.

POL 315 - Comparative Government and Politics (3)

This is a survey that approaches different forms of government from a theoretical and structural basis. The survey includes a review of political ideologies and the resultant governmental institutions of selected nation-states from democratic, communist, and other governmental forms. The institutional aspects reviewed are the organization of nation-state governments, including the executive, legislative, and judicial branches; political parties; the role of individual leaders; and domestic policies and stability.

POL 321 - International Organization and Politics (3)

This course surveys the international arena, with a focus on political relations among states. It includes a description of the international political environment and its historical development; the principal institutions; the American organizations that conduct foreign policy; the contemporary issues resulting in cooperation and conflict; and the nature of, and reasons for, war.

POL 326 - Public Policy and Social Issues (3)

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: POL 300 or LES 316.

POL 335 - Global Regulatory Law (3)

This course provides an overview of the global regulatory landscape and issues arising cross borders, particularly with regard to the financial services industry. This course will also provide insight into the many opportunities available within the field of regulatory compliance. Emphasis is placed on the international regulatory environment, the role of regulators, application of laws and regulatory structure, the development and governance of the compliance function within organizations, risk management, ethical concerns, trends, and the conflicts presented when the laws and principles of multiple jurisdictions are in conflict.
Prerequisite: CTA 206 and ENG 121. Crosslisted as: LES 207.

POL 340 - Criminal Justice Policy (3)

This course provides an overview of the policies and ethics surrounding criminal justice. Topics covered include capital punishment, drugs, violent crime, decriminalization, gun control, mandatory sentencing, public assistance, inequality, and redistribution of wealth.
Prerequisite: ENG 122 and (POL 326 or Criminal Justice major).

POL 345 - Fundamentals of Compliance Management (3)

This course provides students with a broad understanding of important topics related to corporate ethics and compliance management. The course provides a foundation in ethics, then delves into compliance management, and finally explores aspects of regulatory compliance.
Prerequisite: CTA 206 and ENG 121.

POL 350 - Economic, Welfare and Income Policy (3)

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: POL 326 and ENG 122.

POL 355 - Corporate Governance and Regulation (3)

This course provides students with an overview of governance issues including financial risks and compliance related to the following laws Anti-Money Laundering/Anti-Terrorist Financing, the Bank Secrecy Act (BSA) / USA PATRIOT Act, Foreign Corrupt Practices Act (FCPA), Anti-trust compliance, HIPAA compliance and non-financial reporting.
Prerequisite: CTA 206 and ENG 121.

POL 360 - Education Policy (3)

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: POL 326 and ENG 122.

POL 365 - U.S. Administrative and Regulatory Law (3)

This course provides an introduction to American public law with emphasis on the growth of administrative and regulatory law since the 1930s. Topics will include the roles and relationships between the three constitutional branches of government and the quasi-fourth branch of government known as administrative agencies as well as the rulemaking, enforcement, and adjudicatory functions of agencies at the state and federal levels. Students will also gain exposure to reading and analyzing statutes and regulations including the APA.
Prerequisite: CTA 206 and ENG 121. Crosslisted as: LES 206.

POL 370 - Energy and Environmental Policy (3)

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: POL 326 and ENG 122.

POL 380 - Health Care Policy (3)

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: ENG 122 and (POL 326 or Nursing or Health Sciences Major) .

POL 385 - Anti-Money Laundering and Terrorist Financing

Money laundering and terrorist financing are on the rise and are becoming a main focus for regulation and enforcement among government agencies around the world. The financial sectors are growing their expertise to combat these white collar crimes. There is an increasing need for qualified investigators in the financial industry to understand and implement a risk-based approach to these issues. This course will provide students with foundational skills in this approach.
Crosslisted as: CRJ 385.

POL 401 - Special Topics: Chinese Politics (3)

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.

POL 402 - Analysis of Public Policy (3)

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: POL 326 and junior or senior status.

POL 403 - Writing for Public Policy (3)

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: POL 402.

POL 405 - Special Topics: Political Strategy (3)

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)

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: ENG 122 or ENG 102.

POL 460 - Special Topics: American Planning and Politics (3)

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: ENG 122. Crosslisted as: MPA 6460.

POL 490 - Public Policy Internship (3)

This course consists of supervised, practical work experience in a government office, nonprofit organization, or another appropriate entity
Prerequisite: Junior status; POL 300 and POL 326; Approval from Program Chair is required prior to registering for this course.

PSY - Psychology

PSY 101 - Introduction to Psychology (3)

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)

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: PSY 101.

PSY 280 - Problem Solving (3)

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: PSY 101.

PSY 290 - Guided Practicum in Behavioral Science and Psychology (1)

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: PSY 101 and SOC 101 and freshman or sophomore status.

PSY 291 - Guided Practicum in Behavioral Science and Psychology (1)

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: PSY 101 and SOC 101 and freshman or sophomore status.

PSY 300 - Theories of Personality (3)

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: PSY 101.

PSY 301 - Social Psychology (3)

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: PSY 101 and SOC 101.

PSY 302 - Organizational and Industrial Psychology (3)

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: PSY 101.

PSY 303 - History of Psychology (3)

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: PSY 101.

PSY 304 - Survey of Human Dynamics (3)

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: ENG 121 and PSY 101. Crosslisted as: ORG 304.

PSY 305 - Abnormal Psychology (3)

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: PSY 101.

PSY 306 - Behavior Modification (3)

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: PSY 101.

PSY 309 - Interpersonal Communication Skills (3)

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: PSY 101.

PSY 310 - Community Psychology (3)

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: PSY 101.

PSY 314 - Psychology of Human Potential (3)

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: PSY 101.

PSY 315 - Group Dynamics (3)

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: PSY 101.

PSY 316 - Stress Management (3)

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: PSY 101.

PSY 319 - Family Systems (3)

This course focuses on how families function as a system; aspects of assessment and treatment are also considered.
Prerequisite: PSY 101.

PSY 322 - Wellness in the Workplace (3)

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: PSY 101.

PSY 323 - Law & Practice in Human Services (3)

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: ENG 121 and ENG 122. Crosslisted as: LES 323 and SOC 323.

PSY 329 - Lifespan Development (3)

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: PSY 101.

PSY 330 - Infant and Toddler Development (3)

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: PSY 101.

PSY 331 - Middle Childhood Development (3)

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: PSY 101.

PSY 332 - Adolescent Development (3)

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: PSY 101.

PSY 333 - Psychology of the Exceptional Child (3)

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: PSY 101.

PSY 334 - The Biological Basis of Behavior (3)

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: PSY 101 and SCI 335.

PSY 336 - Child Development (3)

This course provides a comprehensive study of human development from the prenatal period through adolescence. Areas that are studies 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: PSY 101.

PSY 340 - Research Methods in Psychology (3)

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: MAT 308 GPA 1.67 and SOC 331 GPA 1.67.

PSY 351 - Learning and Cognition (3)

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: PSY 101.

PSY 352 - Human Sexuality (3)

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: PSY 101.

PSY 353 - Sports Psychology (3)

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: PSY 101.

PSY 355 - Psychology of a Cyber Attacker (3)

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: CTA/BCS206, or CTA/BCS226, or equivalent. Crosslisted as: SEC 305.

PSY 363 - Psychology of Language (3)

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: PSY 101, ENG 122, and ENG 111.

PSY 364 - Disability Issues (3)

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: PSY 101.

PSY 375 - Forensic Psychology (3)

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: PSY 101.

