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2021-2022 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, 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

Welcome to Wilmington University.

On behalf of our board of trustees, administration, faculty and staff, I am delighted that you have selected Wilmington University to pursue your academic goals. You can choose from more than 150 degree and certificate programs and over 130 online programs.

Distinguished faculty lead our career-oriented curricula. As expert practitioners in the fields they teach, they understand through experience the skills required to succeed. The real-world knowledge they impart benefits students who face real-world challenges.

As an open-access institution, we offer higher education opportunities to diverse adults of all ages. Some want to earn or complete undergraduate, graduate, or doctoral degrees; others choose to upskill and improve their marketability. Our traditional-age students are just beginning their exciting academic careers. As a member of the National Collegiate Athletic Association Division II, we welcome student-athletes worldwide to compete in the Central Atlantic Collegiate Conference.

It is our privilege to provide personal attention and outstanding service by fostering every learner's success. We aspire to instill a passion for lifelong learning and maintain meaningful connections through our Alumni Association. We celebrate our graduates, many of whom are embracing influential and purposeful roles in society.

I hope you will find your time with us rewarding and enlightening. I wish you the best throughout your academic journey.

Sincerely,
Dr. LaVerne T. Harmon
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
10 Beaver Valley Road
Wilmington, DE 19803
302.478.2491
FAX:

Camden County College - Camden City Campus
200 N. Broadway
Camden, NJ 08102
856.494.7001

Camden County College - Blackwood Campus
200 College Drive
Blackwood, NJ 08012
856.494.7001

Cumberland County College
3322 College Drive
Vineland, NJ 08360
856.457.3005
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, Room 301
Dover AFB, DE 19902-6639
302.674.8726
FAX: 302.674.5034

Georgetown
21225 College Drive
Carter Partnership Center

Georgetown, DE 19947
302.258.0290
FAX: 302.856.5787

Joint Base McGuire-Dix-Lakehurst
Bldg. 3829 School Road
Joint Base MDL, NJ 08641
FCN, RM 302
609.724.3188
FAX: 609.723.4053

Mercer County Community College - West Windsor Campus
1200 Old Trenton Rd
West Windsor Township, NJ 08550
609.245.2383

Mercer County Community College - James Kerney Campus
102 N. Broad St
Trenton, NJ 08608
609.245.2383

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

Rowan College at Burlington County
900 College Circle
Student Success Bldg. Rm 108
Mt. Laurel, NJ 08054
856.291.7400
FAX: 856.222.9232

Rowan College at Gloucester County
1400 Tanyard Road
Sewell, NJ 08080
856.494.7000
FAX: 856.468.7023

Salem Community College
460 Hollywood Avenue
Carneys Point, NJ 08069
877.967.5464
FAX: (856) 351.2618

Wilson Graduate Center
31 Read's Way
New Castle, DE 19720
302.655.5400
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

An undergraduate student who completes 9 credits or more during a semester and earns a GPA of 3.5 or higher is eligible to receive Dean's list recognition.

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 in writing 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 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

The goal of the grade appeal policy is to establish a clear, fair process by which students can appeal a final course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor.
Appeals are to be based upon one or both of the following factors:

- An error was made in grade computation
- The instructor departed substantially, in determining the grade, from his or her previously articulated, written standards (i.e. course syllabus, rubrics, etc.), without notifying students.

Only the final course grade may be appealed. The grade assigned by the instructor is assumed to be correct and the student appealing the grade is to justify the need for a change of the grade assigned.
It is incumbent upon a student to initiate the process within 60 days from the time the final grade is posted in the MyWilmU Portal.
Appeals Procedure
A student with a specific complaint about a course should, when appropriate, have a discussion with the faculty member concerned. If such a conversation would be inappropriate under the circumstances, or the instructor and student cannot resolve the appeal, the student should formally communicate in writing with the program chair who oversees the course.
This communication is to include:

- A statement addressing how the appeal meets one or both of the two criteria necessary for a formal appeal.
- A description of the outcome of the informal discussion process between the student and instructor.
- Any relevant documents the student would like to be reviewed as part of the appeal process.

The Program Chair or designee may request additional materials from the student.
The Program Chair or designee is to discuss this matter with the faculty member and student and will provide the student with written notification of the outcome of this step.
If there is no mutually agreed upon resolution between the student and the Program Chair, and the student wishes to pursue the matter further, he or she is to submit a written appeal to the Academic Dean or designee of the course.
This letter should include the student's specific reason(s) for setting aside the decision of the Program Chair.
The Dean will respond to the student in writing regarding the results of this appeal.

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 is to include the specific reason(s) for taking the student's grievance beyond the Academic Dean. The Assistant Vice President or Vice President of Academic Affairs will decide whether or not a hearing is appropriate. If appropriate, the Academic Review Committee will be convened and a copy of the student's letter will be forwarded to the Committee. Should the Assistant Vice President or 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 and written communication of the committee's decision will be sent to the student.

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 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.

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 40 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

Undergraduate programs permit a maximum of 90 transfer credits towards a bachelor's degree and 30 credits towards an associate's degree. Some transfer credits may not apply towards a specific degree. Transfer students are required to complete at least 30 credits of a bachelor degree at Wilmington University, and all students are required to complete at least 30 credits at the 300-400 level.

Students seeking honors recognition at graduation must complete at least 45 credits at Wilmington University and meet all requirements for honors.

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 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 applied to any College of Education degree that contributes to eligibility for licensure as a Delaware educator must be from a REGIONALLY accredited institution. The six regional accrediting agencies are: MSCHE; NCA-HLC; NEASC; NWCCU; SACS; WASC.

Transfer students must have all transcripts from other accredited institutions in the possession of the Admissions Office or home site

office at least two months prior to registration. Failure to attend to this can result in duplication of courses previously completed at those institutions. Credit will not be granted for course duplication.

Additional Transfer Policies

Only courses which are calculated into a student's cumulative GPA will be considered as possible transfer credits. Even if a student passes a course with a letter grade, if there are 0 quality points awarded, the course will not be considered

For students transferring credits from a Competency-Based Program, Chairs will review the courses to determine equivalency. Courses graded with a "Pass" will be considered for transfer as long as there is an explanation that a "Pass" is equivalent to at least a "C".

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. The University has structured this policy to provide numerous opportunities for student intervention and success. All students are strongly encouraged to utilize the numerous academic support services provided by the University. However, failure to achieve satisfactory academic progress may result in academic probation or suspension, to be determined by the Academic Review Committee.

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

(Student athletes must check with the Athletic Director or Academic Advisor for specific GPA restrictions).
The Academic Review Committee will meet each semester to review academic records. The Committee may take the following actions for students who have an unsatisfactory cumulative GPA.

- First occurrence: Academic probation
- Second occurrence: Continued academic probation
- Third and subsequent occurrences: Continued academic probation or suspension

A student on Academic Probation is limited to a maximum load of 12 credit hours per semester (less, if recommended by the Academic Review Committee). Students placed on ***continued probation*** are required to consult with and seek approval from an Academic Advisor prior to enrolling in any courses. Academic suspension begins the next academic block.

A suspended student may be reinstated on a probationary status by presenting a written appeal to their college dean and receiving approval from the Academic Review Committee. The suspended student must wait one semester before any appeal is written.

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 myWilmU or with an official withdrawal form submitted to 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 the GPA computation, the highest grade is calculated into the cumulative grade point average. A course may be repeated up to 3 times for a total of 4 attempts. The university provides numerous resources to support student success. Prior to the third attempt, the student will be contacted by the Program Chair or designee to discuss a plan.

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., D.N.P., or PSC 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: www.wilmu.edu/admission/international

Student English and Math Placement Testing

The English language is the medium of instruction at Wilmington University.
English language and mathematics placement assessments are completed through a computer based system. An assessment 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).
An Evidence-Based Reading and Writing score of 480 or above will be exempt from the English placement assessment (this is applicable for SAT's taken during the 2016-2017 academic year and beyond).
A Math score of 530 or above will be exempt from the Math placement assessment (this is applicable for SAT's taken during the 2016-2017 academic year and beyond).

- The results of the placement assessments will 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).
- Retakes of placement assessments are not permitted.

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 and is required for students transferring in 15 or fewer credits. 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, assists students in their individual academic and career goals.

Alternative Methods for Earning Course Credit

Prior Learning Assessment (PLA)

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

Wilmington University allows, through any combination of PLA, including credits from alternative providers, 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 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 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 Application for Graduation 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 Application for Graduation.

Graduation Competencies

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

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/STEAM Programs of Study

Science, technology, engineering, arts, and mathematics (STEAM) 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. Looking forward, employment in STEAM occupations is expected to outpace those in non-STEAM occupations.
In order to help meet the need for education in STEAM areas, Wilmington University offers the following programs of study:

Undergraduate Programs

Animations and 3D
Applied Technology
Behavioral Sciences
Biology
    Biotechnology
    Forensic Science
Business Analytics
Career and Technical Education (9-12)
Communications
    Digital Journalism
    Visual Communications
Computer and Network Security
    Digital Forensics
Computer Science
    Artificial Intelligence Concentration
    Data Analytics Concentration
Digital Marketing
Digital Media
Education Studies, Skilled and Technical Sciences
Environmental Science and Policy
Game Design and Development
Graphic Design
Health Sciences
Information Systems Management
Registered Nurse (RN) to Bachelor of Science in Nursing (BSN)
Video and Film Production
Web Design

STEM/STEAM Related Minors

Art
Digital Film-Making
Digital Publishing
Graphic Design
Mathematics
Natural Science
Video and Motion Graphics
Visual Effects
Web Design

Undergraduate Certificates

3-D for Digital Media
Advanced Graphic Design
Applied Statistics in Business

Applied Statistics in Social and Behavioral Sciences
Artificial Intelligence
Cloud Practitioner
Crime Scene Investigation
Data Analytics
Data Visualization
Digital Evidence Discovery
Digital Evidence Investigation
Digital Marketing
Graphic Design
Health Information Technology
Java Programming
Microsoft.Net Applications Development
Photography
Video Production
Web Application Development

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

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

As an *academic community of integrity*, Wilmington University faculty and students are expected to pursue learning with high ethical standards, dignity, and responsibility towards others. To that end, the faculty of Wilmington University embrace the following values as fundamental elements of such a *community* (International Center for Academic Integrity, 2020).

Honesty is exemplified through both faculty and student's work, words, ideas, and actions. Honesty lays a foundation for lifelong integrity and respect.
Trust is promoted by faculty who set clear guidelines for assignments and the evaluation of student's work. Students prepare work that is honest, thoughtful, and genuine. Mutual trust encourages and supports the free exchange of ideas.

Fairness is demonstrated by faculty who communicate expectations clearly and uphold academic integrity. Faculty establish clear and transparent expectations, standards, and practices to support fairness in all interactions with students. Students demonstrate fairness when they do their own work and uphold the academic reputation of themselves and of the university.

Respect in academic communities is reciprocal and requires showing respect for oneself as well as others. Respect for others means valuing diversity of opinions and appreciating the need to challenge, test, and refine ideas. Respect is demonstrated by faculty who recognize students as individuals, provide full and honest feedback, and value a variety of perspectives. Students demonstrate respect when they take an active role in their own education, contribute to the learning process, and perform to the best of their ability.

Responsibility is demonstrated by both faculty and students who hold themselves accountable for their own actions, and work to discourage and prevent misconduct of others. *Responsibility rests* upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.

Courage is an element of character that allows learners to commit to the quality of their education by holding themselves and their fellow learners to the highest standards of academic integrity.

Academic communities of integrity provide opportunities for students to make choices, learn from them, and grow. Through this interactive process, courage, honor, and integrity can develop as interwoven mutually dependent characteristics.

Types of Violations

To ensure the honesty, fairness, and fundamental values of the intellectual environment at Wilmington University, students are expected to pursue learning with integrity, dignity, and responsibility towards others. Students are expected to be attentive to proper

methods of documentation and acknowledgement in all academic work. Any situation involving violation of Academic Integrity Policy demeans the violator, degrades the learning process, deflates the meaning of grades, discredits the accomplishments of past and present students, and undermines the integrity of the degree and the university. Acts of academic dishonestly are serious offenses and are of major concern to the University. 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. A violation of any of the below listed items is a violation of academic integrity.

1. Plagiarism

Plagiarism is defined as the submission of information without properly acknowledging the source through complete, accurate, and specific references. Plagiarism applies to the use of published and unpublished sources. Examples of plagiarism include, but are not limited to the following:

- Directly quoting another person's words without the use of quotation marks and/or acknowledgment of the course
- Paraphrasing, or restating, another person's ideas, opinions, or theories without acknowledging the source
- Using facts, statistics, or other material taken from a source without acknowledging the source
- Submission of the student's own work which has previously been submitted for other assignments (self-plagiarism)

Students are urged to consult with individual faculty members, department heads, or recognized handbooks in their discipline (located at http://www .wilmu.edu/ssc/writing .aspx) if they are in doubt as to whether their work may contain plagiarized material. This should be done before the work is submitted.

2. Fabrication

Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to the following:

- Citing information not taken from the source indicated
- Inventing data, facts, or sources for an academic assignment
- Listing sources in a bibliography or reference list that were not used in that assignment/project

- Listing hours worked or activities performed during a clinical or service learning experience that did not occur

3. Cheating

Cheating is an act or an attempted act of deception by which the student seeks to misrepresent that he or she has mastered information on an academic exercise. Examples of cheating include, but are not limited to the following:

- Attempting to use unauthorized materials, information, or study aids in an academic exercise
- Copying from another person's work or allowing another person to copy your work
- Collaborating with another person during an examination or graded assignment without permission by the instructor
- Utilizing online paper mills and/or study websites for the purpose of buying, selling, or bartering exams and assignments
- Unauthorized sharing of examination answers with others

- Falsification of data such as constructing data results as if statistics were genuine data

4. Grade and Test Tampering

Test tampering is obtaining, distributing, or receiving a test or examination without consent of the instructor. It is also a violation of the Academic Integrity policy if a student takes a test for another student. Tampering with grades in a grade book or assisting with changing any academic record in the university is prohibited.

Violation of the Academic Integrity Policy

First Violation:

1. The faculty member shall confer with the student regarding the violation of the Academic Integrity Policy.

2. In consultation with the specific Program Chair of the college in which the course is offered, the faculty member is to select one or more of the following sanctions:

- Require that the student repeat any work affected by the violation of the Academic Integrity Policy.
- Assign the student a lower grade for the assignment (this is not necessarily a grade of (0) zero).
- Assign the student a failing grade for the course (this is not necessarily a grade of (0) zero).

3. After a sanction is selected, the Program Chair will inform the Dean of the College in which the course in question resides and what action was taken. Objective evidence of the violation must be submitted to the Dean. The Dean shall inform the Assistant Vice President for Academic Affairs who will notify the student in writing that his or her continued enrollment at Wilmington University is provisional; the Assistant Vice President may require the student to complete the course ENG 310 (Research Writing). The Vice President of Student Affairs will receive a copy of the letter.

4. The Dean of the College has the discretion to immediately forward any violations directly to an Assistant Vice President or Vice President of Academic Affairs to be considered for review by the Student Discipline Committee.

Second Violation:

In the event of a second violation related to academic integrity, the Assistant Vice President for Academic Affairs shall inform the Vice President of Administrative & Legal Affairs and submit materials related to any previous offenses. Depending on the nature of the violation, the Vice President of Administrative & Legal Affairs may temporarily suspend the student from university activities and convene a meeting of the Student Discipline Committee.

Subsequent Offences:

Referred to the Student Discipline Committee

Promoting Academic Integrity

Wilmington University utilizes Turnitin as a proactive tool as an aid in educating students about academic integrity, plagiarism and the proper citation of any borrowed content. The software tool is designed to allow 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 this software to affirm the originality of assignments.

University Writing Centers and Tutors:

The Student Success Center is designed to provide students with the support and resources necessary to achieve their goals. The Student Success Center is committed to all Wilmington University students' academic success by providing personalized tutoring, mentoring, writing and learning resources, as well as multiple workshops and seminars. In partnership with other University offices, the Student Success Center offers a broad set of programs and services, empowering students to achieve academic excellence.

Additional information related to University policy may be found on the University website: https://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 academic 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 Canvas. Students should therefore expect to utilize the Canvas learning system throughout their course of study at Wilmington University which requires having access to a computer and the internet. The use of Canvas creates a virtual learning space for Wilmington University instructors to communicate and collaborate with students and provides a place to post course content, manage activities, and provide feedback to students. Canvas is the University-supported tool for integrating multimedia course content, course communication, student assessments (quizzes, assignments, surveys, portfolios), and student grades. Some courses have synchronous online sessions requiring students to engage via audio and video.

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 a Certificate

Courses in certificates must meet the minimum grade requirements for courses in full programs. Students will be held to all prerequisite requirements. In addition, a minimum GPA of 2.0 is required for an Undergraduate Certificate.

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 required to complete the FYE 101 (First Year Experience) course.

The First Year Experience Course (FYE 101) is required of all new freshmen with 0-15 transferred credits. Generally this course will be used in place of a Free Elective. Eligible students are required to complete the course during their first semester.
General Education courses have been selected to complement each program of study. The following is a list of the requirements for the associate degree:

Associate of Science
Technology 3 credits
Mathematics 3 credits
Natural Science 3-4 credits
Written and Oral Communication 9 credits
Social Science 3 credits
Humanities 3 credits
Critical Thinking 3 credits
Citizenship 3 credits
Total credits 30 credits

Associate of Arts
Technology 3 credits
Mathematics 6 credits
Natural Science 3-4 credits
Written and Oral Communication 9 credits
Social Science 6 credits

History 6 credits
Humanities 9 credits
Citizenship 3 credits
Total credits 45 credits

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:

Citizenship (See program requirement)	**3 credits**
Computer Operations (See program requirement)	**3 credits**
Critical Thinking	**3 credits**
Economics (See program requirement)	**3 credits**
English	**12 credits**
Humanities	**6 credits**
Mathematics (See program requirement)	**3 credits**
Natural Science (See program requirement)	**3 or 4 credits**
Social Science	**3 credits**
Total credits	39 - 40 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 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. Complete at least 30 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 required of all new freshmen with 0-15 transferred credits. Generally this course will be used in place of a Free Elective. Eligible students are required 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 https://studentaid.ed.gov/sa/fafsa. 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 federal income tax information from two years prior.
2. Upon receipt of a student's FAFSA data, Wilmington University will send an email communication indicating what additional requirements are needed to complete processing. Students must be fully admitted into an eligible degree or certificate program and complete all requirements before financial aid awards will be made.
3. Upon completion of all requirements, a determination will be made by Wilmington University as to the applicant's aid eligibility. Students will receive an Award Notification from the Financial Aid Office directing them to their student portal to view the types and amount of aid offered to them.
4. Students who are offered and who accept student loans for the first time 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. 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. To be eligible for aid, applicants must be fully admitted into a degree program. To receive aid in most aid programs, students must maintain an enrollment of a minimum of six credits per semester in courses in their program of study.
6. The financial aid office advises all students to log on to studentaid.gov and complete the Annual Student Loan Acknowledgment (ASLA) process prior to accepting additional federal student loans.

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

To apply 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 or eligible certificate, as no funds can be awarded until the applicant has been officially accepted to the University. Students may check here: https://www.wilmu.edu/financialaid/eligiblecertificateprograms.aspx for a list of all financial aid eligible Certificate programs.

The total processing time from submission of the FAFSA to processing by Wilmington University can take from two to six 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. The federal deadline to submit a FAFSA for the 2021-2022 academic year is June 30, 2022. The 2021-2022 FAFSA is required to apply for aid for the Fall 2021, Spring 2022, and Summer 2022 semesters.

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 additional grant aid to undergraduate and graduate admitted to specific certification track education degree programs, who are maintaining a 3.25 GPA and who agree to teach as a highly qualified teacher in a "high need" field. Please note, Education Studies programs are NOT eligible.

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)

Repeat Courses

Once a course is passed successfully with a grade of D or better, federal aid will cover only one additional retake of the course. However, students who fail or withdraw from a course may continue to receive aid for the same course as long as they are otherwise eligible for aid. For example, if a student receives a "D" in English 101, retakes the course and receives an "F", they are no longer eligible to receive federal aid for a retake of that particular course.

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 or after two years or four semesters of enrollment: 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 or length of enrollment. 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).

Please note, any student's receiving VA education benefits should refer to the section "Veterans Educational Benefits" regarding their specific Satisfactory Academic Progress Policy.

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, once they sign and return a "SAP Warning Notification" acknowledging their warning status. 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 SAP Appeal Request form and return it to our office with required documentation. If the appeal is approved, the student will be placed on Financial Aid SAP Probation for one semester. Some students on Financial Aid SAP Probation will also be given an Academic Plan if it is determined that it will take more than one semester of attendance for them to regain satisfactory academic progress. Students may once again receive federal aid assistance while on Financial Aid SAP Probation.

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.

VETERANS EDUCATIONAL BENEFITS

Veterans Educational Benefits: Wilmington University makes every effort to assist eligible service members, veterans, and their dependents in their academic pursuits. Veterans Educational Benefits are available for eligible programs at Wilmington University. Application information may be obtained in the Admissions Office or from the Veterans Affairs website at http://www.benefits.va.gov/gibill/. Students are not eligible to collect full Veterans Educational Benefits for course(s) for which they are receiving military tuition assistance. Active-duty military students using military tuition assistance may apply to utilize the "Top Up" program directly through the Department of Veterans Affairs. Students must remain in good academic standing in order to receive Veterans Educational Benefits.

VA education benefits will be terminated for any VA student placed under academic suspension. Benefits may resume when the student returns to satisfactory academic standing. Veteran Students who do not meet the University's Satisfactory Academic Progress (SAP) Policy will have their Veterans benefits terminated until they maintain SAP. The VA does not pay for audited courses or a repeated course to just raise GPA. The VA will pay for a repeated course which is required of the course program.

MAT 095 and ENG 095 courses are not paid for by the VA. Independent Study courses are classified as distance learning courses by the Department of Veterans Affairs. Independent Study courses do not count towards a student's eligibility for full on-ground housing allowance. Students should contact the VA with any questions regarding housing allowance eligibility.

The eFolio system is the College of Education's electronic portfolio system used for documenting and tracking student mastery of program competencies and is not covered by the VA.

Veterans Vocational Rehabilitation Program: Vocational Rehabilitation is a program designed to assist service-disabled veterans to obtain suitable employment and promote maximum independence in daily living. Professional counselors from the Department of Veterans Affairs assist in preparing an individual plan which includes services and financial assistance necessary to complete a designated program. Students seeking additional information pertaining to this type of benefit should contact the Vocational Rehabilitation Department of the Department of Veterans Affairs.

Educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

STUDENT SERVICES

Student Academic Advising

The Office of Academic Advising provides advising services to undergraduate students. Academic Advisors clarify University policies and program requirements, and explain how to read and understand DegreeWorks audits and educational plans. Students schedule appointments by contacting their nearest University location. Advisors meet with students in person or via Zoom, our virtual meeting platform. Walk-in registration sessions are available in New Castle for current students who need assistance registering for classes.

Student Success Center

The Student Success Center (SSC) offers free online tutoring to all Wilmington University students. Face-to-face English/writing/ESL, math/statistics, science, technology, and accounting/finance/economics tutoring is also available to undergraduate students free of charge. In addition, the SSC offers student success seminars as well as other academic support services.

University Library

The Library supports the mission of Wilmington University through its collections, services, facilities and programming. Through a combination of innovative technology and 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, Brandywine, 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. 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, cross-country, lacrosse and track & field for men; and basketball, bowling, tennis, softball, volleyball, soccer, lacrosse, cheerleading, track & field 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.

Office of Student Concerns

The Office of Student Concerns was established to provide assistance to students who need direction, support, and/or correction in relation to a wide range of issues that may confront them while attending the University.

The Office of Student Concerns is a resource for students who are seeking to clarify their understanding of University expectations or better manage interactions with others. The Office of Student Concerns also serves to assist staff and faculty with issues involving student conduct.

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, please visit 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, Cheerleading, Dover Ambassadors, Education Club, the Green Team, Multicultural Student Association, Esports Club, Game Club, Military/Veteran Student Organization, Muscle Movement at WilmU, Online Student Association, Phi Theta Kappa Alumni Association, Ping Pong Club, Poetry Club, Psychology/Organizational Dynamics Student Association, Spectrum, Sport Management Club, Student Athlete Advisory Committee, Student Legal Association, Student United Way, Team STAC, Checkmates, WilmU Reads Book Club, Society for Human Resource Management, Young Professionals Association and honor societies.

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.

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 61,642, 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, 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 at 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 or sent electronically from the school of attendance. 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. For new students, it is suggested to arrange a meeting with an Admissions Specialist at the University location of attendance. At the meeting, 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 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:

- An Evidence-Based Reading and Writing scores of 480 or above will be exempt from the English placement (this is applicable for SAT's taken during the 2016-2017 academic year and beyond).
- A Math score of 530 or above will be exempt from the Math placement (this is applicable for SAT's taken during the 2016-2017 academic year and beyond).
- SAT scores prior to 2016-2017:
- Individual Reading and Writing scores of 450 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. Credits earned at Wilmington University cannot be applied to satisfy this high school transcript submission policy and related high school transcript waiver policy.

3. For new students, it is suggested to arrange a meeting with an Admissions Specialist to learn about additional major-specific requirements.

4. English and Math Skills Assessments are required for any undergraduate student who has not transferred acceptable credits for the following requirements: MAT 110, 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:

- An Evidence-Based Reading and Writing score of 480 or above will be exempt from the English placement (this is applicable for SAT's taken during the 2016-2017 academic year and beyond).
- A Math score of 530 or above will be exempt from the Math placement (this is applicable for SAT's taken during the 2016-2017 academic year and beyond).
- SAT scores prior to 2016-2017:
- Individual Reading and Writing Scores of 450 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) Admitted.
Below is a description of each status.

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 Academic Advisor for next steps. Transcript Requirements: Some certificates require completion of upper level courses. If this is a requirement for your specific certificate, unofficial transcript submission will be requested by the Admissions department upon submission and processing of your admissions application.

If the certificate option that you are applying for is eligible for financial aid, please submit official transcripts from all previously attended institutions.

Financial Aid Eligibility for Certificates:
Some certificates are eligible for financial aid. Please visit this website for a complete listing of financial aid eligible certificates:

https://www.wilmu.edu/financialaid/eligiblecertificateprograms.aspx

Adding a certificate to the same academic level as the applicant's program: A request may be submitted with an Admissions Specialist.

Adding a certificate to a different academic level as the applicant's program: An application to admission must be submitted. For a listing of certificates, visit the Wilmington University website at: https://www.wilmu.edu/certificates/index.aspx

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.

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.

Transfer Student Admission

Wilmington University accepts for transfer a maximum of 90 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 30 credits must be upper division (300-400 level). A minimum of 30 credits must be completed in residence at Wilmington University.

Transcript Policies

Official Transcript Submission Policy

All students are required to submit official transcripts from all previously attended post-secondary institutions within the first two semesters of enrollment at Wilmington University. A high school diploma with a graduation date or GED is required for students transferring fewer than 15 credits from other post-secondary institutions. Credits earned at Wilmington University cannot be applied to satisfy this high school transcript submission policy and related high school transcript waiver policy.
Students must submit all required transcripts before financial aid will be awarded.
Official transcripts are required within the first two semesters of enrollment in order to continue enrollment for future semesters.
Submit all official transcripts directly to the Office of Admissions:

- Email: admissions@wilmu.edu
- Postal Address:
- Wilmington University

ATTN: Office of Admissions
320 N. DuPont Highway, New Castle, DE 19720

Undergraduate applicants must be graduates of an accredited high school or have successfully completed a General Education Development (GED) program.
Home School Students: Wilmington University has developed revised admission requirements to better serve the Home School community. Learn more about admission requirements for home school students on the WilmU website.

Official Transcript Evaluation

An Official Transcript Evaluation is required if educated outside of the U.S. or a U.S. territory (must be original). The agency must be a member of www.NACES.org (General report for High School, Detailed or Course-By-Course Report with GPA for college or university – Masters students must have an equivalent of a Bachelor's degree in the US; Doctorate students must have the equivalent of a Master's degree in the US). An evaluation is also required for any of the following circumstances:

- A high school diploma that is non-English
- A higher education institution transcript that is non-English
- An institution not recognized by the Department of Education or an approved accrediting body

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. Credits earned at Wilmington University cannot be applied to satisfy the high school transcript submission policy and related high school transcript waiver policy.

Immunization Record Policy

All Wilmington University students must submit a copy of their immunization records to the Admissions office. These records must be on file with the Admissions office prior to the start of your initial term of enrollment at the University. If you are unable to obtain a copy of your immunization records, you may submit a copy of your MMR (Measles, Mumps, Rubella) vaccine.

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.
ADMISSIONS STATUSES

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.
Admitted:
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.

Application Expiration Policy

All applications for admission are valid only for the semester for which you apply. If you would like to change the semester in which you intend to begin classes, an application deferral request can be submitted within the Admissions portal.

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.

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.

COLLEGE OF ARTS AND SCIENCES

Effective **May 1, 2022**, the following changes are based on functionality and efficiency and support our student-driven mission and strategic goals:

- Disciplines that fell under the College of Arts and Sciences (CAS) will now be a part of existing colleges. The new college names listed below reflect this change:
- The College of Health Professions will become the **College of Health Professions and Natural Sciences.**
- The College of Education will become the **College of Education and Liberal Arts**. (Liberal Arts is now a division.)

Mission Statement

The College of Arts and Sciences provides both general education courses as well as high quality degree programs. Our mission is to create a supportive academic environment for all students 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 in today's market;
- 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.

Honor Societies

Sigma Zeta - Gamma Upsilon Chapter

A national undergraduate honor society to encourage and foster scholarly activity and recognize academic scholarship in the natural sciences and mathematics. Membership in Sigma Zeta is open by invitation only to undergraduate students majoring in natural sciences and mathematics. For more information on membership requirements visit the national website: http://www.sigmazeta.org/?q=about
Selections are made at the end of each summer semester, with induction in November of each year

Alpha Sigma Lambda - Delta Chi Omega

Alpha Sigma Lambda is the largest adult nontraditional student honorary society in the United States. This society recognizes the special achievement of select Liberal Studies bachelor's degree students in who accomplish high academic excellence while maintaining commitments to family and career. Membership in Alpha Sigma Lambda is open by invitation only to undergraduate Liberal Studies students. Only those individuals who have shown high scholastic success and exceptional achievement in their studies at Wilmington University and who are in good standing are considered. For more information on membership requirements visit the national website: https://www.alphasigmalambda.org/student-membership-criteria/
Selections are made at the end of each summer semester, with induction in November of each year.

Lambda Pi Eta - Alpha Chi Sigma

Lambda Pi Eta (LPH) is the National Communication Association's official honor society at four-year colleges and universities. LPH currently has more than 500 active chapters at institutions nationwide. Membership in Lambda Pi Eta is open by invitation only to undergraduate communication students. Only those individuals who have shown high scholastic success at Wilmington University and who are in good standing are considered. For more information on membership requirements visit the national website: https://www.natcom.org/student-organizations/lambda-pi-eta/lph-membership-and-materials/policies-and-procedures
Selections are made at the end of each summer semester, with induction in November of each year.

BIOLOGY, BACHELOR OF SCIENCE

Skills-Based Preparation for Aspiring Scientists

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

The Bachelor of Science degree in Biology is classified as a STEM program. This science degree will provide students with a foundation in the biological, chemical and data sciences. The expertise to understand and apply the functions of life are projected to be vital skills both nationally and in the state of Delaware. The biology degree will provide students with the skills they need to tackle challenges in a range of scientific and quantitative fields.

Program Philosophy and Objectives

This degree offers a solid basis in the natural sciences, and is adaptable enough to be used as a step towards graduate education and medical school. There is a rich STEM workforce in the region, therefore, biology courses are taught by highly qualified faculty who are practitioners in the field.

By utilizing the rich experience of science practitioners, students will be prepared to begin or continue their careers. Aligning with the University's mission of exemplary career-oriented degrees, graduates of this degree can market themselves to a variety of career options including forensic science technician, laboratory technician, K-12 educator, government analyst, as well as a plethora of jobs in the non-profit and healthcare sectors.

Program Competencies

Biological Learning Outcomes: Learning outcomes were adapted from a National Science Foundation-funded report authored by the American Association for the Advancement of Science (AAAS) on the development of standards for undergraduate biological education (American Association for the Advancement of Science, 2011).

- Students will apply the process of science to solve problems.
- Demonstrate the ability to use quantitative reasoning.
- Demonstrate the ability to apply quantitative analysis and reasoning, including modeling and simulation.
- Demonstrate the ability to communicate and collaborate with other disciplines.
- Examine the relationship between science and society.
- Students will apply:

- The theory of evolution, as a theory, while encompassing the diversity of life and their changes over time.
- The concepts involved in cellular structure and function
- Biological information flow, exchange and storage
- How living organisms operate as systems.

Forensic Science Concentration Learning Outcomes:

- Perform a biological sample analyses fundamental to forensic science.
- Apply the core laboratory techniques essential to forensic science.
- Demonstrate effective communication of forensics science through written and oral communication.

Biotechnology Concentration Learning Outcomes:

- Perform bioinformatics and genetic analyses.
- Apply the core laboratory techniques essential to biotechnology.
- Demonstrate effective communication of biotechnology through written and oral communication.

Curriculum

General Education Requirements (40 credits)

A minimum passing grade of "C" is required for BIO 251, ENG 121, ENG 122, ENG 131, ENG 310, MAT 205.

CTA 206	Computer Applications
OR	
CTA 210	Intro to Technology
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing
HIS 316	American History
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PHI 300	Ethics for Life
SOC 101	Introduction to Sociology
BIO 251	Biology I (with Lab)
HIS 381	Contemporary Global Issues

Biology Core (49 credits)

A minimum passing grade of "C" is required for BIO 252, BIO 336, BIO 337. A "C-" is required for BIO 338, BIO 352, CHE 261, CHE 262, CHE 363, CHE 364, and PHY 272.

SCI 441	Co-op Education Experience for Science
SCI 442	Co-op Education Experience for Science
BIO 252	Biology II (with Lab)
BIO 337	Genetics (with Lab)
BIO 336	Microbiology (with Lab)
BIO 352	Cell & Molecular Biology (with Lab)
BIO 338	Ecology (with Lab)

CHE 261	Chemistry I (with Lab)
CHE 262	Chemistry II (with Lab)
CHE 363	Organic Chemistry I (with Lab)
CHE 364	Organic Chemistry II (with Lab)
PHY 272	Physics I (with Lab)
DTA 447	Data Science
OR	
CSC 420	Intro to Artificial Intelligence

Supplemental Core (15 credits)

A minimum passing grade of "C" is required for ENV 448, MAT 310, and SCI 495. A "C-" is required for MAT 308.

MAT 200	Pre-Calculus
SCI 495	Science Major Senior Seminar
MAT 308	Inferential Statistics
MAT 310	Calculus I
ENV 448	Environmental Informatics

Free Electives (16 credits)

Students must complete a minimum of 120 credits to earn a Bachelor's degree in Biology. Students with less than 16 transfer credits are required to take FYE 101 as one of their electives. Because of the mixture of 3 and 4 credit courses, students must be diligent and seek advice as they work through the program.

Select one of the following two concentrations

Students may major in Biology alone OR add one of the two existing concentrations (Biotechnology or Forensic Science).

Biotechnology Concentration (17 credits)

*** Biotechnology concentration students are not required to complete the Ecology course in the Science Core.**

A minimum passing grade of "C" is required for BIO 449, BIO 450, and BIO 452. A minimum of "C-" is required for BIO 451 and BIO 453.

BIO 449	Biotechnology (with Lab)
BIO 450	Immunology & Virology (with Lab)
BIO 451	Proteomics (with Lab)
BIO 452	Cell and Tissue Culture (with Lab)
BIO 453	Computational Bio & Bioinform.

Subtotal: 17

Forensic Science Concentration (17 credits)

*** Forensic Science concentration students are not required to complete the Ecology course in the Science Core.**

A minimum passing grade of "C" is required for CRJ 101, CRJ 318, BIO 454, BIO 455, and BIO 253.

CRJ 101	Survey of Criminal Justice
CRJ 318	Criminal Investigation
BIO 454	Forensic Biology (with Lab)
BIO 455	Scientific CSI (with Lab)
BIO 253	Anatomy and Physiology I (with Lab)

Subtotal: 17

Biology, Bachelor of Science Completion Degree

What is a Completion Degree?

A completion degree is a personalized version of a bachelor's degree created specifically 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 Biology, 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.

Biology Completion Degree Requirements

A minimum grade requirement of "C" is required for ENG 121, ENG 122, MAT 200, MAT 205, BIO 251, BIO 252, BIO 336, BIO 337, ENV 448, and SCI 495. A minimum of "C-" is required for CHE 261, BIO 338, ENV 310, BIO 352, CHE 262, CHE 363, CHE 364, PHY 272, DTA 447, CSC 420, MAT 310, and MAT 308.

ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
MAT 200	Pre-Calculus
MAT 205	Introductory Survey of Mathematics
BIO 251	Biology I (with Lab)
BIO 252	Biology II (with Lab)
CHE 261	Chemistry I (with Lab)
BIO 338	Ecology (with Lab)
OR	
ENV 310	Environmental Science
BIO 336	Microbiology (with Lab)
BIO 337	Genetics (with Lab)
BIO 352	Cell & Molecular Biology (with Lab)
CHE 262	Chemistry II (with Lab)
CHE 363	Organic Chemistry I (with Lab)
CHE 364	Organic Chemistry II (with Lab)
PHY 272	Physics I (with Lab)
DTA 447	Data Science
OR	
CSC 420	Intro to Artificial Intelligence
ENV 448	Environmental Informatics
MAT 310	Calculus I
MAT 308	Inferential Statistics
SCI 495	Science Major Senior Seminar
SCI 441	Co-op Education Experience for Science
SCI 442	Co-op Education Experience for Science

Biology - Biotechnology Concentration Completion Degree Requirements

A minimum passing grade of "C" is required for BIO 336, BIO 449, BIO 337, BIO 452, ENV 448, BIO 450, and SCI 495. A minimum passing grade of "C-" is required for BIO 352, MAT 308, CHE 262, CHE 363, CHE 364, BIO 451, MAT 310, PHY 272, and BIO 453.

BIO 336	Microbiology (with Lab)
BIO 337	Genetics (with Lab)
BIO 352	Cell & Molecular Biology (with Lab)
CHE 262	Chemistry II (with Lab)
CHE 363	Organic Chemistry I (with Lab)
CHE 364	Organic Chemistry II (with Lab)
PHY 272	Physics I (with Lab)
DTA 447	Data Science
OR	
CSC 420	Intro to Artificial Intelligence
ENV 448	Environmental Informatics
MAT 310	Calculus I
MAT 308	Inferential Statistics
SCI 495	Science Major Senior Seminar
SCI 441	Co-op Education Experience for Science
SCI 442	Co-op Education Experience for Science
BIO 449	Biotechnology (with Lab)
BIO 450	Immunology & Virology (with Lab)
BIO 451	Proteomics (with Lab)
BIO 452	Cell and Tissue Culture (with Lab)
BIO 453	Computational Bio & Bioinform.

Additional course work as needed to meet 120 credits for graduation.
The following courses or their equivalents are pre-requisites for the Biology - Biotechnology 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
ENG 131 Public Speaking
MAT 205 Introductory Survey of Mathematics
MAT 200 Pre-Calculus
BIO 251 Biology I
CHE 261 Chemistry I
CHE 262 Chemistry II
CHE 363 Organic Chemistry I

Biology - Forensic Science Concentration Completion Degree Requirements

A minimum passing grade of "C" is required for BIO 337, CRJ 101, BIO 454, BIO 336, CRJ 318, SCI 495, BIO 253, ENV 448, and BIO 455. A minimum passing grade of "C-" is required for MAT 308, BIO 352, CHE 262, CHE 363, and CHE 364, and PHY 272.

BIO 336	Microbiology (with Lab)
BIO 337	Genetics (with Lab)
BIO 352	Cell & Molecular Biology (with Lab)
CHE 262	Chemistry II (with Lab)
CHE 363	Organic Chemistry I (with Lab)
CHE 364	Organic Chemistry II (with Lab)
PHY 272	Physics I (with Lab)

DTA 447	Data Science
OR	
CSC 420	Intro to Artificial Intelligence
ENV 448	Environmental Informatics
MAT 310	Calculus I
MAT 308	Inferential Statistics
SCI 495	Science Major Senior Seminar
SCI 441	Co-op Education Experience for Science
SCI 442	Co-op Education Experience for Science
CRJ 101	Survey of Criminal Justice
CRJ 318	Criminal Investigation
BIO 454	Forensic Biology (with Lab)
BIO 455	Scientific CSI (with Lab)
BIO 253	Anatomy and Physiology I (with Lab)

Additional course work as needed to meet 120 credits for graduation.
The following courses or their equivalents are pre-requisites for the Biology - Forensic Science 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
ENG 131 Public Speaking
MAT 205 Introductory Survey of Mathematics
MAT 200 Pre-Calculus
BIO 251 Biology I
CHE 261 Chemistry I
CHE 262 Chemistry II
CHE 363 Organic Chemistry I

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 three concentrations: Digital Journalism, Public Relations and Strategic Communication, and Visual Communication, with embedded certificates: Technical Communication, Social Media, and Graphic Design. 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, social media, 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.

After completing their chosen course of study, which includes - depending on the concentration - a certificate in technical communication, social media, or graphic design, graduates of a Communication degree may find positions in a number of specialty areas in the communication field. These can include electronic publishing, graphic design, journalism, public relations, broadcasting, multimedia, social media, and public relations, as well as technical communication, public service, and more.
Students can specialize in:

Digital Journalism

Digital Journalism 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. Digital Journalism 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 Digital Journalism concentration sharpen their skills through practical experience inside and outside the classroom in preparation for an exciting and competitive 21st century job market.

This concentration includes an embedded undergraduate certificate in Technical Communication, including one course that offers training for an optional professional certification as Certified Professional Technical Communicator ™(CPTC ™). In addition, with an additional 15-18 free electives, students may add a second certificate of their choice, a minor, or, if meeting certain requirements, may elect to take an accelerated to master's degree option of two Master's of Science in Management Business Communication graduate courses.

Graduates of this concentration may find opportunities in corporate communication, technical communication, journalism, digital publishing, and more.

Public Relations and Strategic Communication

Public Relations and Strategic Communication 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 PRSC 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 PRSC concentration study and produce marketing, advertising, and public relations plans, presentations, and reports to help them compete in the 21st-century marketplace.

This concentration includes an embedded undergraduate certificate in Social Media. In addition, with an additional 15-18 free electives, students may add a second certificate of their choice, a minor, or, if meeting certain requirements, may elect to take an accelerated to master's degree option of two Master's of Science in Management Business Communication graduate courses.

Graduates of this concentration may find opportunities in corporate communication and management, digital publishing, public relations, strategic communication, and more.

Visual Communication

Visual Communication is a growing field, and employment of graphic media designers is projected to grow through 2026. Those earning this degree may work as art directors, who design the vision for a product or work of art, including advertising, publications, video games, theater, and film; multimedia artists and designers, who combine visual art with a variety of forms, such as sound, storytelling, or animation, and may work as special effects artists, 3D animators, and game designers; or graphic designers, who visually communicate ideas and messages for commercial or promotional purposes. Using words, images, and symbols, these designers tweak style elements - such as color and typography - to create posters, logos, packaging, and other products.

This concentration includes an embedded undergraduate certificate in Graphic Design. In addition, with an additional 15-18 free electives, students may add a second certificate of their choice, a minor, or, if meeting certain requirements, may elect to take an accelerated to master's degree option of two Master's of Science in Management Business Communication graduate courses.

Graduates of this concentration may find opportunities in business communication and management, graphic design, multimedia, special effects, logo and brand development, packaging, storytelling, visual art and animation, visual communication, and more.

Program Competencies

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

Digital Journalism

Apply current digital communication process in the 21st-century media marketplace.

Demonstrate critical thinking through creative problem solving in digital journalism projects from inception to completion.

Engage in ethical Digital Communication behavior.

Public Relations & Strategic Communication

Integrate imagery, such as logos, ads, and design/visual elements of film, television, and the Internet that capture appropriate audience attention.

Apply current industry standards for Public Relations and Strategic Communication utilizing the web, video, and imagery.

Engage in ethical Public Relation and Strategic Communication behavior.

Visual Communication

Design visual communication products that capture audience attention with branding, packaging, spatial design, publication design, and typeface design.
Deliver professional communication products using appropriate communication tools and techniques.
Create innovative design solutions that communicate to a given audience.
Engage in ethical Visual Communication behavior.

Curriculum

General Education Requirements (39 credits)

A minimum passing grade of "C" is required for ENG 121, ENG 122, ENG 131, ENG 310, MAT 205. A minimum passing grade of "C-" is required for MAT 308.

CTA 206	Computer Applications
OR	
CTA 210	Intro to Technology
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing
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
OR	
SOC 101	Introduction to Sociology
	Natural Science Elective
HUM	Humanities Elective
	See Program Requirements

Natural Science Elective: (excluding SCI 308)

Communication Core (24 credits)

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

COM 255	Communication Editing
COM 300	Communication Theory
COM 332	Managing Crisis Communications
COM 310	Legal Aspects of Communication
COM 344	Writing and Reporting for the News Media
COM 314	Technical Communications and Project Management
COM 431	Media and Society
COM 499	Communication Ethics

Select one of the following three concentrations:

Digital Journalism (39 credits)

Digital Journalism concentration courses require a minimum passing grade of a "C."

CSC 100	Web Design & Development
DSN 105	Visual Communication
DSN 121	Basic InDesign
VFP 222	Story Design Methods
OR	
VFP 307	Streaming Media
COM 250	Technical Writing
COM 355	Advanced Technical Communication
DSN 210	Basic Photoshop
BBM 201	Principles of Management
TEC 215	Basic Photography
COM 365	Advanced Reporting
COM 400	Co-Op Experience
COM 402	Co-Op Experience
COM 495	Communication Capstone

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. Registration only with approval by Office of Work Integrated Learning or Program Chair.

Electives (18 credits)

Additional course work as needed to meet 120 credits for graduation. Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.
15 credits for an additional certificate or accelerated to master's.*
*Bridge to master's: Two courses in MSM Communication degree concentration: Communication Writing and Strategic Communication.
(Prior approval from program chair required.)

Visual Communication Concentration (39 credits)

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

DSN 121	Basic InDesign
DSN 210	Basic Photoshop
DSN 220	Concept Development
DSN 235	Vector Drawing
DSN 307	Intermediate InDesign
CSC 100	Web Design & Development
DSN 105	Visual Communication
VFP 222	Story Design Methods
VFP 307	Streaming Media

TEC 215	Basic Photography
COM 495	Communication Capstone
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. Registration only with approval by Office of Work Integrated Learning or Program Chair.

Electives (18 credits)

Additional course work as needed to meet 120 credits for graduation. Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.
15 credits for an additional certificate or accelerated to master's.*
*Bridge to master's: Two courses in MSM Communication degree concentration: Communication Writing and Strategic Communication.
(Prior approval from program chair required.)

Public Relations and Strategic Communication Concentration (39 credits)

Public Relations and Strategic Communication Concentration courses require a minimum passing grade of a "C."

COM 260	Social Media Management
COM 390	Current Trends in Social Media
BMK 320	Consumer Behavior
BMK 355	Internet Marketing
BMK 410	Integrated Marketing Communications
COM 365	Advanced Reporting
BMK 305	Marketing
BMK 306	Principles of Advertising
BMK 307	Public Relations
TEC 215	Basic Photography
COM 495	Communication Capstone
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. Registration only with approval by Office of Work Integrated Learning or Program Chair.

Electives (18 credits)

Additional course work as needed to meet 120 credits for graduation. Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.
15 credits for an additional certificate or accelerated to master's.*
*Bridge to master's: Two courses in MSM Communication degree concentration: Communication Writing and Strategic Communication.
(Prior approval from program chair required.)

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 - Digital Journalism Completion Degree Requirements

Courses in the completion degree require a minimum passing grade of a "C," except MAT 308 which requires a minimum passing grade of a "C-."

CSC 100	Web Design & Development
DSN 105	Visual Communication
DSN 121	Basic InDesign
VFP 222	Story Design Methods
OR	
VFP 307	Streaming Media
COM 250	Technical Writing
COM 355	Advanced Technical Communication
TEC 215	Basic Photography
MAT 308	Inferential Statistics
COM 314	Technical Communications and Project Management
COM 310	Legal Aspects of Communication
COM 365	Advanced Reporting
COM 499	Communication Ethics
COM 495	Communication Capstone
COM 400	Co-Op Experience
COM 402	Co-Op Experience

Additional course work as needed to meet 120 credits for graduation. Electives to meet 120 credits: a second certificate; or bridge to master's (Prior approval from program chair required): Two courses in MSM Business Communication concentration: Communication Writing and Strategic Communication; or a minor.

The following courses or their equivalents are pre-requisites for the Communication - Digital Journalism Concentration completion degree. If you have transfer credits that do not include equivalents to the classes below, you are expected to complete them, and meet the minimum grade requirement of a C for the ENG and MAT classes, prior to taking the core course for which they are pre-requisites:

ENG 121 English Composition I
ENG 122 English Composition II
ENG 131 Public Speaking
ENG 310 Research Writing
COM 255 Communication Editing
COM 300 Communication Theory (prereq for COM 314)
COM 344 Writing and Reporting for the News Media (prereq for COM 365)
DSN 210 Basic Photoshop
MAT 205 Intro Survey of Math (prereq for MAT 308)
BMK 305 Marketing (prereq for business courses)

Communication - Public Relations and Strategic Communication Completion Degree Requirements

Courses in the completion degree require a minimum passing grade of a "C," except MAT 308 which requires a minimum passing grade of a "C-."

COM 260	Social Media Management
COM 390	Current Trends in Social Media
BMK 320	Consumer Behavior
BMK 355	Internet Marketing
BMK 410	Integrated Marketing Communications
COM 365	Advanced Reporting
BMK 306	Principles of Advertising
BMK 307	Public Relations
MAT 308	Inferential Statistics
COM 332	Managing Crisis Communications
COM 310	Legal Aspects of Communication
COM 499	Communication Ethics
COM 495	Communication Capstone
COM 400	Co-Op Experience
COM 402	Co-Op Experience

Additional course work as needed to meet 120 credits for graduation. Electives to meet 120 credits: a second certificate; or bridge to master's (Prior approval from program chair required); two courses in MSM Communication degree concentration: Communication Writing and Strategic Communication; or minor

The following courses or their equivalents are pre-requisites for the Communication - Public Relations and Strategic Communication Concentration completion degree. If you have transfer credits that do not include equivalents to the classes below, you are required to complete them, and meet the minimum grade requirement of a C for the ENG and MAT classes, prior to taking the core course for which they are pre-requisites:

ENG 121 English Composition I
ENG 122 English Composition II
ENG 131 Public Speaking
ENG 310 Research Writing
COM 300 Communication Theory (prereq for COM 314)
COM 344 Writing and Reporting for the News Media (prereq for COM 365)
DSN 210 Basic Photoshop
MAT 205 Intro Survey of Math (prereq for MAT 308)
BMK 305 Marketing (prereq for business courses)
CSC 100 Web Design & Development

Communication - Visual Communication Completion Degree Requirements

Courses in the completion degree require a minimum passing grade of a "C," except MAT 308 which requires a minimum passing grade of a "C-."

DSN 121	Basic InDesign
DSN 210	Basic Photoshop
DSN 220	Concept Development

DSN 235	Vector Drawing
DSN 307	Intermediate InDesign
DSN 105	Visual Communication
VFP 222	Story Design Methods
VFP 307	Streaming Media
TEC 215	Basic Photography
MAT 308	Inferential Statistics
COM 314	Technical Communications and Project Management
COM 499	Communication Ethics
COM 495	Communication Capstone
COM 400	Co-Op Experience
COM 402	Co-Op Experience

Additional course work as needed to meet 120 credits for graduation. Electives to meet 120 credits: a second certificate; or bridge to master's (Prior approval from program chair required): Two courses in MSM Communication degree concentration: Communication Writing and Strategic Communication; or minor
Students with transfer credits equivalent to DSN 121 will take DSN 307 instead.
The following courses or their equivalents are pre-requisites for the Communication - Visual Communication Concentration complete degree. If you have transfer credits that do not include equivalents to the classes below, you are required to complete them, and meet the minimum grade requirement of a C for the ENG and MAT classes, prior to taking the core course for which they are pre-requisites:

ENG 121 English Composition I
ENG 122 English Composition II (prereq for most courses)
ENG 131 Public Speaking
ENG 310 Research Writing
COM 300 Communication Theory (prereq for COM 314)
COM 344 Writing and Reporting for the News Media (prereq for COM 365)
MAT 205 Intro Survey of Math (prereq for MAT 308)
BMK 305 Marketing (prereq for business courses)
CSC 100 Web Design & Development

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 skill set, both nationally and in the state of Delaware. The ES&P 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 ES&P 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 (39 Credits)

A minimum passing grade of "C" is required for ENG 121, ENG 122, ENG 131, MAT 205, and ENV 310.

CTA 206	Computer Applications
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENV 310	Environmental Science
HIS 315	The Green Revolution: History of the Environmental Movement in America
HIS 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PHI 300	Ethics for Life
POL 403	Writing for Public Policy
SOC 101	Introduction to Sociology

Environmental Science Core (35-36 Credits)

BIO, CHE, ENV, PHY and SCI courses in the Environmental Science Core require a minimum passing grade of a "C." A minimum passing grade of a "C-" is required for MAT 308.

GIS 300	Geographic Information Systems Science & Technology
OR	
CTA 326	Integrating Excel into Business Problem Solving
OR	
ENV 448	Environmental Informatics

MAT 200	Pre-Calculus
MAT 308	Inferential Statistics
BIO 251	Biology I (with Lab)
BIO 252	Biology II (with Lab)
BIO 338	Ecology (with Lab)
ENV 305	Earth Science (with Lab)
OR	
ENV 303	Climate Dynamics
SCI 312	Physics (with Lab)
OR	
PHY 272	Physics I (with Lab)
SCI 315	Applied Chemistry (with Lab)
OR	
CHE 261	Chemistry I (with Lab)
SCI 495	Science Major Senior Seminar

Public Policy Core (18 Credits)

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

DTA 447	Data Science
OR	
MAT 310	Calculus I
OR	
SEC 290	Introduction to Programming with Python
OR	
CSC 420	Intro to Artificial Intelligence
LES 216	Environmental Compliance
POL 300	American Politics
POL 370	Energy and Environmental Policy
ENV 205	Marine Science and Policy
ENV 215	Environmental Planning

Core Electives (Choose 9-12 credits from the following options)

BIO 336	Microbiology (with Lab)
CHE 261	Chemistry I (with Lab)
CHE 262	Chemistry II (with Lab)
CHE 363	Organic Chemistry I (with Lab)
CHE 364	Organic Chemistry II (with Lab)
ENV 303	Climate Dynamics
HIS 320	Global Civilizations
HLT 378	Our Environment, Our Health
MAT 310	Calculus I

POL 360	Education Policy
POL 413/LES 217	Food and Drug Law and Policy
PSY 334	The Biological Basis of Behavior
SCI 335	Human Anatomy and Physiology (with Lab)
SOC 306	Cultural Anthropology
SOC 353	Environmental Sociology

Cooperative Education Core (6 credits)

Field experience should be considered for the student who is not already working in the ES&P 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

Free Electives (9-13 credits)

Students must complete a minimum of 120 credits to earn a Bachelor's degree in ES&P. Students with less than 16 transfer credits are required to take FYE 101 as one of their electives. Because of the mixture of 3 and 4 credit courses, students must be diligent and seek advice as they work through the program.

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 (47-48 credits)

A minimum passing grade of "C" is required for courses with prefixes: BIO, ENV, LES, and POL. MAT 308 requires a minimum passing grade of "C-."

BIO 252	Biology II (with Lab)
BIO 338	Ecology (with Lab)
ENV 205	Marine Science and Policy
ENV 303	Climate Dynamics
OR	
ENV 305	Earth Science (with Lab)
ENV 310	Environmental Science
ENV 215	Environmental Planning
HIS 381	Contemporary Global Issues
LES 216	Environmental Compliance
MAT 308	Inferential Statistics
PHI 300	Ethics for Life
POL 370	Energy and Environmental Policy
POL 403	Writing for Public Policy

SCI 441	Co-op Education Experience for Science
SCI 442	Co-op Education Experience for Science
SCI 495	Science Major Senior Seminar

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
ENG 131 Public Speaking
MAT 205 Introductory Survey of Mathematics
MAT 200 Pre-Calculus
BIO 251 Biology I (or SCI 251)
SCI 312 Physics (with lab) or PHY 272 Physics I
SCI 315 Applied Chemistry (with lab) or CHE 261 Chemistry I
POL 300 American Politics

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 (60) total credit hours are required for degree completion.

Curriculum

General Education Requirements (42 credits)

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

CTA 206	Computer Applications
OR	
CTA 210	Intro to Technology
	OR
CTA 326	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
FIN 101	Financial Literacy
HIS 300	World and Regional Geography
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
	Fine Arts Elective
	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)

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

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 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 (aligned with NACE* Career Readiness skills), students will demonstrate knowledge, skills, and abilities related to:

Technology **Fluency**

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.

*National Association of Colleges and Employers. To learn more about career readiness, please visit: https://www.naceweb.org/career-readiness/competencies/career-readiness-defined

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.

Liberal Studies Core Requirements (21 credits)

A minimum passing grade of "C" is required for all core courses, except MAT 308 which requires a minimum passing grade of "C-."

CAS 440	Cooperative Education for Arts & Sciences

CAS 441	Cooperative Education for Arts & Sciences
CAS 495	Senior Seminar
FIN 101	Financial Literacy
	History Elective
MAT 308	Inferential Statistics
POL 300	American Politics

General Education Requirements (42 credits)

A minimum passing grade of "C" is required for ENG 121, ENG 122, ENG 131, ENG 310, and MAT 205.

CTA 206	Computer Applications
OR	
CTA 210	Intro to Technology
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing
HIS 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PHI 300	Ethics for Life
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology
ECO	Economics Elective
	See Program Requirements
	Natural Science Elective
	Humanities Elective - 6 credits

Select 2 Humanities courses from the following:

ART, BBM 319, COM 245, CUL, DRA, DSN 110, ENG 360, ETN, HIS 230, HUM, LIT, MUS, PHI, SPA, TEC 215, VFP 311, VFP 312, VFP 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.

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, or the Liberal Studies, Associate of Arts 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 expected to select one or more of the following:

1. a concentration of related courses to complete the Liberal Studies Core
2. work-integrated learning to fulfill a portion of the remaining credits
3. a minor or certificate program

Individual courses in minors and certificates may have required pre-requisites. More information about minors and certificates can be found by clicking here. Students should discuss their options and create an academic plan with an academic advisor.