PSY 390 - Independent Study in Behavioral Science (3)

Through independent study, the student is offered the opportunity to pursue individual special interests under supervision. This course is graded satisfactory/unsatisfactory.
Prerequisite: PSY 101 and GPA of 2.5.

PSY 391 - Independent Study in Behavioral Science (3)

Through independent study, the student is offered the opportunity to pursue individual special interests under supervision. This course is graded satisfactory/unsatisfactory.
Prerequisite: PSY 101 and GPA of 2.5.

PSY 392 - Independent Study in Behavioral Science (3)

Through independent study, the student is offered the opportunity to pursue individual special interests under supervision. This course is graded satisfactory/unsatisfactory.
Prerequisite: PSY 101 and GPA of 2.5.

PSY 393 - Independent Study in Behavioral Science (3)

Through independent study, the student is offered the opportunity to pursue individual special interests under supervision. This course is graded satisfactory/unsatisfactory.
Prerequisite: PSY 101 and GPA of 2.5.

PSY 394 - Independent Study in Behavioral Science (3)

Through independent study, the student is offered the opportunity to pursue individual special interests under supervision. This course is graded satisfactory/unsatisfactory.
Prerequisite: PSY 101 and GPA of 2.5.

PSY 401 - Adult Development and Aging (3)

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: PSY 101.

PSY 403 - Counseling Process: Techniques and Applications (3)

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: PSY 101.

PSY 406 - Tests and Measurements (3)

This course is a study of the construction and evaluation of standardized tests for psychological, educational, and industrial applications.
Prerequisite: SOC 331 GPA 1.67, SOC 340 GPA 1.67, and MAT 308 GPA 1.67.

PSY 407 - Psychology of Learning (3)

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: PSY 101.

PSY 409 - Seminar in Psychology (3)

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: SOC 331 GPA 1.67, SOC 340 GPA 1.67 or PSY 340 GPA 1.67 and MAT 308 GPA 1.67.

PSY 412 - Crisis Intervention (3)

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: PSY 101.

PSY 420 - Introduction to Trauma-Informed Approaches (3)

This course provides an overview of trauma-informed approaches, covering the types of trauma experienced, the impact of trauma on individuals, and principles of trauma-informed care. Trauma-specific interventions covered may include, but are not limited to, the addiction and trauma recovery integration model, the sanctuary model, the trauma, addiction, mental health and recovery model, and the trauma recovery and empowerment model.
Prerequisite: PSY 101, PSY 305, junior status, or permission of Chair.

PSY 421 - Trauma and Self-Care (3)

Practitioners who work with individuals who are at risk of having experienced trauma in their lives are especially vulnerable to developing compassion fatigue or other negative consequences of their work. This course is designed to provide the background needed to help practitioners with compassion fatigue and related problems. The course will focus specifically on the assessment and treatment of work-related Acute Stress Disorder, Post-traumatic Stress Disorder, clinical depression, substance abuse, and profound burnout. Specifically, the course will also focus on the professional's current self-care status which will include effective stress management methods for containment/control of unwanted distress.
Prerequisite: PSY 101, PSY 305, junior status or permission of Chair.

PSY 422 - Practical Implications of Trauma-Informed Approaches (3)

Using a trauma-informed approach means using knowledge of trauma and recovery to design and deliver services. What does that actually mean for your daily work? How does it affect the operation of a program? In this course, we will discuss what is unique about a trauma-informed approach and how it is implemented in organizations in the community. This course also provides an opportunity to apply an understanding of trauma-informed approaches to a community organization through experiential learning (e.g., service-learning).
Prerequisite: PSY 420, PSY 421.

PSY 451 - Health Psychology (3)

Health and human behavior are closely related. Health psychology uses the biopsychosocial model to examine the interaction of physiological process, psychological thoughts, feelings and behaviors, and the social-cultural environment on health. Topics such as mind-body interventions, health protective factors, health behavior change, coping with chronic and advanced illnesses, health belief models, and the link between personality traits and health will be addressed.
Prerequisite: PSY 101.

PSY 452 - Multicultural Psychology (3)

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: PSY 101.

PSY 453 - Families and Crisis (3)

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: PSY 101.

PSY 460 - Topics in Behavioral Science (3)

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: PSY 101, SOC 101, and junior status.

PSY 461 - Topics in PSY: Psychology of Leadership (3)

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: PSY 101. Crosslisted as: ORG 302.

PSY 464 - Topics in Behavioral Science (3)

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: PSY 101, SOC 101, and junior status.

PSY 465 - Topics in Behavioral Science (3)

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: PSY 101, SOC 101, and junior status.

PSY 466 - Topics in Behavioral Science (3)

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: PSY 101, SOC 101, and junior status.

PSY 467 - Topics in Behavioral Science (3)

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: PSY 101, SOC 101, and junior status.

PSY 468 - Psychology of Gambling (3)

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

PSY 471 - Wealth and Democracy (3)

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 - Bullying (3)

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: PSY 101.

PSY 474 - Topics in PSY: Psychology of Relationships (3)

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: Junior or Senior status and (PSY 101 GPA 1.67 or SOC 101 GPA 1.67).

PSY 475 - Topics in PSY: Violence In the Workplace (3)

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: PSY 101.

PSY 477 - Introduction to Conflict Management (3)

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: PSY 101. Crosslisted as: ORG 477.

PSY 478 - Mediation Skills (3)

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.
Crosslisted as: ORG 478.

PSY 479 - Dimensions of Organizational Conflict (3)

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.
Crosslisted as: ORG 479.

PSY 481 - Domestic Violence (3)

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: PSY 101 and junior status.

PSY 482 - Expressive Arts Therapy (3)

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: PSY 101.

PSY 483 - Addictive Behavior (3)

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: PSY 101 and junior status.

PSY 484 - Losses and Grief Journey (3)

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: PSY 101 and junior status.

PSY 485 - Spirituality and Counseling (3)

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: PSY 101 and Junior status.

PSY 490 - Internship in Behavioral Science (Psychology Majors) (3)

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: PSY 101, junior status, and overall GPA of 2.5 or higher.

PSY 491 - Internship in Behavioral Science (Psychology Majors) (3)

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: PSY 101, junior status, and overall GPA of 2.5 or higher.

PSY 492 - Internship in Behavioral Science (Psychology Majors) (3)

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: PSY 101, junior status, and overall GPA of 2.5 or higher.

PSY 493 - Internship in Behavioral Science (Psychology Majors) (3)

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: PSY 101, junior status, and overall GPA of 2.5 or higher.

PSY 494 - Internship in Behavioral Science (Psychology Majors) (3)

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: PSY 101, junior status, and overall GPA of 2.5 or higher.

PSY 495 - Internship in Psychology – Case Management (3)

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: PSY 101, junior status, and overall GPA of 2.5 or higher.

RDG - Reading Education

RDG 203 - Learner Development and Early Literacy (3)

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.

RDG 308 - Diagnosis and Correction of Learning Differences in Reading (3)

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: EDU 102 and EDU 203.

REL - Religious Studies

REL 301 - Biblical Studies (3)

This course provides an overview of the Bible in its literary/historical context and examines several major biblical themes through the lens of a Judeo-Christian worldview. Students will also explore the Bible's impact on issues of social justice such as racism, sexism, civil rights, and other challenges faced by contemporary society.

REL 305 - Religion in America Today (3)

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 - Comparative Religion (3)

This course surveys and compares the histories, core teachings, values, and practices of eight major world religions (Hinduism, Buddhism, Taoism, Confucianism, Shinto, Judaism, Christianity, and Islam) and analyzes their status and influence both historically and in the contemporary world. This course provides a foundation for a deeper understanding and appreciation of the diversity of religious beliefs and practices that students may encounter in the increasingly pluralistic workplace of contemporary society.

SCI - Science

SCI 110 - Conceptual Physics (with Lab) (3)

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: MAT 121 or MAT 205 or MAT 304.

SCI 232 - Life and Environmental Science (with Lab)

Effective Fall 2016 SCI 232 will no longer be offered and has been replaced by SCI 251.

SCI 240 - Concepts in Physics (3)

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: MAT 121 or MAT 205 or MAT 304.

SCI 251 - Biology I (with Lab) (4)

This course involves the study of living organisms 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 biodiversity. A review of how this knowledge is applied to agriculture and human health is given. A study of how all organisms are interconnected through structured ecosystems shows how humans apply scientific knowledge to better use natural resources.

SCI 252 - Biology II (with Lab) (4)

This course is the second part of a two-part introductory Biology course. Focus will be on the organism level with emphasis on natural selection and species diversity, plant and animal structure, and physiology and ecology.
Prerequisite: SCI 232 or SCI 251.

SCI 302 - Secret of Life: A Study of Human Biology (3)

Effective Fall 2016, SCI 302 will be replaced by SCI 337.

SCI 303 - Meteorology (3)

This course is a study of the earth and its atmospheric phenomena that result in weather. Weather theories, forecasting, dissemination, and applications of weather principles are studied. Developments resulting from pollution of the atmosphere are examined.

SCI 304 - Astronomy (3)

Students in this course will gain an understanding of the sun and other stars, planets, comets, asteroids, and galaxies in the universe. Emphasis is placed on discovering how happenings in the universe affect everyday life. Stargazing field trips will take place when skies are clear.

SCI 305 - Earth and Space Science (with Lab) (4)

This course emphasizes the process of scientific investigation in the study of the earth and its place in the universe. The course shall include discussions of the earth and space, with emphasis on the processes used by geologist and astronomers in developing an understanding of the growth and evolution of the earth and the universe.

SCI 307 - Physical Science (with Lab) (4)

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: MAT 121 OR MAT 205 OR MAT 304.

SCI 310 - Environmental Science (3)

This course identifies the causes of environmental degradation and examines current efforts toward correcting a variety of complex environmental situations. Emphasis is placed on the role of humans using science and technology to find solutions to the problems facing earth.

SCI 311 - Botany (with Lab) (4)

This course involves the study of organisms in the plant kingdom. The course is designed to introduce students to the diversity, ecology, anatomy, morphology, genetics, and physiology of plants. Through lectures and lab exercises, students will gain information

about plant biology and lab techniques used to study plants.

SCI 312 - Physics (with Lab) (4)

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: MAT 121 or MAT 205 or MAT 304.

SCI 315 - Applied Chemistry (with Lab) (4)

This course explores the chemistry needed to understand the impact of chemical, human, and industrial processes on our lives and our environment. The basics of inorganic, organic, and biochemistry are covered, including the chemistry of life (DNA).

SCI 321 - Technology in the Sciences (3)

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: Junior status (61 credits) or higher.

SCI 331 - Microbiology (3)

Effective Spring 2017, SCI 331 will be replaced by SCI 336.

SCI 335 - Human Anatomy and Physiology (with Lab) (4)

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.
Please be advised that this course may involve dissection. Students who have a moral or religious objection may not be required to perform dissection, but may participate in other ways as assigned by the instructor.

SCI 336 - Microbiology (4)

This four-credit lab course explores the unseen life on earth. The diversity of microorganisms, including the basics of cell biology and genetics, are examined. Students will gain a deeper understanding of how microbes shape the environment and their essential role in human life. Controlling microbes under special situations (e.g. food safety, hospitals), how the human body defends against microbial invaders, disease outbreaks, and current efforts to track and control infectious diseases are discussed.
Prerequisite: SCI 232 or SCI 251.

SCI 337 - Genetics (4)

This four-credit lab course involves the study of gene structure and function. Topics include the molecular basis of heredity, Mendelian and non-Mendelian inheritance, mutation, and biotechnology applications.
Prerequisite: SCI 232 or SCI 251.

SCI 441 - Co-op Education Experience for Science (3)

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: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Program Chair and the Director of Cooperative Education.

SCI 442 - Co-op Education Experience for Science (3)

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: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Program Chair and the Director of Cooperative Education.

SDD - Software Design and Development

SDD 100 - Basic to Intermediate Web Design (3)

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: BCS 205 or CTA 206/BCS 206 or CTA 210/BCS 210 or equivalent.

SDD 210 - Database Fundamentals (3)

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: BCS 205 or CTA 206/BCS 206 or CTA 210/BCS 210 or equivalent.

SDD 240 - JavaScript (3)

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: WIS 100 or SDD 100.

SDD 250 - Mobile App Development (3)

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: WIS 240 or WIS 320 or GMD 110 or SDD 240 or SDD 320 or equivalent.

SDD 305 - Basic Applications Development (3)

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: WIS 100 or SDD 100 or permission of program chair.

SDD 306 - Intermediate Applications Development (3)

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: SDD 305/WIS 305 AND SDD 210/WIS 210.

SDD 310 - Microsoft .NET I (3)

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: SDD 100/WIS 100 AND SDD 240/WIS 240, OR permission of the chair.

SDD 311 - Microsoft .NET II (3)

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 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: SDD 210/WIS 210 and SDD 310/WIS 310.

SDD 315 - Foundations of Object-Oriented Programming (3)

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: SDD 306/WIS 306 OR SDD 311.

SDD 320 - Advanced Applications Development (3)

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: SDD 306/WIS 306 OR SDD 311.

SDD 370 - User Centered Design (3)

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: BCS 205 or CTA 206/BCS 206 or CTA 210/BCS 210 or equivalent.

SDD 400 - Object-Oriented Systems Analysis and Design (3)

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: WIS 300 OR SDD 315.

SDD 485 - Senior Project Plan (1)

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 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: Permission of the Program Chair.

SDD 486 - Senior Project (2)

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: WIS 485 or SDD 485, and permission of the Program Chair.

SDD 490 - Software Design and Development Internship (3)

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: Permission of the Program Chair.

SDD 491 - Software Design and Development Internship (3)

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: Permission of the Program Chair.

SDD 492 - Software Design and Development Internship (3)

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: Permission of the Program Chair.

SDD 493 - Software Design and Development Internship (3)

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: Permission of the Program Chair.

SDD 494 - Software Design and Development Internship (3)

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 theirprofessional skills and interacting with other information systems professionals. This course is the equivalent of WIS 494.
Prerequisite: Permission of the Program Chair.

SDL - Self-Directed Learning

SDL 300 - Life Planning (3)

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 - Computer and Network Security

SEC 100 - Introduction to Computer Hardware and Operation (3)

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 - Principles and Practice of Information Security (3)

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: CTA 206/BCS 206 or equivalent.

SEC 230 - Introduction to Linux (3)

Designed for the serious computer user, this course will introduce the student to the basic concepts of the Linux operating system. Completion of the course will provide a good basic working knowledge of: essential Linux commands, login and logout sequences; Linux e-mail; fundamentals of the vi editor; piping and redirection; security and process control; Directory and File Systems and essential utilities; Linux shell programming; X Windows; Linux installation; and basic system administration.
Prerequisite: SEC 100.