Program Competencies

In addition to the University's undergraduate graduation competencies (aligned with NACE* Career Readiness skills), students will demonstrate knowledge, skills, and abilities related to:

Technology **Fluency**

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.

*National Association of Colleges and Employers. To learn more about career readiness, please visit: https://www.naceweb.org/career-readiness/competencies/career-readiness-defined

Liberal Studies Bachelor of Science Completion Degree Requirements

Core courses in the completion degree require a minimum passing grade of a "C," except MAT 308 which requires a minimum passing grade of "C-."

CAS 495	Senior Seminar
ENG 310	Research Writing
MAT 308	Inferential Statistics
CAS 440	Cooperative Education for Arts & Sciences
PHI 300	Ethics for Life
POL 300	American Politics
	History Elective
	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
ENG 131 Public Speaking
PHI 100 Introduction to Critical Thinking
MAT 205 Introductory 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.

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
HIS 230	History of Art and Design

Choose three additional courses beginning with the prefix ART:

Art Elective

Art Elective

Art Elective

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 particularly 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 four (4) electives

Choose four electives (12 credits) from the remaining HIS courses or POL 300.

History Elective

History Elective

	History Elective
	History Elective
OR	
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

BIO 251	Biology I (with Lab)
ENV 305	Earth Science (with Lab)
SCI 312	Physics (with Lab)
SCI 315	Applied Chemistry (with Lab)

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

Upper Level Natural Science Elective

College of Arts and Sciences Certificates

ENGLISH FOR ACADEMIC PURPOSES CERTIFICATE

This certificate is designed for students with intermediate English language skills who wish to better develop their English language skills in preparation for studying at the collegiate level. Courses will focus on authentic, academic texts and vocabulary, writing assignments appropriate to higher education, lectures or class discussions, and speaking skills for class discussions, questions, and presentations. Students will be introduced to skills that will help them to be successful in their future studies.
Prerequisite(s): Please note the minimum passing grade of EAP100, 105, 110, and 115 is a ''C.''

Courses

EAP 100	EAP Listening & Speaking 1
EAP 105	EAP Reading & Writing 1
EAP 110	EAP Listening & Speaking 2
EAP 115	EAP Reading & Writing 2
FYE 101	First Year Experience Seminar

Subtotal: 15

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 are held to all prerequisite requirements; some students may require more than 6 courses to complete this certificate.

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

Subtotal: 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 are held to all prerequisite requirements; some students may require more than 6 courses to complete this certificate.

Courses

CTA 326	Integrating Excel into Business Problem Solving
MAT 312	Business Statistics
BBA 350	Predictive Analytics
BBA 360	Forecasting for Business Analytics
BBA 420	Data Mining
MAT 313	Experimental Design

Subtotal: 18

CERTIFICATE IN SOCIAL MEDIA MANAGEMENT

Professional reporters and traditional media outlets now share the media stage with tweeters, bloggers, and citizen journalists - anyone with a social media account - who can and often do play critical roles as fact-gatherers, information distributors, and commentators. Social Media Specialists interact with the public in a variety of ways: posting content, fielding criticism, responding to feedback, and making sure the postings reflects the brand's mission and goal to name a few.

Certificate for Social Media Management

Social Media Management Courses

COM 260	Social Media Management
COM 390	Current Trends in Social Media
BMK 320	Consumer Behavior
BMK 355	Internet Marketing
BMK 410	Integrated Marketing Communications

Subtotal: 15

CERTIFICATE IN TECHNICAL COMMUNICATION

A Technical Communication Certificate will prepare students for position in media, government, non-profit, and business organizations both large and small, as critical members of the creative teams. Technical communicators work closely with scientists, computer support personnel, software developers, and other technical professionals to analyze, synthesize, and deliver technical information to a wider audience.

Certificate for Technical Communication

Technical Communication Courses

CSC 100	Web Design & Development
DSN 105	Visual Communication
DSN 121	Basic InDesign
VFP 222	Story Design Methods
OR	
VFP 307	Streaming Media
COM 250	Technical Writing
COM 355	Advanced Technical Communication

Subtotal: 21

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. 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 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. Sports Management majors must take the Peregrine Academic Services Comprehensive exam as a factor in determining the student's SPM 491 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.

Accelerate into a Masters in Business Administration
The B.S. to M.B.A. provides a pathway for College of Business students to complete a Wilmington University M.B.A. in two semesters following completion of their Wilmington University B.S. degree in Business. The pathway provides the opportunity for qualified students to substitute up to four courses in their undergraduate major with up to four M.B.A. courses.
The option is available to students in the following programs: Accounting and Finance, Business Analytics, Business Management, Finance, Marketing, Human Resource Management, and Sports Management. Students should contact their program Chair for further information regarding qualifications for the accelerated option.

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 contact the office of Work-Integrated Learning (WIL) one semester before they would like to begin their co-op assignment. Once an opportunity description is secured, the WIL office will seek credit approval of the experience from the Accounting Program Chair.

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

English Composition (12 Credits)

ENG 121	English Composition I
ENG 122	English Composition II

ENG 131	Public Speaking
ENG 310	Research Writing

Humanities Elective (6 credits)

VFP 313	Aesthetics of Film
DSN 110	Fundamentals of Drawing
TEC 215	Basic Photography
COM 245	Writing for the Media
	Culinary Arts Elective
	Drama Elective
	Ethnic Studies Elective
	Fine Arts Elective
	Foreign Language Elective
	History Elective
HUM	Humanities Elective
	Literature Elective
	Music Elective
	Philosophy Elective
	Religion Elective

Social Science (6 credits)

ECO 101	Economics I
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology

Mathematics (3 Credits)

MAT 205	Introductory Survey of Mathematics

Natural Science (3 or 4 Credits)

	Natural Science Elective

Computer Operations (3 Credits)

CTA 326	Integrating Excel into Business Problem Solving

Critical Analysis (3 Credits)

PHI 100	Introduction to Critical Thinking

Citizenship (3 Credits)

HIS 381	Contemporary Global Issues

Business Core (33 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBA 301	Intro to Business Analytics
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

Choose one of the following:

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

Accounting Program Core (39 credits)

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

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

BAC 435: available as a co-op

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

	Free Elective
	Free Elective
	Free Elective

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

Suggested Program Sequence

Freshman

1st Semester

BAC 101	Accounting I
CTA 326	Integrating Excel into Business Problem Solving
ENG 121	English Composition I
	Natural Science Elective

FYE 101	First Year Experience Seminar
OR	
	Free Elective

2nd Semester

ECO 101	Economics I
BBM 201	Principles of Management
ENG 122	English Composition II
MAT 205	Introductory Survey of Mathematics
BAC 102	Accounting II

Sophomore

1st Semester

BAC 201	Intermediate Accounting I
PHI 100	Introduction to Critical Thinking
ENG 131	Public Speaking
BBM 320	Business Communications
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology

2nd Semester

ECO 102	Economics II
MAT 312	Business Statistics
ENG 310	Research Writing
BBM 319	Business Ethics
BAC 202	Intermediate Accounting II

Junior

1st Semester

BAC 301	Cost Accounting I
BAC 321	Tax Accounting I
HUM	Humanities Elective
FIN 305	Financial Management
BBA 301	Intro to Business Analytics

2nd Semester

BBM 402	Strategic Management
BAC 302	Cost Accounting II
BAC 322	Tax Accounting II
BBM 301	Organizational Behavior
BMK 305	Marketing

Senior

1st Semester

BAC 401	Advanced Accounting I
BAC 423	Auditing
HIS 381	Contemporary Global Issues
BLA 305	Business Law for Accounting and Finance Majors
	Free Elective

2nd Semester

BAC 402	Advanced Accounting II
BAC 435	Accounting Information Systems (AIS)
HUM	Humanities Elective
	Free Elective
BBM 411	Operations and Systems Management
OR	
HRM 311	Human Resource Management

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.
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.

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)
BBA 301	Intro to Business Analytics
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

The following courses or their equivalents are prerequisites for a degree in Accounting:

ENG	122	English	Composition	II							
MAT	205	Introductory	Survey	of	Mathematics						
BAC	101	Accounting	I								
BAC	102	Accounting	II								
BAC	201	Intermediate	Accounting	I							
BAC	202	Intermediate	Accounting	II							
BMK	305	Marketing									
CTA	326	Integrating	Excel	into	Business	Problem	Solving				
ECO	101	Economics	I								
ECO	102	Economics	II								
BBM	201	Principles	of	Management							

ACCOUNTING AND FINANCE (INTEGRATED DEGREE), BACHELOR OF SCIENCE

Program 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 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 contact the office of Work-Integrated Learning (WIL) one semester before they would like to begin their co-op assignment. Once an opportunity description is secured, the WIL office will seek credit approval of the experience from the Accounting and Finance Program Chair.

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."
No minimum grade for CTA 326.

Curriculum - General Education Requirements

English Composition (12 Credits)

ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing

Humanities Elective (3 credits)

HUM	Humanities Elective

Social Science (6 credits)

ECO 101	Economics I
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology

Mathematics (3 Credits)

MAT 205	Introductory Survey of Mathematics

Natural Science (3 or 4 Credits)

	Natural Science Elective

Computer Operations (3 credits)

CTA 326	Integrating Excel into Business Problem Solving

Critical Analysis (3 credits)

PHI 100	Introduction to Critical Thinking

Citizenship (3 credits)

HIS 381	Contemporary Global Issues

Business Core (30 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBA 301	Intro to Business Analytics
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

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)

Accounting and Finance Program Core (45 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
ECO 102	Economics II
FIN 302	Financial Planning
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
OR	
FIN 309	Introduction to Global Derivatives

Choose one of the following three courses:

BAC 423	Auditing
FIN 411	Investments and Security Analysis

FIN 412	Financial Institution Management

Students concentrating in Accounting should choose Auditing (BAC 423)

Choose one of the following two courses:

BAC 435	Accounting Information Systems (AIS)
OR	
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 (9 credits)

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

	Free Elective
	Free Elective
	Free Elective

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

Suggested Program Sequence

Freshman

1st Semester

BAC 101	Accounting I
ENG 121	English Composition I
CTA 326	Integrating Excel into Business Problem Solving
	Natural Science Elective
FYE 101	First Year Experience Seminar
OR	
	Free Elective

2nd Semester

BAC 102	Accounting II
ENG 122	English Composition II
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
BBM 201	Principles of Management

Sophomore

1st Semester

BAC 201	Intermediate Accounting I
ECO 101	Economics I
ECO 102	Economics II
ENG 131	Public Speaking
BBM 320	Business Communications

2nd Semester

MAT 312	Business Statistics
BAC 202	Intermediate Accounting II
FIN 302	Financial Planning
ENG 310	Research Writing
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology

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

Junior

1st Semester

FIN 305	Financial Management
BAC 301	Cost Accounting I
BAC 321	Tax Accounting I
HIS 381	Contemporary Global Issues
BBA 301	Intro to Business Analytics

2nd Semester

FIN 306	Corporate Finance
BAC 302	Cost Accounting II
BAC 322	Tax Accounting II
BBM 301	Organizational Behavior
BMK 305	Marketing

BBM 301: available as a co-op.

Senior

1st Semester

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

HUM	Humanities Elective
	Free Elective
BLA 305	Business Law for Accounting and Finance Majors
FIN 308	Financial Economics and Instruments
OR	
FIN 309	Introduction to Global Derivatives
FIN 411	Investments and Security Analysis
OR	
FIN 412	Financial Institution Management
	OR

BAC 423	Auditing

BAC 423: available as a co-op.

2nd Semester

BBM 319	Business Ethics
BBM 402	Strategic Management
FIN 410	Financial Reporting and Analysis
	Free Elective
BAC 435	Accounting Information Systems (AIS)
OR	
MIS 320	Management Information Systems

Accounting and Finance Completion Degree

Curriculum

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

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.

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 410	Financial Reporting and Analysis
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

The following courses or their equivalents are prerequisites for a degree in Accounting and Finance:

ENG	122	English	Composition	II		
MAT	205	Introductory	Survey	of	Mathematics	
BAC	101	Accounting	I			
BAC	102	Accounting	II			
BAC	201	Intermediate	Accounting	I		
BAC	202	Intermediate	Accounting	II		
BMK	305	Marketing				
CTA	326	Integrating	Excel	into	Business	Problem	Solving
ECO	101	Economics	I			
ECO	102	Economics	II			
BBM	201	Principles	of	Management		
BBM	301	Organizational	Behavior			
BBM	320	Business	Communications			

BUSINESS ANALYTICS, BACHELOR OF SCIENCE

Program 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, 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 contact the office of Work-Integrated Learning (WIL) one semester before they would like to begin their co-op assignment. Once an opportunity description is secured, the WIL office will seek credit approval of the experience from the Business Analytics Program Chair.

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.

Minimum Grade Policy
College of Business programs require a minimum grade of "C" for all program core courses. For Business Analytics majors this includes courses with prefixes other than BBA. This includes courses with prefixes BBA, BBM, CSC, ECO, ISM and PHI that fall under the Business Analytics Program Core section below. Business Analytics majors receiving a grade lower than "C" in any program core course must retake that course.
For Business Analytics majors, a minimum grade of "C" is also required in four pre-requisite courses outside of the program core, specifically BBA 301 (or its equivalent), BMK 305, CTA 326 (or its equivalent) and MAT 312.

Curriculum - General Education Requirements

English Composition (12 Credits)

ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing

Humanities Elective (6 credits)

BBM 319	Business Ethics
COM 245	Writing for the Media
DSN 110	Fundamentals of Drawing
TEC 215	Basic Photography
VFP 313	Aesthetics of Film
	Culinary Arts Elective
	Drama Elective
	Ethnic Studies Elective
	Fine Arts Elective
	Foreign Language Elective
	History Elective
HUM	Humanities Elective
	Literature Elective

	Music Elective
	Philosophy Elective
	Religion Elective

Social Science Electives (6 credits)

ECO 101	Economics I
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology

Mathematics (3 Credits)

MAT 205	Introductory Survey of Mathematics

Natural Science (3 or 4 Credits)

	Natural Science Elective

Computer Operations (3 Credits)

CTA 326	Integrating Excel into Business Problem Solving

Critical Analysis (3 Credits)

PHI 100	Introduction to Critical Thinking

Citizenship (3 Credits)

HIS 381	Contemporary Global Issues

Business Core (33 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBA 301	Intro to Business Analytics
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
MIS 320	Management Information Systems

Prerequisite Note:
CTA 326 or CTA 226 are the prerequisites for BBA 301.
ENG 122 is the prerequisite for BBM 320.
The successful completion of all Business Core courses is the prerequisite for BBM 402.
Note: BBM 301 is available as a co-op.

Business Analytics Core (33 credits)

BBM 412	Project Management
BBA 305	Advanced Excel for Business Analytics
BBA 350	Predictive Analytics

BBA 360	Forecasting for Business Analytics
BBA 420	Data Mining
BBA 430	Big Data and Visualization
BBA 480	Capstone Business Analytics
CSC 345	Database Foundations
ECO 102	Economics II
ISM 330	Business Intelligence
PHI 314	Ethics for Computer Professionals

ISM Prerequisite Note:
ISM 330: The prerequisite is CTA 326 or equivalent.
PHI Prerequisite Note:
PHI 314: The prerequisite is CTA 206 or CTA 210 or equivalent.
BBM Prerequisite Note:
BBM 412: The prerequisite is BBM 201.
BBA Prerequisite Notes:
BBA 305: The prerequisite is BBA 301 or SPM 400 or BBM 325.
BBA 350: The prerequisite is BBA 305 and MAT 312.
BBA 360: The prerequisite is BBA 350.
BBA 420: The prerequisite is BBA 350.
BBA 480: This is the last course to be taken. All courses listed in the Business Analytics Program Core are required to be taken before the Capstone with a minimum grade of "C."

ECO Prerequisite Note:
ECO 102: The prerequisite is ECO 101.

Business Electives (9 credits)

	Business Elective
	Business Elective
	Business Elective

Choose from the following:

BAC 201	Intermediate Accounting I
BAC 202	Intermediate Accounting II
BBA 370	Simulation for Business Analytics
BBA 380	Database Marketing
BBA 440	Web and Social Media Analytics
BBA 450	Advanced Visualization
BBA 460	R for Business Analytics
BMK 321	Marketing Research
CTA 236	Introduction to SPSS
FIN 306	Corporate Finance
FIN 410	Financial Reporting and Analysis
GIS 300	Geographic Information Systems Science & Technology
HRM 370	Intro to People Analytics
SEC 290	Introduction to Programming with Python

BBA Prerequisite Note:
BBA 370: The prerequisite is BBA 305 and MAT 312.

BBA 380: The prerequisite is BMK 305 and BBA 350.
BBA 440: The prerequisite is BBA 305.
BBA 450: The prerequisite is BBA 430.

Certain courses may be available as a co-op.

Free Electives (6 credits)

	Free Elective
	Free Elective

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

Suggested Program Sequence

Freshman

1st Semester

CTA 326	Integrating Excel into Business Problem Solving
ENG 121	English Composition I
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
FYE 101	First Year Experience Seminar
OR	
	Free Elective

2nd Semester

MAT 312	Business Statistics
	Natural Science Elective
ENG 122	English Composition II
BBM 201	Principles of Management
HUM	Humanities Elective

Sophomore

1st Semester

BAC 101	Accounting I
ECO 101	Economics I
ENG 131	Public Speaking
BBA 301	Intro to Business Analytics
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology

2nd Semester

BBA 305	Advanced Excel for Business Analytics
ECO 102	Economics II
BAC 102	Accounting II
ISM 330	Business Intelligence

BBM 301	Organizational Behavior

BBM 301: Co-op experience optional.

Junior

1st Semester

CSC 345	Database Foundations
MIS 320	Management Information Systems
HIS 381	Contemporary Global Issues
BBA 350	Predictive Analytics
FIN 305	Financial Management

2nd Semester

BBA 420	Data Mining
BMK 305	Marketing
BBM 320	Business Communications
HUM	Humanities Elective
BBA 430	Big Data and Visualization

Senior

1st Semester

BBA 360	Forecasting for Business Analytics
BBM 412	Project Management
PHI 314	Ethics for Computer Professionals
ENG 310	Research Writing
	Business Elective

2nd Semester

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

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.

Business Analytics Core

BBA 305	Advanced Excel for Business Analytics
BBA 350	Predictive Analytics
BBA 360	Forecasting 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
CSC 345	Database Foundations
FIN 305	Financial Management
ISM 330	Business Intelligence
MAT 312	Business Statistics
PHI 314	Ethics for Computer Professionals

The following courses or their equivalents are prerequisites for a degree in Business Analytics:

ENG 122 English Composition II
MAT 205 Introductory Survey of Mathematics
BBA 301 Intro to Business Analytics

BAC	101	Accounting	I			
BAC	102	Accounting	II			
CTA	326	Integrating	Excel	into	Business	Problem Solving
ECO	101	Economics	I			
ECO	102	Economics	II			
BBM	201	Principles	of	Management		
BBM	301	Organizational	Behavior			

BUSINESS MANAGEMENT, BACHELOR OF SCIENCE

Program Purpose

The Bachelor of Science degree program in Business Management provides courses and business-related 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 contact the office of Work-Integrated Learning (WIL) one semester before they would like to begin their co-op assignment. Once an opportunity description is secured, the WIL office will seek credit approval of the experience from the Business Management Program Chair.

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.

Minimum Grade Policy

Students pursuing a degree in Business Management 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 Business Management courses. These courses are designated by the prefix "BBM."

Curriculum - General Education Requirements

English Composition (12 Credits)

ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing

Humanities (3 Credits)

BBM 319	Business Ethics
VFP 313	Aesthetics of Film
DSN 110	Fundamentals of Drawing
TEC 215	Basic Photography
COM 245	Writing for the Media
	Culinary Arts Elective
	Drama Elective
	Ethnic Studies Elective
	Fine Arts Elective
	Foreign Language Elective
	History Elective
HUM	Humanities Elective
	Literature Elective
	Music Elective

	Philosophy Elective
	Religion Elective

Social Science (6 credits)

ECO 101	Economics I
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology

Mathematics (3 Credits)

MAT 205	Introductory Survey of Mathematics

Natural Science (3 Credits)

	Natural Science Elective

Computer Operations (3 Credits)

CTA 326	Integrating Excel into Business Problem Solving

Critical Analysis (3 Credits)

PHI 100	Introduction to Critical Thinking

Citizenship (3 Credits)

HIS 381	Contemporary Global Issues

Business Core (33 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBA 301	Intro to Business Analytics
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
MIS 320	Management Information Systems

BBM 301: available as a co-op.

Business 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.

BBM 315	Supervisory Management
BBM 347	Interpersonal Skills and Professionalism in the Workplace
BBM 370	Global Business Management
BBM 411	Operations and Systems Management
BBM 412	Project 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

Business Electives (12 credits)

	Business Elective
	Business Elective
	Business Elective
	Business Elective

Free Electives (9 credits)

	Free Elective
	Free Elective
	Free Elective

Students with less than 16 transfer credits are required to take FYE 101 as one of their free electives.

Suggested Program Sequence

Freshman

1st Semester

PHI 100	Introduction to Critical Thinking
ENG 121	English Composition I
ECO 101	Economics I
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology
FYE 101	First Year Experience Seminar
OR	
	Free Elective

2nd Semester

MAT 205	Introductory Survey of Mathematics
CTA 326	Integrating Excel into Business Problem Solving
ENG 122	English Composition II
	Natural Science Elective
BAC 101	Accounting I

Sophomore

1st Semester

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

2nd Semester

BBA 301	Intro to Business Analytics
FIN 305	Financial Management
ENG 310	Research Writing
HIS 381	Contemporary Global Issues
BBM 347	Interpersonal Skills and Professionalism in the Workplace

Junior

1st Semester

FIN 306	Corporate Finance
BMK 305	Marketing
HUM	Humanities Elective
BBM 301	Organizational Behavior
HRM 310	Organizational Development

BBM 301: co-op experience is optional

2nd Semester

	Business Elective
BBM 315	Supervisory Management
BBM 411	Operations and Systems Management
BLA 303	Legal and Ethical Environment of Business
HRM 311	Human Resource Management

BBM 315: co-op experience is optional

Senior

1st Semester

BBM 320	Business Communications
MIS 320	Management Information Systems
	Business Elective
BBM 412	Project Management
BBM 370	Global Business Management

Business Elective: BBM 489 "Experiential Learning" internship or co-op experience is optional

2nd Semester

BBM 402	Strategic Management
	Business Elective

Free Elective

Free Elective

Business Elective

Business Management with a Concentration in Nonprofit Management

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

Core requirements (12 Credits)

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

Program specific requirements (3 credits)

Students can choose ONE of the following 4 courses:

FIN 331	Finance for Nonprofit
HRM 361	HRM in Public and Nonprofit Organizations
NFP 307	Fundraising for Nonprofits
SPM 309	Sport 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 with a Concentration in Small Business Management

The concentration in Small Business Management in available to all undergraduate business students. The curriculum focuses on the various critical aspects of starting and managing a small business. Content areas relating to the curriculum include marketing, managing, and developing a business plan.

Required Courses (16 credits)

BBM 100	Customer Service Workshop
BBM 350	Introduction to E-Commerce
BBM 351	Small Business Management
BLA 310	Small Business Law
BMK 366	Entrepreneurship
FIN 310	Small Business Finance

It is strongly recommended for Small Business Management students to take BMK 400, Social Media Marketing, as one of their open electives since it focuses on promoting products through social media platforms.

Prerequisites (6 credits)

BBM 201	Principles of Management
BMK 305	Marketing

Two prerequisites, BBM 201 and BMK 305, need to be met before students can pursue this concentration. These two courses are

taken in the business core. Substitutions for the marketing course, with respect to the Sport Management program, SPM 407, "Sport Marketing and Promotions," would be permitted.

Business Management Completion Degree

Curriculum

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 core course must retake that course.

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.

Business Management Core

BBM 301	Organizational Behavior
BBM 315	Supervisory Management
BBM 320	Business Communications
BBA 301	Intro to Business Analytics
BBM 370	Global Business Management
BBM 402	Strategic Management
BBM 411	Operations and Systems Management
BBM 412	Project Management
BLA 303	Legal and Ethical Environment of Business
FIN 305	Financial Management
FIN 306	Corporate Finance
HRM 310	Organizational Development
HRM 311	Human Resource Management
MAT 312	Business Statistics

The following courses or their equivalents are prerequisites for a degree in Business Management:

ENG 122 English Composition II

MAT 205 Introductory Survey of Mathematics

BAC 101 Accounting I

BAC 102 Accounting II

BMK 305 Marketing

CTA 326 Integrating Excel into Business Problem Solving

ECO 101 Economics I

ECO 102 Economics II

BBM 201 Principles of Management

BS to MSM Accelerated Option

BS to MSM Accelerated Option
Benefits
*Complete your B.S. and M.S. in Management in less time
*Tuition cost savings
*Flexible choice of concentrations

The accelerated option provides the opportunity for qualified students to substitute up to four courses in their undergraduate program with up to four graduate business courses. Successful completion of the MSM course(s) by an undergraduate student will apply towards the 120-credit requirement for their bachelor's degree, as well as towards the 36-credit requirement for the M.S. in Management degree.
A B.S. degree is earned upon the completion of 120 credits. Completing Graduate courses while pursuing the B.S. degree will fulfill the requirements for both programs. Students are considered an undergraduate student until their B.S. degree is conferred. At which time they will be eligible to complete the necessary forms for the transition into the MSM Program. For more information contact Wilmington University Office of Advising at: advisingncfrontdeskstaff@wilmu.edu
To qualify for the accelerated option, the COB student must:

1. Declare the accelerated option upon undergraduate acceptance to Wilmington University (including transfer students and change of major students).
2. Earn 75 credits during their undergraduate program before taking the accelerated option classes in the MSM program.
3. The student must maintain a minimum GPA of 3.0 while enrolled in the accelerated option. The 3.0 GPA coincides with the MSM minimum grade requirements.
4. Complete all required prerequisites for courses taken before starting the master's courses.
5. The Program Chair reserves the right to deny a student academic approval for the accelerated option based on the above criteria.

The accelerated option eligible undergraduate business programs:
Business Management
Marketing
Organizational Leadership
Sports Management
The above undergraduate programs align well with the following MSM program concentrations:
MSM (Traditional no concentration)
MSM in Business Communication
MSM in Health Care Administration
MSM in Marketing Management
MSM in Nonprofit Management
MSM in Organizational Leadership
MSM in Sport Management
MSM in Management Information Systems
MSM in Public Administration

FINANCE, ASSOCIATES OF SCIENCE

Purpose

Program Purpose
The Associate of Science Degree in Finance will prepare students for entry level positions within the financial field in areas such as banking, investments, and real estate. It will also serve as a pathway for students to pursue a bachelor's degree in Finance, Accounting and Finance, Business Management, and Business Analytics. Additionally, Delaware high school students who complete the National Academy of Finance (NAF) program in their schools will receive college credit for their NAF experience that will be

directly applied to their Associates Degree in Finance.

Program of Study

The program blends a wide variety of general education courses that would be applicable to any undergraduate degree within the University, a set of business courses appropriate to all business majors, and a foundation of finance courses that will prepare the graduate to excel in higher level finance courses at the bachelor's level.

Program Competencies

Graduating students will:

1. Utilize traditional financial models to analyze data and recognize existing connections among potential solutions in order to make reasoned decisions expected of finance professionals (Critical Thinking, Analytical Tools).
2. Utilizing published data sets and scholarly writings pertaining to financial theory and applications, communicate effectively (orally and in writing) recommendations pertaining to business/financial opportunities (Communication and Scholarship).
3. Describe the introductory concepts of traditional areas of business to include finance (Business Core).
4. Recognize business, ethical, and cultural issues within the global business environment with particular emphasis on finance (Environment).
5. Recognize, through the analysis of a major corporation, the skills needed in planning, controlling, and leading a successful business (Leadership).

Curriculum

Business Core (12 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBM 201	Principles of Management
MAT 312	Business Statistics

Free Elective or FYE 101 (3 credits)

	Free Elective
OR	
FYE 101	First Year Experience Seminar

Students with less than 16 transfer credits are required to take FYE 101 as their elective.

Finance Core (15 credits)

ECO 321	Economics of Money and Banking
FIN 301	Personal Finance
FIN 302	Financial Planning
FIN 305	Financial Management
FIN 306	Corporate Finance

General Education Core (30 credits)

CTA 206	Computer Applications
ECO 101	Economics I
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking

HIS 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
HUM	Humanities Elective
SCI	Any Natural Science Elective

60 credits total

Suggested Program Sequence

Freshman

1st Semester

ENG 121	English Composition I
FYE 101	First Year Experience Seminar
MAT 205	Introductory Survey of Mathematics
BAC 101	Accounting I
ECO 101	Economics I

2nd Semester

BBM 201	Principles of Management
ENG 122	English Composition II
MAT 312	Business Statistics
BAC 102	Accounting II
HUM	Humanities Elective

Sophomore

1st Semester

ENG 131	Public Speaking
CTA 206	Computer Applications
PHI 100	Introduction to Critical Thinking
FIN 301	Personal Finance
FIN 305	Financial Management

2nd Semester

HIS 381	Contemporary Global Issues
SCI	Any Natural Science Elective
ECO 321	Economics of Money and Banking
FIN 302	Financial Planning
FIN 306	Corporate Finance

FINANCE, BACHELOR OF SCIENCE

Program 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-op) are available in the Finance program for FIN 301: Personal Finance and FIN 302: Financial Planning. 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 contact the office of Work-Integrated Learning (WIL) one semester before they would like to begin their co-op assignment. Once an opportunity description is secured, the WIL office will seek credit approval of the experience from the Finance Program Chair.

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 (39 credits)

English Composition (12 credits)

ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing

Humanities (6 credits)

VFP 313	Aesthetics of Film
DSN 110	Fundamentals of Drawing

TEC 215	Basic Photography
COM 245	Writing for the Media
	Culinary Arts Elective
	Drama Elective
	Ethnic Studies Elective
	Fine Arts Elective
	Foreign Language Elective
	History Elective
HUM	Humanities Elective
	Literature Elective
	Music Elective
	Philosophy Elective
	Religion Elective

Social Science (6 credits)

ECO 101	Economics I
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology

Mathematics (3 credits)

MAT 205	Introductory Survey of Mathematics

Natural Science (3 or 4 Credits)

	Natural Science Elective

Computer Operations (3 credits)

CTA 326	Integrating Excel into Business Problem Solving

Critical Analysis (3 credits)

PHI 100	Introduction to Critical Thinking

Citizenship (3 credits)

HIS 381	Contemporary Global Issues

Business Core (33 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBA 301	Intro to Business Analytics
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

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
OR	
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 301: 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
OR	
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.

Select one of the following:

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

Business Electives (6 credits)

Suggested electives:
BAC 201 Intermediate Accounting I
BAC 301 Cost Accounting I

	Business Elective
	Business Elective

Certain courses may be available as a co-op

Free Electives (12 credits)

	Free Elective
	Free Elective
	Free Elective

	Free Elective

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

Suggested Program Sequence

Freshman

1st Semester

BAC 101	Accounting I
ENG 121	English Composition I
CTA 326	Integrating Excel into Business Problem Solving
	Natural Science Elective
FYE 101	First Year Experience Seminar
OR	
	Free Elective

2nd Semester

BAC 102	Accounting II
ENG 122	English Composition II
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
BBM 201	Principles of Management

Sophomore

1st Semester

ECO 101	Economics I
ECO 102	Economics II
ENG 131	Public Speaking
BBM 320	Business Communications
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology

2nd Semester

MAT 312	Business Statistics
FIN 301	Personal Finance
FIN 302	Financial Planning
ENG 310	Research Writing
HUM	Humanities Elective

FIN 301 - Available as a co-op.
FIN 302 - Available as a co-op.

Junior

1st Semester

FIN 305	Financial Management

BBA 301	Intro to Business Analytics
BLA 305	Business Law for Accounting and Finance Majors
HIS 381	Contemporary Global Issues
	Business Elective

2nd Semester

FIN 306	Corporate Finance
BBM 301	Organizational Behavior
BMK 305	Marketing
	Business Elective
BBM 411	Operations and Systems Management
OR	
HRM 311	Human Resource Management

BBM 301: available as a co-op.

Senior

1st Semester

	Free Elective
	Free Elective
HUM	Humanities Elective
FIN 308	Financial Economics and Instruments
OR	
FIN 309	Introduction to Global Derivatives
FIN 411	Investments and Security Analysis
	OR
FIN 412	Financial Institution Management

2nd Semester

MIS 320	Management Information Systems
BBM 402	Strategic Management
BBM 319	Business Ethics
FIN 410	Financial Reporting and Analysis
	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 4 courses:

FIN 331	Finance for Nonprofit
HRM 361	HRM in Public and Nonprofit Organizations
NFP 307	Fundraising for Nonprofits
SPM 309	Sport 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.
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.

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
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

The following courses or their equivalents are prerequisites for a degree in Finance:
ENG 122 English Composition II

MAT 205 Introductory Survey or Mathematics

BAC 101 Accounting I

BAC 102 Accounting II
BMK 305 Marketing

CTA 326 Integrating Excel into Business Problem Solving

ECO 101 Economics I

ECO 102 Economics II

BBM 201 Principles of Management

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 (three credits per semester/class) 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 contact the office of Work-Integrated Learning (WIL) one semester before they would like to begin a co-op assignment. Once an opportunity description is secured, the WIL office will seek credit approval of the experience from the Human Resource Management Program Chair.

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.

Minimum Grade Policy

Students pursuing a degree in Human Resources 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 Human Resource courses (and BBM 319). These courses are designated by the prefix "HRM."

Curriculum - General Education Requirements

English Composition (12 Credits)

ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing

Humanities Elective (6 credits)

VFP 313	Aesthetics of Film
DSN 110	Fundamentals of Drawing
TEC 215	Basic Photography
COM 245	Writing for the Media
	Culinary Arts Elective
	Drama Elective
	Ethnic Studies Elective
	Fine Arts Elective
	Foreign Language Elective
	History Elective
HUM	Humanities Elective
	Literature Elective
	Music Elective
	Philosophy Elective
	Religion Elective

Social Science Electives (6 credits)

ECO 105	Fundamentals of Economics
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology

Mathematics (3 Credits)

MAT 205	Introductory Survey of Mathematics

Natural Science (3 or 4 Credits)

	Natural Science Elective

Computer Operations (3 Credits)

CTA 326	Integrating Excel into Business Problem Solving

Critical Analysis (3 Credits)

PHI 100	Introduction to Critical Thinking

Citizenship (3 Credits)

HIS 381	Contemporary Global Issues

Business Core (33 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBA 301	Intro to Business Analytics
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 312	Business Statistics

BBM 301: available as a co-op

Human Resource Program Management Core (33 credits)

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 480	Experiential Learning in HRM
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 311: BBM 201 pre-requisite
HRM 350, HRM 400, HRM 405: HRM 311 prerequisite
HRM 310, HRM 321, HRM 340: BBM 201 prerequisite or (ALH 333, BMK 220, HSC 333, NFP 301, NUR 303, SOC 323, SOC 352, SOC 402, SOC 460, CRJ 303, BLA 303, LES 200, ORG 202, BBM 319).

HRM/BBM Electives (9 credits)

	HRM/BBM Elective
	HRM/BBM Elective
	HRM/BBM Elective

Certain courses may be available as a co-op.

Free Electives (6 credits)

	Free Elective
	Free Elective

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

Suggested Program Sequence

Freshman

1st Semester

ENG 121	English Composition I
PHI 100	Introduction to Critical Thinking
ECO 105	Fundamentals of Economics
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology
FYE 101	First Year Experience Seminar
OR	
	Free Elective

2nd Semester

MAT 205	Introductory Survey of Mathematics
CTA 326	Integrating Excel into Business Problem Solving
ENG 122	English Composition II
	Natural Science Elective
BAC 101	Accounting I

Sophomore

1st Semester

BBM 201	Principles of Management
MAT 312	Business Statistics
BAC 102	Accounting II
ENG 131	Public Speaking
HUM	Humanities Elective

2nd Semester

BBA 301	Intro to Business Analytics
FIN 305	Financial Management

ENG 310	Research Writing
HIS 381	Contemporary Global Issues
HRM 311	Human Resource Management

Junior

1st Semester

BBM 319	Business Ethics
BMK 305	Marketing
HUM	Humanities Elective
BBM 301	Organizational Behavior
HRM 310	Organizational Development

HRM 310: available as a co-op

2nd Semester

HRM 480	Experiential Learning in HRM
OR	
HRM 490	Internship in Human Resource Management
HRM	Upper Level Elective
BBM 411	Operations and Systems Management
HRM 305	Staffing Organizations
HRM 350	International Human Resource Management

HRM 305: available as a co-op

Senior

1st Semester

BBM 320	Business Communications
HRM 400	Legal Aspects of Human Resource Management
	HRM/BBM Elective
HRM 405	Compensation Administration
HRM	Upper Level Elective

2nd Semester

BBM 402	Strategic Management
	HRM/BBM Elective
HRM 450	Strategic Human Capital Management
	Free Elective
	HRM/BBM 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 4 courses:

FIN 331	Finance for Nonprofit
HRM 361	HRM in Public and Nonprofit Organizations
NFP 307	Fundraising for Nonprofits
SPM 309	Sport 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.

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

Human Resource Management Core (45 credits)

MAT 312	Business Statistics
BBM 319	Business Ethics
BBM 320	Business Communications
BBA 301	Intro to Business Analytics
FIN 305	Financial Management
HRM 480	Experiential Learning in HRM
OR	
HRM 490	Internship in Human Resource Management
HRM 305	Staffing Organizations
OR	
	Co-op
HRM 310	Organizational Development
OR	
	Co-op

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
BBM 402	Strategic Management

HRM 310, HRM 321, HRM 340: BBM 201 prerequisite or (ALH 333, BMK 220, HSC 333, NFP 301, NUR 303, SOC 323, SOC 352, SOC 402, SOC 460, CRJ 303, BLA 303, LES 200, ORG 302, BBM 319).

The following courses or their equivalents are prerequisites for a degree in Human Resources:
ENG 122 English Composition II
ENG 131 Public Speaking
MAT 205 Introductory Survey of Mathematics
BAC 101 Accounting I
BAC 102 Accounting II
BMK 305 Marketing
CTA 326 Integrating Excel into Business Problem Solving
ECO 105 Fundamentals of Economics
BBM 201 Principles of Management
BBM 301 Organizational Behavior

HRM to MSM-MBA Accelerated Option

This accelerated option will allow eligible HRM students to have the option of taking up to four selected graduate level courses in place of selected HRM courses and the opportunity to be formally accepted into the MSM/MBA Human Resources concentration program prior to completion of the B.S. in Human Resources degree.
In order to be eligible, students must have completed 90 undergraduate credits, completed all required 100 and 200 level BBM/HRM courses, as well as HRM 311 and HRM 400. Furthermore those students seeking approval for the HRM/MSM-MBA 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 human resources program.

MARKETING, BACHELOR OF SCIENCE

Program 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 contact the office of Work-Integrated Learning (WIL) one semester before they would like to begin their co-op assignment. Once an opportunity description is secured, the WIL office will seek credit approval of the experience from the Marketing Program Chair.

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 key marketing concepts including ethics, leadership, and legal areas encountered in 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.

Minimum Grade Policy

Students pursuing a degree in Marketing 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 Marketing courses. These courses are designated by the prefix "BMK."

Curriculum - General Education Requirements

English Composition (12 Credits)

ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing

Humanities (6 Credits)

BBM 319	Business Ethics
VFP 313	Aesthetics of Film
DSN 110	Fundamentals of Drawing
TEC 215	Basic Photography
COM 245	Writing for the Media
	Culinary Arts Elective
	Drama Elective
	Ethnic Studies Elective
	Fine Arts Elective
	Foreign Language Elective
	History Elective
HUM	Humanities Elective
	Literature Elective
	Music Elective
	Philosophy Elective
	Religion Elective

Social Science (6 credits)

ECO 105	Fundamentals of Economics
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology

Mathematics (3 Credits)

MAT 205	Introductory Survey of Mathematics

Natural Science (3 or 4 Credits)

	Natural Science Elective

Computer Operations (3 Credits)

CTA 326	Integrating Excel into Business Problem Solving

Critical Analysis (3 Credits)

PHI 100	Introduction to Critical Thinking

Citizenship (3 Credits)

HIS 381	Contemporary Global Issues

Business Core (30 credits)

BAC 101	Accounting I
BAC 102	Accounting II
BBA 301	Intro to Business Analytics
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

BBM 301: available as a co-op

Marketing Core (27 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
BMK 471	Mobile Marketing
MIS 320	Management Information Systems
BMK 489	Experiential Learning in Marketing
OR	

BMK 490	Marketing Internship

BMK 320, BMK 400: available as a co-op
The prerequisite for BMK 400 is BMK 300 or BMK 305 and will be waived for Digital Media Students only.

Marketing Electives (6 credits)

Select two from the following:

BMK 300	Design for Marketing
BMK 306	Principles of Advertising
BMK 307	Public Relations
BMK 310	Business to Business Marketing
BMK 355	Internet Marketing
BMK 366	Entrepreneurship
SPM 407	Sport Marketing and Promotions
BMK 410	Integrated Marketing Communications
BMK 490	Marketing Internship

The prerequisite for BMK 300 will be waived for Digital Media Students only.

Business Electives (9 credits)

	Business Elective
	Business Elective
	Business Elective

Certain courses may be available as a co-op.

Free Electives (9 credits)

	Free Elective
	Free Elective
	Free Elective

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

Suggested Program Sequence

Freshman

1st Semester

PHI 100	Introduction to Critical Thinking
ENG 121	English Composition I
ECO 105	Fundamentals of Economics
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology
FYE 101	First Year Experience Seminar
OR	
	Free Elective

2nd Semester

BMK 305	Marketing
CTA 326	Integrating Excel into Business Problem Solving
ENG 122	English Composition II
MAT 205	Introductory Survey of Mathematics
BAC 101	Accounting I

Sophomore

1st Semester

BBM 201	Principles of Management
MAT 312	Business Statistics
BAC 102	Accounting II
ENG 131	Public Speaking
HUM	Humanities Elective

2nd Semester

BMK 320	Consumer Behavior
FIN 305	Financial Management
ENG 310	Research Writing
HIS 381	Contemporary Global Issues
HUM	Humanities Elective

BMK 320: available as a co-op.

Junior

1st Semester

	Natural Science Elective
BMK 308	Global Marketing
BBA 301	Intro to Business Analytics
BBM 301	Organizational Behavior
BBM 320	Business Communications

BBM 301: available as a co-op.

2nd Semester

BMK 321	Marketing Research
BMK 400	Social Media Marketing
MIS 320	Management Information Systems
BLA 303	Legal and Ethical Environment of Business
	Marketing Elective

BMK 400: available as a co-op.

Senior

1st Semester

BMK 413	Marketing Management
BMK 471	Mobile Marketing

	Business Elective
	Marketing Elective
BMK 489	Experiential Learning in Marketing
OR	
BMK 490	Marketing Internship

2nd Semester

BBM 402	Strategic Management
	Business Elective
	Free Elective
	Free Elective
	Business 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

BMK 300	Design for Marketing
BMK 355	Internet Marketing
BBA 440	Web and Social Media Analytics
OR	
DSN 210	Basic Photoshop

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 4 courses:

FIN 331	Finance for Nonprofit
HRM 361	HRM in Public and Nonprofit Organizations
NFP 307	Fundraising for Nonprofits
SPM 309	Sport 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.
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.

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
MIS 320	Management Information Systems
BMK 489	Experiential Learning in Marketing
	OR
BMK 490	Marketing Internship

The following courses or their equivalents are prerequisites for a degree in Marketing:

ENG	122	English	Composition	II			
MAT	205	Introductory	Survey	of	Mathematics		
BAC	101	Accounting	I				

BAC 102 Accounting II

CTA 326 Integrating Excel into Business Problem Solving

BBM 201 Principles of Management

BMK 305 Marketing
ECO 105 Fundamentals of Economics
MAT 312 Business Statistics

Marketing with a Concentration in Digital Marketing

BMK 305, BMK 400, and BMK 471 are already degree requirements for BS: Marketing

BMK 300	Design for Marketing
BMK 355	Internet Marketing
DSN 210	Basic Photoshop
OR	
BBA 440	Web and Social Media Analytics

BS to MSM Accelerated Option

BS to MSM Accelerated Option
Benefits
*Complete your B.S. and M.S. in Management in less time
*Tuition cost savings
*Flexible choice of concentrations
The accelerated option provides the opportunity for qualified students to substitute up to four courses in their undergraduate program with up to four graduate business courses. Successful completion of the MSM course(s) by an undergraduate student will apply towards the 120-credit requirement for their bachelor's degree, as well as towards the 36-credit requirement for the M.S. in Management degree.
A B.S. degree is earned upon the completion of 120 credits. Completing Graduate courses while pursuing the B.S. degree will fulfill the requirements for both programs. Students are considered an undergraduate student until their B.S. degree is conferred. At which time they will be eligible to complete the necessary forms for the transition into the MSM Program. For more information contact Wilmington University Office of Advising at: advisingncfrontdeskstaff@wilmu.edu
To qualify for the accelerated option, the COB student must:

1. Declare the accelerated option upon undergraduate acceptance to Wilmington University (including transfer students and change of major students).
2. Earn 75 credits during their undergraduate program before taking the accelerated option classes in the MSM program.
3. The student must maintain a minimum GPA of 3.0 while enrolled in the accelerated option. The 3.0 GPA coincides with the MSM minimum grade requirements.
4. Complete all required prerequisites for courses taken before starting the master's courses.
5. The Program Chair reserves the right to deny a student academic approval for the accelerated option based on the above criteria.

The accelerated option eligible undergraduate business programs:
Business Management
Marketing
Organizational Leadership
Sports Management
The above undergraduate programs align well with the following MSM program concentrations:
MSM (Traditional no concentration)
MSM in Business Communication
MSM in Health Care Administration
MSM in Marketing Management

MSM in Nonprofit Management
MSM in Organizational Leadership
MSM in Sport Management
MSM in Management Information Systems
MSM in Public Administration

ORGANIZATIONAL LEADERSHIP, ASSOCIATES OF SCIENCE

Purpose

The Associate of Science Degree in Organizational Leadership will prepare students for successful leadership in project management, staff management, and administrative positions. It will also serve as a pathway for students to pursue a bachelor's degree in Organizational Leadership, Business Management, Human Resource Management, Marketing, Criminal Justice, Behavioral Sciences, Psychology, and Law, Policy, and Political Science.

Program of Study

The program includes a wide variety of general education courses that would be applicable to any undergraduate degree within the University, and comprehensive business coursework which includes management and innovative leadership and integrates social science, leadership psychology, workplace culture, and trauma-informed approaches.

Program Competencies

Graduating students will:
1. Identify innovative leadership practices.
2. Identify change for organizational effectiveness.
3. Describe the introductory concepts of traditional areas of business to include organizational leadership (Business Core).
4. Exhibit effective leadership skills, including cultural humility, in a diverse and multicultural environment.
5. Assess and support high-level organizational projects including the importance of supporting, motivating and evaluating team members as well as managing conflict.

Curriculum

General Education Requirements (30-31 credits)

CTA 326	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
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
HIS 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
	Natural Science Elective

Organizational Leadership Core (24 credits)

ORG 444	Organizational Justice, Ethics, and Social Responsibility
BBM 201	Principles of Management
BBM 320	Business Communications
HRM 310	Organizational Development
HRM 311	Human Resource Management
FIN 300	Applied Concepts in Accounting and Finance
ORG 302/PSY 461	Psychology of Leadership
PSY 420	Introduction to Trauma-Informed Approaches

Electives (6 credits)

	Free Elective
	Free Elective
OR	
FYE 101	First Year Experience Seminar

ORGANIZATIONAL LEADERSHIP, BACHELOR OF SCIENCE

Program Purpose

The Bachelor of Science degree program in Organizational Leadership is an interdisciplinary collaboration between the College of Business and the College of Social and Behavioral Sciences. The degree utilizes a unique interdisciplinary approach to developing leadership skills that recognize trauma and toxic stress as influences on an employee's well-being and productivity. This degree also recognizes the prevalence and impact of trauma within organizations and is designed to develop leaders who have the empathy to keep employees engaged and productive. This program will emphasize innovative leadership practices, demonstrating a sensitivity around humanity. Students will gain a strong business and psychology-focused leadership foundation that will help them to break down complex ideas and behaviors relating to employees and organizations. Key areas of development will focus on leadership in a diverse and multi-cultural environment, decision-making, interpersonal relations, change management, team facilitation, and the six principles to a trauma-informed approach. Students will be prepared for a range of leadership positions in the public and private sector, healthcare, nonprofit agencies, businesses, and the service industry.

Program of Study

The Organizational Leadership courses will be offered in both an online and face-to-face format over a seven week period. Most core courses are offered in the "hybrid" format, which includes 20 hours of classroom instruction and at least 20 hours of online instruction.

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. Manage change for organizational effectiveness.
2. Recognize the prevalence and impact of trauma and be able to implement trauma-informed approaches in relation to individuals and organizations.
3. Exhibit effective leadership skills, including cultural humility, in a diverse and multicultural environment.
4. Manage high-level organizational projects including the importance of supporting, motivating and evaluating team members as well as managing conflict.

Minimum Grade Policy
Students pursuing a degree in Organizational Leadership are required by College of Business policy to attain a minimum grade of "C" for all program core courses.

Curriculum - General Education Requirements

English Composition (12 credits)

ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing

Humanities Elective (6 credits)

BBM 319	Business Ethics
COM 245	Writing for the Media
DSN 110	Fundamentals of Drawing
TEC 215	Basic Photography
VFP 313	Aesthetics of Film
	Culinary Arts Elective
	Drama Elective
	Ethnic Studies Elective
	Fine Arts Elective
	Foreign Language Elective
	History Elective
	Literature Elective
	Music Elective
	Philosophy Elective
	Religion Elective

Social Science Electives (6 credits)

ECO 105	Fundamentals of Economics
PSY 101	Introduction to Psychology

Mathematics (3 credits)

MAT 205	Introductory Survey of Mathematics

Natural Science Elective (3 or 4 credits)

	Natural Science Elective

Computer Operations (3 credits)

CTA 326	Integrating Excel into Business Problem Solving

Critical Analysis (3 credits)

PHI 100	Introduction to Critical Thinking

Citizenship (3 credits)

HIS 381	Contemporary Global Issues

Organizational Leadership Program Core (57 credits)

FIN 300	Applied Concepts in Accounting and Finance
MAT 312	Business Statistics
BBM 201	Principles of Management
PSY 302	Organizational and Industrial Psychology
ORG 302/PSY 461	Psychology of Leadership
HRM 310	Organizational Development
ORG 408	Culture of the Workplace
ORG 433	Theoretical View of Organizational Systems
ORG 444	Organizational Justice, Ethics, and Social Responsibility
HRM 311	Human Resource Management
BBM 304	Personal Branding
PSY 420	Introduction to Trauma-Informed Approaches
BBM 411	Operations and Systems Management
BBM 412	Project Management
BBM 370	Global Business Management
BMK 305	Marketing
BBM 320	Business Communications
BBM 402	Strategic Management
BBM 420	Seminar in Organizational Leadership

Business or Social and Behavioral Sciences Electives (9 credits)

Students who choose a Social and Behavioral Sciences elective must take courses that begin with course code PSY or ORG

Business or Social and Behavioral Sciences Elective

Business or Social and Behavioral Sciences Elective

Business or Social and Behavioral Sciences Elective

Free Electives (15 credits)

Free Elective

Free Elective

Free Elective

Free Elective

Free Elective

Students with less than 16 credits are required to take FYE 101 as one of their free electives.

Suggested Program Sequence

Freshman

Semester 1

FYE 101	First Year Experience Seminar
OR	
	Free Elective
ENG 121	English Composition I
PSY 101	Introduction to Psychology
CTA 326	Integrating Excel into Business Problem Solving
HUM	Humanities Elective

Students with less than 16 credits are required to take FYE as one of their free electives.

Semester 2

BBM 201	Principles of Management
ENG 122	English Composition II
MAT 205	Introductory Survey of Mathematics
ORG 302/PSY 461	Psychology of Leadership
PHI 100	Introduction to Critical Thinking

Sophomore

Semester 1

BBM 304	Personal Branding
ENG 131	Public Speaking
MAT 312	Business Statistics
PSY 420	Introduction to Trauma-Informed Approaches
HUM	Humanities Elective

Semester 2

ENG 310	Research Writing
HRM 311	Human Resource Management
PSY 302	Organizational and Industrial Psychology
ECO 105	Fundamentals of Economics
	Natural Science Elective

Junior

Semester 1

HRM 310	Organizational Development
BBM 370	Global Business Management
BBM 320	Business Communications
	Business or Social and Behavioral Sciences Elective
HIS 381	Contemporary Global Issues

Students who choose a Social and Behavioral Sciences elective must take courses that begin with course code PSY or ORG

Semester 2

ORG 433	Theoretical View of Organizational Systems
ORG 444	Organizational Justice, Ethics, and Social Responsibility
	Free Elective
FIN 300	Applied Concepts in Accounting and Finance
	Free Elective

Senior

Semester 1

ORG 408	Culture of the Workplace
BBM 412	Project Management
BMK 305	Marketing
	Business or Social and Behavioral Sciences Elective
	Free Elective

Students who choose a Social and Behavioral Sciences elective must take courses that begin with course code PSY or ORG

Semester 2

BBM 420	Seminar in Organizational Leadership
BBM 411	Operations and Systems Management
BBM 402	Strategic Management
	Business or Social and Behavioral Sciences Elective
	Free Elective

Students who choose a Social and Behavioral Sciences elective must take courses that begin with course code PSY or ORG

Organizational Leadership 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.

Organizational Leadership Core (45 credits)

FIN 300	Applied Concepts in Accounting and Finance
MAT 312	Business Statistics
PSY 302	Organizational and Industrial Psychology
ORG 302/PSY 461	Psychology of Leadership
HRM 310	Organizational Development
ORG 408	Culture of the Workplace
ORG 433	Theoretical View of Organizational Systems
ORG 444	Organizational Justice, Ethics, and Social Responsibility
PSY 420	Introduction to Trauma-Informed Approaches
BBM 411	Operations and Systems Management

BBM 412	Project Management
BBM 370	Global Business Management
BBM 320	Business Communications
BBM 402	Strategic Management
BBM 420	Seminar in Organizational Leadership

The following courses or their equivalents are prerequisites for a degree in Organizational Leadership:
CTA 326 Integrating Excel into Business Problem Solving
ECO 105 Fundamentals of Economics
ENG 121 English Composition I
ENG 122 English Composition II
BBM 201 Principles of Management
MAT 205 Introductory Survey of Mathematics
BBM 304 Personal Branding
HRM 311 Human Resource Management
BMK 305 Marketing
PSY 101 Introduction to Psychology

BS to MSM Accelerated Option

BS to MSM Accelerated Option
Benefits
*Complete your B.S. and M.S. in Management in less time
*Tuition cost savings
*Flexible choice of concentrations
The accelerated option provides the opportunity for qualified students to substitute up to four courses in their undergraduate program with up to four graduate business courses. Successful completion of the MSM course(s) by an undergraduate student will apply towards the 120-credit requirement for their bachelor's degree, as well as towards the 36-credit requirement for the M.S. in Management degree.
A B.S. degree is earned upon the completion of 120 credits. Completing Graduate courses while pursuing the B.S. degree will fulfill the requirements for both programs. Students are considered an undergraduate student until their B.S. degree is conferred. At which time they will be eligible to complete the necessary forms for the transition into the MSM Program. For more information contact Wilmington University Office of Advising at: advisingncfrontdeskstaff@wilmu.edu
To qualify for the accelerated option, the COB student must:

1. Declare the accelerated option upon undergraduate acceptance to Wilmington University (including transfer students and change of major students).
2. Earn 75 credits during their undergraduate program before taking the accelerated option classes in the MSM program.
3. The student must maintain a minimum GPA of 3.0 while enrolled in the accelerated option. The 3.0 GPA coincides with the MSM minimum grade requirements.
4. Complete all required prerequisites for courses taken before starting the master's courses.
5. The Program Chair reserves the right to deny a student academic approval for the accelerated option based on the above criteria.

The accelerated option eligible undergraduate business programs:
Business Management
Marketing
Organizational Leadership
Sports Management
The above undergraduate programs align well with the following MSM program concentrations:
MSM (Traditional no concentration)
MSM in Business Communication
MSM in Health Care Administration
MSM in Marketing Management
MSM in Nonprofit Management
MSM in Organizational Leadership

MSM in Sport Management
MSM in Management Information Systems
MSM in Public Administration

SPORT MANAGEMENT, BACHELOR OF SCIENCE

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

Program of Study
Students receive a broad-based, personalized education in sport management. The program, which integrates theory with practical internship requirements, develops students for the opportunities available in sport management. In addition to the sport 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 Sport 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 sport management professionals.
3. Evaluate differences between sport management, sport marketing, and sport finance within the firm.
4. Differentiate between the legal system and sport compliance and its impacts the areas of amateur and professional sport.
5. Demonstrate an understanding of the use of strategic planning, marketing, facilities management, and sport analytics in college, professional, and recreational sport.
6. Recognize the diversity and societal impact of sport in the past and present day society.

Minimum Grade Policy
Students pursuing a degree in Sport Management 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 Sport Management courses. These courses are designated by the prefix "SPM."

Curriculum - General Education Requirements

English Composition (12 Credits)

ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing

Humanities (6 credits)

BBM 319	Business Ethics
VFP 313	Aesthetics of Film
DSN 110	Fundamentals of Drawing
TEC 215	Basic Photography

COM 245	Writing for the Media
	Culinary Arts Elective
	Drama Elective
	Ethnic Studies Elective
	Fine Arts Elective
	Foreign Language Elective
	History Elective
HUM	Humanities Elective
	Literature Elective
	Music Elective
	Philosophy Elective
	Religion Elective

*BBM 319 is required.

Social Science (6 credits)

ECO 105	Fundamentals of Economics
PSY 101	Introduction to Psychology

All Sport Management majors are to take PSY 101.