SEC 235 - Networks and Telecommunications (3)

This course provides an in-depth knowledge of data communications and networking requirements, including networking and telecommunications technologies, hardware, and software. Emphasis is upon the analysis and design of networking applications in organizations. Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options are also covered. Students learn to evaluate, select, and implement different communication options within an organization. Note: This course replaces SEC320
Prerequisite: SEC 100. Prerequisite is waived for SDD students.

SEC 240 - Foundations in Cyber Investigations (3)

Foundations in Cyber Investigations provides students with an understanding of cyber investigations entails, its impact on all forms of investigations, and practical acquisition and preservation methods of cyber based evidence. Cyber-crimes will be defined and categorized to ensure students have an overall comprehension of cyber investigations. Students are then educated on core Internet functions such as IP addressing, URLs, SMTP messages, etc. Recovery of web based artifacts and malware analysis are critical skills that are explained in fine detail. Legal matters pertaining to authority to perform cyber investigations, court issued subpoenas, legislation that affects cyber investigators, and certain factors that need to be considered are discussed in this course. Evidence collection measures, necessary equipment to conduct cyber investigations, and the role of forensic laboratories are important elements within cyber case management. Different interview techniques as well as identifying subject's motives can help investigators obtain a better understanding of the subject(s). A review of different investigation methods used by military, civilian, corporate, and government agencies, to include covert online operations.
Prerequisite: CTA 206.

SEC 250 - Operating System and Computer Systems Security (3)

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: SEC 210, SEC 230 and SEC 235(formerly SEC 320). Note: This course is equivalent to SEC 330.

SEC 290 - Introduction to Programming with Python (3)

This course introduces the student to computer programming using the Python programming language. The purpose of the course is

to help students understand programming as both an art form and a science. Note: This course replaces WIS290.

SEC 305 - Psychology of a Cyber Attacker (3)

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: CTA 206/BCS 206, or CTA 226/BCS 226, or equivalent.

SEC 310 - Cryptography: Algorithms and Applications (3)

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: SEC 210 or SEC250.

SEC 335 - Linux for Systems Administrators (3)

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: SEC 230 and either SEC 235 or SEC 320.

SEC 340 - Windows Operating Systems and Systems Administration (3)

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: SEC 235 or SEC 320.

SEC 350 - Introduction Computer Forensics (3)

This hands-on introductory course provides students with the knowledge and skills necessary to begin a computer-based investigation. The course begins with an overview of computer forensics and then proceeds to introduce forensics tools, concepts, and documentation of evidence/procedures. The course uses common and accepted Incident Response Policies and Procedures for previewing and securing digital evidence. Topics include: (1) Learn "What exactly are computer forensics and computer evidence?" (2) Learn basic forensic methodology: a) how to acquire the evidence without altering or damaging the original, b) how to authenticate the recovered evidence, and c) how to analyze the data without modifying it. This course replaces SEC220.
Prerequisite: SEC 230.

SEC 355 - Mobile Device Security and Forensics (3)

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 370 - Computer Incident Response Course (3)

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 concepts, terminology and management of digital evidence. This is followed by the identification, collection and preservation (first responder) of computer-related and other digital evidence, digital evidence acquisition and basic forensic analysis concepts. Best practices for Incident Response Policies and Procedures for previewing and securing digital evidence are studied. The terms “computer forensics” and “computer evidence” will be explained and students will examine the following basic forensic methodology: a) how to acquire the evidence without altering or damaging the original, b) how to authenticate the recovered evidence, and c) how to analyze the data without modifying it.
Prerequisite: SEC 100.

SEC 380 - Cloud Computing (3)

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: SEC 235 (SEC 320).

SEC 390 - Cooperative Education for Computer & Network Security (3)

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: 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 - Cooperative Education for Computer & Network Security (3)

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: 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 - Cooperative Education for Computer & Network Security (3)

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. PreReqs: 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 - Web and Data Security (3)

This course will help students build a security policy and SOP for an organization which is implementing a new network and web infrastructure. Topics include the following: Security Education and Advisory, Risk Management, Threats to IT Assets, Encryption (an expansion of SEC 310), Standards and Compliance, and Security Testing and Implementation.
Prerequisite: SEC 250 or SEC 330.

SEC 420 - Data Integrity and Disaster Recovery (3)

This course will expand upon SEC 330 and will leave a student with a complete understanding of the steps necessary to protect an organization from an attack or disaster. Topics include the following: Data Backup and archiving, Retrieval methods, Log Analysis, Error Checking and Integrity Analysis. Also covered in this course is Disaster Recovery. Students will be asked to develop a Disaster Recovery Plan keeping in mind the risk assessment, location, network, computer, financial and power constraints necessary to develop an efficient DRP for an organization.
Prerequisite: SEC 250 or SEC 330.

SEC 425 - Ethical Hacking (3)

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: SEC 250 (SEC 330), SEC 335, and SEC 340.

SEC 430 - Security Issues Concerning RFID Technology Applications (3)

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: SEC 100 or approval of Program Chair.

SEC 435 - Advanced Network Management (3)

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: SEC 235 or SEC 320.

SEC 440 - Network Forensics (3)

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: SEC 350.

SEC 450 - Protecting Your Network: Firewall and Perimeter Security (3)

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: SEC 250 (or SEC 330), SEC 335 and SEC 340.

SEC 460 - Topics in Computer and Network Security (3)

This course surveys contemporary subjects and current events pertaining to Computer and Network Security.
Prerequisite: Permission of the Program Chair.

SEC 490 - Computer and Network Security Internship (6)

Students in the final year of the program who have completed the program's core requirements will be offered the option, as an elective, to receive academic credit of up to six credit hours for a supervised field experience.
Prerequisite: Permission of the Program Chair.

SEC 491 - Computer and Network Security Internship (6)

Students in the final year of the program who have completed the program's core requirements will be offered the option, as an elective, to receive academic credit of up to six credit hours for a supervised field experience.
Prerequisite: Permission of the Program Chair.

SEC 492 - Computer and Network Security Internship (6)

Students in the final year of the program who have completed the program’s core requirements will be offered the option, as an elective, to receive academic credit of up to six credit hours for a supervised field experience.
Prerequisite: Permission of the Program Coordinator.

SEC 493 - Computer and Network Security Internship (6)

Students in the final year of the program who have completed the program’s core requirements will be offered the option, as an elective, to receive academic credit of up to six credit hours for a supervised field experience.
Prerequisite: Permission of the Program Coordinator.

SEC 494 - Computer and Network Security Internship (6)

Students in the final year of the program who have completed the program’s core requirements will be offered the option, as an elective, to receive academic credit of up to six credit hours for a supervised field experience.
Prerequisite: Permission of the Program Coordinator.

SLG - Service Learning

SLG 400 - Service-Learning (3)

Service-Learning is a form of experiential education in which students engage in an organized service activity that meets identified community needs. Students who participate in service-learning contribute to the public good of local, national, and/or international communities while they enrich their academic knowledge with real-world applications and develop leadership and citizenship skills. This growing area of higher education encourages community-based scholarship across the curricula of WU in order to enhance student learning, develop student civic engagement, and foster ongoing collaboration with local and global communities.

SLG 401 - Service-Learning (3)

Service-Learning is a form of experiential education in which students engage in an organized service activity that meets identified

community needs. Students who participate in service-learning contribute to the public good of local, national, and/or international communities while they enrich their academic knowledge with real-world applications and develop leadership and citizenship skills. This growing area of higher education encourages community-based scholarship across the curricula of WU in order to enhance student learning, develop student civic engagement, and foster ongoing collaboration with local and global communities.

SLG 402 - Service-Learning (3)

Service-Learning is a form of experiential education in which students engage in an organized service activity that meets identified community needs. Students who participate in service-learning contribute to the public good of local, national, and/or international communities while they enrich their academic knowledge with real-world applications and develop leadership and citizenship skills. This growing area of higher education encourages community-based scholarship across the curricula of WU in order to enhance student learning, develop student civic engagement, and foster ongoing collaboration with local and global communities.

SLG 403 - Service-Learning (3)

Service-Learning is a form of experiential education in which students engage in an organized service activity that meets identified community needs. Students who participate in service-learning contribute to the public good of local, national, and/or international communities while they enrich their academic knowledge with real-world applications and develop leadership and citizenship skills. This growing area of higher education encourages community-based scholarship across the curricula of WU in order to enhance student learning, develop student civic engagement, and foster ongoing collaboration with local and global communities.

SLG 404 - Service-Learning (3)

Service-Learning is a form of experiential education in which students engage in an organized service activity that meets identified community needs. Students who participate in service-learning contribute to the public good of local, national, and/or international communities while they enrich their academic knowledge with real-world applications and develop leadership and citizenship skills. This growing area of higher education encourages community-based scholarship across the curricula of WU in order to enhance student learning, develop student civic engagement, and foster ongoing collaboration with local and global communities.

SLG 405 - Service-Learning (3)

Service-Learning is a form of experiential education in which students engage in an organized service activity that meets identified community needs. Students who participate in service-learning contribute to the public good of local, national, and/or international communities while they enrich their academic knowledge with real-world applications and develop leadership and citizenship skills. This growing area of higher education encourages community-based scholarship across the curricula of WU in order to enhance student learning, develop student civic engagement, and foster ongoing collaboration with local and global communities.

SOC - Sociology

SOC 101 - Introduction to Sociology (3)

This course introduces students to the fundamental concepts and methods of the scientific study of group behavior in terms of social interactions and processes. An introduction to social psychology, socialization, personal development, culture, and personality is also offered.

SOC 301 - Urban Sociology (3)

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: SOC 101.

SOC 302 - Marriage and the Family (3)

This course introduces the subjects of marriage and the family from a sociological perspective. It includes an examination and comparison of patterns of behavior surrounding these institutions historically and cross-culturally, with an emphasis on contemporary U.S. society. Students are encouraged to analyze the causes and probable consequences of current trends and social problems surrounding the family. Topics explored are family violence, mate selection, romantic love, gender roles, sex, divorce, and the changing composition of the family.
Prerequisite: PSY 101 or SOC 101.

SOC 303 - Contemporary Social Problems (3)

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: SOC 101.

SOC 304 - Ethnic Groups and Minorities (3)

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: PSY 101 or SOC 101.

SOC 305 - Selected Contemporary Cultures (3)

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: SOC 101.

SOC 306 - Cultural Anthropology (3)

This course studies the cultural origins, development, and diversity of human beings. The dynamics of the cultural process, similarities and differences within cultures, and the implications and limitations of present research are examined.
Prerequisite: SOC 101.

SOC 307 - Women in Contemporary Society (3)

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: PSY 101 or SOC 101.

SOC 309 - Poverty and Welfare (3)

This course examines poverty and current welfare assistance programs in the U.S. against a background of conflicting values, attitudes, and experience accumulated over hundreds of years. It includes discussion of how today's economic factors affect the incidence of poverty. Current federally supported programs, the political and social context that produced them, and policy choices for the future are also studied.
Prerequisite: PSY 101 or SOC 101.

SOC 310 - Men in Contemporary Society (3)

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: PSY 101 or SOC 101.

SOC 312 - Community Health & Social Issues (3)

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: SOC 101.

SOC 314 - Community Organizing & Advocacy (3)

Community organizing is the process of building a movement within a specific community (ie: civic, mission-related, social system or institution) in order to accomplish a specific goal while advocacy is an activity which aims to influence decisions making in order to invoke a specific change or law. This course will examine both the theoretical as well as the practical application of these interrelated activities. Students will learn the underlying theories that form the principles of community organizing and advocacy.

SOC 315 - Emotional Intelligence and Leadership (3)

This course explores Emotional Intelligence from both an individual and a leadership perspective. It will identify what emotion is, where emotions come from and the difference between thought and feeling by investigating the four domains of Emotional Intelligence: (a) Self-Awareness, (b) Self-Management, (c) Social Awareness and (d) Relationship Management. This course will prepare students to be socially aware family members, friends and leaders able to understand and feel what others feel. It will delve deeply into the leader's need to be an exceptional listener, and the value of accepting constructive criticism from followers and other members of the organization. From a leadership perspective, this course will prepare students to be honest, respectful leaders who create a positive and supportive environment for those with whom they interact in the organization. In addition to textbooks and outside readings, this course will examine and analyze case studies.

SOC 317 - Applied Emotional Intelligence (3)

Emotionally intelligent people focus their energies to create successful relationships that contribute to both personal and professional success. Individuals possessing emotional intelligence demonstrate self-awareness and manage their emotions while at the same time recognizing emotional states in other people. They are able to label and adjust their emotions so as to create positive relationships with others. This course will focus on defining and recognizing emotional intelligence in oneself and others: Learn about the core skills that comprise emotional intelligence, recognize associated verbal and nonverbal skills that contribute to

emotional intelligence, explore tools to build emotional intelligence, discuss different models of emotional intelligence, and analyze criticisms emotional intelligence.

SOC 318 - Social Change (3)

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: SOC 101 or PSY 101.

SOC 320 - Society and Technology (3)

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: SOC 101.

SOC 321 - Homelessness in America (3)

Today's social landscape consists of a myriad of complex issues that negatively impact society's well being. Homelessness in America is a social issue that affects hundreds of thousands of individuals and families on an annual basis. The purpose of this course is to give the student a basic understanding of homelessness in America. Students will learn the social and economic factors that contribute to homelessness. In addition to understanding the causes of homelessness, this course will also examine the public policy and non-profit sector responses to homelessness.

SOC 323 - Law & Practice in Human Services (3)

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: ENG 121 and ENG 122. Crosslisted as: LES 323 and PSY 323.

SOC 324 - Health, Society and Culture (3)

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: PSY 101 or SOC 101.

SOC 325 - Myth, Ritual, Psychotherapy (3)

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: SOC 101.

SOC 330 - Sociology of Sex and Gender (3)

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 - Research, Writing and Information Literacy in the Behavioral Sciences (3)

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: (PSY 101 OR SOC 101) GPA 1.67 AND (ENG 121 AND ENG 122) GPA 1.67.

SOC 340 - Applied Research Design (3)

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: (PSY 101 or SOC 101), ENG 121, ENG 122, SOC 331 GPA 1.67 and MAT 308 GPA 1.67.

SOC 350 - Sociology of Disaster (3)

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.

SOC 351 - Disaster and The Media (3)

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.

SOC 352 - Special Topics: Crisis Communications (3)

This course will focus on crisis communications. Students will learn how organizations and corporations manage crisis communications, understand the basics of community relations, examine corporate social responsibility programs, and learn how emergency managers implement crisis communications plans including using social media. The course will cover crisis communications theory, types of crisis, crisis communications plans, and examine a variety of crisis communications examples through case study of past examples.