Mathematics (3 Credits)

MAT 205	Introductory Survey of Mathematics

Natural Science (3 or 4 Credits)

	Natural Science Elective

Computer Operations (3 Credits)

CTA 326	Integrating Excel into Business Problem Solving

Critical Analysis (3 Credits)

PHI 100	Introduction to Critical Thinking

Citizenship (3 Credits)

HIS 381	Contemporary Global Issues

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
SPM 400	Seminar in Sport Analytics
FIN 305	Financial Management
HRM 311	Human Resource Management
MAT 312	Business Statistics

Choose one of the following:

BBM 411	Operations and Systems Management
OR	
BBM 370	Global Business Management

Sport Management Program Core (30 credits)

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

Sport Management/BBM/BMK/NFP/HRM/FIN/ACC Electives (9 credits)

Recommended electives in this category are as follows:
PSY 353 Sports Psychology
SPM 200 Science of Coaching
SPM 210 Sport in America
SPM 304 Current Issues in Sport Management
SPM 309 Sport and Athletics Fundraising

SPM/BBM/BMK/HRM/NFP/FIN/ACC Elective

SPM/BBM/BMK/HRM/NFP/FIN/ACC Elective

SPM/BBM/BMK/HRM/NFP/FIN/ACC Elective

Free Electives (9 credits)

Note: Spanish fluency can be of great value in a number of sport management positions. Students should consider the following courses for their elective choices:
SPA 301 Practical Spanish I
SPA 302 Practical Spanish II
Note: Students may use their free electives to complete the following certificates:
Sport Analytics Certificate
Sport Media Certificate
Nonprofit Management Certificate

Free Elective

Free Elective

Free Elective

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

Suggested Program Sequence

Freshman

1st Semester

ENG 121	English Composition I
PHI 100	Introduction to Critical Thinking

	Natural Science Elective
PSY 101	Introduction to Psychology
FYE 101	First Year Experience Seminar
OR	
	Free Elective

2nd Semester

BBM 201	Principles of Management
ECO 105	Fundamentals of Economics
ENG 122	English Composition II
MAT 205	Introductory Survey of Mathematics
HIS 381	Contemporary Global Issues

Sophomore

1st Semester

BAC 101	Accounting I
BBM 320	Business Communications
ENG 131	Public Speaking
CTA 326	Integrating Excel into Business Problem Solving
SPM 305	Sport Management I

2nd Semester

BAC 102	Accounting II
HRM 311	Human Resource Management
MAT 312	Business Statistics
SPM 301	Legal and Ethical Issues in Sport
SPM 302	Sociology of Sport

Junior

1st Semester

SPM 306	Sport Media Relations
BBM 319	Business Ethics
FIN 305	Financial Management
SPM 400	Seminar in Sport Analytics
SPM 405	Sport Management II

2nd Semester

SPM 406	Sport Facilities Management and Planning
SPM 490	Sport Management Internship I
ENG 310	Research Writing
HUM	Humanities Elective
BBM 411	Operations and Systems Management
OR	

BBM 370	Global Business Management

Senior

1st Semester

BBM 301	Organizational Behavior
SPM 407	Sport Marketing and Promotions
	Free Elective
	SPM/BBM/BMK/HRM/NFP/FIN/ACC Elective
	SPM/BBM/BMK/HRM/NFP/FIN/ACC Elective

2nd Semester

BBM 402	Strategic Management
SPM 408	Financing Sport Operations
SPM 491	Sport Management Internship II
	Free Elective
	SPM/BBM/BMK/HRM/NFP/FIN/ACC Elective

Sport 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 Sport Management. Nonprofit sports agencies includes organizations such as the YMCA, Boys and Girls Clubs, First Tee, and local and county Parks and Recreations offices.

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)

SPM 309	Sport and Athletics Fundraising

Total concentration courses are five courses equaling 15 credits.

Sport 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 Sport Management courses.

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.

Sport Management Core

BBM 319	Business Ethics
BBM 320	Business Communications
BBM 402	Strategic Management
FIN 305	Financial Management
MAT 312	Business Statistics
PSY 101	Introduction to Psychology
SPM 301	Legal and Ethical Issues in Sport
SPM 302	Sociology of Sport
SPM 305	Sport Management I
SPM 306	Sport Media Relations
SPM 400	Seminar in Sport Analytics
SPM 405	Sport Management II
SPM 406	Sport Facilities Management and Planning
SPM 407	Sport Marketing and Promotions
SPM 408	Financing Sport Operations
SPM 490	Sport Management Internship I
SPM 491	Sport Management Internship II

The following courses or their equivalents are prerequisites for a degree in Sport Management:

ENG	122	English Composition II
MAT	205	Introductory Survey of Mathematics
BAC	101	Accounting I
BAC	102	Accounting II
CTA	326	Integrating Excel into Business Problem Solving
ECO	105	Fundamentals of Economics
BBM	201	Principles of Management

BS to MSM Accelerated Option

BS to MSM Accelerated Option

Benefits

*Complete your B.S. and M.S. in Management in less time

*Tuition cost savings

*Flexible choice of concentrations

The accelerated option provides the opportunity for qualified students to substitute up to four courses in their undergraduate program with up to four graduate business courses. Successful completion of the MSM course(s) by an undergraduate student will apply towards the 120-credit requirement for their bachelor's degree, as well as towards the 36-credit requirement for the M.S. in Management degree.

A B.S. degree is earned upon the completion of 120 credits. Completing Graduate courses while pursuing the B.S. degree will fulfill the requirements for both programs. Students are considered an undergraduate student until their B.S. degree is conferred. At which

time they will be eligible to complete the necessary forms for the transition into the MSM Program. For more information contact Wilmington University Office of Advising at: advisingncfrontdeskstaff@wilmu.edu
To qualify for the accelerated option, the COB student must:

1. Declare the accelerated option upon undergraduate acceptance to Wilmington University (including transfer students and change of major students).
2. Earn 75 credits during their undergraduate program before taking the accelerated option classes in the MSM program.
3. The student must maintain a minimum GPA of 3.0 while enrolled in the accelerated option. The 3.0 GPA coincides with the MSM minimum grade requirements.
4. Complete all required prerequisites for courses taken before starting the master's courses.
5. The Program Chair reserves the right to deny a student academic approval for the accelerated option based on the above criteria.

The accelerated option eligible undergraduate business programs:
Business Management
Marketing
Organizational Leadership
Sports Management
The above undergraduate programs align well with the following MSM program concentrations:
MSM (Traditional no concentration)
MSM in Business Communication
MSM in Health Care Administration
MSM in Marketing Management
MSM in Nonprofit Management
MSM in Organizational Leadership
MSM in Sport Management
MSM in Management Information Systems
MSM in Public Administration

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
BMK 305	Marketing
ECO 101	Economics I
ECO 102	Economics II

FIN 305	Financial Management
MAT 312	Business Statistics

BBM 412 is a required course

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 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 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 (18 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

ACCOUNTING REVIEW CERTIFICATE

Students who wish to become Certified Public Accountants will benefit from a review course that prepares them for the Uniform CPA Exam. This certificate program utilizes the online Surgent CPA Review Course that offers videos, text, practice exams, and simulation questions to be completed out-of-class. Adaptive learning tools will adjust to the study needs of each student. To facilitate and allow for additional support an instructor will offer five face-to-face meetings for each required course. Students who are unable to make the face-to-face meetings may attend by joining the class virtually. Students need to have a bachelor's degree and a minimum of 24 semester hours in accounting to be admitted into the program (these are the requirements to sit for the CPA Exam in Delaware). Note: Students are held to all prerequisite requirements; some students may require more than 6 courses to complete this certificate.

18 credits

Accounting Review Certificate Courses

BAC 202	Intermediate Accounting II
BAC 481	Financial Accounting and Reporting I (FAR I)
BAC 482	Financial Accounting and Reporting II (FAR II)
BAC 483	Auditing and Attestation (AUD)
BAC 484	Regulation (REG)

BAC 485	Business Environment and Concepts (BEC)

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 are held to all prerequisite requirements; some students may require more than 12 courses to complete this certificate.

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 DATA VISUALIZATION

The Certificate in Data Visualization comprises courses covering primary industry tools used in data analytics and visualization. BBA 301 provides baseline knowledge regarding analytics and its role in business, with introductory level coverage of data visualization. BBA 430 and BBA 450 focus on visualizing data and use Tableau, industry leading software in data visualization. GIS 300 provides competency in the use of software to visualize geographic data using ArcInfo, an industry leading GIS platform. BBA 460 provides instruction in R and Shiny, leading data analytics and visualization software in the analytics sector. Students completing the certificate will be prepared to sit for the Tableau Desktop Specialist Certification exam, an industry recognized credential in data visualization.

15 Credits

Data Visualization Certificate Required Classes

BBA 301	Intro to Business Analytics
BBA 430	Big Data and Visualization
BBA 450	Advanced Visualization

BBA 460	R for Business Analytics
GIS 300	Geographic Information Systems Science & Technology

*CTA 226 or CTA 326 are pre-requisites for BBA 301 and GIS 300

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 not only to know how to 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 are held to all prerequisite requirements; some students may require more than 6 courses to complete this certificate.

18 credits

Digital Marketing Courses

BMK 300	Design for Marketing
BMK 305	Marketing
BMK 355	Internet Marketing
BMK 400	Social Media Marketing
BMK 471	Mobile Marketing
BBA 440	Web and Social Media Analytics
OR	
DSN 210	Basic Photoshop

CERTIFICATE IN ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

This 18 credit certificate in Entrepreneurship and Small Business Management is designed for the entrepreneur and explores the concepts and innovations that drive small businesses. The curriculum is made up of six courses: Entrepreneurship, Small Business Finance, Small Business Law, Small Business Management, Social Media Marketing, and a practicum in entrepreneurship.
Note: Students are held to all prerequisite requirements; some students may require more than 6 courses to complete this certificate.

18 credits

Required Courses

BBM 351	Small Business Management
BLA 310	Small Business Law
BMK 366	Entrepreneurship
BMK 400	Social Media Marketing
FIN 310	Small Business Finance
BBM 489	Experiential Learning

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

CERTIFICATE IN HOSPITALITY MANAGEMENT

The hospitality industry is diverse and growing, as hospitality offerings are ever-changing and evolving to meet consumer wants, needs, and preferences. The undergraduate certificate in hospitality management is designed to provide students with an introduction to critical knowledge and skills needed to be an effective manager within the hospitality industry and its key sub-sectors (lodging, food and beverage, recreation, and travel and tourism). The courses included in this certificate program focus on the following key content areas: introduction to hospitality; customer relations; accounting and analysis; leadership and management; marketing; along with the choice of one general business course focusing on business ethics, business and society, or human resource management. This certificate program is designed for individuals currently working in the hospitality industry or individuals with professional experiences in other industries, but now desiring to pursue management-level career opportunities in the hospitality industry.
Note: Students are held to all prerequisite requirements; some students may require more than 6 courses to complete this certificate.

18 Credits

Hospitality Management Required Courses

HSP 101	Introduction to the Hospitality Industry
HSP 201	Customer Relations in the Hospitality Industry
HSP 202	Accounting & Analysis in the Hospitality Industry
HSP 301	Leadership and Management in the Hospitality Industry
BMK 305	Marketing

Choose one of the following three courses:

BBM 319	Business Ethics
BBM 331	Business and Society
HRM 311	Human Resource Management

CERTIFICATE IN HUMAN RESOURCE MANAGEMENT

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 are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

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. 354), HRM 340 (p. 354), HRM 351 (p. 354))
Up to six (6) transfer credits will be accepted for the Human Resource Management Certificate.

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 are held to all prerequisite requirements; some students may require more than 6 courses to complete this certificate.

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 MARKETING ANALYTICS

The marketing landscape is changing from a product-focused approach to a customer-centric approach and, because of this, employers have listed marketing analytics as a highly valued skill set for new hires. Today's marketing professional must not only know how to use data to identify and understand their customers, but also how to synthesize this information with their marketing plans and develop deliverables to track ROI. This certificate is five courses and utilizes classes from both the marketing and data analytics degree programs. Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

PREREQUISITES:
BBM 325 Intro to Business Analytics; CTA 326 Integrated Excel in Business Problem Solving; BMK 305 Marketing

15 Credits

Marketing Analytics Certificate Required Classes

BBA 305	Advanced Excel for Business Analytics
BBA 430	Big Data and Visualization
BBA 440	Web and Social Media Analytics
BMK 400	Social Media Marketing
BMK 471	Mobile Marketing

*PLEASE NOTE: 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.

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, fundraising 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 have not only 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 are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

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

CERTIFICATE IN PROJECT MANAGEMENT

The certificate prepares students for the Project Management Institute (PMI) exam. Upon completion of BBM 412, Project Management, students will have the option of taking a project management exam, offered by the PMI of Washington, D.C. This will provide students with an additional credential from the PMI. The PMI certification requires (1) an educational component and, (2) passing scores on the PMC exam. This course satisfies the educational component for the 1st level certification. The courses required for this certificate focus on the various functions associated with managing a project. Topics covered include the project manager role, relating the statement of work (SOW), scheduling processes, estimating methodologies and budgeting, quality, risk assessment, communications, procurement, team structures/practices, and understanding the importance of establishing variance and change thresholds for scope and control. Students interested in applying for an internship in Project Management will have the opportunity to apply after all prerequisite courses are completed.

16 Credits

Project Management Certificate Required Classes

BBM 100	Customer Service Workshop
BBM 315	Supervisory Management
BBM 386	Introduction to Logistics and Supply Chain Management
BBM 411	Operations and Systems Management
BBM 412	Project Management

Electives (must select one):
Internship in Project Management. *Prerequisite(s): BBM 386 and BBM 412.*
or
BBM 319 Business Ethics
BBM 330 Power and Negotiation

BBM 347 Interpersonal Skills and Professionalism
BBM 382 Sustainability and Energy Management
CTA 315 Effective Presentations Through Technology
HRM 310 Organizational Development
HRM 321 Organizational Communication

CERTIFICATE IN SPORT ANALYTICS

Big data and analytics are buzzwords today. It is not an exaggeration to say that sports played a leading role in bringing analytics to the public consciousness. Any understanding of analytics should include its application in sport as well as the history and development of statistical analysis.

The Sport Analytics certificate program consists of five courses that provide cross disciplinary (program) exposure to instruction from the Sport Management and the Business Analytics Programs. The Sport Analytics program is appropriate for those already employed in the sports industry and are interested in transitioning in to the analytics department or for those that are seeking a certificate solely in analytics.
Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.
Note: Students may also seek approval from the Sport Management Chair or Business Analytics Chair to waive prerequisites based on previous College or work experience.

15 credits

Sport Analytics Certificate Courses

BBA 305	Advanced Excel for Business Analytics
BBA 350	Predictive Analytics
BBA 430	Big Data and Visualization
SPM 305	Sport Management I
SPM 400	Seminar in Sport Analytics

CERTIFICATE IN SPORT MEDIA

Sport media is a multidisciplinary field combining a working knowledge of sport management with a mastery of traditional and new media outlets to present sport news, information, and entertainment. Professionals working in the industry publicize sport news and entertainment events using traditional media including television and radio and digital media such as in-house websites, social media platforms, and blogs. As such, job candidates possessing the requisite sport management knowledge and digital media creation expertise are ideally qualified for opportunities in this industry.

The Sport Media Certificate will teach students how to effectively create and communicate with digital media in the context of sport and entertainment. Students will have the opportunity to enhance their education by using the Sport Media Certificate courses as electives while completing a bachelor's degree in Sport Management, Marketing, Photography, Web Design or Graphic Design. The certificate is also appropriate separately for those who already work within the sport or digital media field and would like to advance their careers in sport media.

15 credits

Sport Media Certificate Courses

DSN 121	Basic InDesign
DSN 210	Basic Photoshop
SPM 305	Sport Management I
SPM 306	Sport Media Relations
BMK 400	Social Media Marketing

CERTIFICATE IN TRAINING AND STAFF DEVELOPMENT

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 are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

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.

In addition to teacher preparation degrees in elementary and middle school teaching, special education, and secondary teaching, the College offers degrees and preparation programs in a variety of specialized educational areas such as school counseling, school leadership, educational technology, career and technical education, instruction, and reading. Doctoral degrees are offered in higher education leadership, school and school district leadership, teacher leadership, and organizational leadership. 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

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 by the Council for the Accreditation of Educator Preparation (CAEP) . 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 General Assembly.

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 here.

Content Assessment

Candidates for all undergraduate College of Education degrees except 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 and prerequisites for fieldwork. These assessments differ depending on the areas and levels of teacher certifications that are desired.
Please note that admission to the University and to the College of Education (graduate and undergraduate) does not guarantee admission to a state-approved educator preparation program. All students are required to take the state-mandated Praxis II content assessment exam required for their intended teaching area(s) as stipulated in their program plans (see below).

Praxis II Requirements for Teacher Preparation Programs

Undergraduate Students with Transfer Credits Bachelor of Science 0-2 Bachelor of Science K-6 Bachelor of Science 6-8	Students must provide Praxis II scores on the Social Studies and Math Praxis II subtests during their first semester of enrollment. Students must take all subtests by the end of Practicum II. Students who do not provide passing scores MUST enroll in the next available and relevant WilmU Praxis Preparation Course.
Undergraduate Students with No Transfer Credits Bachelor of Science 0-2 Bachelor of Science K-6 Bachelor of Science 6-8	Students must take all required Praxis II exams during their first year of enrollment. Students must take all subtests by the end of Practicum II. Students who do not pass one or more Praxis II subtests MUST enroll in the next available and relevant WilmU Praxis Preparation Course.
Graduate Teacher Preparation DegreesMEE MAT MSE	Students must have attempted the required Praxis II exam by the end of Practicum I or the first semester of their program (whichever comes first). Students must take all subtests of the Praxis II by the end of Practicum II. Students who do not pass one or more subtests MUST enroll in the next available relevant WilmU Praxis Preparation Course.
Eligibility for ARTC	Graduate students must provide passing Praxis II Content (subject/grade level) Knowledge scores prior to ARTC Eligibility. Students cannot be admitted to the ARTC pathway without passing Praxis II scores. MSE students who have not passed all Praxis II subtests MUST enroll in the relevant WilmU Praxis Preparation Course and may not register for or participate in any ARTC-specific courses such as summer ARTC institutes or field work.

CAREER AND TECHNICAL EDUCATION

Bachelor of Science

This program is approved by the Delaware Department of Education.
REVISED - THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. Students taking courses to satisfy certification requirements are personally responsible for verifying with the Delaware Department of Education (or the appropriate licensure/certification authority in another state) that such course work is applicable and acceptable. Students are also responsible for meeting all state-mandated testing requirements and for applying for credentials. Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

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.

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 general admissions requirements, admission to this degree program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale, or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.

Admission to the program requires the following:

1. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.
2. Submit an official high school transcript. With official transcripts, submit a copy of your Immunization Records.
3. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards.

It is important that candidates must identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

4. Schedule an appointment with an Academic Advisor to discuss program requirements and expectations.

After completing all of the above, register for EDU 102 (E-Folio) and EDU 203 (Instructional Technology for Educators. EDU 102 is a prerequisite for all other courses in the program.

Content and Performance Assessment Requirements

Performance Assessment

This degree program contributes to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the performance assessment requirement set by Delaware's Professional Standards Board.
The performance assessment may not be scored by any employees of the Educator Preparation Program. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. The assessment used by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT).
This assessment will be completed during the Capstone Course for those candidates who participate in student teaching. Candidates who perform the Action/Research option are not required to complete the PPAT for purposes of the degree program.
Candidates must check with their program chair to obtain current and accurate information related to the assessment and minimum scores that are required.

Capstone Requirement

Option I (Candidates currently employed as teachers)
The candidate will perform an individualized action research project. 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.
Candidates must meet Delaware minimum passing scores on the state-approved performance assessment (PPAT) in order to be

eligible for Initial Licensure and Certification as a Delaware teacher. 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.

Option II (Student Teaching/Internship)

The candidate will engage in a clinical experience of at least 10 weeks (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 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)

EDU 102	E-Folio
CTA 206	Computer Applications
OR	
CTA 210	Intro to Technology
	OR
FYE 101	First Year Experience Seminar
	AND
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 CE
HUM 361	Human World Views: 1650 CE - present
	Natural Science Elective
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
	History Elective
OR	
	Political Science Elective
	AND
BBM 201	Principles of Management
	OR
BBM 319	Business Ethics
OR	
DSN 110	Fundamentals of Drawing

	OR
ECO 105	Fundamentals of Economics
OR	
ENG 360	Creative Writing
	OR
ENG 310	Research Writing
	AND
	Fine Arts Elective
OR	
	Foreign Language Elective
	OR
	Literature Elective
	OR
	Music Elective
OR	
	Philosophy Elective
	OR
	Citizenship Elective

FYE 101: required for students entering with less than 16 credits.

Education Electives (12 credits)

Education Core (48 credits)

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/MCT 6404	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
EDU 307	Instructional Strategies in Middle Level Education
EDU 314	Instructional Strategies in Elementary Education

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

Free Electives (12 credits)

Electives that may be 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

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EARLY CARE AND EDUCATION (BIRTH-GRADE 2), BACHELOR OF SCIENCE

THIS IS A DELAWARE APPROVED LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. Students taking courses to satisfy certification requirements are personally responsible for verifying with the Delaware Department of Education (or the appropriate licensure/certification authority in another state) that such course work is applicable and acceptable. Students are also responsible for meeting all state-mandated testing requirements and for applying for credentials. Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Admission

In addition to general admissions requirements, admission to this degree program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.
Admission to the Bachelor of Science Early Childhood Education – Birth to Grade 2 program requires the following:

1. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.
2. Submit an official high school transcript. With official transcripts, submit a copy of your Immunization Records.
3. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements. NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards. It is important for candidates to identify Wilmington University as an official score recipient. This enables scores to be sent

directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

4. Schedule an appointment with an Academic Advisor to discuss program requirements and expectations.

After completing all of the above, register for EDU 102 (E-Folio) and EDU 203 (Instructional Technology for Educators). EDU 102 is a prerequisite for all other courses in the program.

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 applicants for a Delaware Initial Teaching License must meet the content and performance assessment requirements described in DE Administrative Code.

Content Assessment

By regulation, "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:

Test	Score
ETS test #5024, Education of Young Children	160

Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

Performance Assessment

The State of Delaware requires that new teachers achieve a passing score on a state-approved performance assessment in order to be fully licensed. The assessment selected by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT). The PPAT is administered and scored by ETS. Completing this assessment is a student teaching requirement. 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.

Program Requirements

Teacher Candidates must register for EDU 102 E-folio when enrolling as a student. EDU 102 will give candidates access to Watermark, which is a resource for students to create portfolios of professional work that will be used to collect data on student performance for accrediting agencies.

Teacher candidates must complete all requirements associated with the Bachelor of Science degree 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 or higher.

Teacher candidates must pass Praxis II, test #5024 (Education of Young Children), prior to receiving a student teaching/internship placement. The Praxis II Content Knowledge test must be taken by EDU 391, Practicum II and passed prior to EDU 451, Student Teaching/Teaching Internship as a condition of entry into EDU 451.

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 by the College of Education main office, located in the Peoples Building at the New Castle site.

Fieldwork Requirements

Practicum Courses (Practicum I, II, III)

Each of these three courses require 60 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 60 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.

To be considered for placement in a K-12 school setting, teacher candidates must complete the Practicum 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, 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.

Capstone Clinical Experience (Student Teaching/Internship)

The capstone clinical experience is a full-time, full-day, Monday through Friday placement of 80 school days in an approved setting and in a content area/grade level that corresponds to a candidate's program concentration. **A full immersion, Yearlong Residency option may also be available. Check with a Program Advisor, Chair or Assistant Chair for more information.**

Teacher candidates must apply to the Office of Clinical Studies for a Student Teaching/Internship placement for the Fall semester by February 1 or for the Spring semester by August 1. Student Teaching/Teaching Internship applications are to be submitted electronically in Taskstream. Applications do NOT take the place of registering for Student Teaching/Internship. Registration and payment of all fees, including laboratory fees for Student Teaching/Internship, are still required. At the time of application, a new and sealed Federal and Delaware CBC (Criminal Background Check) Report, a new TB/PPD, a completed health form, and a completed CPR (Child Protection Registry Form) are required.

Placement and registration requirements include the following: Passing scores on the relevant PRAXIS II exam, a 3.0 grade point average, a completed application in Taskstream and all required clearance items.

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.

Curriculum

General Education Requirements (34 credits)

CTA 206	Computer Applications
OR	
FYE 101	First Year Experience Seminar
ECO 105	Fundamentals of Economics
MAT 205	Introductory Survey of Mathematics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 320	Advanced Composition
HIS 316	American History
PHI 100	Introduction to Critical Thinking
POL 300	American Politics
PSY 101	Introduction to Psychology
BIO 251	Biology I (with Lab)

Fine Arts Requirements (6 credits)

Select 2 courses from:

ART 101	Art Appreciation 1
ART 203	Non-Western Art
ART 210	Basic Design
ART 301	Drawing and Painting

ART 302	Drawing
ART 304	Painting
ART 315	Watercolor Painting
COM 431	Media and Society
DRA 105	Introduction to the Theater
DRA 110	Acting
DSN 110	Fundamentals of Drawing
DSN 210	Basic Photoshop
HIS 230	History of Art and Design
MUS 101	Music Appreciation
SPA 301	Practical Spanish I
TEC 215	Basic Photography

Behavioral Science Core (18 credits)

PSY 330	Infant and Toddler Development
PSY 333	Psychology of the Exceptional Child
PSY 336	Child Development
PSY 420	Introduction to Trauma-Informed Approaches
PSY 421	Trauma and Self-Care
PSY 422	Practical Implications of Trauma-Informed Approaches

Education Core (51 credits)

EDU 102	E-Folio
EDU 204	Leadership and Collaboration
ECE 105	Developmentally Appropriate Practice
ECE 201	Health, Safety, and Nutrition
ECE 202	Professional Issues in Early Childhood
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 301	Integrating the Arts into Early Childhood Education
ECE 302	Numeracy and the Acquisition of Number Fluency in Early Childhood Education
EPY 201	Development and Implementation of IEPs
ECE 315	Differentiation of Instruction for Young Children
EPY 316	Educating Preschoolers with Special Needs
EPY 317	Assessment of Young Children
EPY 402	Learning Differences and Assessment of Exceptional Children
RDG 203	Learner Development and Early Literacy

RDG 302	Literature for Children

Clinical Components (15 credits)

ECE 390	Practicum I
ECE 391	Practicum II
ECE 392	Practicum III
ECE 450	Early Childhood Education Student Teaching
EDU 452	Performance Assessment

EDU 452 must be taken in conjunction with ECE 450 Student Teaching

Transfer Credits: Accreditation requires our program to collect data on student performance in a variety of courses. For that reason, students will not be able to transfer in courses to cover the following coursework.

EDU 203, EDU 204, ECE 207, ECE 208, ECE 209, ECE 315, EPY 316, EPY 317, EPY 201, EPY 402, ECE 390, ECE 391, ECE 392, ECE 450, EDU 452

Certification

This is a state-approved degree program which contributes to eligibility for a State of Delaware Initial Teaching License and Certification as an Early Childhood Education – Birth-Grade 2. The program also includes all the coursework necessary for Delaware certification as an Early Childhood Exceptional Children Special Education teacher (ECE 315, EPY 316, EPY 317, ECE 217, RDG 203).
It is highly recommended that candidates obtain certification in special education, as this is required by many schools and school districts

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ELEMENTARY EDUCATION (GRADES K-6) WITH ACCELERATED MASTERS LEVEL OPTION

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).

THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. Students taking courses to satisfy certification requirements are personally responsible for verifying with the Delaware Department of Education (or the appropriate licensure/certification authority in another state) that such course work is applicable and acceptable. Students are also responsible for meeting all state-mandated testing requirements and for applying for credentials. Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Admission

In addition to general admissions requirements, admission to this degree program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.
Admission to the Bachelor of Science K-6 degree program requires the following:

1. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.
2. Submit an official high school transcript. With official transcripts, submit a copy of your Immunization Records.
3. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation

standards.

It is important for candidates to identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

4. Schedule an appointment with an Academic Advisor to discuss program requirements and expectations.

After completing all of the above, register for EDU 102 (E-Folio) and EDU 203 (Instructional Technology for Educators. EDU 102 is a prerequisite for all other courses in the program.

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 applicants for a Delaware Initial Teaching License must meet the content and performance assessment requirements described in DE Administrative Code.

Content Assessment

By regulation, "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
#5002 Reading and Language Arts Subtest	157
#5003 Mathematics Subtest	157
#5004 Social Studies Subtest	155
#5005 Science Subtest	159

OR

ETS test #7811, Elementary Education: Content Knowledge for Teaching

(All four tests are required and can be taken separately or together in one sitting)

Test	Score
#7812 Reading and Language Arts Subtest	156
#7813 Mathematics Subtest	143
#7814 Science	144
#7815 Social Studies	153

Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

Performance Assessment

The State of Delaware requires that new teachers achieve a passing score on a state-approved performance assessment in order to be fully licensed. The assessment selected by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT). The PPAT is administered and scored by ETS. Completing this assessment is a student teaching requirement. 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.

Program Requirements

Teacher candidates must register for EDU 102 E-Folio and EDU 203 Instructional Technology as the first courses in the program. These courses are prerequisites for all other education courses.

Teacher candidates must complete all requirements associated with the Bachelor of Science degree 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 or higher.

Teacher candidates must pass (using Delaware minimum score requirements) all four sections of PRAXIS II, test #5001 (Elementary Education Multiple Subjects), prior to receiving a student teaching/internship placement. The Praxis II Content Knowledge test must be taken by EDU 391, Practicum II and passed prior to EDU 451, Student Teaching/Teaching Internship as a condition of entry into EDU 451.

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 by the College of Education main office, located in the Peoples Building at the New Castle site.

Fieldwork Requirements

Practicum Courses (Practicum I, II, III)

Each of these three courses require 60 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 60 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.

To be considered for placement in a K-12 school setting, teacher candidates must complete the Practicum 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, 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.

Capstone Clinical Experience (Student Teaching/Internship)

The capstone clinical experience is a full-time, full-day, Monday through Friday placement of 80 school days in an approved setting and in a content area/grade level that corresponds to a candidate's program concentration. **A full immersion, Yearlong Residency option may also be available. Check with a Program Advisor, Chair or Assistant Chair for more information.**

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Placement and registration requirements include the following: Passing scores on the relevant PRAXIS II exam, a 3.0 grade point average, a completed application in Taskstream and all required clearance items.

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.

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
BIO 251	Biology I (with Lab)
ENV 305	Earth Science (with Lab)
SCI 307	Physical Science (with Lab)
ENG 121	English Composition I
ENG 122	English Composition II
ENG 320	Advanced Composition
HIS 302	Social Studies for Elementary Teachers
HIS 316	American History
POL 300	American Politics

Fine Arts Requirements (6 credits)

Select 2 courses from:

ART 101	Art Appreciation 1
ART 203	Non-Western Art
ART 210	Basic Design
ART 301	Drawing and Painting
ART 302	Drawing
ART 304	Painting
ART 315	Watercolor Painting
COM 431	Media and Society
DRA 105	Introduction to the Theater
DRA 110	Acting
DSN 210	Basic Photoshop
DSN 110	Fundamentals of Drawing
HIS 230	History of Art and Design
MUS 101	Music Appreciation
SPA 301	Practical Spanish I
TEC 215	Basic Photography

Behavioral Science Core (6 credits)

PSY 333	Psychology of the Exceptional Child
PSY 336	Child Development

Education Core (48 credits)

Candidates accepted into the accelerated option will complete the corresponding graduate level courses (requires program chair approval).

EDU 310/MSE 7204 Applied Behavior Analysis

EDU 311/MSE 7404 or MSE 8102 Assistive Technology or Legislative Policy and Procedure
EPY 201/MSE 7403 Diagnosis/Assessment/IEP Development for Exceptionalities
EPY 402/MSE 7405 Curriculum and Instruction for Special Education
RDG308/MRD 7901Diagnosis/Assessment of Reading Difficulties

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

Transfer Credits: Accreditation requires our program to collect data on student performance in a variety of courses. For that reason, students will not be able to transfer in courses to cover the following coursework.

EDU 203, EDU 204, EDU 308, EDU 310, EDU 311 EDU 315, EDU 390, EDU 391, EDU 392, EDU 402, EDU 403, EDU 404, EDU 405, EDU 407, EDU 408, EDU 409, EDU 410, EDU 451, EDU 452, EPY 402, RDG 308

Accelerated Option - BS to MSE

The purpose of this option is to offer eligible BS candidates the opportunity to take up to five selected MSE courses in lieu of undergraduate courses. A BS degree is earned upon completion of the K-6 program. Courses taken at the graduate level while pursuing the BS degree will fulfill requirements for both programs.

Candidates are identified as an undergraduate student until their BS degree is conferred, at which time they will be eligible to continue in the MSE Instruction program they have chosen and been accepted to.

Eligibility criteria for this option includes:

1. Successful completion of 75 undergraduate credits,
2. Completion of all required lower level courses,
3. GPA of 3.0 or higher
4. Candidate will have completed a Dispositions, Attributes, and Proficiencies (DAP) interview, and the interviewing committee will have indicated that the candidate is suitable for the accelerated option, and
5. Candidate will participate in a program planning conference with the chair of the MSE program.

The BS to MSE Instruction accelerated option intent form is located in Taskstream. Upon submission of the BS to MSE Instruction accelerated option intent form, candidates will be contacted by the MSE Program Chair to review the appropriate course sequencing, advisement, and preparation for graduate course work. Once approved for this option, the candidate must apply to the Master of Education Special Education Instruction program. Concentrations available include Early Childhood Exceptional Child **OR** Autism and Severe Intellectual Disabilities. This option waives the MED 6102 requirement that results in a cost savings for the candidate.

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 (EPY 201, EDU 310, EDU 311, EPY 402, and RDG 308). 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).

THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. Students taking courses to satisfy certification requirements are personally responsible for verifying with the Delaware Department of Education (or the appropriate licensure/certification authority in another state) that such course work is applicable and acceptable. Students are also responsible for meeting all state-mandated testing requirements and for applying for credentials. Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Admission

In addition to general admissions requirements, admission to this degree program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.

Admission to the Bachelor of Science 6-8 degree program requires the following:

1. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.
2. Submit an official high school transcript. With official transcripts, submit a copy of your Immunization Records.
3. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards.

It is important for candidates to identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to

Wilmington University.

4. Schedule an appointment with an Academic Advisor to discuss program requirements and expectations.

After completing all of the above, register for EDU 102 (E-Folio) and EDU 203 (Instructional Technology for Educators. These courses are prerequisites for all other courses in the program.

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 applicants for a Delaware Initial Teaching License must meet the content and performance assessment requirements described in DE Administrative Code .

Content Assessment
By regulation, "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 are dependent on the candidate's area of concentration.
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 5442 Science	152
ETS 5169 Mathematics	165
ETS 5089 Social Studies	164

Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

Performance Assessment
The State of Delaware requires that new teachers achieve a passing score on a state-approved performance assessment in order to be fully licensed. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. The assessment used by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT).

Completing this assessment is a student teaching requirement. 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.

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.
The Praxis II Content Knowledge test must be taken by EDU 391, Practicum II and passed prior to EDU 451, Student Teaching/Teaching Internship as a condition of entry into EDU 451.
Teacher candidates must designate Wilmington University and the Delaware Department of Education as score recipients at the time the tests are taken.

Fieldwork Requirements

Practicum Courses (Practicum I, II, III)

Each of these three courses require 60 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 60 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.
To be considered for placement in a K-12 school setting, teacher candidates must complete the Practicum 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, 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.

Capstone Clinical Experience (Student Teaching/Internship)

The capstone clinical experience is a full-time, full-day, Monday through Friday placement of 80 school days in an approved setting and in a content area/grade level that corresponds to a candidate's program concentration. **A full immersion, Yearlong Residency option may also be available. Check with a Program Advisor, Chair or Assistant Chair for more information.**

Teacher candidates must apply to the Office of Clinical Studies for a Student Teaching/Internship placement for the Fall semester by February 1 or for the Spring semester by August 1. Student Teaching/Teaching Internship applications are to be submitted electronically in Taskstream. Applications do NOT take the place of registering for Student Teaching/Internship. Registration and payment of all fees, including laboratory fees for Student Teaching/Internship, are still required. At the time of application, a new and sealed Federal and Delaware CBC (Criminal Background Check) Report, a new TB/PPD, a completed health form, and a completed CPR (Child Protection Registry Form) are required.

Placement and registration requirements include the following: Passing scores on the relevant PRAXIS II exam, a 3.0 grade point average, a completed application in Taskstream and all required clearance items.

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.

Curriculum

Courses required of all Middle Level Education Candidates

General Education Requirements

(Math, English, Social Studies 31 credits) (Science 35 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
BIO 251	Biology I (with Lab)
ENG 121	English Composition I
ENG 122	English Composition II
ENG 320	Advanced Composition
HIS 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics

Science Majors must also take ENV 305 as part of their

General Education Requirements:

ENV 305	Earth Science (with Lab)

Fine Arts Requirements (6 credits)

Select 2 courses from:

ART 101	Art Appreciation 1
ART 203	Non-Western Art
ART 210	Basic Design
ART 301	Drawing and Painting
ART 302	Drawing
ART 304	Painting
ART 315	Watercolor Painting
COM 431	Media and Society
DRA 105	Introduction to the Theater
DRA 110	Acting
DSN 110	Fundamentals of Drawing
DSN 210	Basic Photoshop
HIS 230	History of Art and Design
MUS 101	Music Appreciation
SPA 301	Practical Spanish I
TEC 215	Basic Photography

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 201	Development and Implementation of IEPs
EPY 304	Advising and Mentoring in the Middle School
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 (27 credits)

EDU 407	Integrated Approaches to Teaching Middle Level Language Arts/Reading
COM 300	Communication Theory
COM 431	Media and Society
ENG 200	English Grammar
LIT 205	World/Non-Western Literature
LIT 302	Adolescent Literature
LIT 332	Major American Writers
LIT 400	Multicultural Literature
LIT 410	Non-Fiction Literature

Mathematics Content (27 credits)

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

Science Content (24 credits)

EDU 409	Integrated Approaches to Teaching Middle School Science
MAT 200	Pre-Calculus
MAT 308	Inferential Statistics
BIO 252	Biology II (with Lab)
ENV 303	Climate Dynamics
SCI 312	Physics (with Lab)
SCI 315	Applied Chemistry (with Lab)

Social Studies Content (27 credits)

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

Transfer Credits: Accreditation requires our program to collect data on student performance in a variety of courses. For that reason, students will not be able to transfer in courses to cover the following coursework.

EDU 203, EDU 204, EDU 308, EDU 310, EDU 311 EDU 315, EDU 390, EDU 391, EDU 392, EDU 402, EDU 403, EDU 404, EDU 405, EDU 407, EDU 408, EDU 409, EDU 410, EDU 451, EDU 452, EPY 402, RDG 308

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 (EPY 201, EDU 310, EDU 311, EPY 402, and RDG 308). 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.

EDUCATION STUDIES, BACHELOR OF SCIENCE

Bachelor of Science

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 meeting the standards set by the Delaware Department of Education (a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary), applying for admission to the Birth to Grade 2, 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.

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).

EDUCATION STUDIES, CONCENTRATION IN EARLY CHILDHOOD EDUCATION: 121 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 as the 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).

General Education Requirements (34 credits)

CTA 206	Computer Applications
OR	
FYE 101	First Year Experience Seminar
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 320	Advanced Composition
PHI 100	Introduction to Critical Thinking
POL 300	American Politics
HIS 316	American History
PSY 101	Introduction to Psychology
BIO 251	Biology I (with Lab)
MAT 205	Introductory Survey of Mathematics

Fine Arts Requirements (6 credits)

Select 2 courses from:

ART 101	Art Appreciation 1
ART 203	Non-Western Art
ART 210	Basic Design
ART 301	Drawing and Painting
ART 302	Drawing
ART 304	Painting
ART 315	Watercolor Painting
COM 431	Media and Society
DRA 105	Introduction to the Theater
DRA 110	Acting
DSN 110	Fundamentals of Drawing
DSN 210	Basic Photoshop
MUS 101	Music Appreciation

SPA 301	Practical Spanish I
TEC 215	Basic Photography
HIS 230	History of Art and Design

Social and Behavioral Science Courses (18 credits)

PSY 330	Infant and Toddler Development
PSY 333	Psychology of the Exceptional Child
PSY 336	Child Development
PSY 420	Introduction to Trauma-Informed Approaches
PSY 421	Trauma and Self-Care
PSY 422	Practical Implications of Trauma-Informed Approaches

Required Education Courses (57 credits)

EDU 102	E-Folio
EDU 204	Leadership and Collaboration
ECE 105	Developmentally Appropriate Practice
ECE 201	Health, Safety, and Nutrition
ECE 202	Professional Issues in Early Childhood
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 301	Integrating the Arts into Early Childhood Education
ECE 302	Numeracy and the Acquisition of Number Fluency in Early Childhood Education
ECE 315	Differentiation of Instruction for Young Children
ECE 403	Early Care Education Internship
EPY 201	Development and Implementation of IEPs
EPY 316	Educating Preschoolers with Special Needs
EPY 317	Assessment of Young Children
EPY 402	Learning Differences and Assessment of Exceptional Children
RDG 203	Learner Development and Early Literacy
RDG 302	Literature for Children

Electives: To meet the requirement of 121 credits, students should complete 6 elective credits as approved by the Program Chair, Assistant Chair, or Academic Advisor.

Transfer Credits: Accreditation requires our program to collect data on student performance in a variety of courses. For that reason, students will not be able to transfer in courses to cover the following coursework. (EDU 204, ECE 207, ECE 208, ECE 209, ECE 315, EPY 316, EPY 317, EPY 201, and EPY 402)

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
BIO 251	Biology I (with Lab)
ENV 305	Earth Science (with Lab)
SCI 307	Physical Science (with Lab)
ENG 121	English Composition I
ENG 122	English Composition II
ENG 320	Advanced Composition
HIS 302	Social Studies for Elementary Teachers
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 301	Drawing and Painting
ART 302	Drawing
ART 304	Painting

ART 315	Watercolor Painting
DRA 105	Introduction to the Theater
DRA 110	Acting
DSN 110	Fundamentals of Drawing
MUS 101	Music Appreciation
SPA 301	Practical Spanish I
TEC 215	Basic Photography

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.

Transfer Credits: Accreditation requires our program to collect data on student performance in a variety of courses. For that reason, students will not be able to transfer in courses to cover the following coursework.

EDU 203, EDU 204, EDU 308, EDU 310, EDU 311 EDU 315, EDU 390, EDU 391, EDU 392, EDU 402, EDU 403, EDU 404, EDU 405, EDU 407, EDU 408, EDU 409, EDU 410, EDU 451, EDU 452, EPY 402, RDG 308

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

(Math, English, Social Studies 31 credits) (Science 35 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
BIO 251	Biology I (with Lab)
ENG 121	English Composition I
ENG 122	English Composition II
ENG 320	Advanced Composition
HIS 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
	Science Majors must also take ENV 305 as part of their General Education Requirements:
ENV 305	Earth Science (with Lab)

Fine Arts Requirements (6 credits)

Select 2 courses from:

ART 101	Art Appreciation 1
ART 203	Non-Western Art
ART 210	Basic Design
ART 301	Drawing and Painting
ART 302	Drawing

ART 304	Painting
ART 315	Watercolor Painting
COM 431	Media and Society
DRA 105	Introduction to the Theater
DRA 110	Acting
DSN 110	Fundamentals of Drawing
DSN 210	Basic Photoshop
HIS 230	History of Art and Design
MUS 101	Music Appreciation
SPA 301	Practical Spanish I
TEC 215	Basic Photography

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
RDG 308	Diagnosis and Correction of Learning Differences in Reading
EPY 201	Development and Implementation of IEPs
EPY 304	Advising and Mentoring in the Middle School
EPY 402	Learning Differences and Assessment of Exceptional Children

Content Area Courses

English/LA Content (27 credits)

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

LIT 332	Major American Writers
LIT 400	Multicultural Literature
LIT 410	Non-Fiction Literature

Mathematics Content (27 credits)

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

Science Content (24 credits)

EDU 409	Integrated Approaches to Teaching Middle School Science
MAT 200	Pre-Calculus
MAT 308	Inferential Statistics
BIO 252	Biology II (with Lab)
ENV 303	Climate Dynamics
SCI 312	Physics (with Lab)
SCI 315	Applied Chemistry (with Lab)

Social Studies Content (27 credits)

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.

Transfer Credits: Accreditation requires our program to collect data on student performance in a variety of courses. For that reason, students will not be able to transfer in courses to cover the following coursework.

EDU 203, EDU 204, EDU 308, EDU 310, EDU 311 EDU 315, EDU 390, EDU 391, EDU 392, EDU 402, EDU 403, EDU 404, EDU 405, EDU 407, EDU 408, EDU 409, EDU 410, EDU 451, EDU 452, EPY 402, RDG 308

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 Skilled and Technical Sciences. Candidates must register for and complete EDU 102 E-folio as an initial course in the program. This course is a prerequisite 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, Skilled and Technical Sciences is the same as for the Bachelor of Science in Career and Technical Education.

General Education Requirements (42 credits)

EDU 102	E-Folio
CTA 206	Computer Applications
OR	
CTA 210	Intro to Technology
	OR
FYE 101	First Year Experience Seminar
	AND
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 CE
HUM 361	Human World Views: 1650 CE - present
	Natural Science Elective
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
	History Elective
OR	
	Political Science Elective
	AND
BBM 201	Principles of Management
	OR
BBM 319	Business Ethics

OR	
DSN 110	Fundamentals of Drawing
	OR
ECO 105	Fundamentals of Economics
OR	
ENG 360	Creative Writing
	OR
ENG 310	Research Writing
	AND
	Fine Arts Elective
OR	
	Foreign Language Elective
	OR
	Literature Elective
	OR
	Music Elective
OR	
	Philosophy Elective
	OR
	Citizenship Elective

FYE 101: for students entering with less than 15 credits

Education Electives (12 credits)

Education Core (48 credits)

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/MCT 6404	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

EDU 307	Instructional Strategies in Middle Level Education
EDU 314	Instructional Strategies in Elementary Education
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

Free Electives (12 credits)

Electives that may be 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.

Mission

Our mission is to create an academic environment for undergraduate health professions education that:
1. Acknowledges the competence of health professionals with diverse backgrounds, abilities, and experiences;
2. Challenges health professionals to acquire new skills to respond to the changing health needs of individuals, families, and communities;
3. Guides health professionals to critically examine the issues confronting health care;
4. Encourages health professionals to participate effectively in the learning process; and
5. Influences health professionals to pursue lifelong learning.

Health Sciences Program Goals:

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 Goals

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. In 1936, Sigma Theta Tau was the first organization in the United States to fund nursing research. It has world-wide recognition and respect.

Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders who exhibit exceptional achievements in nursing. Membership guidelines are determined by Sigma Theta Tau International. The benefits of membership in this organization are: professional recognition, networking opportunities (grants/conferences), publications, and other resources.
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

The baccalaureate degree in nursing, master's degree in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at Wilmington University are accredited by the **Commission on Collegiate Nursing Education** (http://www.ccneaccreditation.org/).
The Commission on Collegiate Nursing Education (CCNE) is a widely recognized accrediting body that provides an unbiased assessment of the quality of professional education programs. CCNE is recognized by the U.S. Department of Education to accredit nursing programs at the baccalaureate, master's, and doctoral levels, including programs offering distance education. The Commission serves the public interest by assessing and identifying programs that engage in effective educational practices. Accreditation by CCNE is an indication of confidence in the ability of the educational institution to offer a program of quality, deserving of public approbation.
Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
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 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 degree program is for students who have an earned Associate Degree and are seeking to advance their education. Health Science degree students can transfer up to 90 credits towards lower division general education requirements.

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. The relevance of research and strategies for utilization of evidence based practice throughout every role is emphasized. Topics of health education within a range of consumers and leadership skills for healthcare will be explored and will lead to enhanced practice in the healthcare field. Students individualize the program by concentrating their learning with a WilmU certificate or embedded courses in a specific focus. The program is offered 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, educators, or a variety of other clinical roles in healthcare. The curriculum provides a foundation for graduate education and for career mobility.

Work Integrated Learning Experience

The Work Integrated Learning (WIL) option allows students to complete selected Health Sciences core courses in a supervised educational work setting related to the student's interests or desired future healthcare professional career. Eligibility for WIL learning courses requires the student to have completed 60 credits and have a minimum GPA. Interested students should contact the Health Sciences Program Chair and the Office of Work Integrated Learning Specialist at least one (1) semester prior to the start of a WIL assignment.

Program Competencies

In addition to achieving the Wilmington University undergraduate graduation competencies, graduates in the Health Sciences program are expected to 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 healthcare.
9. Appraise research and integrate findings into healthcare practice.
10. Evaluate and formulate strategies for healthcare education planning and assessment as well as learner-centered teaching.
11. Exhibit leadership qualities and collaborative behavior in preparation to lead effectively in the inter-professional healthcare role.

Program Policies

Students are responsible for following all College of Health Professions policies, and procedures, which can be found in the HSC Student Handbook.
It is **mandatory** that all health sciences students complete a background check, drug screen, and submit a completed immunization record during HSC 303. Details are provided in the program handbook available through the Health Sciences Student Program 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 results will not be accepted.

Minimum Grade Policy

The College of Health Professions sets a required 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.

Accelerated Option - B.S. in Health Sciences to MSM or MBA with Healthcare Administration Concentration

Students who meet specified criteria are eligible to substitute two specified courses from the HSC Bachelor of Science core curriculum for two specified courses that are shared within both the MSM and MBA Healthcare Administration concentrations. This allows students to fast track toward a graduate degree. These accelerated option graduate courses are still billed at the base undergraduate tuition rate.
Eligibility criteria for this accelerated option includes:
1. Successful completion of 90 undergraduate credits;
2. Completion of all required 100 and 200 level courses;
3. Successful completion of HSC 303, *Professionalism in Health Sciences*
4. GPA of 3.5 or higher

The courses permitted for this accelerated option are:
HCA 7720 *Health Policy and Economics* in place of **HSC 380** *Health Care Policy* and,
HCA 7740 *Legal Aspects in Health Care* in place of **HSC 313** *Ethical and Legal Issues in Healthcare*.
Courses taken at the graduate level will fulfill the requirements for both the HSC Bachelor of Science and the MSM/MBA programs.

The HSC to MSM/MBA Healthcare Administration accelerated option intent form is located in the HSC Student Handbook and in the Health Sciences student program site. This form is to be submitted to the HSC Program Chair for review. Upon approval from the appropriate MSM or MBA Program Chair, the student will be electronically notified of the decision by the HSC Program Chair. Students will seek advisement from the HSC Program Chair to ensure proper course selection.

Please note that students who wish admittance into the MBA Healthcare Administration concentration may have additional course pre-requisites that must be completed prior to full admission into the program.

Four-year Degree Program

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. Students who do not have any healthcare experience are urged to enroll in a Work Integrated Learning Opportunity. Numerous healthcare opportunities in a wide variety of settings are available. Students should discuss their interests with the HSC Program chair early in their degree program.

Curriculum

General Education Requirements (40 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
OR	
CTA 210	Intro to Technology
HUM	Humanities Elective
HUM	Humanities Elective
ECO	Economics Elective
PHI 100	Introduction to Critical Thinking
HIS 381	Contemporary Global Issues
OR	
POL 300	American Politics
Natural Science Elective	Choose 1 Natural Science course with Lab (4 Cr.) from Science Core

Choose two (2) humanities electives from the following:

ART, BBM 319, CUL, DRA, ETN, HIS, HUM, LIT, MUS, PHI, REL, SPA, VFP 311, VFP 312, VFP 313

Social and Behavioral Core (6 Credits)

PSY 101	Introduction to Psychology
PSY 329	Lifespan Development

Math and Finance Core (6 credits)

MAT 308	Inferential Statistics
FIN 101	Financial Literacy

Science Core (12-16 Credits)

Choose a minimum of three (3) of the following:

BIO 251	Biology I (with Lab)
BIO 252	Biology II (with Lab)
BIO 253	Anatomy and Physiology I (with Lab)
BIO 254	Anatomy and Physiology II (with Lab)
BIO 336	Microbiology (with Lab)
BIO 337	Genetics (with Lab)
BIO 352	Cell & Molecular Biology (with Lab)
BIO 449	Biotechnology (with Lab)
BIO 450	Immunology & Virology (with Lab)
BIO 451	Proteomics (with Lab)
BIO 453	Computational Bio & Bioinform.
CHE 261	Chemistry I (with Lab)
CHE 262	Chemistry II (with Lab)
CHE 363	Organic Chemistry I (with Lab)
CHE 364	Organic Chemistry II (with Lab)
SCI 312	Physics (with Lab)
SCI 315	Applied Chemistry (with Lab)
SCI 335	Human Anatomy and Physiology (with Lab)

Health Sciences Core (24 Credits)

HSC 303	Professionalism in Health Sciences
HSC 313	Ethical and Legal Issues of Healthcare
HSC 323	Health Education & Principles of Teaching
HSC 333	Leadership for the Healthcare Professional
HSC 343	Research for Evidenced Based Practice
HSC 380	Health Care Policy
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

Work Integrated Learning option
Note: Students must speak with an academic advisor before registering for any Health Sciences Electives.

Free Electives (12-20 Credits)

FYE 101	First Year Experience Seminar

Students with fewer than 16 transfer credits are required to take FYE 101 as one of their electives.

Completion Degree Program

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. Students who do not have an associate degree in an allied health or health science concentration may be required to obtain additional pre-requisite courses.

Curriculum

General Education Requirements - Lower Division

Health Sciences degree completion students can transfer up to 90 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:

ENG 310	Research Writing
MAT 308	Inferential Statistics
HUM	Upper Level Humanities Elective (9 credits)

Choose three (3) upper level humanities electives from the following:
ART, BBM 319, CUL, DRA, ETN, HIS, HUM, LIT, MUS, PHI, REL, SPA, VFP 311, VFP 312, VFP 313

Natural Sciences

A minimum of 16 credits in anatomy and physiology, biology, microbiology, chemistry, physics and/or other appropriate health sciences must be earned through course work, transfer credit, or testing (available for anatomy and physiology and microbiology).

Health Sciences Core (24 Credits)

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

Health Sciences Electives

Choose six (6) credits from the following:
Health Science Upper Level Electives
and/or
Embedded Certificate Courses
and/or

Work Integrated Learning Option (Semester only)
Note: Students must speak with an Academic Advisor or Program Chair before registering for any Health Science Elective.

PRE-RN OPTION

Purpose

The Pre-RN Option is aimed exclusively at eligible second level associate degree nursing students. This option will allow nursing students to earn credits toward their BSN on a part-time basis before completing their Associate Degree in Nursing. The Pre-RN course of study is initially denoted as a RN to BSN Major, so students benefiting from financial aid remain in a degree-seeking program.
The Pre-RN option includes specific upper division courses and HLT electives that include high profile contemporary topics. The Pre-RN students will enjoy the benefits of socialization and mentoring opportunities while taking courses with RN to BSN students.
To begin the Pre-RN course of study, apply to the RN to BSN program and enter PENDING in place of RN license number.

WilmU faculty have real-world experience and understand the challenges of balancing career and educational demands. You'll get the rigor of a leading health professions and nursing degree program combined with unparalleled flexibility.

If you are considering this option of study please contact:
BSN Program Chair, Angela Steele-Tilton
302-356-2021
angela.b.steele-tilton@wilmu.edu

RN TO BSN, BACHELOR OF SCIENCE IN NURSING

Professional Licensure Information

Wilmington University has determined that the Bachelor of Science in Nursing meets the educational requirements for licensure in Delaware and New Jersey. Wilmington University is reviewing other states and has not made specific determinations for those states. Prospective students seeking professional licensure outside of Delaware or New Jersey should verify state licensure requirements before applying. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

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 (BSN) degree. The purpose of the program is to increase knowledge and skills as well as to provide opportunities to explore attitudes and values related to professional nursing practice.

Program of Study

The BSN degree program is progressive and designed for today's registered nurse. It promotes increased clinical and communication skills, problem solving, confidence, and leadership 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, Brandywine, Georgetown, and Dover campus sites in DE; 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 requirement 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.

Program Competencies

In addition to achieving the Wilmington University undergraduate graduation competencies given in the Academic Information section of this catalog, undergraduate students in the Bachelor of Science in Nursing program will achieve the following competencies:

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.

Program Policies

Students are responsible for following all College of Health Professions policies and procedures, which are presented in NUR 303 and located in the program handbook.
It is **mandatory** that all nursing students complete a background check, drug screen, and submit a completed immunization record during NUR 303. Details are provided in the program handbook available through the BSN Student Program 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 results will not be accepted.

Minimum Grade Policy

The College of Health Professions sets a required minimum grade of "C-" for all nursing core courses. Students receiving a grade lower than "C-" in any required program core course must retake that course.

Curriculum

The number of transfer credits granted to entering RN students varies depending on basic nursing preparation. In addition, the program of study will vary depending on transfer credits, part-time or full-time status, and credits earned in alternative ways. Students are encouraged to seek advisement with an academic advisor or nursing faculty member to plan their course sequence.

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 and physiology, and microbiology).

Free Electives

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

Nursing Elective (3 Credits)

Choose one (1) upper level nursing elective from the following:
NUR, HLT, HIT, ISM 430, HSC 380

Upper Division Nursing Core (31 Credits)

NUR 303	Nurse as Professional
	Prior to the completion of NUR 303, students must complete the mandatory credentialing process.
NUR 313	Nurse as Decision Maker
NUR 323	Nurse as Teacher
NUR 333	Nurse as Leader
NUR 343	Nurse as Consumer of Research
	Mandatory pre-requisite: MAT 308 or approved course transfer
NUR 363	Nurse as Caregiver: Chronic and Palliative Care
NUR 413	Holistic Health Assessment
NUR 423	Global Health Care
	This is the first of two Nursing, Global Health Care courses, mandatory pre-requisites apply. This course is offered block one of all semesters.
NUR 433	Global Health Care Practicum
	This is the RN to BSN Capstone course which includes a Community Learning Experience. Mandatory pre-requisites apply. This course is offered block two of all semesters.

General Education Requirements - Upper Division (15 credits)

Required for all BSN majors

ENG 310	Research Writing
MAT 308	Inferential Statistics
HUM	Upper Level Humanities Elective (9 credits)

Choose three (3) upper level humanities electives from the following list:
ART, BBM 319, CUL, DRA, ETN, HUM, LIT, MUS, PHI, REL, SPA, VFP 311, VFP 312, VFP 313

General Education Requirements - Lower Division (24 Credits) (for students without an associates degree)

RN to BSN degree students can transfer up to 90 credits towards lower division general education requirements.

CTA 206	Computer Applications
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
SOC 101	Introduction to Sociology
PSY 101	Introduction to Psychology
PSY 329	Lifespan Development

Accelerated Option - BSN to MSN

The purpose of this option is to offer eligible BSN students the opportunity to possibly take up to four selected MSN courses in lieu of undergraduate courses. A BSN degree is earned upon completion of the 120 credits. Courses taken at the graduate level while pursuing the BSN degree will fulfill requirements for both programs.
Students are identified as an undergraduate student until their BSN degree is conferred, at which time they will be eligible to continue on in the MSN program they have chosen and been accepted to.