SOC 353 - Environmental Sociology (3)

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.

SOC 365 - Introduction to Autism Spectrum Disorders (3)

This course is designed to familiarize students with autism spectrum disorders. Students will focus on diagnostic criteria, history of the disorders, treatment, evidence-based practice, and policy. A focus on current evidence based treatments and pseudoscientific trends in autism treatment will make students informed consumers of research. In addition, the course will focus on applied behavior analysis (ABA) as an intervention and review techniques for teaching new skills and reducing problem behaviors in individuals with autism.

SOC 401 - Cultural Perspectives in Dream Exploration (3)

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: SOC 101.

SOC 402 - The Role of Women in Leadership (3)

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: PSY 101 or SOC 101.

SOC 404 - Special Topics: Human Trafficking (3)

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 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 - Social Deviance (3)

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: SOC 101.

SOC 409 - Special Topics: Seminar in Applied Behavioral Science (3)

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: SOC 331, SOC 340, and MAT 308.

SOC 411 - Special Topics: Sociology of Religion (3)

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: SOC 101.

SOC 425 - Child Abuse: Recognition and Investigation (3)

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: SOC 101 or PSY 101.

SOC 426 - Responding and Investigation: Child Maltreatment (3)

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: SOC 101 or PSY 101.

SOC 427 - Responding to the Survivors of Child Abuse and Survivor Responses (3)

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: SOC 425.

SOC 450 - Co-Op Experience (3)

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. Prerequisites: 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 - Special Topics: Sociological Perspectives of Delinquency (3)

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 - Topic in Behavioral Science: Sociology of Globalization (3)

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: SOC 101 or PSY 101.

SOC 461 - Women and Leadership (3)

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: PSY 101 or SOC 101.

SOC 464 - Special Topics: Working in the Helping Professions (3)

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 - Special Topics: Case Management (3)

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 - Step-Parenting & Blended Families (3)

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 - Internship in Behavioral Science (Behavioral Science majors) (3)

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: Behavioral Science major, SOC 101, junior status, and overall GPA 2.5 or higher.

SOC 491 - Internship in Behavioral Science (Behavioral Science majors) (3)

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: Behavioral Science major, SOC 101, junior status, and overall GPA 2.5 or higher.

SOC 492 - Internship in Behavioral Science (Behavioral Science majors) (3)

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: Behavioral Science major, SOC 101, junior status, and overall GPA 2.5 or higher.

SOC 493 - Internship in Behavioral Science (Behavioral Science majors) (3)

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: Behavioral Science major, SOC 101, junior status, and overall GPA 2.5 or higher.

SOC 495 - Internship in Sociology– Case Management (3)

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: SOC 101, junior status, and overall GPA of 2.5 or higher.

SPA - Spanish

SPA 301 - Practical Spanish I (3)

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

SPA 302 - Practical Spanish II (3)

This course emphasizes increasing vocabulary and the use of the past tense, and includes an introduction to Hispanic culture.
Prerequisite: SPA 301 or permission from Program Chair.

SPA 305 - Spanish for Health Care (3)

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: SPA 302 or permission from Program Chair.

SPM - Sports Management

SPM 200 - Science of Coaching (3)

This course focuses on the principles and philosophies of coaching across all area of sports. Specifically, the course introduces the roles of coaches to potential coaches, athletes, and parents. The course also focuses on enhancing the coaching skills of present coaches.

SPM 210 - Sports in America (3)

This course is a study of the evolution of sports in America and the impact of sports on society. This course will consider the major influences on sports including economics, politics, and society. The course will consider major contributors to American sports including athletes, managers, and strategists. This course will have discussions on the influences of foreign markets and foreign athletes in American sports.

SPM 301 - Legal and Ethical Issues in Sports (3)

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: ENG 121.

SPM 302 - Sociology of Sport (3)

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.
Prerequisite: ENG 131.

SPM 304 - Current Issues in Sports Management (3)

This course studies current issues, problems, and trends in sports management

SPM 305 - Sports Management I (3)

This introduction to the sports industry covers theories of recreation and leisure, planning, policy-making, program evaluation, budgeting, and public relations.
Prerequisite: BBM 201.

SPM 306 - Sport Media Relations (3)

This course focuses on the application of media relations and communications in a sport organization. Students learn how to utilize the various broadcast, print, and electronic media and how they are vital to the success of the sport organization. Students will develop social media and news releases for an existing or special sport event organized by the class.
Prerequisite: SPM 305.

SPM 309 - Sports and Athletics Fundraising (3)

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.

SPM SPM 400 - Seminar in Sports Analytics (3)

The course is designed for students from all backgrounds and degree levels interested in studying sport analytics. The class will discuss the theory, development and application of analytics in sports. Students will learn about the application of analytics in sports for the purpose of in-game strategy, player performance, team management, sports operations and fantasy competitions, among many other topics. This course covers the applications of analytics and sports using probability, statistics and other mathematical tools. This course will provide students with an understanding of the burgeoning field of analytics as applied to sports. Not only will the course demonstrate the application of analytics to sports operations, including non-game areas, but will also present the history of data analysis in sports.
Prerequisite: MAT 312 (prior 2016-2017 MAT 308).

SPM 405 - Sports Management II (3)

This course gives students a comprehensive view of the procedures and operation of professional sports, collegiate athletics, and

recreational organizations and enterprises. The course examines skills and processes such as budgeting, marketing, event staging, and fund-raising that are necessary for the successful administration of these organizations. The interrelationship between these skills and administrative goals and objectives is studied.
Prerequisite: SPM 305.

SPM 406 - Sport Facilities Management and Planning (3)

This course focuses on the principles and practices of operating athletic centers and recreational facilities. Emphasis is on the management of such facilities, in addition to transportation, security, time management, and other related issues.
Prerequisite: SPM 405.

SPM 407 - Sports Marketing and Promotions (3)

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: SPM 405.

SPM 408 - Financing Sport Operations (3)

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: SPM 405 and FIN 305.

SPM 490 - Sports Management Internship I (3)

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: SPM 305.

SPM 491 - Sports Management Internship II (3)

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: SPM 490.

TEC - Technology

TEC 215 - Basic Photographic Techniques (3)

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 - Advanced Photography I (3)

This course will cover the more technical aspects of photography, including how to cover special events.
Prerequisite: TEC 215 or approval of program chair. Corequisite: DSN 094.

TEC 310 - Black and White Digital Photography (3)

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: TEC 215. Corequisite: DSN 094.

TEC 315 - Nature Photography (3)

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: TEC 215. Corequisite: DSN 094.

TEC 325 - Business of Photography (3)

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: TEC 215. Corequisite: DSN 094.

TEC 345 - Surreal Digital Photography (3)

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: TEC 215 and DSN 210. Corequisite: DSN 094.

TEC 366 - Photojournalism I (3)

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: TEC 215. Corequisite: DSN 094.

TEC 400 - Sports Photography (3)

This course will explore the historic and technical aspects of sports photography. Study will include identification, discussion and interpretation of iconic sports photographs, determining photographic medium, lens, lighting, and perspective. A hands-on approach is employed, as students will be required to photograph, edit and produce a series of finished images from live sporting events.
Prerequisite: TEC 215. Corequisite: DSN 094.

TEC 405 - Photographic Studio Lighting (3)

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: TEC 215. Corequisite: DSN 094.

TEC 406 - Photographic Location Lighting (3)

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: TEC 215. Some equipment purchases may be required for full participation in the class assignments. Corequisite: DSN 094.

TEC 407 - Lighting for Location and Studio (3)

Light is a fundamental element in photography. It is essential for students to have a comprehensive understanding of the use of secondary light in photography and to be able to successfully apply this knowledge to make compelling images both within a photo studio setting and on location. In this semester format course the content will switch at mid point. Students will learn to light subjects and products in a controlled studio environment as well as on location, where any number of variables will factor into the decision making process. Work will be completed in Adobe Photoshop.
Prerequisite: TEC 215.

TEC 425 - Photo Editing Techniques (3)

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: DSN 210, TEC 215. Corequisite: DSN 094.

TEC 460 - Topics in Photography (3)

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: Permission of the Program Chair.

VFX - Visual Effects

VFX 110 - Digital Filmmaking for Visual Effects (3)

This course aims at preparing the student to analyze the shooting requirements, set and location considerations, software choices and techniques used for various Visual Effects treatments. The student will take on the role similar to director or effects supervisor while shooting specific scenes during the course, and learn to apply general visual effects techniques to achieve the look for the shot/scene.

VFX 200 - Introduction to Compositing for Visual Effects (3)

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: (VMG 201 or DSN 201) and (VMG 321 or DSN 301).

VFX 300 - Advanced Compositing Workshop (3)

Building on the concepts of the introductory class (VFX200) students will be challenged with real world examples of compositing challenges and incorporate them into a finished demo reel
Prerequisite: VFX 110 and VFX 200.

VFX 310 - Digital Matte Painting and Set Extensions (3)

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: DSN 201/VMG 201, DSN 301/VMG 321, and VFX 110.

VFX 400 - Match-moving and Roto-scoping (3)

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: VFX 110 and VFX 200.

VFX 420 - Visual Effects Workshop / Final Projects (3)

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: VFX 110, VFX 200, VFX 300, VFX 310, and VFX 400 must be completed prior to registering for this course.

VMG - Video and Motion Graphics

VMG 100 - Camera and Cinematography (3)

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 - Introduction to Audio (3)

This course introduces the principles of sound recording and sound design using analog and digital technologies. The course's aim is to provide the students with the skills necessary to set up and use current equipment and manipulate sound in order to maximize communication. Particular emphasis is placed on using and understanding the concepts of digital sound systems. Also examined are the use of sound design as a communicative medium and the relationship of sound to visuals to create in the student an "auditory awareness." Sound characteristics, acoustics, ergonomics, and basic audio technology professional practices will be introduced. This course is equivalent to TEC101.

VMG 102 - The Production Process (3)

Students will cover the basic production process from script to screen and understand the core phases of production. Pre-Production, Production, and Post-Production techniques from the perspective of the Producer will be covered in depth. The result of this class is a production template designed at giving the student producer a toolset from which to launch projects from. This course is equivalent to TEC102.

VMG 200 - Advanced Camera and Cinematography (3)

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: VMG 100.

VMG 201 - Fundamentals of Motion Graphics (3)

This introductory course covers the history and evolution of animation, as well as the theory and principles behind it. Students will practice timing, rhythm, and movement while exploring their design implications. Digital technology and basic computer animation software will be introduced through demonstration and practice. This course is equivalent to DSN201
Prerequisite: CTA 210/BCS 210 and DSN 210.

VMG 202 - Advanced Audio Recording Techniques (3)

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: VMG 101 or TEC 101.

VMG 222 - Story Design Methods (3)

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: ENG 121.

VMG 240 - Music Recording Fundamentals (3)

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: VMG 101.

VMG 301 - Lighting for Production I (3)

Students will work on lighting only in this course, and utilize cameras only as a production test element. Basics, such as 3-Point lighting, interview lighting, location considerations, and outdoor lighting are some of the topics covered in this course. Students will walk away with lighting diagrams, and templates for most lighting situations. This course is equivalent to TEC305.

VMG 302 - Lighting for Production II (3)

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, steadi-cams, and dollys
Prerequisite: VMG 301.

VMG 307 - Streaming Media (3)

Creating streaming media is a multi-step process incorporating audio, video, and any other visual medium. Students will learn how to create streaming media projects. To create such projects, students will learn compression techniques, embedding techniques, and best practice methods for deploying streaming media. Additional topics of discussion include market research techniques, copyright issues, storyboarding, and scripting. This course replaces COM307

VMG 310 - Advanced Motion Graphics (3)

This course is an extension of DSN 201, Fundamentals of Motion Graphics. The student will manipulate text, computer animation, and motion graphics to create visual effects seen in commercial video. Students learn about composition, rendering, lighting direction, and time management. Projects allow for creativity as well as ability to adhere to guidelines and follow instructions. This course is equivalent to DSN310
Prerequisite: DSN 201 or VMG 201.

VMG 311 - The Early History of Film (3)

This course is designed to introduce students to the art of film and its early history. It will cover major trends, methods and issues in theatrical film history up to the Hollywood cinema of the 1950's. This course replaces COM311.

VMG 312 - The Modern History of Film (3)

This course is designed to introduce students to the art of film and its recent history. It will cover major trends, methods, technologies and issues in theatrical film history from the 1960s to modern-day cinema. Emphasis will be placed on the rapid technology changes in modern film history. This course replaces COM312.

VMG 313 - Aesthetics of Film (3)

The course examines the motion picture as an art form. Elements of film such as writing, photography, acting, and editing are examined with emphases on the director's role as a manipulator of these elements. To illustrate the interplay of these elements,

selected feature films are screened and analyzed. This course replaces COM322 – Aesthetics of Film.

VMG 321 - Introduction to 3D (3)

This course demonstrates the critical concepts of 3D time and space, and helps explain the principles of 3D modeling, animation, dynamics and rendering. This course is equivalent to DSN301
Prerequisite: VMG 201 (or DSN 201) and DSN 210.

VMG 322 - 3D Modeling Techniques (3)

This course focuses on creating structures and objects in three dimensional space, working with polygons, planes, spheres, and hypernurb objects. This course is equivalent to DSN302
Prerequisite: VMG 201 (or DSN 201), VMG 321 (or DSN 301) and DSN 210.

VMG 323 - 3D Texture, Rendering and Lighting Techniques (3)

Applying realistic textures to objects, lighting objects, scenes and individual channels, as well as rendering those objects/scenes out to still images for use on the web, print and animated scenes for video are covered in this course. This course is equivalent to DSN303
Prerequisite: VMG 201 (or DSN 201), VMG 321 (or DSN301) and DSN 210.

VMG 324 - Character Creation and Texturing (3)

Building upon the basics of the Introduction to 3D, this course focuses on the creation of humanoid and non-humanoid characters. Good structuring techniques and modeling are emphasized. Students will create mapped textures using DI tools (like Photoshop) and include the assets into the 3D application. This course is equivalent to DSN304
Prerequisite: VMG 321 (or DSN 301), and VMG 322 (or DSN 302), and VMG 323 (or DSN 303).

VMG 325 - Character Rigging (3)

This course focuses on the underlying skeleton structure of the characters created in the previous course, or samples provided. In addition to being applied to animation of characters, it also sets up the structure for integration into 3D game engines. Inverse Kinematics, Bones, and Meshes will be the core topics of this course. Students will develop their creation's motion capabilities by learning the character rigs and skeletal structures used in 3D computer animation. This course is equivalent to DSN305
Prerequisite: VMG 321 or DSN 301.