Eligibility criteria for this option includes:
1. Successful completion of 90 undergraduate credits,
2. Completion of all required lower level courses,
3. Completion of **NUR 303**; *Nurse as Professional*,
4. Completion of **ENG 310**; *Research Writing*,
5. Completion of **MAT 308**; *Inferential Statistics* or transfer equivalency, and
6. GPA of 3.5 or higher

The BSN to MSN accelerated option intent form is located in the BSN Student Handbook and in the BSN Student Program Site. Upon submission of the BSN to MSN accelerated option intent form, students will be contacted by the Assistant Program Chair to review the appropriate course sequencing, advisement, and preparation for graduate course work. The accelerated course selection depends upon the selected graduate major.

RN TO BSN PATHWAY PROGRAM, BACHELOR OF SCIENCE IN NURSING - FOR REGISTERED NURSES WITH A BACHELOR'S DEGREE IN ANOTHER FIELD

Professional Licensure Information

Wilmington University has determined that the Bachelor of Science in Nursing, RN to BSN Pathway Program meets the educational requirements for licensure in Delaware and New Jersey. Wilmington University is reviewing other states and has not made specific determinations for those states. Prospective students seeking professional licensure outside of Delaware or New Jersey should verify state licensure requirements before applying. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Purpose

The RN to BSN 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 an unencumbered registered nurse state licensure, work experience, and a bachelor's degree in another field who are returning to college to complete a BSN degree.

Program of Study

The program allows for the transfer of up to 90 credits. To graduate, students must earn a total of 120 credits. Please note: Wilmington University's eligibility requirements for graduation with honors include completion of 45 residency credits; therefore, BSN Pathway students that do not elect to complete additional coursework to meet this requirement are ineligible to graduate with honors.

Curriculum

General Education Requirements (39 credits)

(Including a 3-credit Statistics course)

Natural Sciences (12 credits)

(Will require as a 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)

Upper Division Nursing Core (28 credits)

NUR 303	Nurse as Professional
	Prior to the completion of NUR 303, students must complete the mandatory credentialing process.
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
	This is the first of two Nursing, Global Health Care courses, mandatory pre-requisites apply. This course is offered block one of all semesters.
NUR 433	Global Health Care Practicum
	This is the RN to BSN Capstone course which includes a Community Learning Experience. Mandatory pre-requisites apply. This course is offered block two of all semesters.

Nursing Elective (3 credits)

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

Accelerated Option - BSN to MSN for Pathway Students

The purpose of this option is to offer eligible BSN Pathway students the opportunity to possibly take up to four (4) selected MSN courses in lieu of undergraduate courses. Transfer credits remain the same as for the RN to BSN Pathway Bachelor of Science in Nursing program. A BSN degree is earned upon completion of the 31 credit core. Courses taken at the graduate level fulfill requirements for both programs. Students are identified as an undergraduate student until their BSN degree is conferred, at which time they will be eligible to continue on in the MSN program they have chosen and **been accepted** to.

Eligibility criteria for this option includes:

1. RN with a bachelor's degree in another field,
2. Completion of **NUR 303**, *Nurse as Professional*, and
3. Completion of **MAT 308**, *Inferential Statistics*, or transfer equivalency
4. GPA of 3.5 or higher

The BSN to MSN accelerated option intent form is located in the BSN Student Handbook and in the BSN Student program site. Upon submission of the BSN to MSN 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

HEALTH INFORMATION TECHNOLOGY (HIT) CERTIFICATE

Program 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 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. Clinical decision support systems, current mHealth and telehealth applications, use of safety and quality metrics in informatics, and public and population health information technology are integrated throughout the certificate.

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. The use of a simulated electronic health record learning platform serves to provide real life training in healthcare information management and informatics. Work flow processes are taught within an interprofessional framework. Data visualization skills are partnered with clinically-relevant healthcare content.

Program of Study

The post-secondary Health Information Technology (HIT) Certificate will consist of fifteen (15) undergraduate credits. All interested students are required to consult with an academic advisor and/or Health Sciences program chair to plan the appropriate course sequencing and selection. The courses may be completed within a baccalaureate curriculum. All HIT Certificate courses are offered 100% online.

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. Upon completion of the HIT certificate, students will be eligible to sit for the Certified Associate in Healthcare Information & Management Systems (CAHIMS) exam. CAHIMS certification is designated for emerging professionals in the IT industry with 5 years or less of experience.

Program Competencies

Through the completion of the post-secondary HIT Certificate, the students will be able to:

1. Improve quality and safety of health care for patients through use of clinical decision support systems and best practices of health care technology.
2. Evaluate coordination of care and disease management telemedicine technology.
3. Use computer applications to analyze patient data for the effects of databases on health care costs and quality of care.
4. Support legal and ethical management of electronic medical records.
5. Identify clinical workflows, process mapping and change management relating to Electronic Health Records (EHR) implementation.
6. Apply system project management and the triple constraint of scope, schedule and cost factors.

General Requirements

The program is open to the following prospective students with an interest in healthcare information technology:

- High School graduate, and/ or;
- Associate Degree graduate, and/ or;
- Open to any undergraduate students in a degree-seeking program upon advisement from program specific chair and/ or academic advisor.

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

Curriculum

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 Health Information Technology (HIT) Certificate: 15

HEALTH PROMOTION - FITNESS CERTIFICATE

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.

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/ Pre-Requisites

The program is open to the following prospective students with an interest in Health Promotion: Fitness:

- 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 an undergraduate application for admission accompanied by a non-refundable admission fee.
Students are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

Curriculum

Course Requirements (10 Credits)

HLT 322	Strength Training Essentials and Theory
HLT 326	Nutrition for Healthy Living
SCI 335	Human Anatomy and Physiology (with Lab)
OR	
BIO 253	Anatomy and Physiology I (with Lab)

Electives (6 Credits)

Choose two (2) electives, depending on degree or interests, from the following:

BBM 102	Introduction to Business
HLT 321	Personal Wellness
HLT 324	Personal Training Essentials
	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 normal fee is located within the course syllabus.
PSY 306	Behavior Modification
PSY 451	Health Psychology

Total credits for the Health Promotion - Fitness Certificate: 16

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 value of 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/ Pre-Requisites

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.

Students are held to all prerequisite requirements; some students may require more than 6 courses to complete this certificate.

Curriculum

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 (for Hispanic Cultural Certificate only)
	(Nursing Students)
OR	
HSC 327	Hispanic Cultural Immersion (for Hispanic Cultural Certificate only)
	(Non-Nursing Students)

NUR 327 and HSC 327 include a Community Learning Experience. Students preparing to register for either 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 in the College of Health Professions Student program site.

Total credits for the Hispanic Cultural Certificate: 18

HOLISTIC PALLIATIVE AND END-OF-LIFE CARE CERTIFICATE

Program 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.
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/ Pre-Requisites

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 an undergraduate application for admission accompanied by a non-refundable admission fee.
Students are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

Course Requirements (9 Credits)

Course Requirements

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

Electives (6 Credits)

Choose two (2) electives, depending on their degree or interests, from the following:

CRJ 476	Topics in CRJ: Elder Abuse
HSC 380	Health Care Policy
PSY 451	Health Psychology

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

HOLISTIC PERSPECTIVE ON AGING AND WELLNESS CERTIFICATE

Program Purpose

The Holistic Perspective on Aging and Wellness certificate will provide specialized education for those students wanting to enter the health care profession or for those currently providing care or services for the older population. The courses chosen for this certificate will provide health care professionals with essential knowledge to meet the health care needs of the aging population.

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.

Career Opportunities

This certificate is relevant for registered nurses, nurse practitioners, licensed vocational nurses, practical nurses, nursing assistants, social workers, occupational therapists, recreation therapists, physical therapists, respiratory therapists, administrators, psychologists, marriage and family therapists, dieticians, educators, personal care assistants, volunteers, physicians, physician's assistants, chiropractors, clergy, physical fitness professionals, massage therapists, government programs, corporate human resource divisions, and other interested individuals.

General Requirements/ Pre-Requisites

The program is open to the following prospective students with an interest in Holistic Perspective on Aging and Wellness.

- 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 an undergraduate application for admission accompanied by a non-refundable admission fee.
Students are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

Curriculum

Course Requirements (9 credits)

HLT 364	The Process of Dying
HLT 372	Issues in Aging
PSY 401	Adult Development and Aging

Electives (6 credits)

Choose two (2) electives, depending on degree or interests, from the following:

CRJ 476	Topics in CRJ: Elder Abuse
HLT 326	Nutrition for Healthy Living
HLT 362	Topics in Palliative and End-of-Life Care
HSC 380	Health Care Policy
SOC 312	Community Health & Social Issues

Total credits for the Holistic Perspective on Aging and Wellness Certificate: 15

INTERDISCIPLINARY CARE MANAGEMENT CERTIFICATE

Program Purpose

The role of care management in the healthcare setting focuses on serving as the connection for patients to successfully navigate the multiple transitions of care to reduce or prevent fragmented care and poor outcomes. The Agency for Healthcare Research and Quality (AHRQ) has reported that the practice of care management has emerged as a primary means of managing the health of a defined population using a team-based patient-centered approach. This includes both acute or chronic care health issues as well as preventative strategies to maintain a healthy lifestyle.
Care Management necessitates an interdisciplinary approach for integration of services from a diverse segment of healthcare professionals. Evolving technology is at the hub of care management and is intended to provide both analytics for prediction of healthcare needs and assimilation of patient generated health information data as well as a conduit for patient and professional

communication strategies.
This certificate will provide opportunities for current and prospective health care workers who are interested in the career of care management or disability/leave management. The certificate would be appropriate for non-licensed workers as well as currently employed clinical workers including registered nurses or other allied health practitioners. The courses included within the certificate will provide both a broad overview of the concepts of care management as well as allow a focus and direction for specific roles or organizations. The distinction between care and case management will be discussed. The rapidly changing healthcare environment coupled with the growing use of quality metrics and outcomes, value based services, and technology advancements mandate the recognition of care management as a specialty service within healthcare that requires advanced education.

Program of Study

This certificate will consist of 18 undergraduate credits. All certificate courses are offered 100% online. Students should be comfortable with the online learning format.
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

The knowledge gained from this certificate will contribute to the attainment of new skills that are extremely relevant to current healthcare practice. The coursework will provide the capacity to respond aptly to the changing needs of individuals, families and communities as students will be prepared to coordinate care across the continuum.
Multiple avenues of employment are available for students who have the knowledge and skills included within this certificate. Their work settings are diverse and include the following: acute care facilities (hospitals), outpatient clinics and private practices, health insurance agencies, and disability/leave management organizations.

General Requirements/ Pre-Requisites

The program is open to the following prospective students with an interest in Interdisciplinary Care Management

- High School graduate and/or;
- Associate Degree graduate and/or;
- Open to any undergraduate students in a degree-seeking program upon advisement from Health Sciences program specific chair and/or an academic advisor.

Students will complete an undergraduate application for admission accompanied by a non-refundable admission fee.
Students are held to all prerequisite requirements; some students may require more than 6 courses to complete this certificate.

Curriculum

Course Requirements (12 Credits)

It is highly recommended that the following courses be taken in the order in which they are listed.

HSC 313	Ethical and Legal Issues of Healthcare
HSC 320	Care Management Across the Health Care Continuum
HSC 330	Healthcare Quality & Reimbursement
HSC 340	Information Technology for the Care Management Professional

Electives (6 credits)

Choose two (2) electives, depending on degree or interests, from the following:

HLT 362	Topics in Palliative and End-of-Life Care
HLT 364	The Process of Dying

HLT 372	Issues in Aging
PSY 306	Behavior Modification
PSY 322/ORG 322	Wellness in the Workplace
PSY 364	Disability Issues
PSY 420	Introduction to Trauma-Informed Approaches
PSY 451	Health Psychology

Total credits for the Interdisciplinary Care Management Certificate: 18

POST-BACCALAUREATE LEGAL NURSE CONSULTANT CERTIFICATE

Program 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.

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

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.) (28 Clinical Hours - Clinical Clearance Must be Completed Prior to Start of Course)
MSN 7350	Forensic Nursing: Clinical and Legal Implications (Summer I and Online Only)
MSN 8900	Nurse Leadership Portfolio (Taken Last)

Total Credits for the Post-Baccalaureate LNC Certificate: 15

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

The College of Social and Behavioral Sciences encourages our students to take advantage of the opportunities to learn and earn academic credits in a working environment. In order to facilitate these opportunities, the College offers students the option to participate in Internships and/or Cooperative Education courses.

Internship Program

An **internship** is paid, unpaid or stipend-only opportunity for an undergraduate student to function in a typical "on-the-job" environment. Students gain a better understanding of the relationship between theoretical concepts and practical applications through internships.

While internships do not substitute for academic courses, students can earn credit (free elective) towards their degree and these experiences provide first-hand practices upon which future career choices can be based. Because internships do not substitute for any of the courses in the curriculum, they offer a greater flexibility than the more course focused cooperative education option.

To learn more click "Here".

CAP/Co-op Program

Cooperative education is a multi-semester (typically two semesters with a maximum of four), structured method of combining classroom-based education with practical work experience. A cooperative education experience, commonly known as a "co-op", provides academic credit for structured job experience that combine existing courses/coursework with real work experiences. Co-op's are available in all of the college's programs, and many of the courses and their subsequent placements have already been developed.

Unlike the internship, cooperative education is intended to mirror the learning objectives of a specific course delivered through work experiences. While certain courses may be difficult to fulfill through cooperative education, theoretically any course could be completed through this modality. Each Co-op assignment is one semester long and normally the two Co-op assignments span two consecutive semesters with the same employer.

For additional information about what course placements have already been developed, or to request additional information about how to propose your own co-op placement click "Here"

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's Paralegal Certificate.

Pi Gamma Mu

Behavioral Science, Psychology, Government and Public Policy, and Organizational Dynamics students who have completed 20 credits in Behavioral Sciences at Wilmington University who are in the upper 35% of their class and 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.

Psi Chi

The Wilmington University Chapter of Psi Chi, the International Honor Society in Psychology is open to undergraduate students majoring in Psychology who meet the qualifications for membership. Students must be enrolled as a major in the psychology program, have completed at least 3 semesters or equivalent of full-time college coursework, and have completed at least 9 semester credit hours or equivalent of psychology courses. In addition, students must have earned a cumulative GPA that is in the top 35% of their class (sophomore, junior, or senior) compared to their classmates across the college (minimum GPA of 3.0 on a 4-point scale) and have a minimum 3.0 GPA average for psychology courses. Transfer students must meet the same requirements but must have completed at least 12 semester credit hours or equivalent of psychology coursework at Wilmington University. Letters inviting qualified students to join are sent out in September of each year. For more information, please contact the Chair of Psychology.

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 cultural 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.**Experiential Learning Options**

The Office of Experiential Learning takes a 360 ◦ approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for prior learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

** The Behavioral Science program offers qualified students an accelerated option that allows them to take graduate level courses while completing their Behavioral Science degree. Accelerated options are available for the following programs:*

Graduate Certificate in Case management
Master of Science in Applied Family Science
Master of Science in Human Services

Please contact the Behavioral Science Program Chair for more information.

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 (40 credits)

CTA 206	Computer Applications
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing
HIS 381	Contemporary Global Issues
OR	
POL 300	American Politics
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PHI 302	Ethics and Values in Behavioral Science
PSY 101	Introduction to Psychology

	Natural Science Elective with Lab (4 Credits)
HUM	Humanities Elective

Behavioral Science Core (45 credits)

MAT 308	Inferential Statistics
SOC 101	Introduction to Sociology
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
PSY 309	Interpersonal Communication Skills
SOC 405	Social Deviance
OR	
PSY 305	Abnormal Psychology
SOC 340	Applied Research Design
SOC 409	Seminar in Applied Behavioral Science
SOC 490	Internship in Behavioral Science (Behavioral Science majors)
OR	
	Upper Level Behavioral Science Elective

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

Choose one Developmental course from the following:

PSY 329	Lifespan Development
PSY 330	Infant and Toddler Development
PSY 332	Adolescent Development
PSY 336	Child Development
PSY 401	Adult Development and Aging

Behavioral Science Electives (18 credits)

Courses beginning with the prefix CRJ, PSY, ORG, or SOC may be used as Behavioral Science electives. In addition, the following courses may also be selected as Behavioral Science electives:

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

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

Free Electives (18 credits)

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

Concentration in Case Management

Case management is an integral part of services provided by direct service providers working across all areas of human services. Through their work on behalf of their clients, Case Managers have a positive impact on the communities they serve. Case managers work as advocates for their clients, assessing needs and connecting clients with available and appropriate services and resources that can facilitate well-being. Case Managers require specialized skills and knowledge of interventions in the performance of various client-centered functions, such as coordinating clients' care and following up to ensure that needed services are in place and being utilized effectively. The Case Management Concentration builds students' knowledge and skills in establishing support services, preparing students to excel in a variety of occupational settings, such as social services, community agencies, educational institutions, and government agencies.

Case Management Concentration (12 credits)

SOC 312	Community Health & Social Issues
SOC 464	Working in the Helping Professions
SOC 468	Case Management
SOC 324	Health, Society and Culture
OR	
SOC 495	Internship in Sociology– Case Management

Concentration in Human Services

The Behavioral Science Program's Concentration in Human Services provides undergraduate students with the opportunity to obtain specialized knowledge within the field of Human Services. Students will learn to work across a range of human needs through a spectrum of courses covering current social issues, working in the helping professions, and theories of personality. This concentration will be of great benefit to students who desire to work as a youth worker, minister, family support worker, client advocate, case manager, community organizer, and many other professions. The Concentration in Human Services is designed to provide students with a broad understanding of human behavior and help them develop the skills necessary to function as a human services professional. There is also the added benefit that students who graduate with a Concentration in Human Services will be better positioned to begin their master's degree in the Administration of Human Services at Wilmington University. Overall, students who earn a degree with a concentration in Human Services will distinguish themselves from others in the workplace and will acquire a valuable, competitive advantage in any profession and gain the knowledge and skills to work effectively in their chosen career in culturally competent ways, to communicate effectively both orally and in writing, and to provide specialty services.

The "General Education Requirements" and "Behavioral Science Core" curriculum for the Human Services concentration remain unchanged. The only difference is the SOC electives are limited to courses required for the concentration.

Human Services Concentration (12 Credits)

SOC 312	Community Health & Social Issues
SOC 464	Working in the Helping Professions
SOC 468	Case Management
	Upper Level Behavioral Science Elective

Concentration in Human Trafficking Awareness

Using a sociological perspective, this concentration provides a basic overview and introduction to the global problem of human trafficking, recognizing, responding, and investigating human trafficking allegations, creating change, and advocating for victims of human trafficking and human trafficking awareness. The goal of the Concentration in Human Trafficking Awareness is to provide

knowledge and develop skills about the social and criminal impact of human trafficking. Developing greater awareness of the human trafficking problem will enable all those working on the front line and dealing with humans in crisis to know how to respond to and investigate suspected human trafficking cases. Knowledge and skills gained from the human trafficking courses in this concentration program can be put into practice by medical and health professionals, educators, human services and social workers, and law enforcement.

Human Trafficking Awareness Concentration (12 Credits)

CRJ 101	Survey of Criminal Justice
OR	
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology
SOC 404/PSY 416	Human Trafficking
SOC 472	Investigating Human Trafficking
SOC 473	Human Trafficking Advocacy & Change

Concentration in Social Justice Advocacy

Examples of continuing social inequities are ubiquitous. Students desiring to effect positive change in any area of inequity will benefit by having the specific theoretical and historical knowledge associated with a social justice perspective, as well as the skills necessary to research the historical causes of injustices, and the critical thinking skills necessary to evaluate possible solutions and to advocate for social change. Many students in the Behavioral Science program seek to effect positive change in their communities. They often work at non-profit and state agencies dedicated to serving marginalized communities. The proposed concentration in Social Justice Advocacy will offer students who are interested in working to alleviate social injustices the opportunity and guidance to refine their degree focus and to introduce a career path in advocacy which may not have been obvious to them.

Social Justice Advocacy Concentration (12 Credits)

SOC 304	Ethnic Groups and Minorities
SOC 309	Poverty and Welfare
SOC 313	Social Justice Advocacy
SOC 318	Social Change

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. An official 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
	Upper Level Behavioral Science Elective
OR	
SOC 490	Internship in Behavioral Science (Behavioral Science majors)
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	Seminar in Applied Behavioral Science
	Dev. Psych Elective
	Upper Level Behavioral Science Elective
	Upper Level Behavioral Science Elective

Completion degree students who fulfill all course requirements are eligible to earn one of the Behavioral Sciences concentrations.

The following courses or their equivalents are prerequisites for a degree in Behavioral Science AND require a minimum grade of "C-" for eligibility in this degree program:

ENG	122	English Composition II
MAT	205	Introductory Survey of Mathematics
PSY	101	Introduction to Psychology
SOC	101	Introduction to Sociology
Natural Science Elective with Lab		

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.
Experiential Learning Options
The Office of Experiential Learning takes a 360° approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for prior learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree. Students have the opportunity to participate in an approved internship by taking CRJ 490 in lieu of CRJ 350, contact an advisor for more information. Internships must be pre-approved by the program chair.

Curriculum

General Education Requirements (30 credits)

CTA 206	Computer Applications
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing
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

Humanities Elective (6 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/LES 304/POL 304	Constitutional Law
CRJ 316	Criminal Law
CRJ 318	Criminal Investigation
CRJ 341	Community Corrections
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

CRJ 350	Technology Applications in Criminal Justice
OR	
CRJ 490	Internship in Criminal Justice

Criminal Justice Electives (18 credits)

Courses beginning with the prefix CRJ, EMC, LES, ORG, POL, PSY, or SOC may be used as criminal justice electives.

Free Electives (18 credits)

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

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/LES 304/POL 304	Constitutional Law
CRJ 316	Criminal Law
CRJ 318	Criminal Investigation
CRJ 341	Community Corrections
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
ENG 310	Research Writing
	Upper Level Behavioral Science Elective
	Upper Level Behavioral Science Elective
CRJ 350	Technology Applications in Criminal Justice
OR	
CRJ 490	Internship in Criminal Justice

The following courses or their equivalents are prerequisites for a degree in Criminal Justice:

ENG	122	English Composition II
CTA	206	Computer Applications
CRJ	101	Survey of Criminal Justice
CRJ	205	Principles of Criminology*
CRJ	206	Corrections and Rehabilitation

*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.

LAW, POLICY, AND POLITICAL SCIENCE, BACHELOR OF

SCIENCE

Purpose

The law, policy and political science degree is an open-access, career-oriented curriculum for those interested in a career as a paralegal or working in government and politics. Students will select one of three concentration choices, (1) legal studies, (2) government and public policy or (3) political science.

Classes are taught by highly qualified attorneys, government administrators, compliance specialists and those who have served or are serving as political representatives and who work locally to ensure that students are learning skills that are relevant and critical to their success. Additionally, the degree is customizable, allowing students to stack credentials through the addition of minors (pre-law, political science, etc.) or certificates (compliance, etc.).

Experiential Learning Options

The Office of Experiential Learning takes a 360◦ approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for prior learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

Curriculum

General Education Requirements (27 Credits)

CTA 206	Computer Applications
ECO 101	Economics I
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
POL 300	American Politics
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology

Writing Requirement (3 Credits)

ENG 310	Research Writing
OR	
LES 226	Legal Writing

Students pursuing concentrations in GPP or Poli Sci should take ENG 310;
Legal Studies students should take LES 226.

Humanities Electives (6 Credits)

Choose 2 of the following courses:

BBM 319	Business Ethics
COM 245	Writing for the Media
DSN 110	Fundamentals of Drawing
TEC 215	Basic Photography

or any course that begins CUL, DRA, ETN, ART, SPA, HIS, HUM, LIT, MUS, PHI, or REL

Natural Science Elective (3-4 Credits)

SCI	SCI Elective

Free Electives (18 Credits)

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

Interdisciplinary Core (21 Credits)

CTA 326	Integrating Excel into Business Problem Solving
ECO 102	Economics II
HIS 316	American History
SOC 304	Ethnic Groups and Minorities
PHI 310	The Art of Rational Thinking
MAT 308	Inferential Statistics
ORG 304/PSY 304	Survey of Human Dynamics

Law, Policy, and Political Science Concentrations

Legal Studies Concentration

Purpose

The Bachelor of Science degree with a concentration 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 concentration 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 9 credits of legal specialty courses through traditional, face-to-face or synchronous classroom

instruction. This requirement may be satisfied through any combination of semester, block, or hybrid courses.

Transfer Policy

The Legal Studies concentration 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 Law, Policy, and Political Science 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 Paralegal Certificate.

Minimum Grade Policy

The Legal Studies concentration has set a minimum passing grade of "C" for LES 200, 220, 225, 226, 228, and 390 (designated with an asterisk). Students receiving a grade lower than "C" in any of these courses must retake that course.

PARALEGALS MAY NOT PROVIDE LEGAL SERVICES DIRECTLY TO THE PUBLIC, EXCEPT AS PERMITTED BY LAW.

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

Legal Studies Core (24 credits)

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

Directed Core Electives (18 credits)

Choose 6 of the following courses:

LES 205	State and Local Government
LES 206/POL 365	U.S. Regulatory Compliance
LES 207/POL 335	Global Financial Compliance
LES 213	American Legal History
LES 216	Environmental Compliance
LES 217/POL 413	Food and Drug Law and Policy

LES 302	Business Organizations
LES 304/POL 304/CRJ 304	Constitutional Law
LES 306	Family 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 327	Intellectual Property
LES 328	Personal Injury and Malpractice
LES 330	Cyberlaw
LES 331	Electronic Discovery
LES 340	Topics in Legal Studies
LES 405	Delaware Practice
LES 430	Evidence
LES 490	Internship in Legal Studies

or with Chair's Approval

CRJ 316	Criminal Law
CRJ 411	Criminal Evidence and Procedures
HRM 400	Legal Aspects of Human Resource Management
HSC 325	Healthcare Compliance

Suggested Program Sequence

Freshman

First Semester

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

Second Semester

ECO 101	Economics I
ENG 122	English Composition II
PHI 100	Introduction to Critical Thinking
	HUM Elective

	Natural Science Elective

Sophomore

First Semester

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

Second Semester

HIS 316	American History
LES 226	Legal Writing
LES 228	Civil Procedure
MAT 308	Inferential Statistics
PSY 304/ORG 304	Survey of Human Dynamics

Junior

First Semester

CTA 326	Integrating Excel into Business Problem Solving
ECO 102	Economics II
PHI 310	The Art of Rational Thinking
LES 350	Interviewing & Investigating
	Legal Elective

Second Semester

	Free Elective
	Legal Elective
LES 440	Advanced Litigation Skills
POL 300	American Politics
SOC 304	Ethnic Groups and Minorities

Senior

First Semester

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

Second Semester

	Free Elective
	Free Elective
	Legal Elective

	Legal Elective
LES 491	Capstone: Virtual Experience in Legal Studies

OR

Government and Public Policy Concentration

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 concentration 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.

Government and Public Policy Core (24 credits)

FIN 300	Applied Concepts in Accounting and Finance
POL 326	Public Policy and Social Issues
POL 350	Economic, Welfare and Income Policy
POL 360	Education Policy
POL 370	Energy and Environmental Policy
POL 380	Health Care Policy
POL 402	Analysis of Public Policy
POL 403	Writing for Public Policy

Directed Core Electives (18 credits)

Choose 6 of the following courses:

CRJ 304/LES 304/POL 304	Constitutional Law
CRJ 330/BAC 330	Financial Fraud Examination
LES 205	State and Local Government
LES 206/POL 365	U.S. Regulatory Compliance
LES 207/POL 335	Global Financial Compliance

LES 213	American Legal History
LES 216	Environmental Compliance
LES 217/POL 413	Food and Drug Law and Policy
LES 323/PSY 323/SOC 323	Law & Practice in Human Services
LES 330	Cyberlaw
LES 331	Electronic Discovery
POL 321	International Organization and Politics
POL 325/HSC 325	Healthcare Compliance
POL 345	Fundamentals of Compliance Management
POL 355	Corporate Governance and Regulation
POL 385/CRJ 385	Anti-Money Laundering and Terrorist Financing
POL 490	Public Policy Internship

OR

Political Science Concentration

Program Philosophy
Students concentrating in political science can qualify for multiple careers in private, non-profit and for-profit organizations, as well as the private sector. Graduates can pursue careers in a variety of disciplines such as law, consulting, research, business and financial services, government jobs at local, state and federal levels, elected office, campaign management, journalism, media and communications, advocacy, non-profit jobs and teaching.

Program Competencies
In addition to demonstrating college level proficiency in the Wilmington University undergraduate competencies outlined in this catalog, political science graduates will also be able to:

1. Demonstrate an understanding of the role of government in relation to its citizens.
2. Apply basic political ideologies to assess their impact on individual societies.
3. Differentiate the impact of ideological, social, and political systems on individual nation's political decisions.
4. Integrate the ability to identify a problem in state or local government, research, evaluate solutions, and present a recommendation.
5. Demonstrate effective mastery of political theory through proficient written and oral expression of ideas through tests, projects, papers, and/or presentations.

Minimum Grade Policy
The political science concentration 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.

Political Science Core (24 credits)

BBM 103	Introduction to Public Administration
LES 205	State and Local Government
LES 213	American Legal History
POL 304/LES 304/CRJ 304	Constitutional Law and Procedures
POL 315	Comparative Government and Politics

POL 321	International Organization and Politics
POL 326	Public Policy and Social Issues
SOC 331	Research, Writing and Information Literacy in the Behavioral Sciences

Directed Core Electives (18 credits)

Choose 6 of the following courses:

CRJ 330/BAC 330	Financial Fraud Examination
LES 206/POL 365	U.S. Regulatory Compliance
LES 207/POL 335	Global Financial Compliance
LES 216	Environmental Compliance
LES 217/POL 413	Food and Drug Law and Policy
LES 323/PSY 323/SOC 323	Law & Practice in Human Services
LES 330	Cyberlaw
LES 331	Electronic Discovery
POL 325/HSC 325	Healthcare Compliance
POL 335/LES 207	Global Financial Compliance
POL 340	Criminal Justice Policy
POL 345	Fundamentals of Compliance Management
POL 350	Economic, Welfare and Income Policy
POL 355	Corporate Governance and Regulation
POL 360	Education Policy
POL 370	Energy and Environmental Policy
POL 380	Health Care Policy
POL 385/CRJ 385	Anti-Money Laundering and Terrorist Financing
POL 490	Public Policy Internship

Law Policy and Political Science Completion Degrees

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.

Legal Studies Completion Degree

Curriculum

As a transfer student who holds an associate's degree from a partner institution, the following courses are required.
A minimum of seven (7) upper level legal studies electives must be completed at Wilmington University.

Legal Studies Core

CTA 326	Integrating Excel into Business Problem Solving
LES 350	Interviewing & Investigating
LES 390	Advanced Legal Writing
LES 440	Advanced Litigation Skills
LES 491	Capstone: Virtual Experience in Legal Studies
MAT 308	Inferential Statistics
ORG 304/PSY 304	Survey of Human Dynamics
PHI 310	The Art of Rational Thinking
LES	Upper Level Legal Studies Elective
LES	Upper Level Legal Studies Elective
LES	Upper Level Legal Studies Elective
LES	Upper Level Legal Studies Elective
LES	Upper Level Legal Studies Elective
LES	Upper Level Legal Studies Elective
LES	Upper Level Legal Studies Elective

The following courses are prerequisites for a concentration in Legal Studies

CTA 206	Computer Applications
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
MAT 205	Introductory Survey of Mathematics
LES 200	Legal Ethics
LES 220	Introduction to Legal Studies
LES 225	Legal Research
LES 226	Legal Writing
LES 228	Civil Procedure

Government and Public Policy Completion Degree

Curriculum

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

Government and Public Policy Core (24 credits)

FIN 300	Applied Concepts in Accounting and Finance
POL 326	Public Policy and Social Issues
POL 350	Economic, Welfare and Income Policy
POL 360	Education Policy
POL 370	Energy and Environmental Policy

POL 380	Health Care Policy
POL 402	Analysis of Public Policy
POL 403	Writing for Public Policy

Government and Public Policy Core Electives (21 credits)

Choose 7 of the following courses:

CRJ 304/LES 304/POL 304	Constitutional Law
CRJ 330/BAC 330	Financial Fraud Examination
LES 205	State and Local Government
LES 206/POL 365	U.S. Regulatory Compliance
LES 207/POL 335	Global Financial Compliance
LES 213	American Legal History
LES 216	Environmental Compliance
LES 217/POL 413	Food and Drug Law and Policy
LES 323/PSY 323/SOC 323	Law & Practice in Human Services
LES 330	Cyberlaw
LES 331	Electronic Discovery
POL 321	International Organization and Politics
POL 325/HSC 325	Healthcare Compliance
POL 345	Fundamentals of Compliance Management
POL 355	Corporate Governance and Regulation
POL 385/CRJ 385	Anti-Money Laundering and Terrorist Financing
POL 490	Public Policy Internship

The following courses are prerequisites for a completion degree in Government and Public Policy

BBM 201CTA	326	Principles of ManagementInteg. Excel into Bus. Problem Solv.	
ENG	122	English Composition	II
ENG	131	Public Speaking	
LES	205	State and Local Government	
POL	300	American Politics	
MAT	205	Intro Survey of Mathematics	
SOC 101	OR	Intro to Sociology	OR
PSY	101	Intro to Psychology	
BBM	103	Intro to Public Administration	

POL to MSM with a concentration in Public Administration Accelerated Option

This accelerated option will allow eligible POL students who have selected a concentration in Government and Public Policy to have the option of taking up to two selected graduate level courses in place of selected POL courses and the opportunity to be formally accepted into the MSM program with a concentration in Public Administration prior to completion of the B.S. in Law, Policy and Political Science degree.

In order to be eligible, students must have completed 90 undergraduate credits, completed all required 100 and 200 level POL courses, and successful completion of POL 300 and ENG 310 (or LES 226). Furthermore those students seeking approval for the POL/MSM (with concentration in Public Administration) 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 Law, Policy and Political Science program.

Political Science Completion Degree

Curriculum

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

Political Science Core (24 credits)

BBM 103	Introduction to Public Administration
LES 205	State and Local Government
LES 213	American Legal History
POL 304/LES 304/CRJ 304	Constitutional Law and Procedures
POL 315	Comparative Government and Politics
POL 321	International Organization and Politics
POL 326	Public Policy and Social Issues
SOC 331	Research, Writing and Information Literacy in the Behavioral Sciences

Political Science Core Electives (21)

Choose 7 of the following courses:

CRJ 330/BAC 330	Financial Fraud Examination
LES 206/POL 365	U.S. Regulatory Compliance
LES 207/POL 335	Global Financial Compliance
LES 216	Environmental Compliance
LES 217/POL 413	Food and Drug Law and Policy
LES 323/PSY 323/SOC 323	Law & Practice in Human Services
LES 330	Cyberlaw
LES 331	Electronic Discovery
POL 325/HSC 325	Healthcare Compliance
POL 335/LES 207	Global Financial Compliance
POL 340	Criminal Justice Policy
POL 345	Fundamentals of Compliance Management
POL 350	Economic, Welfare and Income Policy
POL 355	Corporate Governance and Regulation
POL 360	Education Policy
POL 370	Energy and Environmental Policy
POL 380	Health Care Policy
POL 385/CRJ 385	Anti-Money Laundering and Terrorist Financing
POL 490	Public Policy Internship

The following courses are prerequisites for a completion degree in Political Science

PHI	310CTA	326	The Art of Rational ThinkingInteg. Excel into Bus. Problem Solv.
ENG		122	English Composition II
HIS		381	Contemporary Global Issues
POL		300	American Politics
MAT		205	Intro Survey of Mathematics
SOC		101	Intro to Sociology
PSY		101	Intro to Psychology
PHI		302	Ethics and Values in Behavioral Sciences

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 working with people. The major gives all students a solid grounding in research and writing along with the opportunity to learn from current professionals in the field.

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 of Study

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 research
2.5 Incorporate sociocultural factors in scientific inquiry

Goal 3: Ethical and Social Responsibility in a Diverse World
Students should understand ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

3.1 Apply ethical standards to evaluate psychological science and practice
3.2 Build and enhance interpersonal relationships
3.3 Adopt values that build community at local, national, and global levels

Goal 4: Communication
Students should demonstrate competence in writing and in oral and interpersonal communication skills.

4.1 Demonstrate effective writing for different purposes
4.2 Exhibit effective presentation skills for different purposes
4.3 Interact effectively with others

Goal 5: Professional Development
Students should be able to demonstrate the ability to apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

5.1 Apply psychological content and skills to career goals
5.2 Exhibit self- efficacy and self- regulation
5.3 Refine project- management skills
5.4 Enhance teamwork capacity
5.5 Develop meaningful professional direction for life after graduation

Experiential Learning Options
The Office of Experiential Learning takes a 360◦ approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for prior learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

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
ENG 310	Research Writing
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking

PHI 302	Ethics and Values in Behavioral Science
SOC 101	Introduction to Sociology
HIS 381	Contemporary Global Issues
OR	
POL 300	American Politics
BIO 253	Anatomy and Physiology I (with Lab)
OR	
SCI 335	Human Anatomy and Physiology (with Lab)

Humanities Elective (3 credits)

Psychology Core (42 credits)

MAT 308	Inferential Statistics
PSY 101	Introduction to Psychology
PSY 300	Theories of Personality
PSY 301	Social Psychology
PSY 305	Abnormal Psychology
PSY 324	Applying Psychology in Professional Contexts
PSY 334	The Biological Basis of Behavior
PSY 340	Research Methods in Psychology
PSY 351	Learning and Cognition
PSY 420	Introduction to Trauma-Informed Approaches
PSY 409	Seminar in Psychology
PSY 490	Internship in Behavioral Science (Psychology Majors)
OR	
ORG 304/PSY 304	Survey of Human Dynamics
SOC 304	Ethnic Groups and Minorities
OR	
PSY 452	Multicultural Psychology

Choose one of the following Developmental courses:

PSY 329	Lifespan Development
PSY 330	Infant and Toddler Development
PSY 332	Adolescent Development
PSY 336	Child Development
PSY 401	Adult Development and Aging

Major Electives (18 credits)

Six courses beginning with the prefix “PSY”.

Free Electives (20 credits)

Please note: Psychology majors are strongly encouraged to take PSY 490 - PSY 494 (Internship) as part of their psychology core electives or as free electives. Also, PSY 290 - PSY 291 (Guided Practicum) is available.
Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

Concentration in Children and Families

The Concentration in Children and Families will give students the opportunity to focus their elective credits on courses that will help prepare them for careers working with children and families. This concentration provides students with information and skills in understanding and working with children and families, including both theory and practice. In completing this concentration, students will identify the roles commonly played by family members and assess the impact of these roles using an assets, strength-based perspective as well as a global/diversity perspective. Students will also examine various models for helping and empowering families and will examine how various elements of the ecological systems theory influence child/adolescent/adult development within the family context.

The "General Education Requirements" and "Psychology Core" curriculum for the concentration remain unchanged. The only difference is the PSY electives are limited to courses required for the concentration

Children and Families Concentration (9 Credits)

PSY 319	Family Systems
PSY 453	Families and Crisis
PSY 454	Children and Families in Context
OR	
PSY 455	Adolescents, Adults and Families in Context

Electives (3 Credits)

Choose one of the following electives

PSY 329	Lifespan Development
PSY 330	Infant and Toddler Development
PSY 332	Adolescent Development
PSY 336	Child Development
PSY 401	Adult Development and Aging
PSY 499	Internship in Family Science
SOC 302	Marriage and the Family
SOC 311	Parenting Perspectives
SOC 425	Child Abuse: Recognition and Investigation
SOC 469	Step-Parenting & Blended Families

Psychology 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 Psychology courses are required.

MAT 308	Inferential Statistics

SOC 304	Ethnic Groups and Minorities
OR	
PSY 452	Multicultural Psychology

PSY 300	Theories of Personality
PSY 301	Social Psychology
PSY 305	Abnormal Psychology
PSY 324	Applying Psychology in Professional Contexts
PSY 334	The Biological Basis of Behavior
PSY 351	Learning and Cognition
PSY 340	Research Methods in Psychology
PSY 409	Seminar in Psychology
PSY 420	Introduction to Trauma-Informed Approaches

PSY 490	Internship in Behavioral Science (Psychology Majors)
OR	
PSY 304/ORG 304	Survey of Human Dynamics

Choose One Developmental Psychology Course

PSY 329	Lifespan Development
PSY 330	Infant and Toddler Development
PSY 332	Adolescent Development
PSY 336	Child Development
PSY 401	Adult Development and Aging

The following courses are pre-requisites for a degree in Psychology

ENG 310	Research Writing
MAT 205	Introductory Survey of Mathematics
PHI 302	Ethics and Values in Behavioral Science
PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology

BIO 253	Anatomy and Physiology I (with Lab)
OR	
SCI 335	Human Anatomy and Physiology (with Lab)

PSY to Applied Family Science (AFM) Accelerated Option

This accelerated option will allow eligible PSY or SOC students to have the opportunity of taking up to two selected graduate level courses in place of selected PSY or SOC courses and the opportunity to be formally accepted into the AFM program prior to completion of the B.S. in Behavioral Science or Psychology degree.

In order to be eligible, students must have completed 90 undergraduate credits, including PSY 101. Furthermore those students seeking approval for the PSY/SOC to AFM 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 applying may secure the necessary forms and begin the approval process with the Chair of the

graduate Applied Family Science program.

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, political science, as well as a pre-law minor. 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	Heritage and Values of the United States Air Force I
AFS 111	Heritage and Values of the United States Air Force II
AFS 150	Initial Military Training I
AFS 151	Initial Military Training II
AFS 210	Team and Leadership Fundamentals I
AFS 211	Team and Leadership Fundamentals II
AFS 250	Field Training Preparation I
AFS 251	Field Training Preparation II
AFS 310	Leading People and Effective Communication I
AFS 311	Leading People and Effective Communication II
AFS 350	Intermediate Cadet Leadership I
AFS 351	Intermediate Cadet Leadership II
AFS 410	National Security Affairs/Preparation for Active I
AFS 411	National Security Affairs/Preparation for Active Duty II
AFS 450	Senior Cadet Leadership I
AFS 451	Senior Cadet Leadership 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.

23 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

PRE-LAW MINOR

The Pre-Law Minor is available to all students. To be eligible for the Pre-Law Minor, students must be enrolled full-time in an existing Wilmington University bachelor's degree program. A Pre-Law Minor would be appropriate for students who are seeking to work in a field that is impacted by law or legal regulations. This is also an appropriate minor for students who are interested in attending law school. **The Pre-Law Minor is not intended to prepare students to work as paralegals and the Pre-Law Minor is not approved by the American Bar Association.** For more information about our American Bar Association (ABA)approved bachelor's degree paralegal program please visit here: https://www.wilmu.edu/behavioralscience/legal-studies-curriculum.aspx. For more information about our American Bar Association (ABA) Approved Post-Bachelor's Paralegal Certificate please visit here: https://www.wilmu.edu/behavioralscience/paralegal-certificate-curriculum.aspx. Interested students should meet with an Academic Advisor.
Note: Students will be held to all course prerequisites.

18 Credits

Courses

LES 200	Legal Ethics
LES 206/POL 365	U.S. Regulatory Compliance
LES 220	Introduction to Legal Studies
LES 225	Legal Research
LES 226	Legal Writing
LES 390	Advanced Legal Writing

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/CRJ 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 designed to develop students' ability to recognize, report and investigate child maltreatment. This certificate is open to all students, but may be particularly useful to those who desire to work in any capacity with children and their families. The core courses are taught by practicing professionals in the legal, social services and law enforcement communities. The core courses will provide useful information to any individual who comes in contact with children, but will be particularly useful to those working or volunteering in an educational setting (schools, day care, camp, sports, scouting, churches), the medical profession (doctors, nurses, therapists, counselors), social services and the criminal justice system. Students will learn about the history of child maltreatment, the impact of values and culture on the perception of child maltreatment, and how to recognize the indicators of abuse, neglect and maltreatment. Students will learn reporting requirements and investigative practices, and will be introduced to the value of forensic interviews and the importance of a multidisciplinary approach to the problem of child maltreatment. Students will have the opportunity to do a mock case study and a mock home visit and investigation. Students will also learn about prevention, advocacy and the effects of child maltreatment.
This is a dual-credit certificate. The courses are designed to be taken sequentially. Contact the Certificate Coordinator or the Academic Coordinator to discuss how the credits correlate with a chosen major.

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/PSY 416	Human Trafficking
SOC 405	Social Deviance
SOC 464	Working in the Helping Professions
SOC 468	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 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 certificate: 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: Students will demonstrate an understanding of the practical application of community engagement.
Goal B: Students will understand the theory related to community engagement.
Goal C: Students 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 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 are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

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	Crisis Communications
SOC 353	Environmental Sociology
SOC 404/PSY 416	Human Trafficking
SOC 405	Social Deviance
SOC 425	Child Abuse: Recognition and Investigation
SOC 459	Sociological Perspectives of Delinquency
SOC 464	Working in the Helping Professions
SOC 468	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 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 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 Compliance 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 be able 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 are held to all prerequisite requirements; some students may require more than 7 courses to complete this certificate.

Curriculum (21 Total Credits)

Core Requirements (15 credits)

LES 206/POL 365	U.S. Regulatory Compliance
LES 207/POL 335	Global Financial Compliance
POL 345	Fundamentals of Compliance Management
POL 355	Corporate Governance and Regulation

CTA 326	Integrating Excel into Business Problem Solving

Electives (6 credits)

Two electives are also required to earn the Compliance 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:

CRJ 385/POL 385	Anti-Money Laundering and Terrorist Financing
CRJ 330/BAC 330	Financial Fraud Examination
HRM 300	Labor Relations and Collective Bargaining
HRM 400	Legal Aspects of Human Resource Management
HSC 325	Healthcare Compliance
LES 216	Environmental Compliance
POL 490	Public Policy Internship

General Requirements

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

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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. Students must complete the Undergraduate Certificate Program form so that the certificate will appear on their transcript.

Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

Curriculum

Certificate Prerequisites:

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 Resolution 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/ORG 322	Wellness in the Workplace
PSY 461/ORG 302	Topics in PSY: Psychology of Leadership
PSY 412	Crisis Intervention
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 475	Special Topics: Violence in the Workplace
ORG 490	Internship in Organizational Dynamics

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 certificate: 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 are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

Curriculum

Core Requirements (9 credits)

CRJ 360	Crime Scene Photography
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	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/LES 304/POL 304	Constitutional Law
CRJ 316	Criminal Law
CRJ 318	Criminal Investigation
CRJ 322	Criminal Profiling
CRJ 411	Criminal Evidence and Procedures
CRJ 412	Ethics in Criminal Justice
CRJ 490	Internship in Criminal Justice

Legal Studies

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

Psychology

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

Science

SCI 315	Applied Chemistry (with Lab)
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 are held to all prerequisite requirements; some students may require more than 10 courses to complete this certificate.

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 EMERGENCY MANAGEMENT

The certificate in Emergency Management (EMC) was developed to complement programs in Criminal Justice, Psychology, Behavioral Sciences as well as the Healthcare and Arts and Sciences. The objective of the undergraduate certificate is to help better prepare students for entry-level emergency management positions, or to enrich the academic background of current practitioners.

Curriculum

Core Requirements (12 Credits)

EMC 101	Fundamentals of Emergency Management
EMC 201	Response and Recovery for Emergency Management
EMC 301	Exercises and Technology of Emergency Management
COM 332	Managing Crisis Communications

Elective (3 Credits)

The one additional three-credit course required to earn the Emergency Management Certificate would be drawn from existing

courses within the College's offerings.
Elective Courses may include:

CRJ 472	Terrorism
HLT 379	Healthcare Emergency Management
HLT 381	Disaster Management in Public Health
PSY 355/SEC 305	Psychology of a Cyber Attacker
PSY 412	Crisis Intervention
PSY 420	Introduction to Trauma-Informed Approaches
PSY 421	Trauma and Self-Care
PSY 422	Practical Implications of Trauma-Informed Approaches
SOC 350	Sociology of Disaster
SOC 351	Disaster and the Media

Total Credits for EMC Certificate: 15

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 are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

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
PSY 300	Theories of Personality
PSY 309	Interpersonal Communication Skills
PSY 315	Group Dynamics
SOC 314	Community Organizing & Advocacy
SOC 352	Crisis Communications
SOC 409	Seminar in Applied Behavioral Science

CERTIFICATE IN FAMILY SCIENCE

Wilmington University's undergraduate certificate in Family Science was designed for those who are interested in how individuals develop and how to improve the quality of life for families and communities locally and globally. You'll explore the psychological, social, cultural, and biological development of individuals from conception through adulthood and aging, within the contexts of their families, communities, and the broader society. It is particularly beneficial for students who plan to work with children, families and/or individuals in helping roles.

The Family Science certificate is also an excellent foundation for graduate study in family science, family therapy, counseling, law, psychology, sociology, social work, health, human resources, early care and education, and related fields.

Key elements from family science include:

(1) acknowledgement and preservation of family strengths;
(2) understanding families as systems; that is, whatever occurs with one family member will typically affect all family members;
(3) assisting families in management of their material and social resources;
(4) advocating for public policies that support family strengths; and,
(5) the ability to understand human development and lines of social interaction in order to support family engagement in practice that is professional and ethical.

The Family Science certificate consists of 15 undergraduate credits. Twelve (12) credits make up the core of the certificate program. Students may choose three (3) credits from a menu of approved electives. Students must complete the Undergraduate Certificate Program form so that the certificate will appear on their transcript.

Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

Curriculum

Core Requirements (12 Credits)

PSY 329	Lifespan Development
PSY 454	Children and Families in Context
PSY 455	Adolescents, Adults and Families in Context

SOC 302	Marriage and the Family

Electives (3 Credits)

ECE 217	Family, Community, and School Partnerships
PSY 319	Family Systems
PSY 453	Families and Crisis
PSY 499	Internship in Family Science
SOC 469	Step-Parenting & Blended Families

CERTIFICATE IN HUMAN TRAFFICKING AWARENESS

The undergraduate Certificate in Human Trafficking Awareness provides a basic overview and introduction to the human trafficking problem, recognizing, responding, and investigating human trafficking allegations, creating change, and advocating for victims of human trafficking and human trafficking awareness. The goal of the Certificate in Human Trafficking Awareness is to provide knowledge and develop skills about the social and criminal impact of human trafficking. Developing greater awareness of the human trafficking problem will enable all those working on the front line and dealing with humans in crisis to know how to respond to and investigate suspected human trafficking cases. Knowledge and skills gained from the human trafficking courses in this certificate program can be put into practice by medical and health professionals, educators, human services and social workers, and law enforcement.

This 18-credit certificate consists of 4 core courses and 2 elective courses. Bachelor's degree students in all undergraduate degree programs are eligible to complete this certificate provided they complete any and all prerequisite requirements. Human trafficking takes many forms, and therefore, this certificate is equally valuable for members of the community because course content raises awareness of being able to recognize instances of human trafficking in their communities.

The Certificate in Human Trafficking Awareness consists of 18 undergraduate credits. Twelve (12) credits make up the core of the certificate program, and students may choose six (6) credits from a menu of approved electives.

Curriculum

Core Requirements

SOC 404/PSY 416	Human Trafficking
SOC 472	Investigating Human Trafficking
SOC 473	Human Trafficking Advocacy & Change
	Choose (1) course from the following:
CRJ 101	Survey of Criminal Justice
OR	
PSY 101	Introduction to Psychology
OR	
SOC 101	Introduction to Sociology

Electives

Choose two of the following courses:

CRJ 410	Multicultural Issues in Criminal Justice
CRJ 411	Criminal Evidence and Procedures
CRJ 469	Domestic Violence
CRJ 474	Victims of Crime

CRJ 490	Internship in Criminal Justice
HLT 379	Healthcare Emergency Management
NUR 413	Holistic Health Assessment
NUR 423	Global Health Care
NUR 433	Global Health Care Practicum
PHI 302	Ethics and Values in Behavioral Science
PSY 305	Abnormal Psychology
PSY 309	Interpersonal Communication Skills
PSY 420	Introduction to Trauma-Informed Approaches
PSY 490	Internship in Behavioral Science (Psychology Majors)
SOC 303	Contemporary Social Problems
SOC 312	Community Health & Social Issues
SOC 321	Homelessness in America
SOC 405	Social Deviance
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	Working in the Helping Professions
SOC 468	Case Management
SOC 469	Step-Parenting & Blended Families
SOC 490	Internship in Behavioral Science (Behavioral Science majors)

Note: Students are held to all prerequisite requirements; some students may require more than 6 courses to complete this certificate.

Total credits for Certificate in Human Trafficking Awareness: 18

PARALEGAL CERTIFICATE

Purpose

The Wilmington University Paralegal 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.
PARALEGALS MAY NOT PROVIDE LEGAL SERVICES DIRECTLY TO THE PUBLIC, EXCEPT AS PERMITTED BY LAW.

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 Paralegal Certificate. 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 9 credits of legal specialty courses through traditional, face-to-face or synchronous classroom instruction. This requirement may be satisfied through any combination of semester, block, or hybrid courses.

Transfer Policy
The Paralegal Certificate 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 225, LES 226, and LES 228. Students receiving a grade lower than "C" in any of these courses must retake that course.

Curriculum

Note: Students are held to all prerequisite requirements; some students may require more than 8 courses to complete this certificate.

Courses

LES 200	Legal Ethics
LES 220	Introduction to Legal Studies
LES 225	Legal Research
LES 226	Legal Writing
LES 228	Civil Procedure
LES 491	Capstone: Virtual Experience in Legal Studies

Select two courses from the following:

LES 302	Business Organizations
LES 306	Family Law
LES 309	Bankruptcy
LES 321	Real Estate, Transfer, and Ownership Law
LES 311	Estates, Trusts, and Probates
LES 317	Contracts
LES 323/PSY 323/SOC	Law & Practice in Human Services

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LES 327	Intellectual Property
LES 328	Personal Injury and Malpractice
LES 330	Cyberlaw
LES 331	Electronic Discovery
LES 350	Interviewing & Investigating
LES 405	Delaware Practice
LES 440	Advanced Litigation Skills
LES 490	Internship in Legal Studies

Or With Approval of the Program Chair:

CRJ 316	Criminal Law
CRJ 411	Criminal Evidence and Procedures
HRM 400	Legal Aspects of Human Resource Management
HSC 325	Healthcare Compliance

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 degrees, 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. Students must complete the Undergraduate Certificate Program form so that the certificate will appear on their transcript.

Curriculum

Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

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)

Criminal 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 317	Assessment of Young Children

Health Care

HLT 380	Introduction to Military and Veteran Health
NUR 313	Nurse as Decision Maker
HSC 313	Ethical and Legal Issues of Healthcare

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/ORG 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	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	Working in the Helping Professions
SOC 468	Case Management

Total Credits for the TIA Certificate: 15

COLLEGE OF TECHNOLOGY

Mission
The mission of the College of Technology is to provide an experiential learning environment that fosters collaboration, engagement, innovation and personal growth. Our programs blend real-world experiences with practical application preparing students for premier career opportunities and advancement within the information technology field.

Overview
Wilmington University's College of Technology programs include courses that employ an appropriate balance of theory and practice in state-of-the-art labs, classrooms and studios. We developed our programs for students who plan to work in animation and 3D, computer science, cybersecurity, digital forensics, game development, information technology fields, video and film production, web, or graphic design. Design-related careers include, among others, the areas of game design and development, 3D animation, marketing, web, and graphic design. Video and Film Production careers encompass film, television programming, video games and a host of other entertainment mediums. The Computer Science degree provides comprehensive technical knowledge with leading-edge systems development tools and programming software, and artificial intelligence. Information Technology related careers include project leader/manager, software developer, systems analyst, database specialist, e-commerce analyst, network specialist, cybersecurity specialist, information security analyst, and information assurance and digital 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 cybersecurity.

General Purpose
The College of Technology programs address a wide range of career needs surrounding the information systems field, cybersecurity, digital media, and video and film production industries. The diversity of activities and occupations within these professions establishes the foundation for formal training. Constant evolution of 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.

Epsilon Pi Tau Honor Society/Delta Lambda Chapter
Epsilon Pi Tau is the leading international honor society for technology. Epsilon Pi Tau, established in 1929, recognizes academic excellence of students in fields devoted to the study of technology and the preparation of practitioners for the technology professions. The Delta Lambda Chapter of Wilmington University was created in 2012 and the annual induction ceremony takes place each fall semester.

The induction ceremony recognizes the academic achievement of College of Technology students who are in their junior or senior year, or have completed their certificate. Membership is by invitation only, for students who are in good standing, meet the minimum credit requirements, and have a minimum GPA of 3.85 for graduate programs and 3.5 for undergraduate programs.

For more information about the Delta Lambda Chapter of Epsilon Pi Tau, contact the College of Technology.

Experiential Learning
The Office of Experiential Learning takes a 360° approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for Prior Learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

APPLIED TECHNOLOGY ASSOCIATE OF SCIENCE

Philosophy

For students who are looking for a customized degree in technology and that which is classified as a STEM or STEAM program under

the category of Computer and Information Sciences, General, this Associate of Science degree program in Applied Technology is a unique program designed to meet their educational and career needs. The goal of the Applied Technology program is to build credentials, such as certificates, through a general education foundation along with technology course requirements for starting careers in business and technology. Not only does this degree incorporate detailed skills and knowledge needed to start working in the present-day technology environment, but it is also a program for those who have experience and are planning a career change and who want a degree customized to their career requirements.

Purpose

The Associate of Science in Applied Technology program is a flexible STEM 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 foundation skills in technology including exposure to information assurance, process management, information systems, multimedia production, software applications, technology language, and design.

It meets the University's mission to provide career-oriented programs with a curriculum that is relevant to a broad range of occupations, while increasing graduate competitiveness in the job market, and encouraging lifelong learning. The degree prepares students in the conceptual and practical aspects of information technologies. Upon graduation, students will have demonstrated the knowledge, skills, and applications to both continue and expand their career goals.

Program Competencies

Students completing the Applied Technology Program (A.S.) will be able to:

- Apply workplace technology tools to develop and present communications that are coherent, unified, and focused on a particular theme;
- 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;
- Effectively participate in groups to define and solve problems;
- Practice the use of library resources, including subscription services and other sources generally accepted as legitimate and valid.

Experiential Learning

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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, or COEL Specialist.

Applied Technology A.S. Curriculum

General Education Requirements (30 credits)

CTA 206	Computer Applications
OR	
CTA 210	Intro to Technology
ECO 105	Fundamentals of Economics

ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HIS 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SCI	Natural Science

Applied Technology Core (18 credits)

ENG 310	Research Writing
PHI 314	Ethics for Computer Professionals
SEC 205	Fundamentals of Cybersecurity

Art in Technology Elective

Choose one course from the following:

DSN 121	Basic InDesign
DSN 235	Vector Drawing
TEC 215	Basic Photography
VFP 100	Camera and Cinematography

Language in Technology Elective

Choose one course from the following:

CSC 100	Web Design & Development
CSC 345	Database Foundations
GMD 110	Intro to Game Programming
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
MIS 320	Management Information Systems

Technology Electives (9 credits)

Select three (3) courses from the following based on your chosen concentration of study.*
ANI, CSC, CTA, DSN, GMD, HIT, ISM, SEC, TEC, UAV, VFP
*Course selection must be approved by an Academic Advisor.

Free Elective (3 credits)

Students with less than 16 transfer credits are required to take FYE 101 as their elective.

CYBERSECURITY, ASSOCIATE OF SCIENCE

Philosophy

Data breaches, ransomware, identity theft, theft of intellectual property and countless other cyber crime continue to be a major problem, affecting individuals, companies, critical infrastructure and government. The need for skilled cybersecurity professionals to keep networks and data safe and to prosecute the criminal elements behind such crimes continues to grow.
The Associate of Science in Cybersecurity program (ASC) provides a solid foundation in cybersecurity skills and is designed to both prepare students for entry level cybersecurity jobs as well as to continue their education with seamless transfer into undergraduate cybersecurity programs, such as Wilmington University's Bachelor of Science in Cybersecurity.

Purpose

The Associate of Science in Cybersecurity (ASC) program provides students with a foundation in cyber defense to protect data and network assets. In addition, students are introduced to digital forensics, which is needed for cyber crime investigations. Students completing courses in this program with some additional self-study can sit for the following certifications:
In terms of the NICCS Workforce Framework for Cybersecurity (NICE Framework), the curriculum for this degree aligns closely with the categories of

- Operate and Maintain
- Protect and Defend
- Investigate

Other categories are touched upon, as well.
Some of the job titles for which students graduating from this degree program should qualify include:

- Associate Network Engineer
- Customer Service and Technical Support
- Computer User Support
- Cyber Security Analyst
- Cyber Security Engineer
- Data Support Technician
- Desktop Support Administrator
- Field Service Technician
- Help Desk Specialist
- Information Security Analyst
- Information Security Manager
- IT Administrator
- IT Auditor
- IT Technician
- IT Technical Support Specialist
- Linux Administrator
- Network Administrator
- Network Analyst
- Network Support Specialist
- Penetration Tester
- Security Engineer

- Security Analyst
- Security Administrator
- Service Desk Analyst
- Systems Administrator
- Systems Analyst
- System Support Specialist

In addition, the curriculum for the ASC is designed to align as a Program of Study for the NSA/DHS National Center of Academic Excellence in Cyber Defense Education for 2-year programs (CAE-2Y). Wilmington University was first designated as an NSA/DHS National Center of Academic Excellence in Cyber Defense Education (CAE-CDE) in 2011 and continues to serve nationally as a cybersecurity education leader. The ASC degree is designed to seamlessly transfer completely into the Bachelor of Science in Cybersecurity (formerly Computer & Network Security) degree program, which has been validated by the NSA as a CAE-CDE Program of Study.

Program Competencies

- Describe ethical considerations required of computer professionals.
- Recognize cybersecurity problems using required skills and knowledge.
- Describe generally current and accepted best practices in cybersecurity projects.
- Evaluate and employ appropriate informational resources that are generally accepted as legitimate and valid.
- 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.
- Write with clarity and precision using correct English grammar: mechanics and usage. Correctly and ethically exhibit competence in writing for specific purposes, diverse audiences, and genres.

Experiential Learning

The Office of Experiential Learning takes a 360◦ approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for Prior Learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

Minimum Grade Policy

This program has set a minimum passing grade of "C-" for Cybersecurity A.S. Core courses. Students receiving a grade lower than "C-" in any of these courses must retake that course.

Cybersecurity A.S. Curriculum

General Education Requirements (30 credits)

CTA 206	Computer Applications
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HIS 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
	Natural Science Elective

Cybersecurity A.S. Core (30 credits)

This program has set a minimum passing grade of "C-" for Cybersecurity A.S. Core courses. Students receiving a grade lower than "C-" in any of these courses must retake that course.

CSC 345	Database Foundations
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 350	Introduction Computer Forensics
SEC 425	Ethical Hacking

Free Elective (3 credits)

Students with less than 16 transfer credits are required to take FYE 101 as an elective.

DATA ANALYTICS, ASSOCIATE OF SCIENCE

Program Purpose

Data analytics is among the fastest-growing professions of our time and this 100% online Data Analytics associate degree is designed to provide students with the well-rounded data analytics skills they need. Whether you're gathering data or analyzing it to make recommendations, you'll benefit from the core analytics principles, including how to manipulate, query large data sets, and provide data storytelling. This degree will provide the foundational knowledge students need to help launch their career as a data analyst.

The College of Technology at Wilmington University provides an opportunity for students to earn a two-year Data Analytics Associate's Degree that is an essential core to the computer science baccalaureate program. Students who complete the AS in Data analytics will also complete and qualify for the Wilmington University's Data Analytics Certificate.

The Associate's Degree program in Data Analytics prepares students for a variety of job opportunities such as Business analyst, Business intelligence analyst, Data analyst, Data technician, Operations analyst. Students will gain experience and training in Power BI, Tableau, SQL Database, Microsoft Excel, and Python that will help them in their preparation for job opportunities.

According to the U.S. Bureau of Labor Statistics (2020), there is a projected growth of 7 percent for careers related to data analytics from 2019 to 2029, faster than the average for all occupations. "Projected growth will be due to increased demand for data analytical skills in financial and healthcare settings" (U.S. Bureau of Labor Statistics, 2020).

Program Competencies

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 and usage. Correctly and ethically exhibit competence in writing for specific purposes, diverse audiences, and genres.

Disciplined Inquiry

- Recognize business and organization data analytical problems.
- Describe data analytical findings to technical and non-technical personnel.

Information Literacy

- Evaluate appropriate informational resources that will validate data methods to respond to business challenges.

Ethics

- Recognize data analytics ethical principles and privacy procedures to organizations' data.

Experiential Learning

The Office of Experiential Learning takes a 360 ◦ approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for Prior Learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

Data Analytics A.S. Curriculum

General Education Requirements (30 credits)

CTA 326	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 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
	Natural Science Elective

Data Analytics A.S. Core (18 credits)

BBA 430	Big Data and Visualization
CSC 345	Database Foundations
CSC 402	Data Analysis Storytelling
CSC 407	Data Analysis for Organizations
CSC 414	Ethics for AI and Data Analytics
CSC 419	Python for Data Science

Free Electives (12 credits)

Students with less than 16 transfer credits are required to take FYE 101 as an elective.

DIGITAL MEDIA, ASSOCIATE OF SCIENCE

Program Purpose

Digital Media is the common thread that runs through all media, art and communications work. To succeed in these professions, students need to be creative and innovative thinkers. The College of Technology at Wilmington University provides an opportunity for students to earn a two-year Associate's Degree that is an essential core to digital media baccalaureate programs.

The Associate's Degree program in Digital Media prepares students for a variety of job opportunities such as photo editing, illustration, print layout, logo design and branding, and design for mobile applications. Students will gain experience and training in Adobe InDesign, Illustrator, and Photoshop to begin creating visual art portfolios in preparation for job opportunities. Digital media designers may find job opportunities as a graphic designer, production designer, or art director.

According to the U.S. Bureau of Labor Statistics (2016), there is projected growth for careers related to digital media from 2016 to 2026, about as fast as the average for all occupations. "Projected growth will be due to increased demand for animation and visual effects in video games, movies, and television" (U.S. Bureau of Labor Statistics, 2016).

Students seeking a career in digital media should be prepared to familiarize themselves with both Mac and Windows platforms.

Program Competencies

Students completing the Digital Media (A.S.) program will be able to:

- 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.
- Write with clarity and precision using correct English grammar: mechanics and usage. Correctly and ethically exhibit competence in writing for specific purposes, diverse audiences, and genres.
- Employ legitimate and valid informational resources.

Experiential Learning

The Office of Experiential Learning takes a 360◦ approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for Prior Learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

Digital Media A.S. Curriculum

General Education Requirements (30 credits)

CTA 210	Intro to Technology
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
HIS 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SCI	Natural Science

Digital Media Core (30 credits)

DSN 121	Basic InDesign
DSN 210	Basic Photoshop
DSN 220	Concept Development
DSN 235	Vector Drawing
DSN 307	Intermediate InDesign
	CoT Elective
	CoT Elective
	CoT Elective
	CoT Elective
	CoT Elective

CoT Electives

Students may choose from the following undergraduate College of Technology courses: ANI, CSC, DFM, DSN, GMD, ISM, SEC, TEC, UAV, VFP. Students with less than 16 transfer credits are required to take FYE 101 as their elective.

ANIMATION AND 3D, BACHELOR OF SCIENCE

Philosophy

Animation has always been a staple in the world of motion pictures and the impact of animation has only grown since the invention of 3D computer generated graphics. In today's world, animation and 3D is being using not only in motion pictures but everything from commercials, to architecture, to the app and gaming industry.

The Wilmington University's 100% online Bachelors of Science in Animation and 3D provides students a robust curriculum that covers the three main aspects of Animation and 3D: the artistic side, 2D animation, and 3D animation. Along with these three core areas of knowledge, students will practice and learn skills and techniques on industry standard software. Students will explore real-world production concepts under the direction of expert faculty with extensive field experience and gain additional skills in graphic design, compositing, and sound.

Purpose

The Animation and 3D Bachelor of Science is for students who want to pursue a career in either traditional 2D or 3D animation. Through a well-rounded course load, students will focus on three key aspects of animation, the artistic side of animation, 2D animation, and 3D animation. Students will graduate with a strong skillset in hand drawn 2D animation, digital 2D animation, 3D sculpting and 3D animation with industry leading software.

Program Competencies

Students completing the Animation and 3D program (B.S.) will be able to:

I Oral Communication

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

II Written Communication

- Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary (including industry standard terminology).
- Utilize appropriate APA format for scholarly writings.

III Disciplined Inquiry

- Utilize quantitative, qualitative, and scientific reasoning to solve problems.
- Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
- Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

IV Information Literacy

- Access and use information effectively, efficiently, and appropriately.
- Evaluate the quality of sources and content.
- Use technology to effectively locate and communicate information.

V Ethics

- Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession.

VI Develop the technical skills required for professional animation and 3D production.

- Utilize professional modeling techniques to a 3D Maya project
- Use professional 2D or 3D animation software to complete a project

VII Practice a professional animation workflow

- Demonstrate all elements of animation in an organized manner.
- Exercise a personalized animation workflow.

VIII Utilize the informational resources and other sources generally accepted as legitimate and valid.

- Utilize quantitative, qualitative and scientific reasoning to solve problems.
- Demonstrate critical thinking strategies, including reasoning, problem solving, analysis and evaluation.

IX Practice professional and ethical behavior

- Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession

X Analyze past and current professional trend in animation and 3D

- Evaluate current techniques being used to create animation
- Research the development of early animation

Experiential Learning

The Office of Experiential Learning takes a 360° approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for Prior Learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

Cooperative Education Option

The Cooperative Education Option is an alternative to the ANI 487-Animation & 3D Senior Project and ANI 450-3D Animation 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 at least 60 credits, plus a GPA of 2.5 or higher. Students must contact the Office of Work-Integrated Learning and their Program Chair one semester before they would like to begin a co-op assignment. For additional information on cooperative education, please visit: https://www.wilmu.edu/coel/work-integrated-learning.aspx

Enhance Your Degree with a Certificate

The College of Technology's digital media department, which is focused on giving students hands-on training and real-world skills across a multimedia platform, consists of six individual Bachelor of Science (B.S.) degrees: Animation and 3D, Game Design and Development, Graphic Design, Photography, Video and Film Production, and Web Design.

Each of these degree programs has been designed with three identifiable parts: Uniform First Year, Program Core, and 15 credits to be used towards a CoT Certificate. All students will begin their academic career with a uniform first year before they begin to focus on their selected degree core. After completion of the uniform first year, students will begin to enroll in their program core courses. Finally, students in each program will use 15 career-centered course credits towards earning a College of Technology Certificate as illustrated in the table below.

Uniform First Year				
Animation & 3D Program Core Courses	Game Design & Development Program Core Courses	Graphic Design Program Core Courses	Video & Film Production Program Core Courses	Web Design Program Core Courses
College of Technology Certificate Courses (options vary by program)				

Accelerated Graduate Certificate Option

Students in the Animation and 3D B.S. degree program may choose an accelerated option with:

- Technology Project Management Graduate Certificate

Students selecting this option can complete both their undergraduate degree and the graduate certificate by completing 120 credits (105 undergraduate credits and 15 graduate credits). The five graduate courses (15 credits) needed for the graduate certificate would count as five courses (15 credits) towards undergraduate electives in your degree.

Students who complete the Technology Project Management Graduate Certificate also receive the benefit of completing five graduate level courses that count towards a Master's degree in Information Systems Technologies (MS-IST). Students selecting this option are not required to pursue the MS-IST degree.

Admission requirements include:

1. A minimum GPA of 3.25
2. Completion of at least 60 credits towards your degree program
3. A meeting with an academic advisor to submit an Accelerated Option Intent (AOI) form upon completion of at least 30 credits; and
4. Recommendation of the Program Chair

Note: Students will not be eligible to register for graduate level courses until they have successfully completed at least 60 credits towards their bachelor's degree and have an approved AOI form. Students must receive their B.S. degree in order to receive the graduate certificate.

Minimum Grade Policy: Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

Animation and 3D BS Curriculum

General Education Requirements (39 credits)

CTA 210	Intro to Technology
DSN 105	Visual Communication
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 360	Creative Writing
HIS 381	Contemporary Global Issues
LIT 313	Visual Approaches to Literature: The Graphic Novel
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SCI	Any Natural Science Elective

Animation and 3D Core (63 credits)

ANI 100	Drawing for Animation
ANI 200	2D Animation I
ANI 201	Fundamentals of Motion Graphics
ANI 300	3D Animation I
ANI 301	History of Animation
ANI 310	Advanced Motion Graphics
ANI 321	Introduction to 3D
ANI 322	3D Modeling Techniques
ANI 323	3D Texture, Rendering and Lighting Techniques
ANI 324	Character Creation and Texturing
ANI 325	Character Rigging
ANI 327	Introduction to 3D Digital Sculpting
ANI 400	2D Animation II
ANI 450	3D Animation II
DSN 210	Basic Photoshop
DSN 220	Concept Development
DSN 235	Vector Drawing
DSN 410	Advanced Photoshop
VFP 101	Introduction to Audio
VFP 313	Aesthetics of Film

ANI 487	Animation and 3D Senior Project
OR	
ANI 490	Internship in Animation and 3D

College of Technology Certificate Electives (15 credits)

Students should choose a College of Technology certificate to fulfill this elective core. If not pursuing a College of Technology Certificate, students may choose from the following undergraduate College of Technology courses to fulfill their electives: ANI, CSC, DFM, DSN, GMD, ISM, SEC, TEC, UAV, VFP. Selecting an elective outside of this list will require approval of the Program Chair.

Free Elective (3 credits)

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

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 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.
Note that a minimum of 120 combined credits are needed to satisfy the Completion Degree requirements, including both transfer credits and credits earned at Wilmington University.

Animation and 3D Completion Degree

ANI 200	2D Animation I
ANI 201	Fundamentals of Motion Graphics
ANI 300	3D Animation I
ANI 301	History of Animation
ANI 310	Advanced Motion Graphics
VFP 313	Aesthetics of Film
ANI 321	Introduction to 3D
ANI 322	3D Modeling Techniques
ANI 323	3D Texture, Rendering and Lighting Techniques
ANI 324	Character Creation and Texturing
ANI 325	Character Rigging
ANI 327	Introduction to 3D Digital Sculpting
ANI 400	2D Animation II
ANI 450	3D Animation II

ANI 487	Animation and 3D Senior Project
OR	
ANI 490	Internship in Animation and 3D

The following courses are prerequisites for a degree in Animation & 3D:
ANI 100 Drawing for Animation
VFP 101 Introduction to Audio
DSN 210 Basic Photoshop
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.

Accelerated Option with Graduate Certificate

Accelerated Option with Technology Project Mgt Graduate Certificate

The Animation and 3D degree also allows students the opportunity to build a Graduate Certificate into their undergraduate curriculum. The Technology Project Management Certificate would benefit students who are interested in pursuing a career working in management in the animation and 3D field; this would include job titles like Post-Production Manager, Production Manager, and Animation Coordinator. The certificate requires 15 graduate credits. Students will complete IST 7060 and four of the six IPM courses listed. Students must maintain a 3.0 GPA in order to earn the certificate.

IST 7060	Project and Change Management

Choose four (4) of the following:

IPM 6000	IT/IS Project Scope Development and Management
IPM 6010	IT/IS Project Scheduling
IPM 6030	IT/IS Project Risk Management
IPM 6040	IT/IS Project Quality Management
IPM 6050	Agile Project Management
IPM 6090	Special Topics in IT/IS Project Management

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 foundation 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 foundation 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.

Program Competencies

Students completing 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, by employing critical thinking strategies to analyze outcomes and determine logical solutions;

- Describe and apply the ethical principles required of a technology professional;
- Research, construct and deliver professional presentations while appraising the needs of the audience;
- Research, evaluate, and ethically utilize information; and
- Write with clarity and precision using correct English grammar: mechanics and usage. Correctly and ethically exhibit competence in writing for specific purposes diverse audience, and genres.

Experiential Learning

The Office of Experiential Learning takes a 360° approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for Prior Learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

Cooperative Education

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. 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. 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 Office of Work-Integrated Learning and their Program Chair one semester before they would like to begin a co-op assignment. For additional information on cooperative education, please visit: https://www.wilmu.edu/coel/work-integrated-learning.aspx

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 or COEL Specialist.

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.

Accelerated Graduate Certificate Option

Students in the Applied Technology B.S. degree program may choose an accelerated option with:

- Management Information Systems Graduate Certificate; or
- Technology Project Management Graduate Certificate

Students selecting this option can complete both their undergraduate degree and the graduate certificate by completing 120 credits (105 undergraduate credits and 15 graduate credits). The five graduate courses (15 credits) needed for the graduate certificate would count as five courses (15 credits) towards undergraduate electives in your degree.

Students who complete the Management Information Systems or Technology Project Management Graduate Certificates also receive the benefit of completing five graduate level courses that count towards a Master's degree in Information Systems Technologies (MS-IST). Students selecting this option are not required to pursue the MS-IST degree.

Admission requirements include:

- A minimum GPA of 3.25
- Completion of at least 60 credits towards your degree program
- A meeting with an academic advisor to submit an Accelerated Option Intent (AOI) form upon completion of at least 30 credits; and
- Recommendation of the Program Chair

Note: Students will not be eligible to register for graduate level courses until they have successfully completed at least 60 credits towards their bachelor's degree and have an approved AOI form. Students must receive their B.S. degree in order to receive the graduate certificate.
Minimum Grade Policy: Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.
The APL410 capstone course will be completed after the certificate has been completed.

Applied Technology B.S. Curriculum

General Education Requirements (39 credits)

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.

CTA 206	Computer Applications
	OR
CTA 210	Intro to Technology
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PHI 314	Ethics for Computer Professionals
SCI	Natural Science Elective- SCI 308 excluded

Citizenship Elective

Choose one course (3 credits) from:
POL 300 or HIS 381

Humanities Elective

Choose one course (3 credits) from:
ART, BBM 319, COM 245, CUL, DRA, DSN 110, ETN, HIS 230, HUM, LIT, MUS, PHI, SPA, TEC 215, VFP 313

Social Science Elective

Choose one course (3 credits) from:
PSY 101 or SOC 101

Applied Technology Core (24 credits)

Course selections must be approved by an Academic Advisor.

APL 310	Applied Technology Capstone Planning
MIS 320	Management Information Systems
SEC 205	Fundamentals of Cybersecurity
APL 490	Applied Technology Internship
OR	
APL 489	Experiential Learning in Applied Technology

Art in Technology Elective

Choose one course from the following:

DSN 121	Basic InDesign
DSN 235	Vector Drawing
TEC 215	Basic Photography
VFP 100	Camera and Cinematography

Intermediate Software Applications Elective

Choose one course from the following:

CTA 315	Effective Presentations through Technology
CTA 326	Integrating Excel into Business Problem Solving

Language in Technology Elective

Choose one course from the following:

CSC 100	Web Design & Development
CSC 345	Database Foundations
GMD 110	Intro to Game Programming
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:
ANI, CSC, CTA, DSN, GMD, ISM, SEC, TEC, UAV, VFP, and HIT (for Applied Technology majors only)
*Three of the courses must be upper level (300-400). 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)

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

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 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.
Note that a minimum of 120 combined credits are needed to satisfy the Completion Degree requirements, including both transfer credits and credits earned at Wilmington University.

Applied Technology Completion Degree

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.

APL 310	Applied Technology Capstone Planning

CTA 315	Effective Presentations through Technology

	OR
CTA 326	Integrating Excel into Business Problem Solving
ENG 310	Research Writing
ISM 300	Business Process Management
	OR
ISM 450	Project Management and Practice
MIS 320	Management Information Systems
PHI 314	Ethics for Computer Professionals
APL 490	Applied Technology Internship
OR	
APL 489	Experiential Learning in Applied Technology

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.

College of Technology Electives (9 credits)

Choose three upper level (300-400) courses from the following prefixes:
CSC, CTA, DSN, GMD, ISM, SEC, TEC, VFP, and HIT (for BAT majors only)
*Course selection must be approved by an Academic Advisor.

The following courses or their equivalents are pre-requisites for a completion degree in Applied Technology:
CTA 206 Computer Applications or CTA 210 Intro to Technology
ENG 122 English Composition II
MAT 205 Survey of Mathematics
SEC 205 Fundamentals of Cybersecurity
Design or Methods of Technology Elective (VFP 100, DSN 121, DSN 235, or TEC 215)
Programming, Scripting, Web Design Elective (CSC 100, CSC 345, GMD 110, or SEC 290)

Accelerated Options with Graduate Certificate

Accelerated Option with Management Information Systems Graduate Certificate

The certificate requires 15 graduate credits. Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

IST 7000	Data Management
IST 7020	Analysis, Modeling, and Design
IST 7040	Data Communications and Networking

IST 7060	Project and Change Management
IST 7100	IT Policy and Strategy

Accelerated Option with Technology Project Mgt Graduate Certificate

The certificate requires 15 graduate credits. Students will complete IST 7060 and four of the six IPM courses listed. Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

IST 7060	Project and Change Management

Choose four (4) of the following:

IPM 6000	IT/IS Project Scope Development and Management
IPM 6010	IT/IS Project Scheduling
IPM 6030	IT/IS Project Risk Management
IPM 6040	IT/IS Project Quality Management
IPM 6050	Agile Project Management
IPM 6090	Special Topics in IT/IS Project Management

CYBERSECURITY, BACHELOR OF SCIENCE

Philosophy

Everything we do in our day-to-day lives somehow relies on the Internet. As customers, we rely on this connectivity in our daily lives to shop, manage our bank accounts, communicate and have fun. Businesses succeed on their ability to use data and Internet connectivity in novel and efficient ways. However, whereas the Internet is a boon to customers and businesses alike, it has also proven to be a powerful tool for cyber criminals. Unchecked, a business can be ruined by a data breach and lives can be ruined through identity theft. The power of the Internet goes beyond national borders and has become a key component of the military arsenal. To protect themselves, government, industry and the military seek professionals with the strongest security credentials possible.

The B.S. in Cybersecurity program (formerly Computer & Network Security B.S.) provides a firm foundation in cybersecurity while also providing the flexibility for students to customize their degree according to their specific areas of interest. As an example, students may earn a Digital Forensics Concentration by choosing six Security Elective Courses. While the Security Core and Security Electives provide a technical foundation for the student, the General Education and Support cores provide the student with the soft skills necessary for a well rounded education.

Purpose

Information 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 31% between 2019 and 2029, "much faster than the average for all occupations". To put it in perspective, that is fifty percent more than the projected growth for computer occupations and more than double 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.

The workforce need was further highlighted by cyberseek.org, which listed 521,617 job openings nationwide in cybersecurity-related positions from October 2019 through September 2020.

For more information on cybersecurity career paths and a heat map showing supply and demand for cybersecurity jobs, see https://www.cyberseek.org

Center of Academic Excellence (CAE)

The Cybersecurity Bachelor of Science program has been designated as a National Center of Academic Excellence in Cyber Defense Education through academic year 2026 by the National Security Agency and the Department of Homeland Security.

This is a nationally recognized designation that Wilmington University's B.S. in Cybersecurity 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 information systems.

Highly Ranked Program

Whereas the Cybersecurity B.S. program is offered both face-to-face and online, Wilmington University's online Cybersecurity B.S. program is ranked in the top twenty on several websites including:
https://thebestschools.org/rankings/best-online-bachelors-information-assurance-security/
https://cybersecuritydegrees.com/rankings/top-online-bachelors-cyber-security/

Program Competencies

Students completing the Cybersecurity B.S. Program will be able to:

- Apply the ethical principles required of computer professionals;
- Solve cybersecurity problems using required skills and knowledge;
- Analyze requirements for cybersecurity projects using best practices and current methodologies;
- Employ current and accepted processes to analyze, design, implement, test and deliver cybersecurity projects;
- Apply generally current and accepted best practices in cybersecurity projects;
- Evaluate and employ appropriate informational resources that are generally accepted as legitimate and valid;
- 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;
- Write with clarity and precision using correct English grammar: mechanics and usage. Correctly and ethically exhibit competence in writing for specific purposes, diverse audiences, and genres; and
- Digital Forensics: Image, process and analyze digital evidence, and properly document findings.

What You Will Learn

In addition to becoming well-prepared for the technical aspects of a career in cybersecurity, students will develop soft skills. Critical thinking skills are needed to understand cybersecurity problems, risks and solutions. Good written and oral communications skills are needed to put technical problems in terms that worker bees can understand and appreciate so that they can stay out of harm's way. Most importantly, non-technical decision makers in charge of the budget need to understand the risks and the ramifications of not properly investing in cybersecurity.
The Cybersecurity Bachelor of Science degree will provide students with credentials specializing in information security and will also help prepare students to "sit" for the following industry recognized certifications:

- CISA - Certified Information System Auditor
- CISSP - Certified Information Systems Security Professional
- Security+
- Network+
- A+
- Linux+

What You Can Do With this Degree

The term Cybersecurity is still fairly new and the category of jobs involving cybersecurity are very broad. The federal government initiated an effort called the National Cybersecurity Framework a few years ago to help provide some clarity and structure. The following sample job titles are taken from this framework (https://niccs.cisa.gov/workforce-development/cyber-career-pathways) and are among the roles for which the Cybersecurity B.S. program helps prepare students:

- Computer Crime Investigator
- Computer Network Defense Forensic Analyst
- Computer Support Specialist
- Computer Systems Analyst
- Cybersecurity Intelligence Analyst
- Digital Forensic Examiner
- Ethical Hacker

- Incident Analyst
- Information Security Analyst
- Intrusion Analyst
- Intrusion Detection System Administrator
- Network Administrator
- Network Analyst
- Network Defense Technician
- Network Forensic Examiner
- Network Security Specialist
- Penetration Tester
- Risk/Vulnerability Analyst
- Security Administrator
- Security Engineer
- Security Specialist
- Systems Analyst
- Systems Engineer
- Systems Security Analyst
- Technical Support Specialist

Experiential Learning

The Office of Experiential Learning takes a 360° approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for Prior Learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

Cooperative Education Option

The Cooperative Education Option is an alternative to Cybersecurity Internship - SEC 490 and SEC 491 – for a total of six credit hours. 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 contact the Office of Work-Integrated Learning and their Program Chair one semester before they would like to begin a co-op assignment. For additional information on cooperative education, please visit: https://www.wilmu.edu/coel/work-integrated-learning.aspx

Minimum Grade Policy

The B.S. in Cybersecurity program has set a minimum passing grade of "C-" for Security Core and Security Elective and College of Technology Elective courses. Students receiving a grade lower than "C-" in any of these courses must retake that course.

Accelerated Graduate Certificate Option

Students in the Cybersecurity B.S. degree program may choose an accelerated option with:

- SCADA Cybersecurity Graduate Certificate

Students selecting this option can complete both their undergraduate degree and the graduate certificate by completing 120 credits (105 undergraduate credits and 15 graduate credits). The five graduate courses (15 credits) needed for the graduate certificate would count as five courses (15 credits) towards undergraduate electives in your degree.

Students who complete the SCADA Cybersecurity Graduate Certificate also receive the benefit of completing 4-5 graduate level courses that count towards a Master's degree in Cybersecurity. Students selecting this option are not required to pursue the Cybersecurity M.S. degree.

Admission requirements include:

- A minimum GPA of 3.25
- Completion of at least 60 credits towards your degree program
- A meeting with an academic advisor to submit an Accelerated Option Intent (AOI) form upon completion of at least 30 credits; and

- Recommendation of the Program Chair

Note: Students will not be eligible to register for graduate level courses until they have successfully completed at least 60 credits towards their bachelor's degree and have an approved AOI form. Students must receive their B.S. degree in order to receive the graduate certificate.
Minimum Grade Policy: Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

Cybersecurity B. S. Curriculum

General Education Requirements (39 credits)

The Cybersecurity program has set a minimum passing grade of "C-" for Security Core and Security Elective and College of Technology Elective courses. Students receiving a grade lower than "C-" in any of these courses must retake that course.

CTA 206	Computer Applications
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing
HIS 381	Contemporary Global Issues
	OR
POL 300	American Politics
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology

Science Elective

Choose one SCI course (3 credits) except SCI321.

Humanities Electives

Choose two courses (6 credits) from:
ART, COM 245, CUL, DRA, DSN 110, ETN, HIS 230, HUM, LIT, MUS, PHI, SPA, TEC 215, VFP 313

Support Core (9 credits)

MAT 200	Pre-Calculus
MAT 308	Inferential Statistics
PHI 314	Ethics for Computer Professionals

Security Core (39 credits)

The Cybersecurity program has set a minimum passing grade of "C-" for Security Core and Security Elective courses. Students receiving a grade lower than "C-" in any of these courses must retake that course.

CSC 345	Database Foundations
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 410	Web and Data Security
SEC 450	Firewalls and Network Security
SEC 480	Experiential Learning in Cybersecurity
	OR
SEC 490	Computer and Network Security Internship

Digital Forensics Concentration (18 Credits)

Whereas the bulk of the Cybersecurity B.S. degree is devoted to defending against cyber attacks, digital forensics is used in the investigation of a crime or incident. In law enforcement, digital evidence found on computers, phones, laptops, Fitbits, Alexa, smart refrigerators, etc. is used to prosecute crimes. In the corporate world, digital forensics is used to investigate data breaches, intellectual property theft, corporate espionage and malicious employees among other things; sometimes the goal is to prosecute, sometimes not. The intelligence community, on the other hand, is not interested in prosecuting. Instead, the goal is to obtain actionable intel, such as in the pursuit of terrorist organizations and espionage activities by hostile nation states.

The Cybersecurity program has set a minimum passing grade of "C-" for Security Core and Security Elective courses. Students receiving a grade lower than "C-" in any of these courses must retake that course.

Those interested in declaring a Digital Forensics Concentration should select six (6) of the following eight Security Elective courses:

LES 331	Electronic Discovery
SEC 240	Foundations in Cyber Investigations
SEC 350	Introduction Computer Forensics
SEC 355	Mobile Device Security and Forensics
SEC 360	Advanced Mobile and IoT Forensics
SEC 370	Computer Incident Response Course
SEC 375	Malware Analysis Techniques
SEC 440	Network Forensics

Note: Students interested in declaring a Digital Forensics Concentration but who do not have enough available elective credits may request a waiver on the SEC480/490 requirement.

Students declaring a Digital Forensics Concentration may also earn two certificates: Digital Evidence Discovery and Digital Forensics Investigation by taking three additional courses: LES 330 – Cyber Law, SEC 360 – Advanced Mobile Device, and IoT Forensics and SEC 375 – Malware Analysis Techniques. For more information, see the section on Digital Evidence Discovery and Digital Evidence Investigation Certificates.

Cybersecurity - No Concentration (18 credits)

Students must complete five (5) Security Electives and one free or College of Technology elective in order to satisfy the requirements of the degree.

Security Electives

LES 330	Cyberlaw
LES 331	Electronic Discovery
SEC 240	Foundations in Cyber Investigations

SEC 305	Psychology of a Cyber Attacker
SEC 325	Breaking Down Cloud Security
SEC 350	Introduction Computer Forensics
SEC 355	Mobile Device Security and Forensics
SEC 360	Advanced Mobile and IoT Forensics
SEC 370	Computer Incident Response Course
SEC 375	Malware Analysis Techniques
SEC 420	Data Integrity and Disaster Recovery
SEC 425	Ethical Hacking
SEC 435	Advanced Network Management
SEC 440	Network Forensics
SEC 465	Cybersecurity and IoT
SEC 480	Experiential Learning in Cybersecurity
SEC 490	Computer and Network Security Internship
SEC 491	Computer and Network Security Internship
UAV 100	Intro to Drone Operations
UAV 102	Drone Design and Maintenance
UAV 200	Security of UAV and UAS Systems

College of Technology Elective

Choose one course (3 credits) from the following:
CSC, CTA, GMD, ISM, MIS, SEC, TEC

Free Electives (15 credits)

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.
Students in the Accelerated Option with SCADA Cybersecurity Graduate Certificate should select the required graduate certificate courses (15 credits).

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 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.
Note that a minimum of 120 combined credits are needed to satisfy the Completion Degree requirements, including both transfer credits and credits earned at Wilmington University.

Cybersecurity - Digital Forensics Concentration Completion Degree

The Cybersecurity - Digital Forensics degree completion program has set a minimum passing grade of "C-" for required courses, electives and prerequisites. Students receiving a grade lower than "C-" in any CSC, SDD, SEC or LES course must retake that course.

CSC 345	Database Foundations
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 410	Web and Data Security
SEC 450	Firewalls and Network Security
SEC 480	Experiential Learning in Cybersecurity
OR	
SEC 490	Computer and Network Security Internship

Students will also complete 6 courses from the following:

LES 331	Electronic Discovery
SEC 240	Foundations in Cyber Investigations
SEC 350	Introduction Computer Forensics
SEC 355	Mobile Device Security and Forensics
SEC 360	Advanced Mobile and IoT Forensics
SEC 370	Computer Incident Response Course
SEC 375	Malware Analysis Techniques
SEC 440	Network Forensics

Note: Students interested in declaring a Digital Forensics concentration and that do not have enough available elective credits may request a waiver on the SEC480/490 requirement.

The following courses or their equivalents are prerequisites for a degree in Computer and Network Security:
CTA 206 Computer Applications
ENG 122 English Composition II
MAT 205 Introductory Survey of Mathematics
SEC 100 Introduction to Computer Hardware and Operation
SEC 210 Principles and Practices of Information Security
SEC 230 Introduction to Linux
SEC 235 Networks and Telecommunication
SEC 250 Operating System and Computer Systems Security
SEC 290 Introduction to Programming with Python

Cybersecurity Completion Degree

The Cybersecurity degree completion program has set a minimum passing grade of "C-" for required courses, electives and prerequisites. Students receiving a grade lower than "C-" in any CSC, SDD, SEC or LES course must retake that course.

CSC 345	Database Foundations
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 410	Web and Data Security
SEC 450	Firewalls and Network Security

SEC 480	Experiential Learning in Cybersecurity
	OR
SEC 490	Computer and Network Security Internship
	Security Elective
	Security Elective
	Security Elective
	Security Elective
	Security Elective
	CoT Elective

The following courses or their equivalents are prerequisites for a degree in Computer and Network Security:
CTA 206 Computer Applications
ENG 122 English Composition II
MAT 205 Introductory Survey of Mathematics
SEC 100 Introduction to Computer Hardware and Operation
SEC 210 Principles and Practices of Information Security
SEC 230 Introduction to Linux
SEC 235 Networks and Telecommunication
SEC 250 Operating System and Computer Systems Security
SEC 290 Introduction to Programming with Python

Security Electives

LES 330	Cyberlaw
LES 331	Electronic Discovery
SEC 240	Foundations in Cyber Investigations
SEC 305	Psychology of a Cyber Attacker
SEC 325	Breaking Down Cloud Security
SEC 350	Introduction Computer Forensics
SEC 355	Mobile Device Security and Forensics
SEC 360	Advanced Mobile and IoT Forensics
SEC 370	Computer Incident Response Course
SEC 375	Malware Analysis Techniques
SEC 420	Data Integrity and Disaster Recovery
SEC 425	Ethical Hacking
SEC 435	Advanced Network Management
SEC 440	Network Forensics
SEC 465	Cybersecurity and IoT
SEC 480	Experiential Learning in Cybersecurity
SEC 490	Computer and Network Security Internship
SEC 491	Computer and Network Security Internship
UAV 100	Intro to Drone Operations
UAV 102	Drone Design and Maintenance
UAV 200	Security of UAV and UAS Systems

Accelerated Option with SCADA Cybersecurity Graduate Certificate

This certificate requires 15 graduate credits. Students must successfully complete one IST course (either IST 7060 or IST 7100) and all four SEC courses identified in the core courses to complete the certificate. Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

IST 7060	Project and Change Management
	OR
IST 7100	IT Policy and Strategy
SEC 6080	Industrial Control Systems (ICS) Security
SEC 6082	SCADA Architecture
SEC 6084	SCADA Risk Management and Auditing
SEC 6086	SCADA Security Awareness and Standards

COMPUTER SCIENCE, BACHELOR OF SCIENCE

Philosophy

The Wilmington University undergraduate degree program in Computer Science prepares students for some of the most innovative and essential fields in today's growing information economy. With technical knowledge in the principal areas of study including computer programming, computer network, information security, web applications, and artificial intelligence, students will learn to solve real-life problems involving the design, development, support and management of hardware, software, multimedia and systems integration services. Students who successfully complete this degree are prepared for work in the computer technology industry, developing commercial and industrial applications or computer models.

Program Competencies

Students completing the Computer Science Program (B.S.) will be able to:

- Apply Computer Science best practices and current methodologies to create, deliver, and support information technology projects and its importance in the world of technology.
- Demonstrate personal skills in innovation and problem solving. Employ critical thinking strategies such as quantitative, qualitative, and scientific reasoning to analyze consequences and outcomes and then determine logical solutions.
- Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid.
- Apply the ethical and legal principles required of computer science professionals.
- Analyze requirements for the process of creating programming from script to screen.
- Analyze requirements for computer hardware, network security, and software applications using best practices and current methodologies.
- 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.
- Write with clarity and precision using correct English grammar: mechanics and usage. Correctly and ethically exhibit

competence in writing for specific purposes, diverse audiences, and genres.

Experiential Learning

The Office of Experiential Learning takes a 360° approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for Prior Learning. (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

Cooperative Education Option

The Cooperative Education option is an alternative to the CSC490-Internship course. In order to be eligible, students must first have at least 60 credits, plus a GPA of 2.5 or higher. Students must contact the Office of Work-Integrated Learning and their Program Chair one semester before they would like to begin a co-op assignment. For additional information on cooperative education, please visit: https://www.wilmu.edu/coel/work-integrated-learning.aspx

Accelerated Graduate Certificate Option

Students in the Computer Science B.S. degree program may choose an accelerated option with:

Management Information Systems Graduate Certificate; or
Technology Project Management Graduate Certificate

Students selecting this option can complete both their undergraduate degree and the graduate certificate by completing 120 credits (105 undergraduate credits and 15 graduate credits). The five graduate courses (15 credits) needed for the graduate certificate would count as five courses (15 credits) towards undergraduate electives in your degree.

Students who complete the Management Information Systems or Technology Project Management Graduate Certificates also receive the benefit of completing five graduate level courses that count towards a Master's degree in Information Systems Technologies (MS-IST). Students selecting this option are not required to pursue the MS-IST degree.

Admission requirements include:

- A minimum GPA of 3.25
- Completion of at least 60 credits towards your degree program
- A meeting with an academic advisor to submit an Accelerated Option Intent (AOI) form upon completion of at least 30 credits; and
- Recommendation of the Program Chair

Note: Students will not be eligible to register for graduate level courses until they have successfully completed at least 60 credits towards their bachelor's degree and have an approved AOI form. Students must receive their B.S. degree in order to receive the graduate certificate.

Minimum Grade Policy: Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

Computer Science, B.S. Curriculum

General Education Requirements (39 credits)

COM 250	Technical Writing
CTA 326	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
MAT 205	Introductory Survey of Mathematics

PHI 100	Introduction to Critical Thinking
POL 300	American Politics
	OR
HIS 381	Contemporary Global Issues
PSY 101	Introduction to Psychology
	Science Elective

Humanities Electives

Choose two courses (6 credits) from:
ART, COM 245, CUL, DRA, DSN 110, ETN, HIS 230, HUM, LIT, MUS, PHI, SPA, TEC 215, VFP 313

Computer Science Core (48 credits)

CSC 100	Web Design & Development
CSC 200	Computer Science Fund
CSC 305	Computer Architecture
CSC 306	PHP Applic Development
CSC 315	Fund. of O-O Programming
CSC 325	Java Programming I
	OR
CSC 310	Microsoft .NET I
CSC 335	Java Programming II
	OR
CSC 311	Microsoft .NET II
CSC 340	JavaScript I
	OR
CSC 240	JavaScript
CSC 345	Database Foundations
CSC 350	Mobile App
CSC 400	O-O Sys Anlys and Design
MAT 200	Pre-Calculus
SCI 240	Concepts in Physics
SEC 100	Introduction to Computer Hardware and Operation
SEC 235	Networks and Telecommunications
CSC 490	CSC Internship
	OR
CSC 489	Experiential Learning in Computer Science

Students will complete an additional 18 credits from either the Artificial Intelligence Concentration, the Data Analytics

Concentration, or Computer Science (no concentration).

Artificial Intelligence Concentration (18 credits)

CSC 370	User-Centered Design
CSC 414	Ethics for AI and Data Analytics
CSC 419	Python for Data Science
CSC 420	Intro to Artificial Intelligence
CSC 430	Machine Learning Principles
CSC 470	Computer Vision and Image Analysis

Data Analytics Concentration (18 credits)

BBA 430	Big Data and Visualization
CSC 402	Data Analysis Storytelling
CSC 407	Data Analysis for Organizations
CSC 414	Ethics for AI and Data Analytics
CSC 419	Python for Data Science
ISM 420	Data Modeling and Warehousing

Computer Science - No Concentration (18 credits)

BBA 430	Big Data and Visualization
CSC 370	User-Centered Design
ISM 420	Data Modeling and Warehousing
PHI 314	Ethics for Computer Professionals
SEC 205	Fundamentals of Cybersecurity
SEC 290	Introduction to Programming with Python

Free Electives (15 credits)

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

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 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.

Note that a minimum of 120 combined credits are needed to satisfy the Completion Degree requirements, including both transfer credits and credits earned at Wilmington University.

Computer Science-Artificial Intelligence Completion Degree

CSC 305	Computer Architecture
CSC 315	Fund. of O-O Programming
CSC 325	Java Programming I
	OR
CSC 310	Microsoft .NET I

CSC 335	Java Programming II
	OR
CSC 311	Microsoft .NET II
CSC 340	JavaScript I
	OR
CSC 240	JavaScript
CSC 345	Database Foundations
CSC 350	Mobile App
CSC 370	User-Centered Design
CSC 400	O-O Sys Anlys and Design
CSC 414	Ethics for AI and Data Analytics
CSC 419	Python for Data Science
CSC 420	Intro to Artificial Intelligence
CSC 430	Machine Learning Principles
CSC 470	Computer Vision and Image Analysis
CSC 490	CSC Internship
	OR
CSC 489	Experiential Learning in Computer Science

All students interested in this degree must have completed the following prerequisites or their equivalents:
CSC 100 Web Design & Development
CTA 326 Integ Excel into Business Problem
ENG 122 English Composition II
SEC 100 Intro to Comp Hardware & Operation
SEC 205 Fundamentals of Cybersecurity
SEC 235 Networks and Telecommunications

Computer Science-Data Analytics Completion Degree

BBA 430	Big Data and Visualization
CSC 305	Computer Architecture
CSC 315	Fund. of O-O Programming
CSC 325	Java Programming I
	OR
CSC 310	Microsoft .NET I
CSC 335	Java Programming II
	OR
CSC 311	Microsoft .NET II

CSC 340	JavaScript I
	OR
CSC 240	JavaScript
CSC 345	Database Foundations
CSC 350	Mobile App
CSC 400	O-O Sys Anlys and Design
CSC 402	Data Analysis Storytelling
CSC 407	Data Analysis for Organizations
CSC 414	Ethics for AI and Data Analytics
CSC 419	Python for Data Science
ISM 420	Data Modeling and Warehousing
CSC 490	CSC Internship
OR	
CSC 489	Experiential Learning in Computer Science

All students interested in this degree must have completed the following prerequisites or their equivalents:
CSC 100 Web Design & Development
CTA 326 Integ Excel into Business Problem
ENG 122 English Composition II
SEC 100 Intro to Comp Hardware & Operation
SEC 205 Fundamentals of Cybersecurity
SEC 235 Networks and Telecommunications

Computer Science-No Concentration Completion Degree

BBA 430	Big Data and Visualization
CSC 305	Computer Architecture
CSC 315	Fund. of O-O Programming
CSC 325	Java Programming I
	OR
CSC 310	Microsoft .NET I
CSC 335	Java Programming II
	OR
CSC 311	Microsoft .NET II
CSC 340	JavaScript I
	OR
CSC 240	JavaScript
CSC 345	Database Foundations
CSC 350	Mobile App

CSC 370	User-Centered Design
CSC 400	O-O Sys Anlys and Design
ISM 420	Data Modeling and Warehousing
PHI 314	Ethics for Computer Professionals
SEC 290	Introduction to Programming with Python
	Science Elective

CSC 490	CSC Internship
	OR
CSC 489	Experiential Learning in Computer Science

All students interested in this degree must have completed the following prerequisites or their equivalents:
CSC 100 Web Design & Development
CTA 326 Integ Excel into Business Problem
ENG 122 English Composition II
SEC 100 Intro to Comp Hardware & Operation
SEC 205 Fundamentals of Cybersecurity
SEC 235 Networks and Telecommunications

Accelerated Options with Graduate Certificates

Accelerated Option with Management Information Systems Graduate Certificate

The certificate requires 15 graduate credits. Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

IST 7000	Data Management
IST 7020	Analysis, Modeling, and Design
IST 7040	Data Communications and Networking
IST 7060	Project and Change Management
IST 7100	IT Policy and Strategy

Accelerated Option with Technology Project Mgt Graduate Certificate

The certificate requires 15 graduate credits. Students will complete IST 7060 and four of the six IPM courses listed. Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

IST 7060	Project and Change Management

Choose four (4) of the following:

IPM 6000	IT/IS Project Scope Development and Management
IPM 6010	IT/IS Project Scheduling
IPM 6030	IT/IS Project Risk Management
IPM 6040	IT/IS Project Quality Management
IPM 6050	Agile Project Management
IPM 6090	Special Topics in IT/IS Project Management

GAME DESIGN AND DEVELOPMENT, BACHELOR OF SCIENCE

Philosophy

Crossing the boundaries of traditional game programs, the Game Design and Development program combines the programming, art, and design aspects of creating video games for major platforms, consoles, mobile devices, and simulations. Gaming has been integrated into how we learn, socialize, interact, and gather information. Architecture, Medical Imaging, Military/Law Enforcement, and Education have integrated and adopted game mechanics as well as benefited from technology developed from the game industry. In order to address industry demand, this program of study has been crafted to provide a holistic approach through the discussion and exploration of: Gamification, Virtual/Augmented/Mixed Realities, Educational and Business applications of game mechanics and design, and entertainment arenas. Combining the skills of interactive design, video production, graphic design, 3D modeling, 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 games and simulations for training, educational, and animation applications deployed to personal computers, game consoles, and training modules. 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 mechanic 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 "Game Design & Development 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.

Students enrolled in the Game Design and Development Program, are also eligible to earn the 3D for Digital Media Certificate. The certificate courses are embedded within the Game Design and Development program. If students desire, they can substitute these courses with another College of Technology Certificate set of courses, or the Accelerated Masters option with permission from the program chair, appropriate GPA requirements, and available course program requirements.

Program Competencies

Students completing the Game Design and Development Program (B.S.) will be able to:

- Apply the ethical principles required of computer professionals;
- Employ creative problem solving;
- Employ the appropriate technical knowledge necessary for Game Design and Development job functions;
- Analyze requirements for current trends, best practices, and current methodologies in game development projects;
- Utilize the informational resources and other sources generally accepted as legitimate and valid; and
- Practice a professional pipeline for game development.

Experiential Learning

The Office of Experiential Learning takes a 360° approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for Prior Learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway

to completing your degree.

Cooperative Education Option

The Cooperative Education 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 contact the Office of Work-Integrated Learning and their Program Chair one semester before they would like to begin a co-op assignment. For additional information on cooperative education, please visit: https://www.wilmu.edu/coel/work-integrated-learning.aspx

Enhance your Degree with a Certificate

The College of Technology's digital media department, which is focused on giving students hands-on training and real-world skills across a multimedia platform, consists of six individual Bachelor of Science (B.S.) degrees: Animation and 3D, Game Design and Development, Graphic Design, Photography, Video and Film Production, and Web Design.

Each of these degree programs has been designed with three identifiable parts: Uniform First Year, Program Core, and 15 credits to be used towards a CoT Certificate. All students will begin their academic career with a uniform first year before they begin to focus on their selected degree core. After completion of the uniform first year, students will begin to enroll in their program core courses. Finally, students in each program will use 15 career-centered course credits towards earning a College of Technology Certificate as illustrated in the table below.

Uniform First Year				
Animation & 3D Program Core Courses	Game Design & Development Program Core Courses	Graphic Design Program Core Courses	Video & Film Production Program Core Courses	Web Design Program Core Courses
College of Technology Certificate Courses (options vary by program)				

Accelerated Graduate Certificate Option

Students in the Game Design and Development B.S. degree program may choose an accelerated option with:

- Management Information Systems Graduate Certificate; or
- Technology Project Management Graduate Certificate

Students selecting this option can complete both their undergraduate degree and the graduate certificate by completing 120 credits (105 undergraduate credits and 15 graduate credits). The five graduate courses (15 credits) needed for the graduate certificate would count as five courses (15 credits) towards undergraduate electives in your degree.

Students who complete the Management Information Systems or Technology Project Management Graduate Certificates also receive the benefit of completing five graduate level courses that count towards a Master's degree in Information Systems Technologies (MS-IST). Students selecting this option are not required to pursue the MS-IST degree.

Admission requirements include:

- A minimum GPA of 3.25
- Completion of at least 60 credits towards your degree program
- A meeting with an academic advisor to submit an Accelerated Option Intent (AOI) form upon completion of at least 30 credits; and
- Recommendation of the Program Chair

Note: Students will not be eligible to register for graduate level courses until they have successfully completed at least 60 credits towards their bachelor's degree and have an approved AOI form. Students must receive their B.S. degree in order to receive the graduate certificate.

Minimum Grade Policy: Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

Game Design and Development B.S. Curriculum

General Education Requirements (39 credits)

CTA 210	Intro to Technology
DSN 105	Visual Communication
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 360	Creative Writing
HIS 381	Contemporary Global Issues
LIT 313	Visual Approaches to Literature: The Graphic Novel
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SCI 240	Concepts in Physics

Game Design and Development Core (72 credits)

ANI 201	Fundamentals of Motion Graphics
ANI 310	Advanced Motion Graphics
ANI 321	Introduction to 3D
ANI 322	3D Modeling Techniques
ANI 323	3D Texture, Rendering and Lighting Techniques
ANI 324	Character Creation and Texturing
ANI 325	Character Rigging
DSN 210	Basic Photoshop
DSN 220	Concept Development
DSN 410	Advanced Photoshop
GMD 100	Intro to Game Engines
GMD 105	Video and Audio for Game Design
GMD 110	Intro to Game Programming
GMD 202	Soundtracks for Film, Video and Games
GMD 203	Creating Sound Effects and Dialog for Film, Video and Games
GMD 210	Advanced Game Programming
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 320	Finite Mathematics
VFP 222	Story Design Methods
VFP 313	Aesthetics of Film

CoT Electives (9 credits)

Students may choose three course (9 credits) from the following undergraduate College of Technology courses: ANI, CSC, DFM, DSN, GMD, ISM, SEC, TEC, UAV, VFP. Students with less than 16 credits are required to take FYE 101 as one of their electives.

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 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.

Note that a minimum of 120 combined credits are needed to satisfy the Completion Degree requirements, including both transfer credits and credits earned at Wilmington University.

Game Design and Development Completion Degree

ANI 310	Advanced Motion Graphics
ANI 321	Introduction to 3D
ANI 322	3D Modeling Techniques
ANI 323	3D Texture, Rendering and Lighting Techniques
ANI 324	Character Creation and Texturing
ANI 325	Character Rigging
DSN 410	Advanced Photoshop
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
VFP 222	Story Design Methods
VFP 313	Aesthetics of Film

The following courses or their equivalents are prerequisites for a completion degree in Game Design and Development:
ANI 201 Fundamentals of Motion Graphics
DSN 210 Basic Photoshop
ENG 122 English Composition II
GMD 100 Introduction to Game Engines
GMD 105 Video and Audio for Game Design
GMD 110 Introduction to JavaScript for Unity 3D
GMD 210 Advanced JavaScript for Unity 3D
MAT 200 Pre-Calculus or MAT320 Finite Math
MAT 205 Introductory Survey of Mathematics

Accelerated Option with Management Information Systems Graduate Certificate

The certificate requires 15 graduate credits. Students will complete the following five courses in place of ANI 322, ANI 323, ANI 324, ANI 325 and a free elective. Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

IST 7000	Data Management
IST 7020	Analysis, Modeling, and Design
IST 7040	Data Communications and Networking
IST 7060	Project and Change Management
IST 7100	IT Policy and Strategy

Accelerated Option with Technology Project Mgt Graduate Certificate

The certificate requires 15 graduate credits. Students will complete IST 7060 in place of a free elective (3 credits) and four of the six IPM courses listed below in place of ANI 322, ANI 323, ANI 324, and ANI 325. Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

IST 7060	Project and Change Management

Choose four (4) of the following:

IPM 6000	IT/IS Project Scope Development and Management
IPM 6010	IT/IS Project Scheduling
IPM 6030	IT/IS Project Risk Management
IPM 6040	IT/IS Project Quality Management
IPM 6050	Agile Project Management
IPM 6090	Special Topics in IT/IS Project Management

GRAPHIC DESIGN, BACHELOR OF SCIENCE

Program Purpose

Graphic Design is a universal mode of communication where designers transform concepts into informative and innovative visual compositions. The art of graphic design involves the comprehensive skill of projecting visual content to capture attention and to solve problems for professionals in branding, packaging, spatial design, publication design, typeface design, and more.

Students who pursue a Bachelor of Science Degree in Graphic Design, offered by the College of Technology at Wilmington University, will discover how to use industry-leading tools to create innovative user experiences. Students will be able to deliver in both physical and virtual forms, including images, typography, and other graphic representations. Students will develop the necessary skills to become an in-demand visual thinker and communicator for any purpose, whether commercial, educational, cultural, or political.

According to the U.S. Bureau of Labor Statistics (2016), the projected growth for careers related to graphic design, from 2016 to 2026, is about as fast as the average for all occupations. "Projected growth will be due to increased demand for animation and visual effects in video games, movies, and television" (U.S. Bureau of Labor Statistics, 2016).

The Bachelor of Science Degree program in Graphic Design at Wilmington University shapes designers to think conceptually and apply technical skills in all forms of design practice. After completing this program, students will be prepared to pursue a variety of job opportunities such as Multimedia Designer, Logo Designer, Brand Identity Designer, Creative/Art Director, Photo Editing/Photoshop Artist, Layout Artist.

Students seeking a career in graphic design should be prepared to familiarize themselves with both Mac and Windows platforms.

Program Competencies

Students completing the Graphic Design (B.S.) program will be able to:

- 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.
- Write with clarity and precision using correct English grammar: mechanics and usage. Correctly and ethically exhibit competence in writing for specific purposes, diverse audiences, and genres.
- Employ critical thinking strategies such as quantitative, qualitative, and scientific reasoning to analyze consequences and outcomes and then determine logical solutions.
- Employ legitimate and valid informational resources.
- Apply the ethical principles required of computer or designer professionals.
- Employ creative problem solving from project inception to completion.
- Develop a professional body of work and appropriate artifacts to provide evidence of personal vision and skills.
- Develop innovative design solutions to effectively communicate to a given audience.

Experiential Learning

The Office of Experiential Learning takes a 360° approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for Prior Learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

Cooperative Education Option

The Cooperative Education option for the Graphic Design program is an alternative to VFP 313 – Aesthetics of Film and DSN 490 – 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 contact the Office of Work-Integrated Learning and their Program Chair one semester before they would like to begin a co-op assignment. For additional information on cooperative education, please visit: https://www.wilmu.edu/coel/work-integrated-learning.aspx

Minimum Grade Policy

The Graphic Design program has set a minimum passing grade of "C-" for the following courses: DSN 308, DSN 335, DSN 401, DSN 410, and DSN 415. Students receiving a grade lower than "C-" in any of these courses must retake the course.

Enhance your Degree with a Certificate

The College of Technology's digital media department, which is focused on giving students hands-on training and real-world skills across a multimedia platform, consists of six individual Bachelor of Science (B.S.) degrees: Animation and 3D, Game Design and Development, Graphic Design, Photography, Video and Film Production, and Web Design.

Each of these degree programs has been designed with three identifiable parts: Uniform First Year, Program Core, and 15 credits to be used towards a CoT Certificate. All students will begin their academic career with a uniform first year before they begin to focus on their selected degree core. After completion of the uniform first year, students will begin to enroll in their program core courses. Finally, students in each program will use 15 career-centered course credits towards earning a College of Technology Certificate as illustrated in the table below.

Uniform First Year

Animation & 3D Program Core Courses	Game Design & Development Program Core Courses	Graphic Design Program Core Courses	Video & Film Production Program Core Courses	Web Design Program Core Courses

College of Technology Certificate Courses (options vary by program)

Accelerated Graduate Certificate Option
Students in the Graphic Design B.S. degree program may choose an accelerated option with:

Technology Project Management Graduate Certificate

Students selecting this option can complete both their undergraduate degree and the graduate certificate by completing 120 credits (105 undergraduate credits and 15 graduate credits). The five graduate courses (15 credits) needed for the graduate certificate would count as five courses (15 credits) towards undergraduate electives in your degree.

Students who complete the Technology Project Management Graduate Certificate also receive the benefit of completing five graduate level courses that count towards a Master's degree in Information Systems Technologies (MS-IST). Students selecting this option are not required to pursue the MS-IST degree.

Admission requirements include:

- A minimum GPA of 3.25
- Completion of at least 60 credits towards your degree program
- A meeting with an academic advisor to submit an Accelerated Option Intent (AOI) form upon completion of at least 30 credits; and
- Recommendation of the Program Chair

Note: Students will not be eligible to register for graduate level courses until they have successfully completed at least 60 credits towards their bachelor's degree and have an approved AOI form. Students must receive their B.S. degree in order to receive the graduate certificate.