VMG 326 - Dynamics and Particles for 3D (3)

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.

VMG 327 - Introduction to 3D Digital Sculpting (3)

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: (VMG 321 or DSN 301) AND (VMG 323 or DSN 303).

VMG 330 - Aerial Cinematography (3)

Students will gain a thorough knowledge of drone operation and an understanding of aerial cinematography. This course provides hands-on experience, under the supervision of an experienced drone instructor. Through a series of lectures, in-class demonstrations (hands-on), reading assignments and a series of projects, students will learn the technical skills required to operate a professional level quadcopter with trailblazing video capabilities. Students will also be required to learn and obey all FAA laws and regulation for operation of a filmmaking drone.

VMG 350 - Journalism in Practice (3)

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: ENG 121 and VMG 102.

VMG 400 - On Location Production Techniques (3)

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: VMG 100, VMG 102, and VMG 301.

VMG 401 - Producing the Documentary (3)

This course is an introduction to the theoretical foundations required for creating a documentary. Students will gain an understanding of how this genre is similar to and different from other television programming. The course will further develop scripting techniques and all facets of video pre- and post-production. As part of this course, students will produce a short documentary. This course is equivalent to COM401
Prerequisite: VMG 100, VMG 102, and VMG 301. Photography majors only: TEC 405 or TEC 406.

VMG 402 - Studio Production Techniques (3)

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: VMG 100, VMG 102, and VMG 301.

VMG 420 - Non-Linear Editing - PC (3)

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: VMG 102/TEC 102 or GMD 105.

VMG 422 - Non-Linear Editing – Apple MAC Computer (3)

This course introduces the technology and practice of digital editing, from the conversion of analog video and digital capture to final assembly. The course covers a basic introduction to editing software, including importing files, assembling, applying transitions, and adding titles. Editing techniques and theory are also covered. This course is equivalent to COM422
Prerequisite: VMG 102 (or TEC 102), or GMD 105.

VMG 423 - Advanced Non-Linear Editing (3)

This second of two non-linear editing courses furthers the theory of editing with the various technical editing skills needed to edit a television show or digital film. Building on the abilities developed in Intro to Non-Linear Editing - Mac, students will exhibit proficiency in all areas of film editing. New techniques learned, but not limited to, will include chroma keying, importing from other programs such as After Effects and Photoshop, troubleshooting, audio sweetening, and color correction. This course is equivalent to COM423
Prerequisite: COM 422 or VMG 422.

VMG 425 - Podcasting (3)

The ability of audio and video to be globally distributed through the Internet has created exciting technology that is affordable for nearly everyone. With the advance of MP3 players and their availability in just about every imaginable kind of device, the technology has become ubiquitous in today's society. This course will teach students how to get a quality podcast up and running—from planning to recording, editing and preparing your file, to getting heard, finding clients and making money. This course replaces COM425
Prerequisite: DSN 210, (VMG 101 or TEC 101), (VMG 102 or TEC 102) and (VMG 422 or COM 422).

VMG 430 - Logo Animation (3)

In this course students will create animated sequences and manipulate and refine them, using industry standard programs and techniques to create bumpers for television, web, and podcasts. (If you don't know what a bumper is, you need this course.) This course is equivalent to DSN430
Prerequisite: COM 422/VMG 422 and DSN 201/VMG 201 and DSN 210.

VMG 440 - Cooperative Education for Video and Motion Graphics (3)

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. Prerequisites: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

VMG 441 - Cooperative Education for Video and Motion Graphics (3)

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. Prerequisites: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

VMG 442 - Cooperative Education for Video and Motion Graphics (3)

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. Prerequisites: Student needs at least 60 credits completed and a minimum GPA of 2.5. This course requires approval from the Dean and the Director of Cooperative Education.

VMG 460 - Topics in Video and Motion Graphics (3)

This course surveys contemporary subjects and current events pertaining to Video and Motion Graphics.
Prerequisite: Permission required.

VMG 487 - Video Motion Graphics Senior Project (3)

This course is designed to allow senior year students the opportunity to practice their specialization in a production environment. At the start of the project, students will identify a realistic project in their main competency area(s) with a faculty mentor. Having agreed on a timetable for their project's completion, the students will then begin a required/flexible workshop where they must prepare a clear and comprehensive pre-production plan. The students must also develop an appropriate corporate style and logo to accompany their project. All work must be presented in the best possible manner, with well designed digitally published pages, a proper use of color, typography, etc., using their own corporate style and logo. This course may be completed as a directed study with an instructor of the student's choice or in a classroom setting. This course is equivalent to COM487
Prerequisite: Permission required and VMG 422 and have a minimum GPA of 3.0.

VMG 490 - Video Motion Graphics Internship (3)

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: Permission required and VMG 422 and have a minimum GPA of 3.0.

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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 5/15/16.

Sara R. Andersen
B.A., Trenton State College
M.S., Central Michigan University

Ginger F.V. Angstadt
B.A., Delaware State University
M.F.A., Catholic University of America
Ph.D., Texas Tech University

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
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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
Patrick S. Crowe
B.F.A., Rochester Institute of Technology
M.A., Savannah College of Art and Design
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M.Ed., Wilmington University
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B.A., Temple University
M.A., West Chester University
Ed.D., Temple University
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M.S., Wilmington University
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Ed.D., Wilmington College
Suzanne E. Donovan
B.A.,Moravian College
M.Ed., Chestnut Hill College
Ed.D., Wilmington University
Dean R. Dungan
B.G.I., Aero Training Academy
C.F.I.I., Aero Training Academy
A.G. I., Flight Safety International
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M.S., Massachusetts Institute of Technology
M.B.A., University of California at Los Angeles
Ph.D., Claremont Graduate University
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B.S., Wilmington University
M.S., Wilmington University
Ed.D., Fielding Graduate University
Joseph D. Euculano
B.S., Jacksonville State University
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M.S.W., Temple University
Linda J. Zervas
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Administration

Executive Team/Administrative Cabinet

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Executive Vice President	LaVerne T. Harmon, Ed.D.

Assistant Vice President	Angela C. Suchanic, Ed.D.
Assistant Vice President	Tina M. 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	Bonnie L. Kirkpatrick, Ed.D.
Vice President, Enrollment Management	Eileen G. Donnelly, Ed.D.
Vice President for External and International Affairs	Peter A. Bailey, D.B.A.
Assistant Vice President	Christopher G. Pitcher, M.F.A.
Senior Vice President and Chief Financial Officer	Heather A. O'Connell, M.B.A.
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Assistant Vice President	Sheila M. Sharbaugh, Ph.D.
Vice President, Administrative and Legal Affairs	Christian A. Trowbridge, J.D.
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Assistant Vice President	P. Donald Hagermann, M.H.R.M.

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College of Arts and Sciences	Doreen B. Turnbo, Ed.D.
College of Business	Robert Rescigno, Ed.D.
College of Education	John C. Gray, Ed.D.
College of Health Professions	Denise Z. Westbrook, Ed.D. (c)
College of Online and Experiential Learning	Sallie Reissman, Ed.D.
College of Social and Behavioral Sciences	Edward L. Guthrie, Ed.D.
College of Technology	Mary Ann K. Westerfield, Ed.D.

A full listing of administrators and contact information for University instructional locations can be found at wilmu.edu.

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