Minimum Grade Policy: Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

Graphic Design Curriculum

General Education Requirements (39 credits)

The Graphic Design program has set a minimum passing grade of "C-" for the following courses: DSN 308, DSN 335, DSN 401, DSN 410, and DSN 415. Students receiving a grade lower than "C-" in any of these courses must retake the course.

CTA 210	Intro to Technology
DSN 110	Fundamentals of Drawing
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing
	OR
ENG 360	Creative Writing

HIS 230	History of Art and Design
HIS 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SCI	Natural Science

Graphic Design Core (63 credits)

ANI 201	Fundamentals of Motion Graphics
DSN 105	Visual Communication
DSN 121	Basic InDesign
DSN 210	Basic Photoshop
DSN 220	Concept Development
DSN 235	Vector Drawing
DSN 300	Design for Marketing
DSN 306	Principles of Color Theory
DSN 307	Intermediate InDesign
DSN 308	Illustration
DSN 315	Typography
DSN 318	Portfolio Production
DSN 335	Advanced Vector Drawing
DSN 401	Advanced InDesign
DSN 410	Advanced Photoshop
DSN 415	Package Design
DSN 487	Senior Project
TEC 215	Basic Photography
TEC 325	Business of Freelancing
VFP 313	Aesthetics of Film

DSN 490	Internship
OR	
DSN 489	Experiential Learning in Design

College of Technology Certificate Electives (15 credits)

Students should choose a College of Technology certificate to fulfill this elective core. If not pursuing a College of Technology Certificate, students may choose from the following undergraduate College of Technology courses to fulfill their electives: ANI, CSC, DFM, DSN, GMD, ISM, SEC, TEC, UAV, VFP. Selecting an elective outside of this list will require approval of the Program Chair.

Free Elective (3 credits)

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

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 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.

Note that a minimum of 120 combined credits are needed to satisfy the Completion Degree requirements, including both transfer credits and credits earned at Wilmington University.

Graphic Design Completion Degree

The Graphic Design completion degree program has set a minimum passing grade of "C-" for the following courses: DSN 308, DSN 335, DSN 401, DSN 410, and DSN 415. Students receiving a grade lower than "C-" in any of these courses must retake the course.

CSC 370	User-Centered Design
DSN 300	Design for Marketing
DSN 306	Principles of Color Theory
DSN 307	Intermediate InDesign
DSN 308	Illustration
DSN 315	Typography
DSN 318	Portfolio Production
DSN 335	Advanced Vector Drawing
DSN 401	Advanced InDesign
DSN 410	Advanced Photoshop
DSN 415	Package Design
DSN 487	Senior Project
TEC 325	Business of Freelancing
VFP 313	Aesthetics of Film

DSN 490	Internship
OR	
DSN 489	Experiential Learning in Design

The following courses are prerequisites for the Web Design Completion Degree:

DSN 121 Basic InDesign
DSN 210 Basic Photoshop
DSN 235 Vector Drawing
HIS 230 History of Art and Design
TEC 215 Basic Photography

Accelerated Option with Graduate Certificate

Accelerated Option with Technology Project Mgt Graduate Certificate

The certificate requires 15 graduate credits. Students will complete IST 7060 and four of the six IPM courses listed. Students must

maintain a 3.0 GPA in order to earn the certificate.

IST 7060	Project and Change Management

Choose four (4) of the following:

IPM 6000	IT/IS Project Scope Development and Management
IPM 6010	IT/IS Project Scheduling
IPM 6030	IT/IS Project Risk Management
IPM 6040	IT/IS Project Quality Management
IPM 6050	Agile Project Management
IPM 6090	Special Topics in IT/IS Project Management

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 completing the Information Systems Management Program (B.S.) program will be able to:

- 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.

- 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.
- Employ critical thinking strategies such as quantitative, qualitative, and scientific reasoning to analyze consequences and outcomes and then determine logical solutions.
- Using information in any format to research, evaluate, and ethically utilize information effectively and with appropriate attribution.
- Demonstrate knowledge and application of prescribed ethical codes and behaviors related to the student's academic discipline.
- Explain the role of IT in meeting strategic business objectives.
- Explain how IT can be used for competitive advantage in the external marketplace.
- Explain how IT can significantly improve internal business operations and decision making.
- Apply the systems approach to business problem solving.

Experiential Learning

The Office of Experiential Learning takes a 360° approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for Prior Learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

Cooperative Education Option

Students in the Information Systems Management degree program may obtain relevant work experience by completing up to six credit hours through an optional co-op assignment. The Cooperative Education option for Information Systems Management can be equivalent to one or two, three credit hour semester long courses for a maximum of three credit hours in a semester. Each co-op assignment is one semester long and normally the two co-op assignments span two consecutive semesters with the same employer. Students can complete their 120 credit hour Information Systems Management degree program with or without choosing the co-op option. Co-op eligibility requires students to (a) successfully complete a minimum of two Information Systems Management (ISM) degree program core courses in residence; (b) have successfully completed at least 60 credits in the ISM program; and (c) have a cumulative GPA of 2.5 or higher. Students must contact the Office of Work-Integrated Learning and their Program Chair one semester before they would like to begin a co-op assignment. For additional information on cooperative education, please visit: https://www.wilmu.edu/coel/work-integrated-learning.aspx

Accelerated Graduate Certificate Option

Students in the Information Systems Management B.S. degree program may choose an accelerated option with:

- Management Information Systems Graduate Certificate; or
- Technology Project Management Graduate Certificate

Students selecting this option may be able to (a) substitute up to 15 designated, graduate credits for up to 15 undergraduate free elective credits in the B.S. ISM program. The number of undergraduate credits (up to 15) available for this option is dependent on course transfers, course completions, and the availability of free electives. The Advanced Graduate Certificate Option (AGCO) is structured to ensure it can be completed within the 120 credit, undergraduate degree (105 to 117 undergraduate credits plus up to 15 graduate credits).

Students successfully completing the 15 designated, graduate credits (five courses) become eligible for a Management Information Systems or Technology Project Management Graduate Certificate, subject to the certificate award requirements. In addition, whether successfully completing one graduate course or all five graduate courses, students receive graduate credit toward a Master of Science degree in Information Systems Technology (M.S. IST). Students selecting either AGCO are not required to pursue the MS-IST degree.

Admission requirements include:

- A minimum, cumulative WilmU GPA of 3.25
- Completion of at least 60 credits towards your degree program
- A meeting with an academic advisor to submit an Accelerated Option Intent (AOI) form upon completion of at least 30

credits; and

- Recommendation of the Program Chair

Note: Students will not be eligible to register for graduate level courses until they have successfully transferred in or completed, at least, 60 credits towards their bachelor's degree in the College of Technology and have an approved AOI form. Students must receive their B.S. degree and apply to the Graduate College of Technology to receive the graduate certificate.
Minimum Grade Policy: Students must maintain a cumulative 3.0 GPA in their graduate courses in order to earn the certificate.

Information Systems Management B.S. Curriculum

General Education Requirements (39 credits)

CTA 326	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
ENG 310	Research Writing
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
POL 300	American Politics
	OR
HIS 381	Contemporary Global Issues
PSY 101	Introduction to Psychology
SCI 321	Technology in the Sciences

Humanities Electives

Choose two courses (6 credits) from:
ART, COM 245, CUL, DRA, DSN 110, ETN, HIS 230, HUM, LIT, MUS, PHI, SPA, TEC 215, VFP 313

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
MAT 312	Business Statistics

Information Systems Management (45 credits)

BBA 430	Big Data and Visualization
FIN 300	Applied Concepts in Accounting and Finance
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
PHI 314	Ethics for Computer Professionals
SEC 100	Introduction to Computer Hardware and Operation
SEC 205	Fundamentals of Cybersecurity

Free Electives (18 credits)

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

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 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.

Note that a minimum of 120 combined credits are needed to satisfy the Completion Degree requirements, including both transfer credits and credits earned at Wilmington University.

Information Systems Management Completion Degree

BBA 430	Big Data and Visualization
BBM 320	Business Communications
BBM 350	Introduction to E-Commerce
FIN 300	Applied Concepts in Accounting and Finance
BMK 305	Marketing
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
PHI 314	Ethics for Computer Professionals

The following courses or their equivalents are prerequisites for a completion degree in Information Systems Management:
BBM 201 Principles of Management
CTA 326 Integrating Excel into Business Problem Solving
ENG 122 English Composition II
ISM 110 Information Systems Theory and Practice
MAT 205 Introductory Survey of Mathematics
SEC 100 Introduction to Computer Hardware and Operation

SEC 205 Fundamentals of Cybersecurity

Accelerated Options

Accelerated Option with Management Information Systems Graduate Certificate

The certificate requires 15 graduate credits. Students must maintain a cumulative 3.0 GPA in their graduate courses to earn the certificate.

IST 7000	Data Management
IST 7020	Analysis, Modeling, and Design
IST 7040	Data Communications and Networking
IST 7060	Project and Change Management
IST 7100	IT Policy and Strategy

Accelerated Option with Technology Project Mgt Graduate Certificate

The certificate requires 15 graduate credits. Students will complete IST 7060 and four of the six IPM courses listed. Students must maintain a cumulative 3.0 GPA to earn the certificate.

IST 7060	Project and Change Management

Choose four (4) of the following:

IPM 6000	IT/IS Project Scope Development and Management
IPM 6010	IT/IS Project Scheduling
IPM 6030	IT/IS Project Risk Management
IPM 6040	IT/IS Project Quality Management
IPM 6050	Agile Project Management
IPM 6090	Special Topics in IT/IS Project Management

VIDEO AND FILM PRODUCTION, BACHELOR OF SCIENCE

Philosophy

Today, video is a prevalent element of everyday life in both personal and professional settings. 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 Film Production 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 Film Production 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 completing the Video and Film Production (B.S.) program will be able to:

- Develop the technical skills required for professional video production;
- Practice a professional video workflow;
- Utilize informational resources and other sources generally accepted as legitimate and valid;
- Employ creative problem solving;
- Practice professional and ethical behavior; and
- Analyze past and current professional trends in video and film production.

Experiential Learning

The Office of Experiential Learning takes a 360° approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for Prior Learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

Cooperative Education Option

The Cooperative Education option is an alternative to the VFP 487 - Video and Film Production Senior Project and VFP 490 - Video and Film Production 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 contact the Office of Work-Integrated Learning and their Program Chair one semester before they would like to begin a co-op assignment. For additional information on cooperative education, please visit: https://www.wilmu.edu/coel/work-integrated-learning.aspx

Enhance your Degree with a Certificate

The College of Technology's digital media department, which is focused on giving students hands-on training and real-world skills across a multimedia platform, consists of six individual Bachelor of Science (B.S.) degrees: Animation and 3D, Game Design and Development, Graphic Design, Photography, Video and Film Production, and Web Design.

Each of these degree programs has been designed with three identifiable parts: Uniform First Year, Program Core, and 15 credits to be used towards a CoT Certificate. All students will begin their academic career with a uniform first year before they begin to focus on their selected degree core. After completion of the uniform first year, students will begin to enroll in their program core courses. Finally, students in each program will use 15 career-centered course credits towards earning a College of Technology Certificate as illustrated in the table below.

Uniform First Year				
Animation & 3D Program Core Courses	Game Design & Development Program Core Courses	Graphic Design Program Core Courses	Video & Film Production Program Core Courses	Web Design Program Core Courses
College of Technology Certificate Courses (options vary by program)				

Accelerated Graduate Certificate Option

Students in the Video and Film Production B.S. degree program may choose an accelerated option with:

Technology Project Management Graduate Certificate

Students selecting this option can complete both their undergraduate degree and the graduate certificate by completing 120 credits (105 undergraduate credits and 15 graduate credits). The five graduate courses (15 credits) needed for the graduate certificate would count as five courses (15 credits) towards undergraduate electives in your degree.

Students who complete the Technology Project Management Graduate Certificate also receive the benefit of completing five graduate level courses that count towards a Master's degree in Information Systems Technologies (MS-IST). Students selecting this option are not required to pursue the MS-IST degree.

Admission requirements include:

- A minimum GPA of 3.25
- Completion of at least 60 credits towards your degree program
- A meeting with an academic advisor to submit an Accelerated Option Intent (AOI) form upon completion of at least 30 credits; and
- Recommendation of the Program Chair

Note: Students will not be eligible to register for graduate level courses until they have successfully completed at least 60 credits towards their bachelor's degree and have an approved AOI form. Students must receive their B.S. degree in order to receive the graduate certificate.

Minimum Grade Policy: Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

Video and Film Production B.S. Curriculum

General Education Requirements (39 credits)

CTA 210	Intro to Technology
DSN 105	Visual Communication
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 360	Creative Writing
HIS 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
VFP 313	Aesthetics of Film
SCI	Natural Science

Video and Film Production Core (63 credits)

ANI 201	Fundamentals of Motion Graphics
DFM 200	Introduction to Digital Film-Making
DFM 300	Directing Digital Films
DFM 350	Digital Film-Making II
DSN 210	Basic Photoshop
DSN 220	Concept Development
VFP 100	Camera and Cinematography
VFP 101	Introduction to Audio
VFP 200	Adv Camera and Cinematography
VFP 202	Adv Audio Recording Techniques
VFP 203	Intro to Non-Linear Editing
VFP 222	Story Design Methods
VFP 301	Lighting for Production I

VFP 302	Lighting for Production II
VFP 350	Journalism in Practice
VFP 400	On Location Production Techniques
VFP 401	Producing the Documentary
VFP 402	Studio Production Techniques
VFP 423	Advanced Non-Linear Editing
VFP 487	Video & Film Production Senior Project
VFP 490	Video & Film Production Internship
OR	
VFP 489	Experiential Learning in Video and Film Production

College of Technology Certificate Electives (15 credits)

Students should choose a College of Technology certificate to fulfill this elective core. If not pursuing a College of Technology Certificate, students may choose from the following undergraduate College of Technology courses to fulfill their electives: ANI, CSC, DFM, DSN, GMD, ISM, SEC, TEC, UAV, VFP. Selecting an elective outside of this list will require approval of the Program Chair.

Free Elective (3 credits)

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

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 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.

Note that a minimum of 120 combined credits are needed to satisfy the Completion Degree requirements, including both transfer credits and credits earned at Wilmington University.

Video and Film Production Completion Degree

DFM 300	Directing Digital Films
DFM 350	Digital Film-Making II
VFP 200	Adv Camera and Cinematography
VFP 203	Intro to Non-Linear Editing
VFP 301	Lighting for Production I
VFP 302	Lighting for Production II
VFP 313	Aesthetics of Film
VFP 330	Aerial Cinematography
VFP 350	Journalism in Practice
VFP 400	On Location Production Techniques
VFP 401	Producing the Documentary
VFP 402	Studio Production Techniques
VFP 423	Advanced Non-Linear Editing
	CoT Elective

VFP 487	Video & Film Production Senior Project
OR	
VFP 490	Video & Film Production Internship

The following courses are prerequisites for a completion degree in Video and Film Production:
DFM 200 Introduction to Digital Film-Making
VFP 100 Camera and Cinematography
VFP 101 Introduction to Audio
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.

Accelerated Option with Technology Project Mgt Graduate Certificate

The Video and Film Production degree also allows students the opportunity to build a Graduate Certificate into their undergraduate curriculum. The Technology Project Management Certificate would benefit students who are interested in pursuing video/film producing and working in the management of film production. The certificate requires 15 graduate credits. Students will complete IST 7060 and four of the six IPM courses listed. Students must maintain a 3.0 GPA in order to earn the certificate.

IST 7060	Project and Change Management

Choose four (4) of the following:

IPM 6000	IT/IS Project Scope Development and Management
IPM 6010	IT/IS Project Scheduling
IPM 6030	IT/IS Project Risk Management
IPM 6040	IT/IS Project Quality Management
IPM 6050	Agile Project Management
IPM 6090	Special Topics in IT/IS Project Management

WEB DESIGN, BACHELOR OF SCIENCE

Philosophy

The Web Design (B.S.) program offers courses in three key areas of software required to work in the design industry - Adobe InDesign, Adobe Photoshop, and Adobe Illustrator - with curriculum emphasis on good design, problem solving, planning, and design functionality. InDesign is used for layout, Photoshop for image manipulation, and Illustrator for vector drawing. Students will learn industry standard software with hands-on coursework. Students may also use five program electives to complete requirements for a certificate of their choice. Students may also opt to use those five electives to complete the accelerated option graduate certificate.

Purpose

In following the University mission, the Web Design (B.S.) program prepares students for employment in the design field. Employment postings for photographers and designers have highlighted the requirement of skills specifically in the three Adobe software programs included in this program.

Program Competencies

Students completing the Web Design (B.S.) program will be able to:

- 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.
- Write with clarity and precision using correct English grammar: mechanics and usage. Correctly and ethically exhibit competence in writing for specific purposes, diverse audiences, and genres.
- Employ critical thinking strategies such as quantitative, qualitative, and scientific reasoning to analyze consequences and outcomes and then determine logical solutions.
- Employ legitimate and valid informational resources.
- Apply the ethical principles required of computer or designer professionals.
- Employ creative problem solving from project inception to completion.
- Develop a professional body of work and appropriate artifacts to provide evidence of personal vision and skills.
- Develop responsive web applications that display appropriately on various devices.

Experiential Learning

The Office of Experiential Learning takes a 360° approach to experiential learning. Whether you come to Wilmington University with a vast amount of professional experience and are awarded Credit for Prior Learning (CPL), or you participate in a Work-Integrated Learning (WIL) opportunity (Internships or Cooperative Education) embedded in your curriculum for credit, we provide a pathway to completing your degree.

Cooperative Education Option

The Cooperative Education option for the Web Design program is an alternative to VFP 313 – Aesthetics of Film and DSN 490 – 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 contact the Office of Work-Integrated Learning and their Program Chair one semester before they would like to begin a co-op assignment. For additional information on cooperative education, please visit: https://www.wilmu.edu/coel/work-integrated-learning.aspx

Minimum Grade Policy

The Web Design program has set a minimum passing grade of "C-" for the following courses: CSC 306, CSC 240/340, CSC 370, DSN 325, DSN 326, and TEC 325. Students receiving a grade lower than "C-" in any of these courses must retake the course.

Enhance your Degree with a Certificate

The College of Technology's digital media department, which is focused on giving students hands-on training and real-world skills across a multimedia platform, consists of six individual Bachelor of Science (B.S.) degrees: Animation and 3D, Game Design and Development, Graphic Design, Photography, Video and Film Production, and Web Design.

Each of these degree programs has been designed with three identifiable parts: Uniform First Year, Program Core, and 15 credits to be used towards a CoT Certificate. All students will begin their academic career with a uniform first year before they begin to focus on their selected degree core. After completion of the uniform first year, students will begin to enroll in their program core courses. Finally, students in each program will use 15 career-centered course credits towards earning a College of Technology Certificate as illustrated in the table below.

Uniform First Year				
Animation & 3D Program Core Courses	Game Design & Development Program Core Courses	Graphic Design Program Core Courses	Video & Film Production Program Core Courses	Web Design Program Core Courses
College of Technology Certificate Courses (options vary by program)				

Accelerated Graduate Certificate Option

Students in the Web Design B.S. degree program may choose an accelerated option with:

- Management Information Systems Graduate Certificate; or
- Technology Project Management Graduate Certificate

Students selecting this option can complete both their undergraduate degree and the graduate certificate by completing 120 credits (105 undergraduate credits and 15 graduate credits). The five graduate courses (15 credits) needed for the graduate certificate would count as five courses (15 credits) towards undergraduate electives in your degree.
Students who complete the Management Information Systems or Technology Project Management Graduate Certificates also receive the benefit of completing five graduate level courses that count towards a Master's degree in Information Systems Technologies (MS-IST). Students selecting this option are not required to pursue the MS-IST degree.
Admission requirements include:

1. A minimum GPA of 3.25
2. Completion of at least 60 credits towards your degree program
3. A meeting with an academic advisor to submit an Accelerated Option Intent (AOI) form upon completion of at least 30 credits; and
4. Recommendation of the Program Chair

Note: Students will not be eligible to register for graduate level courses until they have successfully completed at least 60 credits towards their bachelor's degree and have an approved AOI form. Students must receive their B.S. degree in order to receive the graduate certificate.
Minimum Grade Policy: Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

Web Design Curriculum

General Education Requirements (39 credits)

The Web Design program has set a minimum passing grade of "C-" for the following courses: CSC 306, CSC 240/340, CSC 370, DSN 325, DSN 326, and TEC 325. Students receiving a grade lower than "C-" in any of these courses must retake the course.

CTA 210	Intro to Technology
DSN 110	Fundamentals of Drawing
ECO 105	Fundamentals of Economics
ENG 121	English Composition I
ENG 122	English Composition II
ENG 131	Public Speaking
ENG 310	Research Writing
	OR
ENG 360	Creative Writing
HIS 230	History of Art and Design
HIS 381	Contemporary Global Issues
MAT 205	Introductory Survey of Mathematics
PHI 100	Introduction to Critical Thinking
PSY 101	Introduction to Psychology
SCI	Natural Science

Web Design Core (63 credits)

ANI 201	Fundamentals of Motion Graphics

CSC 240	JavaScript
	OR
CSC 340	JavaScript I
CSC 306	PHP Applic Development
CSC 370	User-Centered Design
DSN 105	Visual Communication
DSN 121	Basic InDesign
DSN 210	Basic Photoshop
DSN 220	Concept Development
DSN 235	Vector Drawing
DSN 300	Design for Marketing
DSN 306	Principles of Color Theory
DSN 307	Intermediate InDesign
DSN 315	Typography
DSN 318	Portfolio Production
DSN 325	Interactive Web Design I
DSN 326	Interactive Web Design II
DSN 487	Senior Project
TEC 215	Basic Photography
TEC 325	Business of Freelancing
VFP 313	Aesthetics of Film
DSN 490	Internship
OR	
DSN 489	Experiential Learning in Design

College of Technology Certificate Electives (15 credits)

Students should choose a College of Technology certificate to fulfill this elective core. If not pursuing a College of Technology Certificate, students may choose from the following undergraduate College of Technology courses to fulfill their electives: ANI, CSC, DFM, DSN, GMD, ISM, SEC, TEC, UAV, VFP. Selecting an elective outside of this list will require approval of the Program Chair.

Free Elective (3 Credits)

Students with less than 16 transfer credits are required to take FYE 101 as one of their electives.

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 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.

Note that a minimum of 120 combined credits are needed to satisfy the Completion Degree requirements, including both transfer credits and credits earned at Wilmington University.

Web Design Completion Degree

The Web Design completion degree program has set a minimum passing grade of "C-" for the following courses: CSC 306, CSC 240/340, CSC 370, DSN 325, DSN 326, and TEC 325. Students receiving a grade lower than "C-" in any of these courses must retake the course.

CSC 240	JavaScript
	OR
CSC 340	JavaScript I
CSC 306	PHP Applic Development
CSC 345	Database Foundations
CSC 370	User-Centered Design
DSN 300	Design for Marketing
DSN 306	Principles of Color Theory
DSN 307	Intermediate InDesign
DSN 315	Typography
DSN 318	Portfolio Production
DSN 325	Interactive Web Design I
DSN 326	Interactive Web Design II
DSN 487	Senior Project
TEC 325	Business of Freelancing
VFP 313	Aesthetics of Film
DSN 490	Internship
OR	
DSN 489	Experiential Learning in Design

The following courses are prerequisites for the Web Design Completion Degree:

DSN 210 Basic Photoshop
DSN 235 Vector Drawing
HIS 230 History of Art and Design
TEC 215 Basic Photography

Accelerated Option with Management Information Systems Graduate Certificate

The certificate requires 15 graduate credits. Students must maintain a 3.0 GPA in their graduate courses in order to earn the certificate.

IST 7000	Data Management
IST 7020	Analysis, Modeling, and Design
IST 7040	Data Communications and Networking
IST 7060	Project and Change Management
IST 7100	IT Policy and Strategy

Accelerated Option with Technology Project Mgt Graduate Certificate

The certificate requires 15 graduate credits. Students will complete IST 7060 and four of the six IPM courses listed. Students must

maintain a 3.0 GPA in order to earn the certificate.

IST 7060	Project and Change Management

Choose four (4) of the following:

IPM 6000	IT/IS Project Scope Development and Management
IPM 6010	IT/IS Project Scheduling
IPM 6030	IT/IS Project Risk Management
IPM 6040	IT/IS Project Quality Management
IPM 6050	Agile Project Management
IPM 6090	Special Topics in IT/IS Project Management

College of Technology Certificates

3D FOR DIGITAL MEDIA CERTIFICATE

From blockbuster films to the latest games, new product launches to cutting edge commercials, 3D and animation skills are at the forefront of getting peoples' attention! We live in a 3D world and the technology available to create your own worlds, creatures, and elements to augment or even completely replace our worlds are at your fingertips. Learn the latest techniques in modeling, texturing, lighting, rendering, and animating within the 3D for Digital Media certificate. Your creations will get utilized in such projects as video games, virtual and augmented reality simulations, visual effects shots, web pages, print, and mobile development applications.

3D for Digital Media Certificate

ANI 321	Introduction to 3D
ANI 322	3D Modeling Techniques
ANI 323	3D Texture, Rendering and Lighting Techniques
ANI 324	Character Creation and Texturing
ANI 325	Character Rigging

Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

ARTIFICIAL INTELLIGENCE CERTIFICATE

Be a part of the intelligent future!

Artificial Intelligence (AI) is one of the fastest-growing areas of computer science and emphasizes the development of the next generation of intelligent software solutions. This six-course (18 credit) certificate prepares students with skills needed to build predictive models for AI.

Artificial Intelligence Certificate

CSC 414	Ethics for AI and Data Analytics
CSC 419	Python for Data Science
CSC 420	Intro to Artificial Intelligence
CSC 430	Machine Learning Principles
CSC 470	Computer Vision and Image Analysis
CTA 326	Integrating Excel into Business Problem Solving

Note: Students are held to all prerequisite requirements; some students may require more than 6 courses to complete this certificate.

CLOUD PRACTITIONER CERTIFICATE

The Cloud Practitioner Certificate (CPC) is geared towards IT students and working professionals. This set of courses prepares students with the knowledge and skills needed to meet the demand for professionals in cloud computing. This 16-credit undergraduate certificate provides cloud background and technical details working on the AWS platform. Students who successfully complete this certificate will demonstrate an overall understanding of the AWS Cloud, functions/pillars and services provided by the platform.

This certificate also prepares students for the external AWS Certified Cloud Practitioner (AWS CCP) examination - an industry-recognized certification intended for individuals who have a desire to gain an entry-level position in the industry. The AWS CCP certification is foundational to the pursuit of an Advanced AWS Associate-level or Specialty certification.

A key course offering of this certificate is the "boot-camp" style review course – SEC 329 Cloud Practitioner Certificate (CPC) Exam Review. The CPC Exam Review course has two components: 1) a review for all material on the AWS CCP Exam and 2) a series of pre-tests that will allow students to assess their readiness for the external AWS CCP exam. This review course meets over several days and includes a hands-on portion. The review will emphasize the competencies and material assessed on the external AWS CCP exam.

Students must maintain a minimum cumulative grade point average of 2.0. The certificate must be completed within two (2) years.

Cloud Practitioner Certificate

SEC 325	Breaking Down Cloud Security
SEC 326	Cloud Architecture, Reliability & Economics
SEC 327	Cloud Services & Tools
SEC 328	Cloud Operations & Performance
SEC 329	Cloud Practitioner Certificate (CPC) Exam Review

DATA ANALYTICS CERTIFICATE

Gain appreciative analysis skills!

Data Analytics is among today's fastest-growing professions. This six course (18 credit) certificate is designed to provide students with well-rounded skills to perform data analysis with Excel and SQL. Whether you are gathering data or analyzing it to make recommendations, you will benefit from the core analytics principles, including how to manipulate and query large data sets.

Data Analytics Certificate

CSC 345	Database Foundations
CSC 402	Data Analysis Storytelling
CSC 407	Data Analysis for Organizations
CSC 414	Ethics for AI and Data Analytics
CSC 419	Python for Data Science
CTA 326	Integrating Excel into Business Problem Solving

Note: Students are held to all prerequisite requirements; some students may require more than 6 courses to complete this certificate.

DIGITAL EVIDENCE DISCOVERY AND DIGITAL EVIDENCE INVESTIGATION CERTIFICATES

Two certificates offer forensic training for students, providing the skills to locate, recover, and analyze digital evidence. These skills 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.
- Analyzing malware.

The proliferation and use of technology has changed the nature of crime and the methods of high-tech criminals. For example, fraud may no longer involve forging checks, but instead debit or credit card fraud. Organized scams over the internet are prevalent. Each of these areas requires a new skill set for practitioners in the field. It is common for those involved in criminal activity to have used social media, email, their smartphone or a combination of these while engaged in criminal activity. In addition, IoT (Internet of Things) devices, such as smart home appliances, Fitbits and the Echo capture vast amounts of digital evidence that can be used to prosecute or exonerate a suspect.

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. 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. Three of the twelve courses in the certificates are required in the Bachelor of Science in Cybersecurity (formerly Computer & Network Security). Cybersecurity B.S. majors can earn both certificates by using seven of the twelve electives* available in the program for the remaining courses. Note that Cybersecurity B.S. majors completing both Digital Forensics Certificates are eligible to declare a Digital Forensics Concentration.

*The Cybersecurity B.S. program includes 5 Free Electives, 1 College of Technology Elective and 5 Security Electives. In addition, students declaring the Digital Forensics Concentration may request a waiver of the Work Integrated Learning requirement in order to make an additional three credits available.

Minimum Grade Policy

Both digital forensics certificates have set a minimum passing grade of "C-" for each course. Students receiving a grade lower than "C-" in any of the specified courses must retake those courses.

Digital Evidence Discovery Certificate

LES 330	Cyberlaw
LES 331	Electronic Discovery
SEC 100	Introduction to Computer Hardware and Operation
SEC 230	Introduction to Linux
SEC 240	Foundations in Cyber Investigations
SEC 370	Computer Incident Response Course

Note: Students are held to all prerequisite requirements; some students may require more than six courses to complete the certificate.

Digital Evidence Investigation Certificate

SEC 235	Networks and Telecommunications
SEC 350	Introduction Computer Forensics
SEC 355	Mobile Device Security and Forensics
SEC 360	Advanced Mobile and IoT Forensics
SEC 375	Malware Analysis Techniques
SEC 440	Network Forensics

Note: Students are held to all prerequisite requirements; some students may require more than six courses to complete the certificate.

DRONE OPERATIONS AND APPLICATIONS CERTIFICATE

Wilmington University's Drone Operations and Applications Certificate will provide students the skill set and knowledge they will need to succeed in the ever-growing drone industry. This certificate will give students not only the knowledge needed to become legally registered drone pilots, but also the experience and education that is required to obtain a job after completion of the certificate.

Drone technology is currently being deployed in several different areas, including public safety, agriculture, construction, video/photography, and real estate. Students will be educated and trained with the knowledge to complete the FAA Part 107 certification. With the expansion of the drone industry, there are new jobs being created regularly. The Drone Operations and Applications Certificate will provide you with everything you need to break into the drone industry.

Drone Operations and Applications Certificate

UAV 100	Intro to Drone Operations
UAV 102	Drone Design and Maintenance
UAV 200	Security of UAV and UAS Systems
UAV 487	Drone in Practice
VFP 330	Aerial Cinematography

Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete each certificate.

GRAPHIC DESIGN CERTIFICATE

Graphic design is an essential part of any visual communication. Wilmington University's Graphic Design five course (15 credit) certificate gives you the hands-on experience and production knowledge to create innovative design concepts.
Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete this certificate.

Graphic Design Certificate

DSN 121	Basic InDesign
DSN 210	Basic Photoshop
DSN 220	Concept Development
DSN 235	Vector Drawing
DSN 307	Intermediate InDesign

Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete each certificate.

ADVANCED GRAPHIC DESIGN CERTIFICATE

Students who have completed the Graphic Design Certificate and want to continue to a higher level of expertise may enroll in the Advanced Graphic Design Certificate. Three core classes in Marketing, Illustrator and Photoshop are followed by a choice of 2 electives out of a list of 7 courses.

Advanced Graphic Design Certificate

DSN 300	Design for Marketing
DSN 335	Advanced Vector Drawing
DSN 410	Advanced Photoshop

CHOOSE TWO (2) OF THE FOLLOWING:

CSC 100	Web Design & Development
CSC 370	User-Centered Design
DSN 306	Principles of Color Theory
DSN 308	Illustration
DSN 315	Typography
DSN 325	Interactive Web Design I
TEC 325	Business of Freelancing

Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete each certificate.

JAVA PROGRAMMING CERTIFICATE

Java is one of the most sought-after skills and highly recognized credentials in the information technology industry because of its flexibility and cross-platform compatibility.
The five-course Java Programming Certificate will provide students with a concentrated study and working knowledge of the Java programming language as well as providing a focus on object-oriented systems analysis and design utilizing agile, iterative approaches. With some additional self-study, students can be prepared to sit for the Oracle Certified Professional Java SE 7 exam.

Java Programming Certificate

CSC 315	Fund. of O-O Programming
CSC 325	Java Programming I
CSC 335	Java Programming II
CSC 345	Database Foundations
CSC 400	O-O Sys Anlys and Design

Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete each certificate.

MICROSOFT .NET APPLICATIONS DEVELOPMENT CERTIFICATE

The 15 credit-hour Microsoft .NET Applications Development certificate includes the following sequence of five courses, which train students to design and build Microsoft .NET web applications.

Microsoft .NET Applications Development Certificate

CSC 100	Web Design & Development
CSC 310	Microsoft .NET I
CSC 311	Microsoft .NET II
CSC 345	Database Foundations
CSC 350	Mobile App

Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete each certificate.

PHOTOGRAPHY CERTIFICATE

The certificate in Photography will allow a student to start with the basics and move along through upper-level coursework, including flash photography and location and studio lighting. Students may choose between Sports Photography and Photojournalism for one of the courses. Either of these courses will aid the student in event photography through decision making and working under

pressure.

Photography Certificate

TEC 215	Basic Photography
TEC 275	Intermediate Photography
TEC 300	Advanced Photography
TEC 400	Sports Photography
TEC 407	Lighting: Location and Studio

Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete each certificate.

VIDEO PRODUCTION CERTIFICATE

Video is being created and distributed more now than ever. Being able to create a quality video for commercial, social media, or filmmaking purposes is becoming a necessary skill in today's world. The Video Production Certificate will cover six different skill sets within the video production field: Scriptwriting, Producing, Cinematography, Video Editing, Audio Production, and Film Aesthetics. Students will be introduced to the pre-production, production, and post-production workflows that are required to produce professional video.

Video Production Certificate

DFM 200	Introduction to Digital Film-Making
VFP 100	Camera and Cinematography
VFP 101	Introduction to Audio
VFP 203	Intro to Non-Linear Editing
VFP 222	Story Design Methods
VFP 313	Aesthetics of Film

Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete each certificate.

WEB APPLICATIONS DEVELOPMENT CERTIFICATE

The 15 credit-hour Web Applications Development certificate includes the following five courses, which will enable students to design and build advanced web applications.

Web Applications Development Certificate

CSC 100	Web Design & Development

CSC 240	JavaScript
	OR
CSC 340	JavaScript I

CSC 306	PHP Applic Development
CSC 345	Database Foundations
CSC 350	Mobile App

Note: Students are held to all prerequisite requirements; some students may require more than 5 courses to complete each certificate.

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 prerequisites. Students who wish to pursue a minor should contact their Academic Advisor.

DIGITAL FILM-MAKING MINOR

This minor enables students interested in film to obtain the necessary background in digital production and film-making. Students will also learn the terminology, the process and the theory of the film-making business using current digital technology. Students who are not Video and Film Production, Photography, Graphic Design or Web Design majors must complete five course and recommended prerequisites. By completing the prerequisite 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.

Digital Film-Making Minor

Suggested Pre-requisites:

VFP 100	Camera and Cinematography
VFP 222	Story Design Methods

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
VFP 203	Intro to Non-Linear Editing

GRAPHIC DESIGN MINOR

Most companies have some form of newsletter, public relations or publication needs; this minor allows the students to develop their creative skills in the digital design and computer interface fields.

Graphic Design Minor

Required Courses

DSN 121	Basic InDesign
DSN 210	Basic Photoshop
DSN 220	Concept Development
DSN 235	Vector Drawing
DSN 307	Intermediate InDesign

PHOTOGRAPHY MINOR

Photography is everywhere you look: web pages, billboards, textbooks, etc. Images are used to transmit ideas and emotions, to persuade consumers, to influence voters, to make you hungry. Photographs inspire nostalgia, capture history, and they allow people to experience worlds they would otherwise never know. Now that everyone carries a camera, we have witnessed news and events unfolding in ways that forever changed our society. In this minor, students will improve their photographic skills in a course of study that could ultimately lead to employment as working photographers.

The Photography minor is open to all Wilmington University students. In this minor, students will create a path of study suited to their desires by selecting any five courses from the following list, preferably starting with TEC 215. Students who are normally required to include TEC 215 for their major will, when electing a Photography minor, select four additional TEC courses from those listed below.

Photography Minor

Required Courses

TEC 215	Basic Photography
TEC 275	Intermediate Photography
TEC 300	Advanced Photography
TEC 400	Sports Photography
TEC 407	Lighting: Location and Studio

VIDEO MINOR

Students interested in video production may select the Video Minor. This minor will encompass coursework within both the television studio and video production domains, with additional coursework in non-linear editing. The Video Minor will not only expand and build on the skill set of photography, graphic design and web design students, but also students in many other Wilmington University degree programs. Students who are interested in learning the skills practiced in the professional video field will 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 Minor

Suggested Pre-requisites

VFP 100	Camera and Cinematography

Required Courses

VFP 203	Intro to Non-Linear Editing
VFP 301	Lighting for Production I
VFP 400	On Location Production Techniques
VFP 401	Producing the Documentary
VFP 402	Studio Production Techniques

COURSES

AFS - Military Science

AFS 110 - Heritage and Values of the United States Air Force I (1)

"Heritage and Values of the United States Air Force," is a survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force.
Prerequisite: freshman status.

AFS 111 - Heritage and Values of the United States Air Force II (1)

"Heritage and Values of the United States Air Force," is a survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force.
Prerequisite: AFS 110 and freshman status.

AFS 150 - Initial Military Training I (0)

Leadership Lab (LLAB) for the Initial Military Training (IMT) cadets is a recruiting and retention tool. It is an informative and motivational experience, one that inspires cadets to continue to pursue the AFROTC program and an Air Force commission. The focus should be on activities that promote the Air Force way of life and help effectively recruit and retain qualified cadets. LLAB provides new cadets with basic skills and knowledge needed to be a functional member of the cadet corps. It also provides the IMT cadet with information they can use to determine whether or not they wish to continue with the AFROTC program and subsequently pursue an Air Force commission. Weekly activities are designed to build camaraderie and esprit de corps, as well as help them develop leadership and teamwork skills.
Prerequisite: freshman status.

AFS 151 - Initial Military Training II (0)

Leadership Lab (LLAB) for the Initial Military Training (IMT) cadets is a recruiting and retention tool. It is an informative and motivational experience, one that inspires cadets to continue to pursue the AFROTC program and an Air Force commission. The focus should be on activities that promote the Air Force way of life and help effectively recruit and retain qualified cadets. LLAB provides new cadets with basic skills and knowledge needed to be a functional member of the cadet corps. It also provides the IMT cadet with information they can use to determine whether or not they wish to continue with the AFROTC program and subsequently pursue an Air Force commission. Weekly activities are designed to build camaraderie and esprit de corps, as well as help them develop leadership and teamwork skills.
Prerequisite: AFS 150 and freshman status.

AFS 210 - Team and Leadership Fundamentals I (1)

"Team and Leadership Fundamentals," focuses on laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate.
Prerequisite: sophomore status.

AFS 211 - Team and Leadership Fundamentals II (1)

"Team and Leadership Fundamentals," focuses on laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate.
Prerequisite: AFS 210 and sophomore status.

AFS 250 - Field Training Preparation I (0)

The Field Training Preparation (FTP) LLAB program provides training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. In coordination with AFROTC/DOT (Field Training Staff), the FTP curriculum specifies a set of skills all cadets must learn prior to attending field training.
Prerequisite: sophomore status.

AFS 251 - Field Training Preparation II (0)

The Field Training Preparation (FTP) LLAB program provides training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. In coordination with AFROTC/DOT (Field Training Staff), the FTP curriculum specifies a set

of skills all cadets must learn prior to attending field training.
Prerequisite: AFS 250 and sophomore status.

AFS 310 - Leading People and Effective Communication I (3)

"Leading People and Effective Communication," teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors.
Prerequisite: AFS 210 and junior status.

AFS 311 - Leading People and Effective Communication II (3)

"Leading People and Effective Communication," teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors.
Prerequisite: AFS 310 and junior status.

AFS 350 - Intermediate Cadet Leadership I (0)

LLAB provides intermediate cadet leaders, typically AS300 cadets, the opportunity to further develop the skills learned at field training. Every cadet position should provide the intermediate cadet leaders the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment.
Prerequisite: AFS 250, AFS 251 and junior status.

AFS 351 - Intermediate Cadet Leadership II (0)

LLAB provides intermediate cadet leaders, typically AS300 cadets, the opportunity to further develop the skills learned at field training. Every cadet position should provide the intermediate cadet leaders the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment.
Prerequisite: AFS 250, AFS 251, AFS 350 and junior status.

AFS 410 - National Security Affairs/Preparation for Active I (3)

"National Security Affairs/Preparation for Active Duty," is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The final semester provides information that will prepare the cadets for Active Duty.
Prerequisite: senior status.

AFS 411 - National Security Affairs/Preparation for Active Duty II (3)

"National Security Affairs/Preparation for Active Duty," is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The final semester provides information that will prepare the cadets for Active Duty.
Prerequisite: AFS 410 and senior status.

AFS 450 - Senior Cadet Leadership I (0)

LLAB for senior cadet leaders (SCL), typically AS400 cadets, provides commissioning cadets with additional opportunities to develop leadership and supervisory capabilities and prepares them for their first active duty assignment. Like the ICL development program, there will be ample opportunity to develop and receive feedback on those leadership skills they will be expected to possess when they arrive at their first duty station. The SCL LLAB program is also designed to provide prospective officers with the basic active duty survival skills.
Prerequisite: AFS 350, AFS 351 and senior status.

AFS 451 - Senior Cadet Leadership II (0)

LLAB for senior cadet leaders (SCL), typically AS400 cadets, provides commissioning cadets with additional opportunities to develop leadership and supervisory capabilities and prepares them for their first active duty assignment. Like the ICL development program, there will be ample opportunity to develop and receive feedback on those leadership skills they will be expected to possess when they arrive at their first duty station. The SCL LLAB program is also designed to provide prospective officers with the basic active duty survival skills.
Prerequisite: AFS 350, AFS 351, AFS 450 and senior status.

ANI - Animation

ANI 100 - Drawing for Animation (3)

This course introduces students to understanding human and animal physiology, proportion, balance, weight and pose essential for an animator. An emphasis is placed on the development of characters from observation; students explore issues of human and animal pose, motion relevance and aesthetic sensitivity to animation.

ANI 200 - 2D Animation I (3)

Students explore the fundamental principles of animation to develop an understanding of character and performance. Emphasis is placed on the study of movement, expression and behaviors.
Prerequisite: ANI 100 and DSN 210.

ANI 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 VMG 201.
Prerequisite: CTA210 and DSN210.

ANI 300 - 3D Animation I (3)

Students will build on the principles studied in 2-D Animation I, students are introduced to animating in 3-D, with an emphasis on the mechanics of character movement, weight and pose. Students use their 2-D animation skills to produce rough animations that help push their 3-D poses.
Prerequisite: ANI 321 and DSN 210.

ANI 301 - History of Animation (3)

In this course students will focus on the history and aesthetics of animation, with references to the related arts for example; live-action cinema, comics and puppetry. Media includes a wide range of commercial, experimental work and short films produced around the world. Students will produce projects and written work pertaining to course topics.

ANI 310 - Advanced Motion Graphics (3)

This course is an extension of ANI 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 VMG 310.
Prerequisite: ANI201.

ANI 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 VMG 321.
Prerequisite: ANI201.

ANI 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 VMG 322.
Prerequisite: ANI321.

ANI 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 VMG 323.
Prerequisite: ANI322.

ANI 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 VMG 324.
Prerequisite: ANI323.

ANI 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 VMG 325.
Prerequisite: ANI324.

ANI 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. This course is equivalent to VMG 326.

ANI 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. This course is equivalent to VMG 327.
Prerequisite: ANI321 and ANI323.

ANI 400 - 2D Animation II (3)

Students will use perspective and other traditional design features to produce a variety of shot compositions. Students will study the business of staging, posing and animating action in a sequential layout to generate successful visual narratives and develop the ability to rough, block and animate 2-D shots in sequence to meet the objectives of the script to tell the story.
Prerequisite: ANI 200.

ANI 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 VMG 430.
Prerequisite: ANI201.

ANI 450 - 3D Animation II (3)

This course introduces students to the process of assembling the components necessary to allow for efficient workflow in getting animated storytelling on the screen. This course focus on pre-visualization, designing and texturing assets for the camera, animating for camera, lighting and rendering in passes and compiling shots in sequence to create successful storytelling.
Prerequisite: ANI 300.

ANI 487 - Animation and 3D Senior Project (3)

This course is designed to allow senior year students the opportunity to complete a portfolio piece before finishing their degree program. At the start of the project, students will identify a realistic project in their main competency area(s) with the instructor of their section. 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. A student will then complete their animation-based project (2D or 3D) based on the goals and timetable established at the beginning of the semester. Students will be expected to complete and present their animation based project by the end of the semester.
Prerequisite: ANI 450.

ANI 490 - Internship in Animation and 3D (3)

This course will provide students with real-world experience in the field of animation or 3D creation, 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/coel/work-integrated-learning.aspx.
Prerequisite: ANI 450.

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 identifying a problem, research question, and the use of literature in research to establish an ethical approach for resolving issues with the use of technology. The course is intended to prepare the student to complete either APL 489 or APL 490 by developing an academic and career plan and preliminary 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.

APL 489 - Experiential Learning in Applied Technology (3)

This course provides students with an experiential learning opportunity to engage in project-based learning within the student's current employment context or through a simulated work experience utilizing scenario-based application assessments that align with the competencies of an Applied Technology professional as identified by the program chair. The course provides students with an opportunity to define, analyze, and apply theories and models to resolve a complex organizational problem(s) and real-world experiences to strategize Applied Technology related solution and opportunities. This course will also cover phases of career management including preparing for the job market, understanding the job search process, and maximizing effectiveness in career development.
Prerequisite: APL 310.

APL 490 - Applied Technology Internship (3)

Students in the final year of the program who have completed the program's core requirement of APL 310 will be offered the option, as a capstone, to receive academic credit of up to three credit hours for a supervised field experience.
Prerequisite: APL 310.

ART - Art

ART 101 - Art Appreciation 1 (3)

Art Appreciation I is an introduction to western art and architecture of the Pre-historic through the early Renaissance. 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 Pre-historic to the early Renaissance function both as aesthetic and material objects and as cultural artifacts. These include art as sacred spaces, narrative art, art as power and propaganda, and art as domestic decoration.

ART 203 - Non-Western Art (3)

Non-western Art is an introduction to visual art and architecture of the five geographical regions traditionally referred to as art of the non-western tradition. The course will provide students with the foundational skills of art analysis and interpretation, set in the historical context of the Middle East, Asia, the Americas, Africa and Oceania. Students will examine how works of art from these five regions function both as aesthetic and material objects and as cultural artifacts. Themes include, art as sacred spaces, narrative art, art as power and propaganda, and art as domestic decoration.

ART 204 - Art Appreciation II (3)

Art Appreciation II 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 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)

Everything society produces, from cell phones to video games, demonstrates a comprehension of the design process. In this course, students will explore a variety of media used to create hands-on studio projects that demonstrate unity, balance, color, and other key principles and elements of design.

ART 301 - Drawing and Painting (3)

In this hands-on studio course for non-art majors, students will explore the use of a both drawing and painting media. Learn to create works of art refined by a variety of skills and techniques to develop and express your individual artistic style.

ART 302 - Drawing (3)

From charcoal rubbed onto a cave wall to a sketch scribbled on a napkin, humankind has employed drawings to communicate ideas. Develop drawing skills and techniques by using line and tone to compose drawings in media such as pencil, ink, charcoal, or marker.

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)

Acrylic paint is a versatile medium that may be applied in transparent glazes, like watercolor, or opaquely, like oil paint. Learn how to experiment with color mixing, develop skills in paint application, and explore the fundamentals of color while creating dynamic paintings.

ART 315 - Watercolor Painting (3)

Watercolor is admired for its fluid and transparent qualities. Develop skills in color mixing, brush handling, and paint application to create expressive works of art using fundamental techniques such as wet-in wet, dry brush, glazing, and washes.

ART 320 - Fine Art Illustration (3)

Illustration employs a variety of art media in the advertising, fashion, educational, scientific, book publishing, and manufacturing industries. Explore illustration styles and techniques while applying creative problem-solving skills to designs and compositions.

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; CTA 326.

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 481 - Financial Accounting and Reporting I (FAR I) (3)

This course provides an extensive review of generally accepted accounting principles for both business and non-business entities. The topics covered include: Balance Sheet, Income Statement, Statement of Cash Flows, Statement of Retained Earnings, bonds, and leases. These concepts, along with the concepts covered in BAC 482, correspond with the topics tested in the Financial Accounting and Reporting (FAR) section of the CPA Exam.

BAC 482 - Financial Accounting and Reporting II (FAR II) (3)

This course provides an extensive review of generally accepted accounting principles for both business and non-business entities. The topics covered include: pensions, consolidations, international financial reporting standards (IFRS), governmental, and non-profit accounting. These concepts, along with the concepts covered in BAC 481, correspond with the topics tested in the Financial Accounting and Reporting (FAR) section of the CPA Exam.
Prerequisite: BAC 481.

BAC 483 - Auditing and Attestation (AUD) (3)

This course provides an extensive review of auditing and attestation topics including: internal control, PCAOB audit standards, international auditing standards, and audit engagement procedures. These concepts correspond with the topics tested in the Auditing and Attestation (AUD) section of the CPA Exam.

BAC 484 - Regulation (REG) (3)

This course provides an in-depth review of federal tax law and other laws regulating business entities. These concepts correspond with the topics tested in the Regulation (REG) section of the CPA Exam.

BAC 485 - Business Environment and Concepts (BEC) (3)

This course provides an in-depth review of corporate governance, cost and managerial accounting, financial management, strategic planning, and information technology. These concepts correspond with the topics tested in the Business Environment and Concepts (BEC) section of the CPA Exam.

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.

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: BBM 201 and FIN 305.

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 301 - Intro to Business Analytics (3)

This hands-on introductory course provides students with knowledge of the role of business analytics in modern business decision making and the skills necessary to utilize data and analytics to analyze business problems. The course begins with an overview of business analytics concepts, terminology, and tools. Students will understand the history of business analytics, how business analytics is used across a variety of industries, and the future of analytics in today's interconnected business environment. The three types of business analytics discussed are: descriptive, predictive, and prescriptive.
In addition to understanding the environment and role of business analytics, students will gain hands-on knowledge of Excel's intermediate-level capabilities that support the use of data for decision making. The course includes the use of Excel referencing functions, pivot tables to slice and dice data, and graphs and charts to communicate results visually.
Prerequisite: (CTA 326 or CTA 226).

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: BBA 301 or BBM 325 or SPM 400.

BBA 350 - Predictive Analytics (3)

Students in this course will utilize data modeling methodologies of least squares and logistic regression, as well as synthesize statistical results into an actionable set of findings and recommendations to guide business decision making. Students will 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 utilizing 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 but also in deciding on appropriate models, interpreting results, and diagnosing problems.
Prerequisite: BBA 305 MAT 312.

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.
Prerequisite: BBA 350.

BBA 370 - Simulation for Business Analytics (3)

This course provides knowledge of how to develop, implement and use simulation methods for business decision making in the face of uncertainty. Students will build simulation models to answer what-if questions that are motivated by operational business decisions such as determining optimal inventory policies and deciding staffing levels for an organization. The course will utilize Microsoft Excel as well as Excel add-ins as modeling tools.
Prerequisite: BBA 305 and MAT 312.

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.
Prerequisite: BMK 305 and BBA 350.

BBA 420 - Data Mining (3)

This introductory course in data mining will explore various statistical approaches to extract hidden knowledge from large data sets, enabling the analyst to discover complex relationships in data that might otherwise go undetected using manual analytics

methodologies. The associated tasks of acquiring data from an enterprise data warehouse and preparing it for analysis, and the documentation of results will also be covered. Topics include building predictive models; exposure to logistic regression; machine learning and decision tree methods; and understanding lift factors and ROC curves. Hands-on use of mining software, business case studies, and a small data mining project will be used to reinforce the concepts.
Prerequisite: BBA 350.

BBA 430 - Big Data and Visualization (3)

This course provides knowledge of the data sources, tools, and techniques used in the exploration and analysis of big data such as: text and stream mining, social media and big data, Hadoop, NoSQL, fundamentals of big data programming, cloud-based solutions, and visualization of big data using Tableau and GIS software. The course will utilize business case studies for students to understand big data solutions in the business environment.

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.
Prerequisite: BBA 305.

BBA 450 - Advanced Visualization (3)

Visualization software such as Tableau and Qlikview, and the graphics capabilities of Microsoft Excel are fundamental tools in the effective presentation of complex analytic results. This course will address the use of visualization software as well as effective practices of visual design in presenting information based on analytics. 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.
Prerequisite: BBA 430.

BBA 460 - R for Business Analytics (3)

This intensive hands-on course in the R programming language will provide students with the skill-set to analyze and visualize data using R. Students will use R to access data from a variety of local and Cloud-based sources, work with R's underlying data structures, clean and prepare data and analyze data using R functionality, and visualize data using R and Shiny.

BBA 480 - Capstone Business Analytics (3)

This capstone course provides the student experience in an applied business analytics setting. Students may work within an organization on either a full-time or part-time co-op or internship basis for a 14- week semester. Alternatively students may complete a comprehensive project based on prior coursework using an organization at which the student is currently employed or with which the student is familiar. Through this experience the student has an opportunity to explore career interests. At the same time 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.
Prerequisite: All courses listed in the BBA Core are required (with a minimum grade of "C") to be taken before the capstone course.

BBM - Business Management

BBM 100 - Customer Service Workshop (1)

This course is one credit addressing the importance of customer service, including telephone/email techniques and handling the difficult customer.

BBM 102 - Introduction to Business (3)

The world of business is a fast-paced and dynamic environment. Business owners today need to be skilled in dealing with diversity, promoting ethics and social responsibility, sustaining customer relationships, understanding the impact of government regulation on business, finance and accounting, marketing, information systems, and the importance of e-business.

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)

Effective managers are essential to any organization's success. Managers must pay attention to internal and external factors related to their organization. Managers needs to develop specific competencies relating to the functions of management, which are planning, organizing, leading, and controlling. Competencies include communication skills, planning and administration, promoting teamwork, strategic initiatives, global awareness, and self-management.
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.

BBM 304 - Personal Branding (3)

This course will prepare the student for career development through a personalized career marketing plan. Course topics include networking, resume development, interviewing, resources for job searching, social media tools, and developing a unique selling proposition for career marketing.

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.

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 examines the important role of business ethics in organizations. Different philosophical approaches to ethical principles are discussed. Ethical decision making regarding consumers, employees, suppliers and the organization's relationship to society are analyzed.
Prerequisite: BBM 201 or HSP 101.

BBM 320 - Business Communications (3)

This course examines 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 workplace ethics, the natural environment, government regulation, information technology, diversity, corporate governance, philanthropy, and volunteerism.
Prerequisite: BBM201 or HSP101.

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)

Global relationships are a large part of an organization doing business today, whether it be employees, suppliers, or customers. Although global management is based on the universal principles of management, there are differences that need to be taken into consideration such as political, legal, economic, and cultural factors which influence doing business in foreign countries. 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 381 - Introduction to Social Entrepreneurship (3)

This course provides students with an understanding of the philosophy and practical application of social entrepreneurship as means of generating both profit and public good from business enterprises. Utilizing a business mindset, students will learn the nature of social entrepreneurship, characteristics of practitioners, social enterprise as a model of social change, and the widespread impacts of social enterprise.
Prerequisite: BBM 201.

BBM 382 - Sustainability and Energy Management (3)

This course provides students with an understanding of the basic principles of Design for Environment (DFE) and focuses on the challenges that companies face when integrating sustainable thinking into the design and development of new products. Students will learn about the emergence of corporate social responsibility and understand how external forces and business drivers motivate the adoption of DFE practices. Students will also identify the best methods for implementing DFE in a variety of sectors to assure continued economic growth without adverse ecological and social impacts. Lastly, students will examine the global challenges involved with environmental sustainability and how DFE practices can be used to meet these challenges.
Prerequisite: BBM 201.

BBM 386 - Introduction to Logistics and Supply Chain Management (3)

This course provides students with an understanding how decisions regarding logistics and supply chain management creates value and enables a company to meet its strategic objectives. Furthermore, we will conduct a detailed study of supply chain management elements and how they influence the supply chain strategy. Students will become familiar with performance metrics, tools and techniques utilized by supply chain professionals to analyze, recommend and implement solutions to enhance a company's supply chain operations.
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 looks at the importance of international communication in today's business environment. All organizations to some degree operate in a global environment. Topics included in the course are cultural self-awareness and its importance to the business environment, differences in oral and nonverbal communication in various cultures, preparing for business assignments overseas, analysis of communication differences in international meetings, negotiations, and work and social relationships are discussed. The course identifies the cultural, economic, and political implications that affect international communications.
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 Peregrine 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 (FIN 300 for OL majors), BBM 201, BBM 320, BLA 303 (SPM 301 for SPM Majors, or HRM 400 for HRM Majors or ORG 444 for OL majors), BMK 305 (or SPM 407 for SPM Majors), ECO 102 (or ECO 105 for HRM, OL and SPM majors), FIN 305 (FIN 300 for OL majors), 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.
Prerequisite: All OM core courses must be completed before students can enroll in BBM407. The courses include BBM 201, BBM 325, BBM 320, BBM 370, BBM 400, BBM 411, BBM 412, FIN 300, BLA 303, BMK 305, FIN 304, HRM 310, HRM 311, and MIS 320.

BBM 411 - Operations and Systems Management (3)

An integral part of any business is the operations, whether a goods producing or service providing organization, profit or not for profit. Understanding key operations management knowledge areas, phases and processes are critical factors to any successful operational implementation. Students will identify supply chain management, forecasting, inventory management, and statistical control. Topics include the role of customers, suppliers, and the community to operations and systems management.
Prerequisite: ENG 122 and BBM 201.

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 420 - Seminar in Organizational Leadership (3)

This course is the capstone for the Organizational Leadership program and is designed to provide a foundation in the application of content learned in previous courses in an organizational setting. As a project-focused course, students will examine a real-world business issue requiring a crisis management plan, including the trauma informed approach. Students will explore the current trends in leadership practice and apply the concepts to the real-world business issue. Students will consider a variety of elements of the organizational issue including both leadership, business, and psychological aspects.
Prerequisite: FIN300, BBM201, BBM320, ORG444, BMK305, EC105, and MAT312.

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 chair.

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: BBM 201 and BBM 301.

BBM 489 - Experiential Learning (3)

This course provides students with an experiential learning opportunity to engage in project-based learning (approximately 30-hours) within the student's current employment context or through a simulated work experience utilizing scenario-based application assessments that align with the competencies of a Business student.

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 Software Design & Development major.

BIO - Biology

BIO 251 - Biology I (with Lab) (4)

This course is the first of a two part introductory Biology course designed for those intending to major in the Natural Sciences. Living organisms will be studied on a molecular and cellular level. Emphasis will be placed on the chemistry of biological molecules, structure and function of cells and their components, genetic patters of inheritance, flow of genetic information and biotechnology. PRIOR TO FALL 2019, THIS COURSE WAS OFFERED AS SCI 251.

BIO 252 - Biology II (with Lab) (4)

This course is the second part of a two part introductory Biology course designed for those intending to major in the Natural Sciences. Focus will be on the organism level with emphasis on evolution and species diversity, plant and animal structure and physiology and ecology. PRIOR TO FALL 2019, THIS COURSE WAS OFFERED AS SCI 252.
Prerequisite: SCI 232 or BIO 251.

BIO 253 - Anatomy and Physiology I (with Lab) (4)

This course examines the human body and its major systems. The course covers the chemical and cellular basis of life, along with tissues, the skeletal, muscular, nervous and endocrine systems. In this hands-on course, students will conduct dissections and perform experiments in laboratory conditions.

BIO 254 - Anatomy and Physiology II (with Lab) (4)

This course examines the human body and its major systems. The course covers the chemical and cellular basis of life, along with tissues, the cardiovascular, lymphatic, digestive, reproductive and urinary systems. In this hands-on course, students will conduct dissections and perform experiments in laboratory conditions.
Prerequisite: BIO 253.

BIO 336 - Microbiology (with Lab) (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. PRIOR TO FALL 2019, THIS COURSE WAS OFFERED AS SCI 336.
Prerequisite: SCI 232 or BIO 251.

BIO 337 - Genetics (with Lab) (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. PRIOR TO FALL 2019, THIS COURSE WAS OFFERED AS SCI 337.
Prerequisite: SCI 232 or BIO 251.

BIO 338 - Ecology (with Lab) (4)

In this course, students will examine core principles of ecology, including nutrient cycling, and other physical parameters of the earth system. Students will also examine how these abiotic factors influence biota, as well as human impacts on the living and non-living earth. In this hands-on course, students will use key ecological tools and methods to study natural populations and processes. Data analysis will also be an area of emphasis.
Prerequisite: BIO 251.

BIO 352 - Cell & Molecular Biology (with Lab) (4)

In this course, students will examine core principles of cell and molecular biology, including chemical and molecular foundations of life, genes and gene regulation, cellular organization and function, as well as cell growth and differentiation. As a lab class, students will conduct basic cell and molecular biology experiments, gaining experience in techniques fundamental to this level of biological organization. Students will apply understanding of basic biology to further their understanding of disease and aging.
Prerequisite: BIO 251.

BIO 449 - Biotechnology (with Lab) (4)

This course examines the latest content on the science, ethics and regulations of biotechnology. Students will study genomics, microbial, plant and animal biotechnology, forensic analysis, as well as medical biotechnology and ethics. Students will examine biotechnology regulations in the context of emerging and existing technology. In this hands-on course, students will learn to safely work in a biotechnology lab using key tools of the trade.
Prerequisite: BIO 251.

BIO 450 - Immunology & Virology (with Lab) (4)

In this course, students will examine the immune system and biological concepts governing it. The course will cover cells and organs of the immune system, as well as recognition, response, immunity, B and T-cell development, virology and infectious diseases. The course will also examine autoimmune disease as well as cancer. In this hands-on course, students will use key tools and experimental methods to study the immune system.
Prerequisite: BIO 251.

BIO 451 - Proteomics (with Lab) (3)

This course provides students with a conceptual framework for proteomics. In this hands-on class, students will learn to conduct proteomics experiments, and become familiar with the tools necessary to do so.
Prerequisite: BIO 251.

BIO 452 - Cell and Tissue Culture (with Lab) (3)

This hands-on course will prepare students to culture animal cells. Students will learn of lab safety, design and materials, as well as preparation. The course covers the vessels, substrate and media involved in culture, cloning and characterization of animal cells.
Prerequisite: BIO 352.

BIO 453 - Computational Bio & Bioinform. (3)

This course will introduce students to the concepts and tools involved in bioinformatics. Topics include biological databases, gene prediction, phylogenetic tree construction and protein structure basics. Students will be introduced to R programming, and will then apply understanding of R using hands-on activities and biological examples.
Prerequisite: BIO 251, DTA 447 or CSC 420 or SEC 290.

BIO 454 - Forensic Biology (with Lab) (3)

This course examines forensic DNA typing with a particular emphasis on short tandem repeats. The course covers basic DNA biology, as well as techniques in DNA extraction, quantitation and amplification. The course also examines statistical interpretation of forensic DNA evidence and DNA databases.

Prerequisite: BIO 251.

BIO 455 - Scientific CSI (with Lab) (4)

In this course, students will examine core principles and laboratory techniques involved in crime scene investigation. Topics include recording the crime scene evidence, death investigation, forensic biometrics, bloodstain patterns, and DNA analysis. In this hands-on course, students will apply scientific tools and methods to crime scene investigation and various evidence types.
Prerequisite: BIO 251.

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 corporate and non-corporate organizations. Topic coverage includes ethical issues in business, differences between legal and ethical issues in business, contracts, agency relationships, personal and real property, government regulations and how they affect operations of businesses, uniform commercial codes, and trusts.
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.
Prerequisite: ENG 122 and BBM 201.

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.
Prerequisite: BMK 305.

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.
Prerequisite: BMK 305.

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.
Prerequisite: BMK 305.

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 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 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.

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 471 - Mobile Marketing (3)

The Mobile and Digital Marketing course at Wilmington University provides students with ways to take advantage of the changing digital landscape. Students will learn how to successfully design, develop, and integrate marketing plans that take advantage of the rapidly growing mobile market. This course is an opportunity to understand how to build and execute social marketing programs on mobile platforms providing a rich experience for students in a changing technical environment. Students will learn how to identify market segments, use analytics to help shape decision making, and the importance of attaining

ROI in the marketing planning process. To develop proficiency and expertise, students will learn how to optimize the web for mobile devices, (need parallel) strategies to use social marketing to reach mobile users, and as a capstone, develop an integrated digital marketing communications plan for a small business in the Wilmington University footprint.
Prerequisite: BMK 305 and BMK 400.

BMK 489 - Experiential Learning in Marketing (3)

This course provides students with an experiential learning opportunity to engage in project-based learning (approximately 30-hours) within the student's current employment context or through a simulated work experience utilizing scenario-based application assessments that align with the competencies of an entry-level marketing professional. The course provides students with an opportunity to define, analyze and apply marketing theories and models to resolve a complex organizational problem(s) and real-world experiences to strategize marketing related solution and opportunities. This course will also cover phases of career management including preparing for the job market, understanding the job search process, and maximizing effectiveness in career development.
Prerequisite: BMK305 and BMK400.

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 ethical issues, critical thinking and problem solving, and information literacy. Students will have the opportunity to create a portfolio of professional documents as well as create a project based on student interests. The content and outcomes in this course assess the broad knowledge and understanding gained in the Liberal Studies degree.
Prerequisite: Senior status (at least 90 credits), ENG 131, ENG 122 and ENG 310 (depending on program requirements), and MAT 122 or MAT 205 or equivalent.

CHE - Chemistry

CHE 261 - Chemistry I (with Lab) (4)

This is a Foundation Course in the General Education Program. It is a physical science laboratory course in which students will experience the inquiry based, systematic approach to problem solving that characterizes the natural sciences. The following Strands and Goals of the General Education Program will be addressed by this course:

- Reading, Writing, Speaking and Listening Across the Curriculum
- Critical Thinking/Problem Solving
- Computer and Information Technology
- Moral/Ethical Issues

This is the first chemistry course in the Environmental Science and Policy based general chemistry sequence. It is intended for Environmental Science and Policy Major as well as related disciplines who need a chemistry based, introductory level course.

CHE 262 - Chemistry II (with Lab) (4)

This is a Foundation Course in the General Education Program. It is a physical science laboratory course in which students will experience the inquiry based, systematic approach to problem solving that characterized the natural sciences. The following Strands and Goals of the General Education Program will be addressed by this course:

- Reading, Writing, Speaking and Listening Across the Curriculum
- Critical Thinking/Problem Solving
- Computer and Information technology
- Moral/Ethical Issues

This is the second chemistry course in the Environmental Science and Policy based on general chemistry sequence. It is intended for Environmental Science and Policy Major, Physical and Applied Science Majors, as well as related disciplines who need a chemistry based, introductory level, course.
Prerequisite: CHE 261.

CHE 363 - Organic Chemistry I (with Lab) (4)

This is the first organic chemistry course in the Environmental Science and Policy based on chemistry sequence. It is intended for *Environmental Science and Policy Major, Biology majors, Health Science majors, Physical and Applied Science majors*, as well as related disciplines who need an organic chemistry based, introductory course.
Prerequisite: CHE 262.

CHE 364 - Organic Chemistry II (with Lab) (4)

This is the second organic chemistry lab course in the in sequence. It is intended for science and related disciplines who need an organic chemistry based, introductory course.

Prerequisite: CHE 363.

COM - Communications

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 255 - Communication Editing (3)

Thorough, careful, and sensitive editing is needed to prepare written material for time-pressed readers. This course teaches four types of editing (revising, substantive editing, copyediting, and proofreading) for multiple forms of writing. The capstone project combines these skills for a hypothetical website.
Prerequisite: ENG 122.

COM 260 - Social Media Management (3)

This course will take an in-depth look at social media for business uses, including setting social media goals, finding the proper media platforms for specific purposes, using analytics to achieve goals, and more. An introduction to social media distribution tools like Hootsuite and others will be included.

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 355 - Advanced Technical Communication (3)

Advanced Technical Communication will continue the work of the introductory course, COM 250, covering the requirements for designing and developing technical documentation. Students will further define audience and purpose, determine appropriate format and style, improve the clarity and organization of writing, and review and edit work effectively. Project work will require teamwork, oral communication, and presentation skills. **This course provides specific training for the Certified Professional Technical Communication™ (CPTC™) exam (an optional offering). Contact College of Arts & Sciences for testing dates.**
(CPTC™ is a trade mark of the Society for Technical Communication.)
Prerequisite: COM 250 and ENG 122.

COM 365 - Advanced Reporting (3)

This course continues the work of COM 344. It examines how to report, write, and edit news for the mass media, including newspapers, magazines, newsletter, radio, and television. Emphasis will be on methods and styles of writing pertaining to various media, stressing differences in the approach demanded by each medium. Additionally, use of analytics will be emphasized, leading to a final reporting project analyzing data on a particular topic and resulting in a publishable article. Use of standard industry style - Associated Press - is required in this course.
Prerequisite: ENG 122, COM 344, MAT 308.

COM 390 - Current Trends in Social Media (3)

This course will continue the work of COM 260 in examining social media for business uses, with an emphasis on using analytics to achieve goals, and reviewing current issues in social media. Practice using social media distribution tools like Hootsuite will be included. Other tools like Google Analytics will be examined. The final project will focus on a special problem or issue in which analytics will be used to complete the assignment.
Prerequisite: ENG 122, COM 260.

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 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 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 495 - Communication Capstone (3)

This course presents the capstone to academic studies in communication, which allows the student to practice and display the skills developed throughout the program.
The student will work as a professional -- developing a news report topic (either print/digital hard news or feature format) in consultation with the instructor, report on it by conducting research and interviews, adding electronic or digital enhancements, and then pulling that together into a usable print/digital news package.
Additional course study can include analysis of ethical situations in communication, and review of communication law and theory, among other topics.
The student will develop a professional portfolio online, into which work projects can be posted.
Prerequisite: Senior status (at least 90 credits), ENG 310, COM 344, MAT 308.

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 .

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 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 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 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 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 205 or CRJ 334. Crosslisted as: LES 304, POL 304.

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 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 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 206.

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 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 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 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: 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 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.

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 206.

CRJ 350 - Technology Applications 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 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 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. This course is crosslisted with POL 385.
Prerequisite: CRJ 205 or CRJ 334. 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 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 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 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 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 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 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 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 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 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 and CRJ 205 or CRJ 334.

CRJ 419 - Crime Scene Applications and Practices (3)

A practical examination of 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 practices in the field.
Prerequisite: CRJ 318.

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: 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 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 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: 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 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: 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 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 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 205 or CRJ 334, 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 205 or CRJ 334, 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 205 or CRJ 334, 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 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.

CSC - Computer Science

CSC 100 - Web Design & Development (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.

CSC 200 - Computer Science Fund (3)

This course provides a contemporary overview of computer science. Using an algorithm-centered approach ideal for a first course, this non-language-specific approach introduces algorithms, hardware, virtual machines, software development, applications of computing, and social issues. Timely content and learning features address developing topics, such as privacy, drones, cloud computing, and net neutrality.

CSC 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.

CSC 305 - Computer Architecture (3)

This course stresses the structure of the complete system (CPU, memory, buses, and peripherals) and reinforces that core content with an emphasis on divergent examples. Computer architecture is an effective arrangement that provides sufficient detail at the logic and organizational levels appropriate for EE/ECE departments. Topics that are important to computer architecture will be covered in a way that is both thought-provoking and interesting to all.

CSC 306 - PHP Applic Development (3)

This course 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, server-side scripting will be explored, and on database connectivity to applications.

CSC 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.

CSC 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.
Prerequisite: CSC 310 OR SDD 310.

CSC 315 - Fund. of O-O 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.

CSC 325 - Java Programming I (3)

This course will provide students with an understanding of basic Java programming elements and data abstraction using problem representation and the object-oriented framework. Students will learn to write procedural programs using variables, arrays, control statements, loops, recursion, data abstraction and object in an integrated development environment.

CSC 335 - Java Programming II (4)

This course will expand upon knowledge learned in Java Programming I. Advanced Java concepts will be introduced, such as inheritance, polymorphism, abstract classes, exception handling, use of collections and database connectivity. Increased practical experience will be gained by students in designing and writing Java applications.
Prerequisite: CSC325 OR SDD325.

CSC 340 - JavaScript I (3)

Students will learn JavaScript in this course. JavaScript is a popular programming language used for websites and for apps, which run on smart phones and tablets. Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) generate what the user sees on webpages. JavaScript is used for the programming logic incorporated into websites and apps.

CSC 345 - Database Foundations (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.

CSC 350 - Mobile App (3)

In this course, students will be introduced to the basics of app building. Video and text-based lessons will be used to build progressively more complex apps. Students will learn how to build many types of apps as well as programming concepts and terminology. Students will learn how to design the user interface for an app, and how to code the blocks that specify the app's interactive behavior. Additionally, students will learn how to code blocks that specify how an app responds to events, and about conditional blocks that allow an app to make decisions.

CSC 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.

CSC 400 - O-O Sys Anlys 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.

CSC 402 - Data Analysis Storytelling (3)

In this computer science course, you will learn the art and science of data storytelling and achieve greater analytics impact..

CSC 407 - Data Analysis for Organizations (3)

This computer science course provides you the opportunity to experience different data analyst roles so that you can be better prepared for the work of an analyst..

CSC 414 - Ethics for AI and Data Analytics (3)

This course provides an overview of ways to apply ethical frameworks to initiatives in the data profession. You will compare practical approaches to data and analytics problems posed by work in Big Data, Data Science, and AI. You will also investigate data methods for ethical work to Analytics and AI.

CSC 419 - Python for Data Science (3)

This computer science course provides an overview of Python and explains how it can be used in data science. You will learn how to store data, manipulate data, and the best tools to use for data analysis.

CSC 420 - Intro to Artificial Intelligence (3)

This computer science course introduces Artificial Intelligence and explains how it can be used to build applications that help users be more efficient. It uses a mix of engaging lectures and hands-on activities to help you take your first steps into the exciting field of Artificial Intelligence.

CSC 430 - Machine Learning Principles (3)

Machine learning is very important in Artificial Intelligence. This computer science course provides an overview of ML principles. You will receive experience building and deriving insights from machine learning models using Python and Azure Notebooks.

CSC 470 - Computer Vision and Image Analysis (3)

This computer science course provides an overview of Learn about Image Analysis techniques using OpenCV and the Microsoft Cognitive Toolkit to segment images into meaningful parts. You will explore the evolution of Computer Vision, from classical to Deep-Learning techniques using Transfer Learning and Microsoft ResNet to train a model to perform Semantic Segmentation.

CSC 487 - CSC Senior Project (3)

As a culmination of their studies, students in the Computer Science major will complete a senior project to demonstrate the knowledge they've gained across the curriculum. The project requires students to participate in the identification of a problem, develop a project proposal outlining an approach to the problem's solution, implement the proposed solution, and test or evaluate the results. Students must document their work in the form of written reports and, when required, oral presentations.
Prerequisite: Senior status with less than 6 courses remaining.

CSC 489 - Experiential Learning in Computer Science (3)

This course provides students with an experiential learning opportunity to engage in project-based learning within the student's current employment context or through a simulated work experience utilizing scenario-based application assessments that align with the competencies of a Computer Science professional as identified by the program chair. The course provides students with an opportunity to define, analyze, and apply theories and models to resolve a complex organizational problem(s) and real-world experiences to strategize Computer Science related solution and opportunities. This course will also cover phases of career management including preparing for the job market, understanding the job search process, and maximizing effectiveness in career development.
Prerequisite: Senior status with less than 6 courses remaining.

CSC 490 - CSC Internship (3)

This course will provide students with real-world experience. The goal of this course is for the student to reflect critically and constructively on their academic internship. This includes determining how the internship relates to the Computer Science, professional skills, career goals, and what it means to have meaningful work that contributes to personal and professional development.
Prerequisite: Program Chair Approval .

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 uses a simulation lab for part of the learning and offers many resources in the use of computer applications, and handling of storage media. It emphasizes the use of Windows-based operating systems and Microsoft Office-based word processing, computer presentations, and spreadsheet software. Students are also given the skills to take the Microsoft Office Specialist (MOS) Word Exam. Students will also receive an introduction to Wilmington University's online learning platform. Students who have completed CTA 210, CTA 226 or CTA 326 should not register for CTA 206.

CTA 210 - Intro to Technology (3)

This course introduces both the theory and application of modern day computing and how market forces have influenced developments. It compares the Macintosh platform with the PC platform and looks at file preparations, file management, storage, and retrieval on both. Particular emphasis is placed on the role of the Macintosh platform in the design world so students are prepared for courses in the College of Technology, where the main tool is the Macintosh platform running applications such as desktop publishing, digital image manipulation, web page design, and video editing software. Students who have completed CTA 206, CTA 226, or CTA 326 should not register for CTA 210.

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.
Prerequisite: CTA 206 or CTA 210 or CTA 326.

CTA 315 - Effective Presentations through Technology (3)

This elective course is designed to master skills in integrating technology into dynamic presentations and webinars. 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.
Prerequisite: CTA 206 or CTA 210 or CTA 226 or CTA 326.

CTA 326 - 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 Wilmington University's online learning platform. Students are also given the skills to take the Microsoft Office Specialist (MOS) Excel Exam. Students who have completed CTA 226 should not register for CTA 326.

CUL - Culinary Arts

CUL 200 - The Home Cook: From Eating to Dining (3)

This online course is designed to assist students who are interested in learning or improving their basic skills in home cooking. Students will develop and experiment with several cooking techniques. These skills will be used to develop their confidence and creativity in experimenting with new tastes and flavors in cooking. In addition, students will be sharing their learning experiences with one another in an online community. Students will read and research weekly resource materials and be required to complete weekly cooking assignments in addition to participating in class sharing and discussion. While the course does not have a lab fee or textbook, ordinary foodstuffs and kitchen supplies/equipment will be needed and some purchase of food will be required to complete the assignments. However, since students will be able to eat what they cook, it will be well invested. All ingredients will be easily available from a local supermarket. A digital camera or cell phone camera will be required for submitting the assignments.

CUL 201 - The Home Cook: Savory & Sweet (3)

This online course is designed for novice cooks interested in exploring dual worlds of taste in home cooking: savory and sweet. Students will be introduced to cooking techniques, each of which can be executed in either sweet or savory modes. The techniques involved are solid, basic and everyday family type cooking techniques and teach students to prepare the same basic dishes in both modes in order to develop their palates and their ability to distinguish tastes. Students will read and research weekly resource materials and be required to complete weekly cooking assignments in addition to participating in class sharing and discussion. This obviously means that a kitchen for cooking is readily available for all the assignments. While the course does not

have a lab fee or textbook, ordinary foodstuffs and kitchen supplies, and some purchase of food will be required to complete the assignments. Weekly shopping lists are posted on the course Canvas site. However, since students will be able to share and eat what they cook, it will be well invested. All ingredients will be easily available from local supermarkets and no special or unusual equipment is required.

CUL 302 - World of Wines (3)

Introduction to the world of wines explores the many wine growing regions around the world in terms of wine grapes, growing conditions, and the skill of winemakers to produce wines which reflect the unique character and style of these regions. This will be accomplished with an in-depth study and discussion of the key wine grape regions of the world, including historical and geographical backgrounds, pertinent grape varietals and wine-making 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. All students must be over 21 years of age, and have no allergies or cultural prohibitions that might prevent them from fully participating in the tastings or required preparations. A lab fee is required for face-to-face sections.

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. Learn how to taste and evaluate beer, how it should be stored and served and how to pair it with food. All students must be over 21 years of age, and have no allergies or cultural prohibitions that might prevent them from fully participating in the tastings or required preparations. Lab fee required for face-to-face sections.

CUL 410 - Food: Art and Custom (3)

This course is designed to introduce the student to selected historical influences and customs for the art of dining that have evolved over time. 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. All students must be over 21 years of age, and especially 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. 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. All students must be over 21 years of age, and have no food allergies or cultural food prohibitions that might prevent them from fully participating in the food and drink offerings or required preparations.Students must have no food allergies or cultural food prohibitions which would prevent them from fully participating in the food offerings or preparations required. 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: VFP 100.

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 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.

DRA - Drama

DRA 105 - Introduction to the Theater (3)

This course will provide students with a broad introduction to the various aspects of theater production. Topics include acting, directing, producing, and writing.

DRA 110 - Acting (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.

DSN - Design

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.

DSN 110 - Fundamentals of Drawing (3)

This foundation course introduces students to the practice of drawing varied subject matter such as still life, the landscape and the human form in the context of line, shape, proportion, value, space, perspective, texture and composition. Various art materials will be utilized. An emphasis is placed on the development of drawing from observation and aesthetic sensitivity.

DSN 121 - Basic InDesign (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.

DSN 210 - Basic Photoshop (3)

This course is an introduction to digital image manipulation. Students will learn to use a variety of Photoshop tools to create digital imagery and to creatively solve visual problems. Students will also work on importing images and compositing as well as techniques for retouching and manipulating photographic pictures.

DSN 220 - Concept Development (3)

In this course, students will study and identify the components of good production design. Students will problem solve through a process of research, observation, planning and visualization. Design functionality, creative thinking and professional discipline will be part of the solution. The process of creative team dynamics is explored through collaborative projects which identify individual strengths.

Prerequisite: DSN 210.

DSN 235 - Vector Drawing (3)

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.

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.

DSN 306 - Principles of Color Theory (3)

This course covers principles of color theory in art and design. Students will advance their knowledge of color through projects that focus on the visual characteristics of color and various color theories. Color will be examined based on value, hue, chroma, and relativity through the use of paint. Students will create effective visual compositions while developing sensitivity to color, creativity, and critical thinking.

DSN 307 - Intermediate InDesign (3)

In this course, students will get hands-on experience producing direct mail pieces with Adobe InDesign. This course will focus on design and typography of brochures, advertisements, posters, and postcards with a focus on commercial printing costs.
Online students are 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 121 and DSN 210.

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 210 and DSN 235.

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 235.

DSN 318 - Portfolio Production (3)

Building a portfolio of accomplished images showcasing the best work is an integral part of a 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 physical portfolio that will be needed to showcase one's design work in order to further career and personal goals.

DSN 325 - Interactive Web Design I (3)

This course puts a focus on the fundamentals of web page layout and interface design using HTML and CSS. Students will learn how to translate visual design systems into usable, interactive web experiences.

DSN 326 - Interactive Web Design II (3)

This course covers advanced web layout and mobile responsive design. Building on DSN325, students will design and develop interfaces optimized for all devices and resolutions.
Prerequisite: DSN 325.

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.

DSN 401 - Advanced InDesign (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 307.

DSN 410 - Advanced Photoshop (3)

This course expands the use of digital image manipulating. Students learn advanced image effects, layer and file organization, color management, and advanced lighting techniques to create artistic and professional-looking images for a variety of uses. There is a focus on planning, creativity and originality.

Prerequisite: DSN 210.

DSN 415 - Package Design (3)

This course focuses on package design, structure and product branding. Students are expected to design and produce various packaging projects by creating digital files that will be printed, cut and assembled as a comprehensive package design sample.
Prerequisite: DSN 235 and DSN 307.

DSN 460 - Topics in Design (3)

This class may be tailored specifically to a course of study agreed upon by student and teacher, or run as a section with a chosen topic.

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.

DSN 489 - Experiential Learning in Design (3)

This course provides students with an experiential learning opportunity to engage in project-based learning within the student's current employment context or through a simulated work experience utilizing scenario-based application assessments that align with the competencies of a Graphic Design or Web Design professional as identified by the program chair. The course provides students with an opportunity to define, analyze, and apply theories and models to resolve a complex organizational problem(s) and real-world experiences to strategize design related solution and opportunities. This course will also cover phases of career management including preparing for the job market, understanding the job search process, and maximizing effectiveness in career development.
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 the university procedures. Once a position has been secured, fill out the following form to initiate the process: https://wuedtech.wufoo.com/forms/x1ixfwmz161l9ab/
Prerequisite: Permission required.

DTA - Data Science

DTA 447 - Data Science (3)

This course will introduce students to the concepts and tools involved in data science. Students will be introduced to computer programming with Python in the first half of the course, and will then apply understanding of Python using hands-on activities and biological examples. Students will also be introduced to data visualization, statistical philosophy in data science, as well as machine learning principles and applications.
Prerequisite: MAT 308.

EAP - English for Academic Purposes

EAP 100 - EAP Listening & Speaking 1 (3)

In this course, students will improve their listening comprehension of academic speech, including main ideas and subtopics. Students will develop appropriate speaking skills for an academic context. Major pronunciation topics will be addressed, and academic vocabulary comprehension and use will be emphasized in both listening and speaking activities. Students will be introduced to skills that will help them to be successful in their future studies.
Prerequisite: Please note the minimum passing grade of EAP is a "C".

EAP 105 - EAP Reading & Writing 1 (3)

In this course, students will read academic texts and practice the skills necessary to identify and comprehend main ideas, supporting details, and academic vocabulary. They will develop academic writing skills including attention to and editing of organization, grammar, mechanics, and vocabulary. Students will come to view academic reading and writing as processes of development, rather

than isolated events. The course includes an introduction to skills that will help students be successful in their future studies.
Prerequisite: Please note the minimum passing grade of EAP 105 is a "C".

EAP 110 - EAP Listening & Speaking 2 (3)

In this course, students will attend to greater detail in the academic speech they listen to, as well as understanding relationships of topics. Students will further develop academic speaking skills through the creation and delivery of recorded presentations. Advanced pronunciation topics will be addressed, and academic vocabulary comprehension and use will be emphasized in both listening and speaking activities. Students will continue to develop skills that will contribute to their future success in higher education.
Prerequisite: Successful completion of EAP 100 (with a grade of a "C"). Please note the minimum passing grade of EAP 110 is a "C".

EAP 115 - EAP Reading & Writing 2 (3)

In this course, students will continue to refine their comprehension and academic vocabulary skills through the reading of more extensive texts. Students will write essays that demonstrate their understanding of the writing process, including editing their work to reflect academic style, grammar, mechanics, and vocabulary. The course will provide an introduction to academic conventions in the use of outside sources. Students will continue to develop skills that will contribute to their future success in higher education.
Prerequisite: Successful completion of EAP 105 (with a grade of a "C"). Please note the minimum passing grade of EAP 115 is a "C".

ECE - Early Childhood Education

ECE 105 - Developmentally Appropriate Practice (3)

Candidates pursuing a degree in Early Childhood Education must ground all learning in Developmentally Appropriate Practices. The candidates will explore the foundational principles of the differences and practice in the three major developmental age ranges of 0-3, 3-5 and 5-8. Additionally, particular attention will be paid to the major developmental areas including, but not limited to, Physical Development, Social and Emotional Development, Cognitive Development, and Language and Literacy Development.

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 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 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 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 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 301 - Integrating the Arts into Early Childhood Education (3)

The National Association for the Education of Young Children asserts that the integration of the arts into curriculum and instruction in Early Education will boost candidate development and learning in subjects other than the arts (NAEYC, 2019). This course will teach candidates to understand the theoretical background of the importance of the arts in Early Childhood Education and the role that cognitive development has in play-based learning. Additionally, candidates will learn how to integrate the arts to teach Language, Math, and Sciences. Lastly, candidates will learn how to incorporate the arts with developmentally appropriate technology.
Prerequisite: EDU 102, ECE 105, PSY 101, PSY 330, PSY 333, and PSY 336.

ECE 302 - Numeracy and the Acquisition of Number Fluency in Early Childhood Education (3)

This course explores the development of numeracy and number sense in early childhood. Candidates will learn practical ways to facilitate this learning in the early childhood environment. Candidates will learn the research that informs the cognitive development for the acquisition of number fluency and number sense. Candidates will explore how the Theory of Multiple Intelligences can be applied to early childhood students and developmentally appropriate strategies that can be used in Early Childhood classrooms. Specific attention will be paid to developing and teaching activities and lessons in numeracy and number fluency.
Prerequisite: EDU 102, ECE 105, PSY 101, PSY 330, PSY 333, and PSY 336.

ECE 315 - Differentiation of Instruction for Young Children (3)

Teachers who practice differentiated instruction plan, teach, and arrange the classroom environment to accommodate each child's unique needs and interests. This course will focus on developing and implementing differentiated and appropriate strategies for young children based on several elements, including content, process, products, and learning environments. The course will include teaching strategies in all subject areas designed to meet a variety of needs and to enhance student learning. Candidates will learn how to engage all students more effectively and set different expectations for task completion based on personalized learning needs.
Prerequisite: EDU 102, ECE 105, PSY 101, PSY 330, PSY 333, and PSY 336.

ECE 390 - Practicum I (1)

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students.
Prerequisite: EDU 102, ECE 105. A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring.

ECE 391 - Practicum II (1)

Practicum II is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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 in Practicum II will demonstrate their understanding of designing instruction and assessment for student learning. Candidates focus on key elements within instructional design to create learning opportunities for PK-12 students that align to state and national standards. Candidates analyze student assessment data to construct learning opportunities for PK-12 students emphasizing lesson modification and personalized learning.
Candidates analyze and reflect on their performance in teaching content lessons to PK-12 students with disabilities. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students by utilizing the WILMU Teaching and Learning Roadmap.
Candidates must **take the appropriate Praxis II Content Knowledge Examination** by the end of the semester in which they are enrolled in Practicum II and designate Wilmington University as a score recipient. **Praxis II must be passed prior to Student Teaching/Teaching Internship as a condition of entry into Student Teaching/Teaching Internship**.
Prerequisite: EDU 102, ECE 105, ECE 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.

ECE 392 - Practicum III (1)

Practicum III is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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 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, improve and refine 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 within an approved classroom setting, as well as working with individual students.
Prerequisite: EDU 102, ECE 105, ECE 390, ECE 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.

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. ECE 403 is graded Satisfactory/Unsatisfactory. Candidates who are currently employed in a licensed early care facility may be provided with an alternative to a formal placement. Contact your Program Chair for details.
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. Student Teaching must be taken in conjunction with EDU 452. Program Chair approval is required for course registration. Must have completed EDU 102 and ECE 105 or EDU 203.

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 205.

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 221 - Fundamentals of Money & Banking (3)

This course is a study of the commercial and central banking systems with an emphasis on the Federal Reserve Bank. The effects of changes in the money supply have on interest rates and then, in turn, on the economy, coupled with the roles of financial intermediaries and financial markets are examined in detail and tracked to their effect on US and global economies.
This course is only available for Year Up students.
Prerequisite: ECO 105; This course is only available for Year Up students.

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.

ECO 321 - Economics of Money and Banking (3)

In this course you will develop an understanding of how money and the financial markets, together with the Federal Reserve, combine to influence the overall U.S. economy. Building on the role the FED plays in influencing interest rates through its tools of monetary policy, how interest rates in turn affect financial securities will be explored. The course concludes with an exploration of the recent changes in the U.S. financial system and shocks to that system will be described and answered throughout this course.

Prerequisite: ECO101, ENG 121, MAT 205.

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.

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 Canvas 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.
Prerequisite: EDU 102.

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.
Prerequisite: EDU 102, ECE 105 or 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

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.
Prerequisite: EDU 102, EDU 203.

EDU 308 - Teaching in the Middle School (3)

Contemporary theories and practices that apply to middle level schools are reviewed and critiqued. The course includes an in-depth review of the Middle Level Standards of the Association for Middle Level Education. Topics include young adolescent development, middle level curriculum, middle level philosophy and organization, middle level instruction and assessment, and middle level professional roles of teachers. 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, EDU 203.

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.
Prerequisite: EDU 102, EDU 203, and PSY 333.

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, EDU 203, and PSY 333.

EDU 313 - Classroom Culture and Student Behavior (3)

This course provides an opportunity for pre-service middle level teacher candidates to understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their future practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for diverse learners. In addition, the Trauma-Informed Classroom, including what it is and how to achieve it, is included as a key topic in this course. Practical tips to assist middle level candidates plan a management scheme for their future middle level classrooms in order to impact student learning.

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.
Prerequisite: EDU 102 and EDU 203.

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.
Prerequisite: EDU 102 and EDU 203.

EDU 390 - Practicum I (1)

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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. Candidates should take the appropriate Praxis II exam and select Wilmington University as a score recipient. Passing scores are a prerequisite for entry into Practicum II. ETS Vouchers may be purchased at the Wilmington University bookstore or directly through the ETS website.
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. Program Chair approval required.

EDU 391 - Practicum II (1)

Practicum II is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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. Candidates must **take the appropriate Praxis II Content Knowledge Examination** by the end of the semester in which they are enrolled in Practicum II and designate Wilmington University as a score recipient. **Praxis II must be passed prior to Student Teaching/Teaching Internship as a condition of entry into Student Teaching/Teaching Internship.**
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.

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: 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. .

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, Junior and Senior Status Only.

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, Junior and Senior Status Only.

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, Junior and Senior Status Only.

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, Junior and Senior Status Only.

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, Junior and Senior Status Only.

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, Junior and Senior Status Only.

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, Junior and Senior Status Only.

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, Junior and Senior Status Only.

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: EDU 102, EDU 203, EDU 390, EDU 391, and EDU 392. 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. 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.

Corequisite: EDU 451 OR ECE 450 depending on major.

EDU 460 - Topics in Education (3)

This course is an intensive study of contemporary topics and issues in education.
Prerequisite: Approval of Academic Dean.

EMC - Emergency Management

EMC 101 - Fundamentals of Emergency Management (3)

This course will introduce students to the fundamentals of emergency management, emergency planning and operations. Emergency management is presented as an integrated system with resources and capabilities networked together to address all hazards. Methods of hazard and threat identification, analysis, and vulnerabilities and how these support the emergency management planning process will be addressed. The role and relationship of an Emergency Operations Center to the Incident Command System will also be explained and explored.

EMC 201 - Response and Recovery for Emergency Management (3)

Emergency Management Professionals need to possess an understanding of the fundamentals of response and recovery functions focusing on the provision of humanitarian needs and coordinating assistance from multiple agencies. The course presents the FEEMA Disaster Declaration and recovery process, provision of functional services for response, hazardous materials vulnerability and protective action decision-making, damage assessment, and the FEMA financial assistance process.

EMC 301 - Exercises and Technology of Emergency Management (3)

This course will help students gain an understanding of the complete cycle of the phases of emergency management through training programs, exercise programs, and technology utilization. The management skills of planning, training and testing emergency plans, procedures in the everyday environment utilizing geographic information systems (GIS) will be addressed. In addition, the study of emergency notification systems and intelligence sources will be examined.

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. Students will complete close reading exercises and will write multiple paragraph-length essays. Students will also learn to use writing and self-regulation strategies, and they will receive contextual grammar instruction based on specific student needs. Please note ENG 095 is graded pass/fail; no letter grade is awarded.

ENG 110 - English Essentials (3)

This course will help students develop strategies for academic success. Students will learn writing strategies, including how to plan, draft, revise, summarize, and use sources. They will also learn to self-evaluate through the analysis of example texts, instructor modeling, collaboration, and peer review. Students will also learn strategies for self-regulation such as goal setting, task management, progress monitoring, and reflection. Students will apply these strategies while writing journal entries, summary and response papers, and four essays, and they will submit their written work through Turnitin. Credit from the 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 will help students become more proficient and effective writers, while also developing reading comprehension and analysis skills. Students will study the basic tenets of effective writing and incorporate 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 Turnitin.
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 will 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 Turnitin.
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 will 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 present these presentations with confidence. They will receive practical assistance in the areas of reading, writing, speaking, listening, and critiquing.
Note: The online version of this course requires the use of a webcam.
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. The course will also explore theories and effective practices of grammar education.
Prerequisite: Successful completion of ENG 122 (with a grade of a "C" or higher).

ENG 205 - History of the English Language (3)

This course will 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 will develop skills in academic writing that can be used in upper-level courses by providing instruction and practice in writing, rhetoric, editing, and information literacy. Students will craft an extended piece of persuasive research writing that covers a topic within their discipline. They will use various rhetorical strategies to present their research, and they will find, evaluate, and synthesize sources from discipline-specific academic databases to support their arguments. In addition, students will learn effective revision strategies, and will utilize APA guidelines to accurately present their writing and ethically site their sources.
Prerequisite: Successful completion of ENG 122 (with a C or higher) or be enrolled in a completion degree that requires ENG 310. Please note the minimum passing grade of ENG 310 is a ''C''.

ENG 320 - Advanced Composition (3)

This course will prepare classroom teachers to effectively communicate with 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 professional 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 will help students to develop skills in expressing their creative abilities through various forms of writing such as stories, plays, poems, and essays. It will also focus on critical appraisals of students' work by other members of the class.
Prerequisite: Successful completion of ENG 122 (with a "C" or higher).

ENV - Environmental Science

ENV 205 - Marine Science and Policy (3)

This course will examine core concepts in marine science and policy including analysis of marine protected areas, coral reef ecology and marine conservation biology. Students will analyze climate changes' impacts on the marine environmental, as well as topics in marine environmental law. Students will also examine federal science agencies and their goals and missions with respect to the marine environment.

Prerequisite: BIO 251 with minimum grade of C OR ENV 310 with minimum grade of C.

ENV 215 - Environmental Planning (3)

This course will examine environmental planning from the standpoint of global protection and sustainability. Given prevailing issues of climate change and mass extinction, designing our cities and towns sustainability is as important an issue as ever. This course will

examine core principles in environmental planning.

ENV 303 - Climate Dynamics (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. PRIOR TO FALL 2019, THIS COURSE WAS OFFERED AS SCI 303.

ENV 305 - Earth 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. PRIOR TO FALL 2019, THIS COURSE WAS OFFERED AS SCI 305.

ENV 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. PRIOR TO FALL 2019, THIS COURSE WAS OFFERED AS SCI 310.

ENV 448 - Environmental Informatics (3)

This course examines the data of the environment. Focusing on GIS software, students will learn to synthesize information drawn from patterns discovered in the environment. In this hands-on course, students will learn by completing individual and group projects.

Prerequisite: MAT 308.

ENV 460 - Research in Environmental Science (3)

This course provides a means of strengthening the capacity of undergraduates to participate in basic and applied research, and thus create the independent thinking required for graduate school and/or a career in research. PRIOR TO FALL 2019, THIS COURSE WAS OFFERED AS SCI 460.

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.
Prerequisite: PSY 333.

EPY 304 - Advising and Mentoring in the Middle School (3)

The focus of this middle level course is the exploration of middle level counseling and mentoring models that are congruent with culturally responsive and appropriate interaction between teacher and student. Included are overviews of: young adolescent development, implications of diversity on young adolescent development, trauma-informed middle school classrooms, home-school communications, parent involvement, and community resources. The importance of solid and positive relationships between teachers and students is emphasized throughout this course.
Prerequisite: EDU 102, EDU 203, and PSY 332.

EPY 316 - Educating Preschoolers with Special Needs (3)

The field of early childhood is growing and changing. For children who are exceptional, this is a significant time for learning. This class will provide the student with information about preschoolers with a variety of disabilities and strategies to plan for these children as they are included in the regular classroom. This class will investigate methods of instruction utilizing a theme approach to learning and developmentally appropriate practice. This class will provide information about the law, inclusion, assessment, theories, individual planning, partnering with parents, and specific learning disabilities.
Prerequisite: EDU 102, ECE 105, PSY 101, PSY 330, PSY 333, and PSY 336.

EPY 317 - Assessment of Young Children (3)

This course focuses on the appropriate assessments and an understanding of the assessments when planning and effectively implementing educational services and programs for children ages three to five years old with various learning needs. Students will gain an understanding of appropriate strategies for assessing, recording results, rating systems, and the use of multiple assessment tools. Strategies will be learned and students will gain on understanding about accommodations and modifications for young children

with disabilities. Students will be competent with the use of assessment strategies to describe a child's educational and learning strengths as well as instructional needs.
Prerequisite: EDU 102, ECE 105, PSY 101, PSY 330, PSY 333, and PSY 336.

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.
Prerequisite: EDU 102, ECE 105 or EDU 203, and PSY 333.

ESL - English as a Second Language

ESL 101 - Intermediate Grammar and Writing (3)

This course will emphasize the fundamentals of academic writing and grammar skills with emphasis on the needs of non-native speakers of English. Students will receive instruction and practice in effective paragraph and essay writing, decoding text, grammar usage, and writing mechanics.
Credits for this course may not be applied to any degree program.
Prerequisite: Placement into course by International Admission Associate.

ESL 102 - Intermediate Listening & Speaking (3)

This course will emphasize vocabulary-building elements and verbal communication with an emphasis on the academic needs of a non-native English speaker. Students will receive instruction and practice in listening and decoding skills. Students will improve pronunciation and speech fluency through short, in-class presentations and conversation. Please note the minimum passing grade is a "D-".
Credits for this course may not be applied to any degree program.
Prerequisite: Placement into course by International Admission Associate.

ESL 203 - Advanced Grammar and Writing (3)

This course is designed to improve students' writing skills by providing instruction and practice in the process of writing a research paper. Students will learn how to search for and evaluate information to determine its reliability. Students will also learn about the writing process, features of research writing, developing content, and expressing themselves in comprehensible and grammatical language. The course will emphasize the proper use and formatting of sources according to APA style guidelines. It will also identify the most common grammatical and mechanical errors made by ESL students while providing opportunities to correct these errors through instruction and practice. The minimum passing grade is a "D-".
Credits for this course may not be applied to any degree program.
Prerequisite: Placement into course by International Admission Associate and successful completion of ESL 101 with a minimum passing grade of a "D-".

ESL 204 - Advanced Listening & Speaking (3)

This course will emphasize advanced vocabulary-building elements and verbal communication, with an emphasis on non-native speakers' student needs. Students will be required to expand their speaking and vocabulary skills learned in ESL 102 and apply these skills to selected presentation assignments. Students will improve decoding, reading, pronunciation and speech fluency skills. Students will also learn basic research and citation (APA, current edition) skills in preparing for their presentations using various multimedia technologies. Please note the minimum passing grade is a "D-".
Credits for this course will not be applied to any degree program.
Prerequisite: Placement into course by International Admission Associate and successful completion of ESL 102 with a minimum passing grade of a "D-".

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, and 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, multi ethnic, 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. Students will analyze 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 is an experiential/project-based course in which you will actively participate in how to effectively handle your personal money issues. Aimed at the general student population, you will focus on such topics as money management, financing a higher education (to include student loans), reaching your personal financial goals, creating a personal budget, understanding credit, financing major purchases (cars, computers, entertainment systems, homes) and investing for your future.

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: ENG 122 and MAT 205.

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 and MAT 205.

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 and MAT 205.

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.

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.

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.
Prerequisite: ENG 122 and MAT 205.

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.
Prerequisite: ENG 122 and MAT 205.

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 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 direction 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.

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)

This course covers all the software introduced in the game program and beyond. Audio, video, programming, 3D, animation, game engines, and development methodologies will be introduced and explored. Students may wish to take this course if they want a comprehensive introduction to a wide range of software options, with practical applications to showcase those software functions.

GMD 110 - Intro to Game Programming (3)

This course introduces the concepts of programming and scripting within a game engine. Primarily used to develop interactivity; 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 202.

GMD 210 - Advanced Game Programming (3)

This course continues the foundation of GMD 110 to further enhance the capabilities of the student to perform complex functions internally and externally to the game engine.
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: GMD100, GMD110, and ANI321.

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: GMD 100, GMD 110 and ANI 321.

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 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.
This course also provides students with experiential learning opportunities to engage in project-based learning with strategic corporate partners of Wilmington University utilizing real world application assessments that align with the competencies of an entry-level gaming and virtualization/simulation professional as identified by the course curriculum.
Prerequisite: GMD 300 and ANI 321.

GMD 405 - Game Development II (3)

In this course, the students will develop games using the engines covered in the prerequisite. The primary work expected in this course is documentation for various game projects, development of code/art/level of game elements, management of assets, team management, and the delivery of several examples of functioning games in a fast-paced environment.
This course also provides students with experiential learning opportunities to engage in project-based learning with strategic corporate partners of Wilmington University utilizing real world application assessments that align with the competencies of an entry-level gaming and virtualization/simulation professional as identified by the course curriculum.
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.
Prerequisite: GMD 300 and ANI 321.

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.
Prerequisite: GMD 300 and ANI 321.

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.
Prerequisite: GMD 300 and ANI 321.

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 401.

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, as well as the artist's role and influence on Western Culture and Society.

HIS 300 - World and Regional Geography (3)

This course will focus on the interactions between people within their regional physical and cultural environments and their interactions with other groups and societies around the world. Students will develop the ability to read maps, learn location and the physical and cultural characteristics of major world regions, and examine the political and economic interactions within and among world societies in the context of geographic location, economic and social well-being, mechanisms of commerce, and the environment.
To meet the objectives of this course, a thematic approach to understanding cultural and environmental interaction will entail examining world societies through the lenses of human and physical geography utilizing the 5 Themes of Geography: Location, Movement, Region, Place, and Human-Environment Interaction.

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 302 - Social Studies for Elementary Teachers (3)

This course will provide information that will help future elementary teachers to learn all the content that an elementary teacher will be required to teach between the grades of kindergarten through grade 6.The content for this course is broken up into 4 major sections: History (classical civilizations, European, and American); Government and Citizenship; Human and Physical Geography; and Economics. A secondary objective of this course is to prepare students to be successful when they attempt ETS 7815 – Elementary Education: Social Studies – Content Knowledge for Teachers Praxis Exam – which is one of the four assessments required by the State of Delaware in order to achieve a teaching license. Students in this course will also learn test taking strategies to help them take and pass this exam.
Prerequisite: Successful completion of ENG 121 (with a grade of a "C" or higher), EDU 102, and EDU 203.

HIS 303 - History of Aviation (3)

This course reviews the history of aviation and aerospace from the pioneer balloonists to the 21st century, 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 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 will cover the history of the United States from the voyages of discovery to the complexities of the modern world. It will cover the broad categories of: Discovery and Exploration, Settlement, Forging a New Nation, Growing Pains, Civil War and Reconstruction, the Industrial Revolution, World War I and II, the Great Depression, Cold War, and the Challenges of the Modern World. In dealing with our complex, industrialized, and urbanized society, it is very important for us to realize that it was once more simple, more agrarian and rural in nature. Understanding how and when this transformation took place is necessary for any understanding of contemporary American society.

HIS 317 - Military History (3)

This is a study of warfare from ancient 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 also 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 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.

HIT - Health Information Technology

HIT 301 - Healthcare Informatics (3)

The course provides an overview of the interdisciplinary nature of Healthcare Informatics. Students will have the opportunity to explore informatics concepts such as privacy and security of information, the impact of technology on quality and safety measures in healthcare, and the application of informatics to public and population health. 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 database systems that acquire, process, and report clinical and financial information in the healthcare environment. Healthcare applications of databases and their effect on healthcare costs, quality , and access of care will be evaluated.

HLT - Health

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 as they learn the components of yoga. By voluntarily selecting to participate in the yoga course students recognize that the course requires physical exertion and may be strenuous at times. Any possible injury incurred is the student's full responsibility.

HLT 321 - Personal Wellness (3)

This course focuses on the importance of holistic health, giving the student an opportunity to explore their own health and wellness from a multidimensional approach. The course will address basic nutrition, exercise, disease prevention, personal safety, stress, and mental health.

HLT 322 - Strength Training Essentials and Theory (3)

This course introduces students to the benefits of exercise, muscle strengthening and conditioning including education on basic nutritional needs during and after exercise.

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.
Prerequisite: Highly recommend completing HLT 322 prior to registering for 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 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; 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 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.

HLT 372 - Issues in Aging (3)

This course, introduces the study of the aging process with a focus on promotion of independence and wellness, its implications for individuals, families, and society, and the background for health policy related to older persons. Presents an overview on aging from different perspectives: demography, biology, epidemiology of diseases, physical and mental disorders, functional capacity and disability, health services, federal and state health policies, Medicare, social aspects of aging, and ethical issues in the care of older individuals.

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.

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.

HLT 381 - Disaster Management in Public Health (3)

The course examines the roles and responsibilities of public health during a disaster response and recovery period. The four phases of a disaster, natural and technological are explored. Emphasis is on the protection of communities, families and individuals. Throughout the course, learners will work independently and collaboratively to learn about the challenges of planning and responding to a public health disaster.

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 301 - SHRM Certification Prep (3)

This course will help prepare students for the challenges and demands of the Human Resource profession by earning the credentials employers seek in an HR professional, as identified by the Society for Human Resource Management.
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.
Prerequisite: BBM 201 or program equivalent.

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 or HSP 101.

HRM 312 - Computer Applications in Human Resource Management (3)

This course examines the use of computer applications in human resource management 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 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.
Prerequisite: BBM 201 or program equivalent.

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.
Prerequisite: BBM 201 or program equivalent.

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.
Prerequisite: HRM 311.

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 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 370 - Intro to People Analytics (1)

Big data is transforming the Human Resource Profession as quantitative analysis is now regularly used to make decisions regarding hiring, developing and retaining the right employees. People analytics is a data-driven approach to strategically managing human capital. The purpose of this 1-credit course is to acclimate students on how HR Professionals can use analytics to make informed strategic decisions.

HRM 371 - The HR Professional (1)

This course helps bridge the gap between theory and practice for the HR professional. Utilizing case studies and scenarios, students will review the essential knowledge, skills, abilities, and attitudes of an HR professional and how to correctly apply them in handling various issues and tasks involved in the regular functions of an HR position.

HRM 372 - Emerging Technologies in HR (1)

This course provides an overview of the various emerging technological trends impacting the effectiveness and efficiencies of Human Resource (HR) management. The course also reviews the effects of HR technologies on the role of HR within an organization.

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 or POL 355 or LES 200.

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 480 - Experiential Learning in HRM (3)

This course provides students with an experiential learning opportunity to engage in project-based learning (approximately 30-hours) within the student's current employment context or through a simulated work experience utilizing scenario-based application assessments that align with the competencies of an entry-level HR professional as identified by the Society for Human Resource Management. The course provides students with an opportunity to define, analyze and apply HR theories and models to resolve a complex organizational problem(s) and real-world experiences to strategize HR related solution and opportunities. This course will also cover phases of career management including preparing for the job market, understanding the job search process, and maximizing effectiveness in career development.
Prerequisite: HRM 311.

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 focuses on the myriad of issues and knowledge required to develop as a professional in health care practice. The course is

designed to prepare healthcare professionals with the competencies critical for success in their current and future roles within their professions. The concept of Professionalism will be examined and discussed through many viewpoints. A variety of topics pertaining to roles as a healthcare professional will be explored. 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 HSC Student organization site. There is a private vendor's fee associated with the credentialing process and is the financial responsibility of the student. Completed credentialing is mandatory for students to continue with HSC core course selection.
Prerequisite: HSC Major Pre-Requisite -60 lower level credits, and ENG 310 .

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.

HSC 320 - Care Management Across the Health Care Continuum (3)

The purpose of this course is to provide learners with a broad understanding of the history and evolution of Care Management. Care Management focuses on the long term management of patients along the health care continuum coordinating seamless transitions of care from one health care setting to the next ensuring patients receive the right care at the right time in the right setting. This course will examine the difference between Care Management and Case Management, the role of Care Management in different health care settings, healthcare privacy and confidentiality, key regulatory and legal statutes impacting care management, the role of the care management assistant, professional licensure, introduction to healthcare reimbursement, and understanding post-acute care services. Students will focus on the roles of Care Management as part of the interdisciplinary care team focusing on transition management, patient advocacy, and patient centered care planning.

HSC 323 - Health Education & Principles of Teaching (3)

This course focuses on the development of teaching skills for professional healthcare practice. The course will explore the role of the professional in teaching individuals, families, communities, and peers. The Learner as well as the Educator and their unique characteristics and the influence they have on the learning experience will be explored. This along with advances in technology, environmental and social influences that enhance or deter from the ability to educate effectively will be highlighted.
Prerequisite: HSC Major, HSC 303, and 60 lower level credits.

HSC 325 - Healthcare Compliance (3)

This course will focus on the fundamental healthcare laws and regulations that impact the healthcare industry and compliance. The course will include topics, such as, fraud and abuse laws (the False Claims Act, the Anti-Kickback Statute, and Stark Law), the Affordable Care Act, HIPAA, and HITECH. Additionally, this course will address law enforcement agencies responsible for investigating and enforcing the healthcare law. The course materials will allow students to test their knowledge and understanding of the statutory and regulatory principles of compliance in a variety of health care settings. This course is cross listed with POL 325.
Prerequisite: CTA 206, and ENG 121.

HSC 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. This course requires a total of thirty-five (35) hours of community learning with twenty (20) hours of experience at a faculty-approved community setting and an additional fifteen (15) hours during course-related activities such as logs Student's preparing to register for this course are required to speak with the Program Chair prior to registration.
Prerequisite: Pre-Requisite ETN 340, HLT 371, HSC 303, SPA301, SPA302, SPA305.

HSC 330 - Healthcare Quality & Reimbursement (3)

This course covers an overview of healthcare quality and reimbursement including the shift from pay for volume to pay for value transformation occurring throughout healthcare. Weekly discussions and assignments will focus on understanding healthcare quality and outcomes, value-based purchasing, risk arrangements, financial reimbursement in healthcare, and population health. Various healthcare settings will be covered including, but not limited to, acute care hospitals, skilled nursing facilities, inpatient rehabilitation facilities, various community-based programs, and accountable care organizations.

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, interprofessional collaborative behavior, and intercultural competence as well as patient and family centered leadership concepts will be discussed.
Prerequisite: HSC Major Pre-Requisite -HSC 303 and 60 lower level credits.

HSC 340 - Information Technology for the Care Management Professional (3)

Information technology has a vital role in care management support functions. This course will provide learners with a broad

understanding of health information technology (HIT) platforms utilized by a variety of healthcare professionals to optimize coordination of care for patients, or health plan members. Metrics for informed decision-making will be introduced. Students will learn the value of adopting HIT into practice, key barriers to success, engaging with patients and members through virtual applications including telehealth, secure texting, and video conferencing. Engaging assignments and activities will allow students to understand how to leverage innovative technology to optimize workflow efficiency while fostering patient self-care engagement strategies. Providing care coordination to large populations of patients of all generations while maintaining patient privacy and information security will be discussed.

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 Major Pre-Requisite- HSC 303, MAT 308 and 60 lower level credits.

HSC 380 - Health Care Policy (3)

Health care policy affects everyone personally and affects the nation in countless ways. It evolves constantly while engaging a wide variety of stakeholders and different branches and levels of government. For this course, students will approach health care policy from an historical perspective, from the perspective of policy stakeholders, examine current events in health care policy, and view health care policy through a political lens. In addition they will look at the mechanics of health care delivery so to be able to recognize its different components and interactions. This course examines the history, politics, ethics, and issues surrounding health care policy. Topics that will be covered include managed care, quality of health care, the cost of health care, paying for and accessing health care, Medicare, Medicaid, Healthcare reform, and the future of health care policy.
Prerequisite: HSC Major Pre-Requisite- HSC 303 and 60 lower level credits.

HSC 423 - Essentials of Public Health (3)

This course is intended to provide the health sciences student with an overview of public health in the United States. The history of public health along with the growth of the public health system will be reviewed through readings, discussion board, and problem solving activities. The course will present the relationship between population health and the community including the impact of social, cultural, and economic factors. Pertinent public and community health issues such as minority health, aging, chronic disease, communicable disease, and health care delivery will be examined.
Prerequisite: HSC Major Pre-Requisite- 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 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. Students will complete a grant proposal aimed at an intervention to help reduce the impact of a selected healthcare related issue on the community as part of the course requirements.
Prerequisite: HSC Major, HSC 303, HSC 313, HSC 323, HSC 333, HSC 343, HSC 380 (or POL 380), and HSC 423.

HSP - Hospitality

HSP 101 - Introduction to the Hospitality Industry (3)

This course provides an introduction to the hospitality industry from a management perspective. It focuses on presenting industry statistics, dynamics, and terminology, as well as explaining the organization and structure of the hospitality industry and its key sub-sectors: lodging; food and beverage; recreation; and travel and tourism. Information will be presented on, but not limited to, general operations, marketing, and human resources functions, as well as franchising, management contracts, and business ethics for the hospitality industry and the key sub-sectors.

HSP 201 - Customer Relations in the Hospitality Industry (3)

This course examines the various aspects of customer relations in the hospitality industry. It focuses on successfully implementing strategies and practices used to attract and retain customers. Included areas of customer relations management are standards for customer service, creating a customer service culture, and analysis of trends relating to customer service. The course will address customer relations challenges for the hospitality industry. Companies known for their successful customer relations as well as their philosophy for success will be analyzed.
Prerequisite: HSP101.

HSP 202 - Accounting & Analysis in the Hospitality Industry (3)

This course emphasizes specific accounting information and procedures, along with analytical concepts and functions, needed by

students to become productive managers within the hospitality industry. Topics include, but are not limited to: 1) describing the role/importance of accounting and analysis; 2) interpreting the major financial statements; 3) applying various ratios, key volume indicators, and analytical tools; and 4) describing budgeting and planning functions.
Prerequisite: HSP101.

HSP 301 - Leadership and Management in the Hospitality Industry (3)

This course provides practical information for both managers and leaders in the hospitality industry by placing emphasis on the critical role they have in managing and/or leading such organizations via recognizing the importance of all employees within an organization and in creating motivating working environments. A variety of theoretical models are introduced whereby students can learn how to improve their leadership abilities and management tools to develop an understanding of the effectiveness in creating high-performance teams and providing employee empowerment which, in turn, can yield enhanced guest service levels and increased profitability in a hospitality organization.
Prerequisite: HSP101.

HUM - Humanities

HUM 351 - Ancient Myth, Folklore, and Legend (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 traditional folk topics, including myths, fables, aphorisms, superstitions, fairy tales, and other sources of folk belief. This course teaches students to take knowledge of ancient myths and understand the connections to the culture that produced the myths and folklore in addition to understanding how certain myths have helped shape some current cultural values.

HUM 352 - Modern Myth, Folklore, and Legend (3)

World folklore has traditionally shaped humanity's consciousness, but folklore has also been shaped by humanity's consciousness, especially as changes in culture and technology occur. This course explores modern myths and urban legends, but also describes the tools used to define what modern folklore is. Additionally, students will explore modern folklore and myths like urban legends to see how they reflect changing culture mores.

HUM 360 - Human World Views: 3500 BCE – 1650 CE (3)

This course begins with prehistory and ends in the European Renaissance, using numerous cultural lenses (politics, arts, warfare, material/household culture, technology, etc.). Students will learn about the formation and emergence of culture in Mesopotamia and then explore the various cultural, philosophical, and religions systems of Egypt, Judea, Greece and Rome as well as Buddhism and Islam. Students will then learn about the European Middle Ages and Renaissance. Finally, students will learn about the cultures of Africa, Asia, and the Americas for this time period. By studying the ideas in various and historical cultures, students will have a better understanding of the issues that continue to impact humanity currently.

HUM 361 - Human World Views: 1650 CE - present (3)

This course begins an analysis of culture from numerous focal points (politics, arts, warfare, material/household culture, technology, etc.) starting in 1650 when Western culture started to enter the modern age. Students will learn about various cultural movements including The Reformation, the Early Modern Age, the Enlightenment, the Industrial Revolution, the Age of Imperialism, and various cultural movements in the 20th century. Students will then take this information to look at the present and to the future.

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

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

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.

ISM 400 - System Analysis and Design (3)

This course provides an understanding of the use of Systems Analysis and Design to continually learn new techniques and approaches to develop systems more effectively and efficiently. Students are exposed to the Unified Modeling Language (UML), which provides a common vocabulary of object-oriented terms and diagraming techniques that are rich enough to model a systems development project from analysis through implementation. This course will capture the dynamic aspects of the field by keeping students focused on doing SAD while presenting a core set of skills that every systems analyst needs to know today and into the future.

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

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

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 450 - Project Management and Practice (3)

This course will provide students with the competencies and skills necessary to successfully implement, lead, and realize benefits from information technology projects in organizations. The technology project management life cycle, defining project parameters, utilizing effective project management tools and techniques, and the role of the project manager will be examined.

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: 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 122.

LES 206 - U.S. Regulatory Compliance (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. This course is a legal specialty.
Prerequisite: ENG 121. Crosslisted as: POL 365.

LES 207 - Global Financial Compliance (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: ENG 121. Crosslisted as: POL 335.

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.
Prerequisite: ENG 122.

LES 216 - Environmental Compliance (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 121.

LES 217 - Food and Drug Law and Policy (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. Crosslisted as: POL 413.

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: 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"). This course is a legal specialty.
Prerequisite: ENG 122 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: LES 226.

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 226. Crosslisted as: POL 304, CRJ 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 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: LES 226.

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 and LES 225.

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: LES 226.

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: LES 226.

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 122. Crosslisted as: PSY 323 and SOC 323.

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 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: LES 226.

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 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 122.

LES 340 - Topics in Legal Studies (3)

This course will explore, in depth, a substantive area and/or current event, including, the confluence of legislative enactments, judicial interpretation, and administrative regulations within a given topic.
Prerequisite: ENG 122 and LES 220 and LES 225.

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 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. This course is a legal specialty.
Prerequisite: LES 226 and [LES 228 or Pre-Law Minor].

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 226 and LES 228.

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: LES 226 and LES 228.

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: ENG 131, 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 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: Senior status, LES 226 and LES 228.

LES 492 - 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 490.

LIT - Literature

LIT 201 - Introduction to Literature (3)

This course introduces students to forms of literature that include short story, drama, poetry, and the novel. Students will read and critically analyze selected works from each literary genre. Students will learn how literary devices from all of the genres are used to create meaning for readers: plot, characterization, theme, point of view, symbol, irony, and figurative language. Students will engage in close reading: they will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they see in the literature. Student analysis of literature will be expressed through essays, presentations, and other activities.
Prerequisite: ENG 122 or COM 245.

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 India, Asia, Africa, Oceania, and Latin America. Students will examine the influence of politics, religion, economics, and geography on literary expression. They will also explore the influence of the literature and culture of Non-Western countries on American culture. Students will engage in close reading: they will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they see in the literature. Student analysis of literature will be expressed through essays, presentations, and other activities.
Prerequisite: ENG 122 or COM 245.

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. Students will engage in close reading: they will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they

see in the literature. Student analysis of literature will be expressed through essays, presentations, and other activities.
Prerequisite: ENG 122 or COM 245.

LIT 313 - Visual Approaches to Literature: The Graphic Novel (3)

This course presents students with the means for understanding and creating visual stories. Students will learn how to read, interpret, and discuss graphic novels, and also how to create and craft comic stories. Students will use various critical frames to read and analyze four graphic novels. Students will engage in close reading: they will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they see in the literature. They will also use Scott McCloud's book, *Making Comics*, to better understand the choices writers and artists make when crafting visual stories and how those choices will affect their own comic stories.
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 the national literature, such as Native American writers, Thomas Jefferson, Nathaniel Hawthorne, Edgar Allen Poe, Walt Whitman, Emily Dickinson, Ralph Waldo Emerson, Stephen Crane, Mark Twain, Ernest Hemingway, F. Scott Fitzgerald, Flannery O'Conner, and others. Students will use thematic and historical analysis (The Adventure of the Wilderness) as well as various critical frameworks (Structuralism, Formalism, Reader-Response, New Historicism, etc.) to understand, analyze, and synthesize the literature across genres and periods. Students will engage in close reading: they will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they see in the literature. Student analysis of literature will be expressed through essays, presentations, and other activities.
Prerequisite: ENG 122 or COM 245.

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. They will also explore the influence of the literature and culture of African-Americans on American culture. Authors read in this class include Oladuah Equiano, Phyllis Wheatley, Sojourner Truth, Frederick Douglass, Ida Wells Barnett, W.E.B. Du Bois, Zora Neale Hurston, Langston Hughes, Ralph Ellison, Gwendolyn Brooks, Malcom X, Martin Luther King, Jr., Audre Lorde, and others. Students will learn how literary devices are used to create meaning for readers: plot, characterization, theme, point of view, symbol, irony, and figurative language. Students will engage in close reading: they will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they see in the literature. Student analysis of literature will be expressed through essays, presentations, and other activities.
Prerequisite: ENG 122 or COM 245.

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. Students will learn how literary devices are used to create meaning for readers: meter, rhythm, rhyme, and figurative language such as simile, metaphor, imagery, metonymy, personification, and allusion. Students will engage in close reading: they will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they see in the literature. Student analysis of literature will be expressed through essays, presentations, and other activities.
Prerequisite: ENG 122 or COM 245.

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. Students will engage in close reading: they will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they see in the literature. Literary analysis will be communicated through essays, presentations, and other class activities in 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. Students will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they see in the literature. The readings selected will be a mixture of long form (book length) and short form (essay) readings. Literary analysis

expressed through written communication and other activities 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. Students will learn how Shakespeare used literary devices to create meaning for readers: plot, characterization, setting, meter, rhythm, rhyme, conflict, dramatic principles, comic techniques, and figurative language such as simile, metaphor, imagery, metonymy, personification, and allusion, Students will engage in close reading: they will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they see in the literature. Student analysis of literature will be expressed through essays, presentations, and other activities.
Prerequisite: ENG 122 or COM 245.

LIT 445 - British Literature (3)

At the end of this course, students will understand the major periods and themes in British literature. Major works and authors that are representative of British Literature, including *Beowulf*, Chaucer, Shakespeare, Defoe, Wordsworth, and Eliot, will be read and analyzed. Students will use thematic analysis (The Pastoral) as well as various critical frameworks (Structuralism, Formalism, Reader-Response, New Historicism, etc.) to understand, analyze, and synthesize the literature across genres and periods. Students will engage in close reading: they will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they see in the literature. Student analysis of literature will be expressed through essays, presentations, and other activities.
Prerequisite: ENG 122 or COM245.

MAT - Mathematics

MAT 095 - Mathematics Review (0)

This course provides opportunities for students to strengthen their mathematical skills and understanding of rational numbers using contextual, real-life problems. This course is graded on a pass/fail basis. To pass the course, a student must earn a 77% or better.

MAT 110 - Math Essentials (3)

This course provides a basic introduction to linear functions. Topics include: identify, simplify, and evaluate polynomials; solve linear equations and inequalities, including systems; graph linear equations and inequalities. Credit for this course applies toward graduation as an elective. Please note that the minimum passing grade is a "C."
Prerequisite: Pass math skills assessment or MAT 095.

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. After a brief review of linear and quadratic functions, the course covers graphs and applications for polynomial, rational, exponential, logarithmic, and trigonometric functions. The course also incorporates matrices and vectors. Please note that a minimum grade of C is required in order for students to take Calculus I (MAT 310).
Prerequisite: MAT 121 or MAT 205 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 the National Council of Teachers of 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 the National Council of Teachers of 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 201 with a minimum grade of C.

MAT 205 - Introductory Survey of Mathematics (3)

This course introduces a broad range of topics in mathematics, including algebra, probability, and statistics. After reviewing linear functions, algebraic topics include solving and graphing quadratic and exponential functions. Topics in probability include counting principles, combinations, permutations, compound events, mutually exclusive events, and independent events. Topics in statistics include measures of central tendency, measures of dispersion, and the normal curve. Please note that the minimum passing grade for this course is a "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 *algebra and functions* 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 data in real-world applications, such as behavioral science, communication, education, healthcare, manufacturing, and natural science. Students will use graphing calculators, along with Excel, to assist in displaying and analyzing data.
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 focuses on students' understanding and application of limits, continuity, techniques for finding the derivative, use of the derivative in graphing functions, applications of the derivative, implicit differentiation, anti-derivatives, areas under the curve, the Fundamental Theorem of Calculus, integration by substitution and differential equations. Students are required to explain their reasoning graphically, numerically, analytically, and verbally.
Prerequisite: MAT 200 with a minimum grade of "C".

MAT 311 - Calculus II (3)

After a review of limits and derivatives, this course focuses on students' understanding and application of 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. Students are required to explain their reasoning graphically, numerically, analytically, and verbally.
Prerequisite: MAT 310.

MAT 312 - Business Statistics (3)

This course introduces the student to the scientific method of collecting, organizing, and interpreting data in a variety of business applications. Students will use Excel to assist in displaying and analyzing data.
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 develops concepts and practices for designing and conducting experiments, along with analyzing experimental results. Topics include randomization, replication, blocking, factorial design, ANOVA, surveys, etc. Students will develop a research question, design an experiment, and collect and analyze the data in a course project to help students use 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. Algebra and functions will be reviewed. Core topics include exponential and logarithmic functions, interest, annuities, systems of linear equations, matrix operations, linear programming, the simplex method, set theory, probability, and counting theory.
Prerequisite: MAT 304, MAT 205, 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, sequences and recursion, and an introduction to Boolean algebra.
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, 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 business initiatives first and how technology supports those initiatives second; the premise being that business initiatives should drive technology choices. Topics include information systems concepts and planning; value chain analysis; competitive advantage; databases and data warehouses; business intelligence; e-business; information security and ethics.

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 (3)

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 (3)

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 Knox, Kentucky. 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 (3)

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 (3)

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 (Middle Ages, Renaissance, Baroque, Classical, Romantic, 1900-1945, and 1945- today) in terms of the historical background, social influences, characteristics, styles, composers, representative compositions, and performance media. Specific pieces of music from each developmental period will be analyzed based on the musical concepts found in the piece (pitch, dynamics, tone color, instrumentation, texture, form, etc.)

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 nonprofit 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 program site. There is a private vendor's fee associated with the credentialing process and is the financial responsibility of the student. Completed credentialing is mandatory for students to continue with NUR core course selection.
Prerequisite: Registered nurse and BSN major, ENG 310 highly recommended.

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: Registered Nurse and BSN Major, NUR 303.

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. Students will complete 15 direct care hours working collaboratively with their faculty mentor and identified site healthcare mentor to identify a health education need. Students will develop a comprehensive health-teaching project. The teaching experiences take place in a setting chosen by the student and mentor. The teaching project topic and setting must be approved by faculty. Course faculty provide guidance for both the site selection and teaching experience along with the completion of the final evaluation of the student experience.

Prerequisite: Registered Nurse and BSN Major, NUR 303.

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. Student's preparing to register for this course are required to 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 changing role of the professional nurse as a leader in complex and diverse health care settings. Students' will apply current literature, theories, self-awareness, and professional development throughout the course. This course requires 24 direct care hours of leadership collaboration. The theories and methods of leadership and management are applied in the student's reflections of their clinical experience. There is an emphasis on critical thinking, team building, communication, priority setting, collaborative decision-making and advocacy. The leadership experience takes place in clinical setting chosen by the student and approved by faculty. Course faculty provide guidance for the site selection and experience along with the completion of the final evaluation of the student experience.
Prerequisite: Registered Nurse and BSN Major, NUR 303 .

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: Registered Nurse and BSN Major, 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.
Students will gain knowledge and understanding of the specialized skills required to improve and integrate chronic care into professional nursing practice. Additionally, students will complete 20 direct care hours collaborating with an inter-professional health care team member in the assessment and evaluation of the coordinated specialized care provided to the population served with chronic health disparities. These experiences take place in client care settings chosen by the student and approved by the faculty. Course faculty complete the final evaluation of the student experience.
Prerequisite: Registered Nurse and BSN Major, NUR 303.

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. Students preparing to register for this course must speak with the Program Chair prior to registration.

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. Students preparing to register for this course must speak with the Program Chair prior to registration.

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: Registered Nurse and BSN Major, NUR 303.

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.
Students will collaborate with a stakeholder from the community to propose and develop an action plan that addresses a community health need identified by the student. Ten (10) direct care hours are dedicated to the completion of the Community Health Assessment. The Community health assessment experience takes place in the community where the student resides. Course faculty complete the final evaluation of the students' assessment and community action plan.
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.

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 (CLE) at a faculty 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 the direct care hours students identify a community health organization, agency or facility along with an appropriate community health care mentor. Course faculty provide guidance for both the Population Health Teaching Project & Community Health Learning Experience. Course faculty are responsible for the final evaluation of the student experience.
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.

NUR 475 - Contemporary Infectious Diseases (3)

This course introduces the student to the role of epidemiology in the study of infectious disease. Students will explore relationships among biological, environmental, social, cultural, economic, and political factors in the development and transmission of infectious diseases.

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.

ORG - Organizational Dynamics

ORG 301 - Survey of Organizational Dynamics (3)

This course explores the attitudes and behaviors of individuals and groups in organizations with a focus on change in the workplace, with a focus on reviewing 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 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: SOC 101 and PSY 101. Crosslisted as: PSY 461.

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.

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 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. Crosslisted as: PSY 322.

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 340 or SOC 340.

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)

The learning objectives of this course encompass the broad views of conflict and related social and professional interactions. The materials and assignments will emphasize both one's conscious use of self and analysis of others' feelings and behaviors in dealing with conflict and its dimensions. This study will include power, emotions, conflict styles, and negotiation skills.
Prerequisite: SOC 101 or PSY 101. Crosslisted as: PSY 477.

ORG 478 - Mediation Skills (3)

This course provides ''hands-on'' training and experience in acting 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, feedback, and other 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, the role and responsibilities of the mediator, stages of the mediation process, framing issues and supporting negotiation, working toward an agreement, and related topics including dealing with impasse, handling emotions, mediator ethics, getting past bias, cultural differences, trauma-informed approaches, apology, power, confidentiality, and assessing outcomes.
Prerequisite: ORG 477 or PSY 477. 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.
Prerequisite: ORG 477 or PSY 477. Crosslisted as: PSY 479.

ORG 490 - Internship in Organizational Dynamics (3)

This course consists of supervised field placement in an agency related to Organizational Dynamics. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course
Prerequisite: junior status, and overall GPA of 2.5 or higher.

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 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)

Love is one of the most powerful and least understood motivators of human behavior. It has been the subject of philosophical and psychological analyses throughout the history of human thought. Superficial examination of the concept usually results in misunderstanding and self-deception. This complex topic warrants thorough investigation. Americans tend to develop skewed notions of right and wrong, good and bad, and love and hate based on their idiosyncratic experience. A rational exploration of the notion of love should enable most people to function at a higher cognitive level, with fewer emotional blinders so that they can work out for themselves their own ideas of love, friendship, community, family, eroticism, trust, care, concern, and selflessness.

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 310 - The Art of Rational Thinking (3)

This course is designed to build a better understanding of good thinking by exploring six intellectual virtues: curiosity, perseverance, empathy, humility, courage, and fair-mindedness. Students will apply these traits in a variety of ways with the goal of becoming better thinkers and decision makers.

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: CTA 206 or CTA 210 or equivalent.

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.

PHY - Physics

PHY 272 - Physics I (with Lab) (4)

This is the first course in the calculus-based, general physics sequence. It is a survey course addressing physical mechanics, and includes kinematics, kinetics, energy, momentum and rotational motion.
Prerequisite: MAT 310 with a minimum of C.

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. Crosslisted as: LES 304, CRJ 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.
Prerequisite: POL 300 and ENG 122.

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.
Prerequisite: POL 300 and ENG 122.

POL 325 - Healthcare Compliance (3)

This course will focus on the fundamental healthcare laws and regulations that impact the healthcare industry and compliance. The course will include topics, such as, fraud and abuse laws (the False Claims Act, the Anti-Kickback Statute, and Stark Law), the Affordable Care Act, HIPAA, HITECH, and many more topics. Additionally, this course will address law enforcement agencies responsible for investigating and enforcing the healthcare law. The course materials will allow students to test their knowledge and understanding of the statutory and regulatory principles of compliance in a variety of health care settings. This course is cross-listed with HSC 325.
Prerequisite: ENG 121.

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.

POL 335 - Global Financial Compliance (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: 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.

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: 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: 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. Regulatory Compliance (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: 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 (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. This course is crosslisted with CRJ 385.
Prerequisite: ENG 122. 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.
Prerequisite: ENG 122.

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.
Prerequisite: ENG 122 and POL 300.

POL 413 - Food and Drug Law and Policy (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. Crosslisted as: LES 217.

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 326; Approval from Program Chair is required prior to registering for this course.

PSY - Psychology

PSY 101 - Introduction to Psychology (3)

This course is an overview of psychology providing students with a framework for understanding self and others regardless of their field of study. Information in the course will connect to personal and societal applications, as well as factual information. It will also provide the foundation for future study of psychology for those furthering their study in this area.

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 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 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)

The scope of the course encompasses communication in a variety of settings and roles - family and work, personal, and professional. The issues of gender and culture and their impact on both sending clear messages and receiving and understanding them is a critical part of the course.

Prerequisite: PSY 101.

PSY 310 - Community Psychology (3)

In this course, students will evaluate and understand communities as systems, as well as analyze the impact of those systems on individual development. Students will also learn and apply approaches to the creation and revision of the community and its organizations through grassroots efforts.

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. Crosslisted as: ORG 322.

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 122. Crosslisted as: LES 323 and SOC 323.

PSY 324 - Applying Psychology in Professional Contexts (3)

The ability to apply the knowledge, attitudes, and skills learned as part of one's undergraduate degree program to a wide variety of career choices and contexts is a key skillset for a successful professional. This 3-credit course explores topics to help students prepare for success in their future careers, including applying psychological concepts and skills to career goals, enhancing skills in self-efficacy, self-regulation and resilience, practicing skills for project management, applying skills for teamwork capacity, and developing meaningful professional direction for life after graduation. Meeting the Learning Outcomes of this course will help students be successful in their chosen profession.

Prerequisite: PSY 101, 60 Credits.

PSY 329 - Lifespan Development (3)

This course examines the biological, cognitive, and social-emotional development of humans from the prenatal period to late adulthood. Students will learn about a variety of developmental theories, typical stages and patterns of development, and the role that individual differences, context, and culture play in the changes that occur throughout one's life span.
Prerequisite: PSY 101.

PSY 330 - Infant and Toddler Development (3)

This course is an in-depth study of the growth and development of an individual from conception to age three. All aspects of human development will be explored, including physical, cognitive, language, and social-emotional development. Current topics in the areas of infant and toddler development will be reviewed. This course will also examine current policies (such as car seat regulations and parental leave) and topics related to infant and toddler care and education.

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 or RDG 203.

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 (or BIO 253).

PSY 336 - Child Development (3)

This course provides a comprehensive study of human development from the prenatal period through middle childhood. Students will examine various areas of a child, including physical, cognitive, and social-emotional development. Major development theorists are reviewed. The interrelationship of heredity and environmental factors that influence change are also considered.
Prerequisite: PSY 101 or RDG 203.

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: ENG 310 and MAT 308.

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 anatomy and the physiology of the human sexual response in the male and female. Attitudes concerning controversial issues, such as sexual orientation and gender identity, sterilization, sexuality education, and abortion, are also considered.

Prerequisite: PSY 101.

PSY 353 - Sports Psychology (3)

This course is devoted to the study of sport and exercise psychology. The course examines the history, theories, research, and practice related to sport and exercise behavior, and 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. The course is designed to introduce students to sport and exercise psychology by providing a broad overview of major topics in the field.

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 206. 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 and ENG 122 .

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)

Forensic Psychology is a growing interdisciplinary approach to providing a range of services to clinical forensic and legal populations. In this course, students will develop a broad understanding of the interface of psychology and the law, as well as the differences between the two fields of study. They will further examine the theoretical and scientific principles underlying forensic psychology and analyze how forensic psychology is applied in professional settings.

Prerequisite: PSY 101.

PSY 380 - Survey of Trauma-Informed Approaches (3)

This course will provide an overview of trauma-informed approaches and why it matters to incorporate a trauma-informed approach in human services, in education, in the criminal justice system, or in any worksite, as well as in communities. This course is also designed to provide the background needed to better understand compassion fatigue and other experiences related to service delivery, especially in highly stressful environments. This course will also address what it actually means to incorporate a trauma-informed approach in your daily work as well as in your personal life.

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 395 - Study Abroad – Intercultural Competence (3)

We live in a global society and students need intercultural skills and knowledge to be fully prepared to live and work in today's world. One of the best ways to develop these important skills is to immerse one's self in another country's culture by studying abroad. Participating in a study-abroad program can help students develop greater independence, maturity, and self-confidence; the flexibility to adapt quickly and creatively to unexpected developments; and the ability to interact effectively with people from a wide variety of cultural backgrounds, including, but not limited to, race/ethnicity. They also gain many other skills and experiences that will become invaluable to them throughout their lives, as well as to their employers when they enter the workforce. In our increasingly global society, leaders in business, government, and academia are recognizing the economic importance of students gaining international experience and becoming globally competent citizens and employees.
Prerequisite: PSY 101 and Chair approval.

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. The course will provide a comprehensive and up-to-date study of human adulthood. Included will be an understanding of how early development influence later development. Areas of development to be studied include physical, social-emotional, and intellectual development. Major developmental theorists will be studied. The inter-relationship of heredity and environmental factors that influence change will be considered.

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. Students will learn about various instruments that can be used to collect data from individuals and populations.

Prerequisite: SOC 340 or PSY 340 .

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)

In this course, 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.

Prerequisite: PSY 340 .

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 416 - 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.
Crosslisted as: SOC 404.

PSY 417 - Advanced Seminar: Mindfulness Based Wellness (3)

This course will provide an overview of the construct of mindfulness and its applications in Psychology. Students will be given instruction to help them to establish a personal mindfulness practice. In addition, students will review current research concerning Mindfulness and its application in relief of human suffering. Students of this course will have the prerequisite to pursue training as a mindfulness teacher from programs that provide that certification.
Prerequisite: PSY 101. Crosslisted as: MCC 8063.

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 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. Learners will also explore the importance of resiliency, recovery, and healing. A focus on the professional's current self-care status which will include effective stress management methods for containment/control of unwanted distress will be discussed.
Prerequisite: PSY 420.

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 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 454 - Children and Families in Context (3)

Families have a powerful influence on individual development. This course examines effects on children from family contexts through the lens of bioecological theory. Various levels of systems and processes are investigated through application of global contemporary family situations and issues.
Prerequisite: PSY 101.

PSY 455 - Adolescents, Adults and Families in Context (3)

Families have a powerful influence on individual development. This course examines effects on adolescents and adults from family contexts through the lens of bioecological theory. Various levels of systems and processes are investigated through application of global contemporary family situations and issues.
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 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 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)

The learning objectives of this course encompass the broad views of conflict and related social and professional interactions. The materials and assignments will emphasize both one's conscious use of self and analysis of others' feelings and behaviors in dealing with conflict and its dimensions. This study will include power, emotions, conflict styles, and negotiation skills.
Prerequisite: SOC 101 or PSY 101. Crosslisted as: ORG 477.

PSY 478 - Mediation Skills (3)

This course provides ''hands-on'' training and experience in acting 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, feedback, and other 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, the role and responsibilities of the mediator, stages of the mediation process, framing issues and supporting negotiation, working toward an agreement, and related topics including dealing with impasse, handling emotions, mediator ethics, getting past bias, cultural differences, trauma-informed approaches, apology, power, confidentiality, and assessing outcomes.
Prerequisite: ORG 477 or PSY 477. 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.
Prerequisite: PSY 477 or ORG 477. Crosslisted as: ORG 479.

PSY 481 - 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: 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 and SOC 101.

PSY 483 - Addictive Behavior (3)

The psychological and physical effects of addiction and addictive behaviors on individuals, families, and societies will be discussed. The origin and treatment of addiction will be examined from a biological and psychological perspective.

Prerequisite: PSY 101 and junior status.

PSY 484 - Losses and Grief Journey (3)

This course is an introduction to the importance of the anticipated and actual grieving process in all of life's losses. This course will help students identify patterns due to cultural background, circumstances of loss, personality, age, spiritual energy, and other factors of individual grief journeys.

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.

PSY 499 - Internship in Family Science (3)

Internship in Family Science requires 120 hours of field work and offers an opportunity for students to enter the field as they observe and participate in an approved professional setting related to family sciences under the guidance of a field supervisor. Besides gaining practical field experience, students will also relate content knowledge from their program to practice; develop awareness of professional expectations and their suitability to the field; reflect on their cultural competence; and reflect on their standards of ethical practice in a workplace setting. Students will gain an understanding of the mission, history, and goals of the internship organization.
Prerequisite: PSY 101, junior status, overall GPA of 2.5 or higher, and faculty approval.

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 302 - Literature for Children (3)

This course is a study of literature for children 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: EDU 102, ECE 105 or EDU 203.

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: PSY 333.

SCI - Science

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 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 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 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 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.

SCI 495 - Science Major Senior Seminar (3)

Students in this capstone course will review broad concepts and factors relevant for a well-informed scientist and young professional. Students will examine scientific ethics and science policy as well as core concepts of evolutionary theory. Students will also demonstrate proficiency of professional skills, including oral and written communication and information literacy. Students will examine their own career preparedness through the development of a resume, portfolio and research paper stemming from work-related experiences.
Prerequisite: Senior status (at least 90 credits), ENG 131, and ENG 122 (depending on program requirements), and MAT 122 or MAT 205 or equivalent.

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 205 - Fundamentals of Cybersecurity (3)

This course provides the latest cyber security tips and techniques on Internet and computer security best practices. Topics include: important privacy legislation, case studies of infamous cyber security incidents, developing effective personal and corporate cyber security architecture, selection of 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.
NOTE: This course is intended for non-Computer & Network Security (CNS) majors. CNS majors must instead take SEC 210.

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: CTA206 or CTA210.

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.

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.

SEC 290 - Introduction to Programming with Python (3)

This course introduces the student to computer programming using the Python programming language. Topics to be covered include data types, conditional statements, program flow control, loops, user defined functions, data structures, file I/O, and debugging. Emphasis will be placed on best practices and secure software development techniques.

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 cybersecurity. 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 or CTA 326.

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: SEC210 or SEC250.

SEC 325 - Breaking Down Cloud Security (3)

With so much of technology today dependent on cloud computing, it is important to ensure that a business has cloud security in mind. In this course, you will be learning about the basics of cloud computing, security best practices for clouds, and other cloud security considerations that will ensure success for a business. You also will get a strong foundation in Cloud Architecture, DevOps, and Containers.
Prerequisite: It is recommended that students who do not have familiarity with command line interfaces should first take SEC 230 (Linux) and/or SEC 100 (Windows).

SEC 326 - Cloud Architecture, Reliability & Economics (4)

Cloud Architecture, Reliability & Economics course provides a broad overview of the set of global cloud-based products within the AWS environment. This course will discuss cloud fundamental resources such as compute, storage, databases, analytics, networking, management tools, and security. This course will discuss the various use cases including enterprise solutions, start-ups, small and medium-sized businesses, and customers in the public sector. This course will also provide the student with a definition of AWS services, networking, storage, database and analytics the demonstrate AWS Cloud benefits. This course will also discuss the key concepts, design principles, and architectural best practices for designing and running workloads in the cloud. By answering a set of foundational questions, students will learn how to provide an architecture that aligns with cloud best practices and are provided guidance for making improvements. AWS Architecture Design helps students to design cloud architects that are secure, high performing, resilient, and efficient. Based on the AWS five pillars — operational excellence, security, reliability, performance efficiency, and cost optimization — students will be able to design and evaluate AWS architectures that can scale over time. The student should exit the course with a firm understanding of the various AWS building blocks needed to respond quickly to changing business requirements and drive to cloud.

SEC 327 - Cloud Services & Tools (4)

Cloud Services & Tools provides insight into the AWS cloud services model of on-demand delivery of compute power, database, storage, applications, and other IT resources through a cloud services platform via the Internet with pay-as-you-go pricing. This course will present the services needed for deploying and running applications supporting critical business operations as well as mobile applications Cloud Services & Tools leverages the AWS platform for available cloud services to provide rapid access to flexible

and low-cost IT resources. Service for Kubernetes (EKS), AWS Batch, AWS Elastic Beanstalk, AWS Services for Storage: AWS Storage Gateway, AWS Services for Database: Amazon Elasticache, Amazon Neptune, Migration Tools: AWS Migration Hub, AWS Database Migration Service, AWS Server Migration Service, and Networking & Content Delivery tools: Amazon API Gateway, and AWS Direct Connect. Students who can learn these services and tools offer better solutions for the AWS environment. The course will concentrate on the leading services needed to most environments/web applications. AWS has over 175 AWS services available and this course will touch on the intent and functions most often used to extend core services and support migration to AWS.
Prerequisite: SEC 326.

SEC 328 - Cloud Operations & Performance (4)

Cloud Operations, Performance & Performance course will provide a deeper examination of the various concepts for AWS Operations, Performance resiliency within the AWS cloud environment. This course provides students with insight into the reliable operations and secure performance of AWS workloads. This course will discuss the AWS environment and the services needed to consistently perform the intended functions, processing and the ability to test/operate AWS workloads throughout the total lifecycle. The five design principles for reliability in the cloud will be covered in-depth. The five design principles include: 1) Automatically recover from failure, 2) Test recovery procedures, 3) Scale horizontally to increase aggregate workload availability, 4) Stop guessing capacity and 5) Manage change in automation. This class establishing best practices to build reliable architectures that have strong foundations, resilient architecture, consistent change management, and proven failure recovery processes.

SEC 329 - Cloud Practitioner Certificate (CPC) Exam Review (1)

Certified Cloud Practitioner Exam Review course is intended for students who have taken the necessary preparatory classes and are ready to sit for the external AWS CCP Exam. This class will review the necessary knowledge and skills required to pass the exam. This class will review the overall understanding of the cloud and the basic global infrastructure, cloud architectural and design principles, cloud value proposition, cloud key services and platform (e.g. compute, storage and analytics), Basic and Advanced security and compliance aspects, AWS shared security model, AWS billing, account management, and pricing models, AWS sources of documentation or technical assistance, Basic and Core characteristics of deploying and operating in applications the AWS Cloud. Students will be presented with various perspectives and scenarios that may be presented as part of the exam including technical, managerial, sales, purchasing, or financial. Students should have a basic understanding of the AWS services, functions and their uses on the cloud platform.

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 SEC 235.

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.

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.
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: SEC 350.

SEC 360 - Advanced Mobile and IoT Forensics (3)

Advanced mobile and IoT forensics will build upon the student's basic knowledge gained from prior forensic courses by analyzing data from mobile devices and IoT devices with forensic programs used in prior courses (Magnet AXIOM) and introduce open source forensic suites such as Autopsy. Instruction in this course will introduce students to advanced mobile artifacts that relate to common data used in criminal and civil cases such as GPS and pattern of life databases and files. Students will also use mobile device emulators to test unknown apps and discover their behavior without modifying data from the original evidence source. Finally, students will process data from IoT devices and identify artifacts that could be useful to investigators while using methods to properly verify the data and accurately report their findings. Both Windows and Linux operating systems will be used for this course.
Prerequisite: SEC 355 or 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 375 - Malware Analysis Techniques (3)

This course teaches the core principles associated with several aspects of malware analysis. The course covers both basic and advanced static malware analysis techniques as well as basic and advanced dynamic malware analysis techniques. Various forms of malware will be discussed and analyzed during the class including executable files, PDF documents and data link libraries. Both Windows and Linux operating systems will be utilized during the analysis of the malware samples. Through readings, discussions and hands-on labs using real-world sample files, the students will gain topical and pertinent experience in the field of malware analysis.
Prerequisite: SEC 230.

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.

SEC 420 - Data Integrity and Disaster Recovery (3)

This course will expand upon SEC 250 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.

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 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.

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 - Firewalls and Network 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 and 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 465 - Cybersecurity and IoT (3)

This course will explore the Internet of Things (IoT), creating one or more projects using microcontrollers such as the Raspberry Pi, Arduino or other microcontrollers. Vulnerabilities will be examined along with how they might be exploited and mitigated. Known exploits will be researched and students will examine their home networks in order to understand their exposure to cybersecurity threats.
Ideally, interested students should be familiar with one or more of the following: Networks, Python, Java, C or C++, Linux, Raspberry Pi, and/or Arduino.
The student should have demonstrated through prior coursework the ability to stay focused, problem solve and find answers to problems on their own.
Prerequisite: Permission of Program Chair.

SEC 480 - Experiential Learning in Cybersecurity (3)

This is an experiential learning course that offers students the opportunity to apply the skills, practices, policies and procedures taught in the Computer & Network Security curriculum and apply them in simulated real-world environments via NCL competitions. These games help students develop problem solving and team building skills while learning how to defend against cybersecurity attacks. In addition, the role of the ethical hacker is emphasized in order to ensure that students develop penetration testing skills while also understanding how to use these skills responsibly.
Unlike many industry recognized certifications that measure rote memorization knowledge in the form of multiple-choice test questions, NCL games use performance-based assessment which helps students understand their current level of preparation for the workforce and what they need to focus on to get better: "NCL's Scouting Reports measure strengths and weaknesses amongst various cybersecurity learning objectives and industry-recognized competencies" (https://www.nationalcyberleague.org/scouting-reports).
Perhaps more so than most other disciplines, cybersecurity threats are constantly changing, and practitioners need to be lifelong learners. The NCL is a learning community that makes competing fun through things like Crypto Kait's NCL Player Ambassador program (https://cryptokait.com/) that will help students grow and remain involved long after this course is over.
Prerequisite: SEC 250.

SEC 490 - Computer and Network Security Internship (3)

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 (3)

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 (3)

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)

Why are people part of groups? This course introduces students to the scientific study of group behavior in terms of social interactions and processes. By developing their sociological imagination, students will understand the ways in which we interact with each other in the various groups to which we belong and how those interactions influence our behavior. Students will consider diverse topic areas such as culture, socialization, social institutions, social inequality, social psychology, and social change. Students' role as global citizens is examined through the lens of global stratification. Students will apply theoretical approaches, such as functional-analysis, symbolic interactionism, and conflict theory, to an examination of institutions and social processes in the United States and globally. Students will also consider how sociologists "do" research and how that research can help to solve real world problems.

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: PSY 101 or 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 or PSY 101.

SOC 304 - Ethnic Groups and Minorities (3)

The study of race and ethnicity is complex and its role in our everyday lives is continuously evolving. Through an examination of the relationship between minority and majority populations, students will apply a sociological perspective to the study of race and ethnicity, prejudice and discrimination, racism, intergroup relations, cultural diversity, and public policy. Students will evaluate race as a social construct grounded in culture, place, and time, how it differs from ethnicity, and why these distinctions matter. Students will also find a forum for examining possible solutions to ongoing racial and ethnic inequities. With knowledge and an understanding of the historic and ongoing experiences of many races and ethnicities, students will have the tools to excel as successful global citizens.
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 or PSY 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 311 - Parenting Perspectives (3)

Becoming a parent is not accompanied with a manual, and most parents develop their parenting skills on the job. Styles of parenting, depend on many environmental and social influences, including culture, socio-economic status, prevailing social problems, ethnicity, the status and well-being of society at large, as well as current prevailing parenting patterns.
This course will explore various parenting perspectives and offers something for parents, grandparents, teachers, caretakers, or those who simply wish to study parenting. Topics include various parenting styles, intergenerational parenting, formation of the parent-child unit, culture, ethnicity, influence of socio-economic status, and more. Also including will be learning how to parent and

parenting in a technological 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 or PSY 101.

SOC 313 - Social Justice Advocacy (3)

By defining social justice, and through the presentation and discussion of past and current social inequalities, this course encourages students to reflect on privilege, equality, and respect for human dignity. Sociological and interpersonal theories will support the need for applying a conscious social justice perspective to advocacy efforts. Students will reflect on how a social justice agenda is inherent in social movements and how adopting this perspective relates to advocacy activities, for both professional advocates as well as social justice allies.

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)

Why and how do societies change? What are the drivers of change and how do people adapt to changing social norms? What do you need to know about how to change the world to make it a better place? In this course, students will be challenged to evaluate their future as part of a world that is undergoing continuous social change by examining its historic and contemporary patterns. Through exploration of sociological theory and real world outcomes, students will critically assess why and how social change occurs, examining reasons such as diffusion, acculturation, evolution, globalization, conflict and competition, bureaucratization, urbanization, modernization, ideological changes, technological changes, economic changes, changes in political power, and changes in legal power. Students will analyze the impact of individuals and groups on the process of social change and consider their ability to influence and implement constructive social change.
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 or PSY 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 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 or PSY 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 and ENG 122.

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: ENG 122, SOC 331 and MAT 308.

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 - 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.
Prerequisite: PSY 101 or SOC 101.

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.
Prerequisite: PSY 101 or SOC 101.

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 or PSY 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 - 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.
Crosslisted as: PSY 416.

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 or PSY 101.

SOC 409 - Seminar in Applied Behavioral Science (3)

The Senior Seminar in Behavioral Science will focus on developing professional skills, exploring career options, and understanding how programs are evaluated. 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 explore evaluation studies, graduate programs, advocate for a social issue, and develop a career path trajectory.
Prerequisite: SOC 340.

SOC 411 - 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: PSY 101 or 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 425.

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 426.

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 - 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.
Prerequisite: SOC101.

SOC 460 - 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 463 - Social Values & Intercultural Communication (3)

This course explores the relationship between culture and communication. The purpose of this course is to develop an understanding of how cultural context shapes communication, specifically, how the cultural context influences and affects communication across different cultures. Students will learn to identify ethnocentrism and shared assumptions of their own culture and understand how these affect their ability to present our own ideas to those of another culture.
Prerequisite: PSY 101 or SOC 101, and Junior Status.

SOC 464 - 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.
Prerequisite: PSY 101 or SOC 101.

SOC 468 - 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.
Prerequisite: PSY 101 or SOC 101.

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.
Prerequisite: PSY 101 or SOC 101.

SOC 470 - Seminar in Sociology (3)

This course will focus on reading about and discussing special topics in sociology. The specific topics may change from semester to semester and from instructor to instructor, but the emphasis of this course will be on developing an in-depth understanding of several sociological topics. The seminar format will require students to read and lead class discussions and presentations on sociological topics.
Prerequisite: SOC 302 and SOC 304.

SOC 471 - Testifying in Court (3)

Working in the helping professions often requires professionals to appear in court and testify in a case. The testimony of a helping professional is essential in helping judges make informed decisions on behalf of children, families, and anyone who comes before their courts. Therefore, it is crucial that helping professionals learn to establish their credibility, recognize leading questions, and how to answer questions succinctly. This course introduces students to the fundamental concepts of preparing for and testifying in the court system. Students will develop skills to prepare for their courtroom experience such as organizing and collecting data, preparing and distributing records, reviewing case notes and summaries, responding appropriately to legal questions, and courtroom etiquette.
Prerequisite: SOC 101 or PSY 101.

SOC 472 - Investigating Human Trafficking (3)

This course will focus on identifying, responding, and investigating human trafficking for successful prosecution of human trafficking cases. Students will expand their knowledge of how to identify and respond to victims of human trafficking. In addition, this course provides opportunities to develop competency based skills such as forensic interviewing and creating and maintaining documentation admissible in a court of law.
Prerequisite: SOC 404.

SOC 473 - Human Trafficking Advocacy & Change (3)

This 3rd course in the human trafficking sequence focuses on understanding national, state, and local policies, as well as levels of awareness related to human trafficking, so that professionals in the field may recognize opportunities for advocacy and effecting change. Students will learn how to identify activism at multiple levels and learn to structure awareness and advocacy initiatives.
Prerequisite: SOC 404.

SOC 474 - Introduction to Disability Studies (3)

This course encourages the student to explore disability issues with an emphasis on the more personal aspects of living with a disability, as well as social policy issues that influence the daily lives of the disabled, including: community inclusion, independence, assistive technology, transportation, employment, self-care, recreation, communication, and health care. Federal regulations, as well as the history of service provision for those with disabilities, will be reviewed. Students will learn about the systems that support the full integration of people with disabilities in all facets of life. This course is designed to prepare undergraduate students with the knowledge and understanding of disability in order to enhance their skills as professionals and citizens.

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. Students will develop vocabulary and communication skills by practicing speaking skills individually and conversationally as well as reading simple texts to assist in speaking skills. Students will be assessed through individual speaking and reading as well as conversational activities.

SPA 302 - Practical Spanish II (3)

This course emphasizes building upon students' previous vocabulary and conversational skills. This source prepares students to discuss actions from the past and also prepares them to discuss additional topics and Hispanic cultural elements. Students will learn experientially while participating in conversations as well as demonstrating individual conversational and written proficiency.
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 - Sport 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 - Sport in America (3)

This course is a study of the evolution of sport in America and the impact of sport on society. This course will consider the major influences on sport including economics, politics, and society. The course will consider major contributors to American sport including athletes, managers, and strategists. This course will have discussions on the influences of foreign markets and foreign athletes in American sport.

SPM 301 - Legal and Ethical Issues in Sport (3)

This course is designed for students interested in the growing problems of sport litigation. Amateur and professional aspects of sport 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 122.

SPM 302 - Sociology of Sport (3)

This course examines the social/cultural history of sport and its influence on our social institutions, such as politics, the economy, and government. Also highlighted will be issues such as race, gender, defiance and social problems, and youth socialization in relationship with sports. The world of sport involves a large and diverse group of people. Participants come from all ages, ethnicities, and backgrounds. Because of this, it is important for sport administrators to be able to better understand and appreciate different groups. Through this course, the impact of society on the world of sport is discussed. Further, this course will examine how other outside forces in society (politics, the media, and religious groups) impact the sport industry.
Prerequisite: ENG 122.

303 - Esports Management (3)

Esports have rapidly expanded from a pastime undertaken by casual players to one of the largest segments of the entertainment industry, in which hundreds of millions of people play and compete daily. This is a comprehensive course covering the operational side of esports, including various levels of esports, culture, and social issues. Students will get a full look at the marketing engine of esports, examine sponsorship opportunities, esports events and venues, and communications at all levels including broadcasting, analytics, and social media.

SPM 304 - Current Issues in Sport Management (3)

This course studies current issues, problems, and trends in sport management. Each student will gain a better understanding of current issues, problems, and trends in sport management. They will understand how these issues, problems, and trends affect the sport industry. Students will demonstrate ability to find information about current issues in sport management. Through this course, students will demonstrate ability to handle problems as they arise in the sport management setting.

SPM 305 - Sport Management I (3)

Sports are more than just the game seen on television or in the stadium. Students interested in sport management should be aware of the various occupations in the sport industry. This course gives an overview of the responsibilities of those involved in the sport industry, as well as how general management principles apply to the industry.
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 - Sport 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 sport, 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 400 - Seminar in Sport 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 sport. Students will learn about the application of analytics in sport for the purpose of in-game strategy, player performance, team management, sport operations and fantasy competitions, sport marketing and digital analytics. This course covers the applications of analytics and sport using probability, statistics and other mathematical tools. This course will provide students with an understanding of the burgeoning field of analytics as applied to sport. Not only will the course demonstrate the application of analytics to sport operations, including non-game areas, but will also present the history of data analysis in sport.
Prerequisite: MAT 312 (prior 2016-2017 MAT 308).

SPM 405 - Sport Management II (3)

This course gives students a comprehensive view of the procedures and operation of professional sport, 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. This course will give students knowledge of various administrative principles, techniques, and theories, as well as the knowledge to apply them to different situations and issues.
Prerequisite: SPM 305.

SPM 406 - Sport Facilities Management and Planning (3)

The purpose of this course is to provide students with an introduction to the planning and management of sport facilities. The course

will focus on elements of planning, design, and management while examining functions related to maintenance, security, operations, and evaluation. The course will emphasize problem solving utilizing class discussions, guest speakers, and facility site visitations as feasible. Through this course, students will gain an appreciation of the planning, organizing, employee training, security issues, and management skills that are needed to operate a sport facility.
Prerequisite: SPM 405.

SPM 407 - Sport Marketing and Promotions (3)

This course is designed to give students an understanding of the marketing process relative to the sport industry. Specific topics include: developing a marketing strategy, promotion, sponsorship, sales, advertising, licensing, and sport marketing analytics. In this class students will learn the theories, tools, and applications that sport organizations use every day to drive attendance and increase ticket sales, concession sales, and merchandise sales.
Note: This course previously was designated BMK 407. In addition to being a required course for Sport 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 sport industry; and fund-raising.
Prerequisite: SPM 405 and FIN 305.

SPM 490 - Sport 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 sport management field. A minimum of 120 hours is required for Sport Management internships. This course is graded satisfactory/unsatisfactory.
Prerequisite: SPM 305.

SPM 491 - Sport 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 sport management field. A minimum of 120 hours is required for Sport Management internships. This course is graded satisfactory/unsatisfactory.
Prerequisite: SPM 490.

TEC - Technology

TEC 215 - Basic Photography (3)

Students will develop basic photographic skill sets in composition, lighting and angles to create compelling images. This class will concentrate on the exposure matrix to demonstrate how ISO, shutter speed and aperture effect exposure, motion and depth of field. Composition will be studied through the analysis of historic and contemporary photographs so that the students will be able to create compelling imagery. Adobe Bridge and Photoshop will be used for basic editing and image adjustments.

TEC 275 - Intermediate Photography (3)

Having completed a basic photography class, the student should be versed in making proper exposure, this course will expand on the basic photographic skill sets. The integration of flash photography will be introduced utilizing in-camera and external flash. Students will interpret exposure under various ambient and artificial lighting conditions. Adobe Bridge and Photoshop will be used for editing and image adjustments. Photo Mechanic and Adobe Lightroom are introduced.
Prerequisite: TEC 215.

TEC 300 - Advanced Photography (3)

This course will cover more technical aspects of photography including how to cover special events regarding the use of speedlights, lens choice, and angle. It will also explore B&W conversion methods, B&W directional lighting & toning. Students will continue their exploration of the creative possibilities and relationship between high vs. low shutter speed & aperture through various assignments such as high dynamic range (HDR) photography. Raw file conversion using Lightroom and the use of more advanced Photoshop layers, curves and histogram will be emphasized. A final portfolio will be completed.
Prerequisite: TEC 275.

TEC 325 - Business of Freelancing (3)

This course will teach Media Design students the finer points of copyright and intellectual property rights. Students will write business contracts, model releases and learn to negotiate fees with clients. Planning and logistics of freelance assignments will be emphasized. This is a hands-on course where students design and photograph weekly assignments according to their majors.

Collaborative critiques and discussions will take place.

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 with captions from Wilmington University sporting events. Students will be required to spend time outside the classroom to photograph Wilmington University games.
Prerequisite: TEC 215.

TEC 407 - Lighting: 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 midpoint. 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 275.

TEC 460 - Topics in Photography (3)

This class may be tailored specifically to a course of study agreed upon by student and teacher, or run as a section with a chosen topic.
Prerequisite: Permission of the Program Chair.

UAV - UAV Technology

UAV 100 - Intro to Drone Operations (3)

So you want to learn how to fly a drone? Did you know that physically flying the drone is only half of the job? In Intro to Drone Operations students will not only learn how to fly a drone but will also learn the required knowledge to pass the Part 107 test. Students will learn all FAA rules and regulations and how to read sectional charts. During course time students will also learn how to properly prepare for flight and learn the basic controls needed to fly a drone.

UAV 102 - Drone Design and Maintenance (3)

Okay, you can fly a drone but can you build one? In UAV102 Drone Design and Maintenance, students will learn all the aspects and parts that make a drone work. Through hands on activities students will build a fully functional and working drone. If something is malfunctioning or needs repairs, students will learn how to break down, analyze, and fix these problems.

UAV 200 - Security of UAV and UAS Systems (3)

You've heard questions about drones and security, but what do they really mean? Students will explore the historical and ethics side of drone operations in UAV200. Through a series of lectures and in-class demonstrations, students will learn how to defend against the threat of drones. This course will also explore the possibilities of drone based hacking and the different potential security threats that could be created in the future with evolving drone technology.
Prerequisite: UAV 100.

UAV 487 - Drone in Practice (4)

Now it is time to apply all the knowledge gained throughout the Drone Operations and Application certificate and create a drone based capstone project. During this course, students will use the skills learned to execute a major project in one of the four chosen areas of study: Public safety, Agriculture, Video & Photography, and construction, or an approved topic. Students will have access to professional equipment to help create this capstone project.
Prerequisite: UAV 100, UAV 102, UAV 200, and VFP 330.

VFP - Video and Film Production

VFP 100 - Camera and Cinematography (3)

This course is equivalent to VMG 100. 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.

VFP 101 - Introduction to Audio (3)

This course is equivalent to VMG 101. 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.

VFP 200 - Adv Camera and Cinematography (3)

This course is equivalent to VMG 200. 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: VFP100.

VFP 202 - Adv Audio Recording Techniques (3)

This course is equivalent to VMG 202. 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: VFP101.

VFP 203 - Intro to Non-Linear Editing (3)

This course is equivalent to VMG 422. 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.

VFP 222 - Story Design Methods (3)

This course is equivalent to VMG 222. 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: ENG121.

VFP 240 - Music Recording Fundamentals (3)

This course is equivalent to VMG 240. 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: VFP101.

VFP 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 VMG 301.

VFP 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. This course is equivalent to VMG 302.
Prerequisite: VFP301.

VFP 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 is equivalent to VMG 307.

VFP 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 is equivalent to VMG 311.

VFP 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 is equivalent to VMG 312.

VFP 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 is equivalent to VMG 313.

VFP 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. This course is equivalent to VMG 330.

VFP 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. This course is equivalent to VMG 350.
Prerequisite: ENG121 and VFP100.

VFP 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. This course is equivalent to VMG 400.
Prerequisite: VFP100 and VFP301.

VFP 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 VMG 401.
Prerequisite: VFP100 and VFP301.

VFP 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. This course is equivalent to VMG 402.
Prerequisite: VFP100 and VFP301.

VFP 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. This course is equivalent to VMG 420.
Prerequisite: VFP100 or GMD105.

VFP 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 VMG 423.
Prerequisite: VFP203.

VFP 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 is equivalent to VMG 425.
Prerequisite: DSN210 and VFP101.

VFP 440 - Cooperative Education for Video and Film Production I (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. This course is equivalent to VMG 440.
Prerequisite: Permission Required.

VFP 441 - Cooperative Education for Video and Film Production II (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. This course is equivalent to VMG 441.
Prerequisite: Permission Required.

VFP 442 - Cooperative Education for Video and Film Production III (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. This course is equivalent to VMG 442.
Prerequisite: Permission Required.

VFP 460 - Topics in Video and Film Production (3)

This course surveys contemporary subjects and current events pertaining to Video and Film Production. This course is equivalent to VMG 460.
Prerequisite: Permission required.

VFP 487 - Video & Film Production 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 VMG 487.
Prerequisite: DFM350.

VFP 489 - Experiential Learning in Video and Film Production (3)

This course provides students with an experiential learning opportunity to engage in project-based learning within the student's current employment context or through a simulated work experience utilizing scenario-based application assessments that align with the competencies of a Video and Film Production professional as identified by the program chair. The course provides students with an opportunity to define, analyze, and apply theories and models to resolve a complex organizational problem(s) and real-world experiences to strategize Video and Film Production related solution and opportunities. This course will also cover phases of career management including preparing for the job market, understanding the job search process, and maximizing effectiveness in career development.
Prerequisite: Program Chair Approval.

VFP 490 - Video & Film Production 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/coel/work-integrated-learning.aspx. This course is equivalent to VMG 490.
Prerequisite: Program Chair Approval.

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M.P.A., University of Delaware
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Ed.D., Wilmington University

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M.A., University of Southern California
Ph.D., University of Southern California

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M.S.N., Columbia University
D.N.P., Widener University

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M.A., Abilene Christian University
Ed.D., Grand Canyon University

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M.B.A., Loyola College
D.B.A., Wilmington University

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M.B.A, Wilmington College
Ph.D., Northcentral University

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M.T.S., The Eastern Baptist Theological Seminary
Ed.D., Wilmington University

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M.A., Villanova University

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M.A., Eastern Kentucky University
Ph.D., Kent State University

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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

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Academic Online Liaison
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M.S., University of Delaware
Ph.D., Widener University

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B.A., Winthrop College
M.Ed., The University of Georgia
Ed.D., The University of Georgia

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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 5/15/20.

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M.S., Central Michigan University

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M.A., West Chester University

Marc E. Anderson
B.S., The Johns Hopkins University
M.A.S., The Johns Hopkins University

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M.F.A., Catholic University of America

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M.B.A., Widener University

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B.F.A., Rochester Institute of Technology
M.A., Savannah College of Art and Design

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B.S., James Madison University
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B.S., Wesley College
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Content Section

Administration

Executive Team/Administrative Cabinet

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Executive Director, Office of the President	Donna M. Quinn
Assistant Vice President, Office of the President	Maria F. Hess, Ed.D.
Assistant Vice President, Office of the President	Angela C. Suchanic, Ed.D.
Senior Vice President and Chief Operating Officer	Erin J. DiMarco, Ed.D.
Assistant Vice President, Student Enrollment Services	Bonnie L. Kirkpatrick, Ed.D.
Assistant Vice President and Chief Information Officer	Peter E. Lutus, B.S.C.S.
Vice President, Student Affairs and Alumni Relations	Tina M. Barksdale, Ed.D.
Assistant Vice President, Student Affairs and Dean of Students	Regina Allen-Sharpe, Ed.D.
Assistant Vice President, Alumni Relations & Development/Director of Athletics	Stefanie A. Whitby, Ed.D.
Vice President, Institutional Advancement	Jacqueline R. Varsalona, Ed.D.
Assistant Vice President, University Relations	William F. Swain, M.B.A.
Vice President, Administrative Affairs	Carole D. Pitcher, M.B.A.
Assistant Vice President and Dean of Locations	Robert P. Miller, M.S.
Assistant Vice President and Dean of COEL	Sallie A. Reissman, Ed.D.
Vice President, Enrollment Management	Eileen G. Donnelly, Ed.D.

Assistant Vice President, Academic Support Services	Peggy P. Mitchell, M.S.
Vice President, External and International Affairs	Peter A. Bailey, D.B.A.
Senior Vice President and Chief Financial Officer	Heather A. O'Connell, M.B.A.
Assistant Vice President and Controller	David R. Lewis, M.B.A.
Vice President, Academic Affairs	James D. Wilson, Ed.D.
Assistant Vice President, Academic Affairs	Robert W. Rescigno, Ed.D.
Assistant Vice President, Academic Affairs	Sheila M. Sharbaugh, Ph.D.
Vice President, Administrative and Legal Affairs	Christian A. Trowbridge, J.D.
Assistant Vice President, Administrative and Legal Affairs	Joseph P. Aviola, Jr., Ed.D.
Assistant Vice President and Chief Human Resources Officer	Nicole L. Romano, Ed.D.

Academic Deans

College of Arts and Sciences	Mary Ann K. Westerfield, Ed.D.
College of Business	Kathy Kennedy-Ratajack, D.B.A.
College of Education	John C. Gray, Ed.D.
College of Health Professions	Denise Z. Wells, Ed.D.
College of Online and Experiential Learning	Sallie Reissman, Ed.D.
College of Social and Behavioral Sciences	Edward L. Guthrie, Ed.D.
College of Technology	Anthony J. Carcillo, D.B.A.

A full listing of administrators and contact information for University instructional locations can be found at www.wilmu.edu.

ADDENDUM

Effective **May 1, 2022**, the following changes are based on functionality and efficiency and support our student-driven mission and strategic goals:

- Disciplines that fell under the College of Arts and Sciences (CAS) will now be a part of existing colleges. The new college names listed below reflect this change:
- The College of Health Professions will become the **College of Health Professions and Natural Sciences.**
- The College of Education will become the **College of Education and Liberal Arts**. (Liberal Arts is now a division.)

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